CHAPTER 1
INTRODUCTION

This chapter provides the research that deals with the research background, identification of the phenomena, the focus of study, research questions, aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, and research method. In addition, this chapter also describes the steps taken to collect and analyze data, resulting in relevant findings and contributing to the understanding of the topic being studied.

1.1 Background of the research

The large number of children of Indonesian migrant workers in Malaysia is an important issue because they need proper education. Malaysia estimates that more than 50,000 Indonesian migrant children working in the state of Sabah are unidentified (Wulandari et al., 2022). These facts encourage the Malaysian and Indonesian governments to work together to look at the education of immigrant students, especially newcomers, holistically. Holistic education for newcomer students goes beyond just learning the language and academic subjects (Bernacki et al., 2020). These Indonesian migrant children in Malaysia raise new issues related to cooperation between Indonesia and Malaysia. Because legally undocumented Indonesian migrant workers and their children have no legal protection in the destination country, the wages of migrant workers are very cheap, uninsured, and unprotected, this must be resolved by the governments of Indonesia and Malaysia through diplomacy (Novia, 2023).

Education is a crucial thing that will always be needed by the community. It does not matter if the community is in the country or abroad. Mikac & Wahdyudin (2021) Consider migration and migration education to be very important topics of the 21st century. There are skills that individuals

should use in the twenty-first century and that should be gained by individuals through education (Aslan, 2022). This is an important concern for the Indonesian government where there are a large number of Indonesian Migrant Workers in Malaysia, so the children of these Indonesian migrant workers need to get an education. Therefore, a diplomatic solution was found between the governments of Malaysia and Indonesia to provide access to education for children of migrant workers, namely by establishing a Community Learning Centre (CLC). Felfe et al., (2020) was hypothesized that the reform enhanced the returns on education for immigrants, motivated greater investment in human capital, and consequently promoted the educational integration of immigrant children.

The establishment of the CLC was the result of an agreement between the Leaders of Malaysia and Indonesia in order to provide education for the children of migrant workers in Malaysia, so the next effort was followed up by the representative institutions of the country and related structural institutions. This task is undertaken by the Consulate General of the Republic of Indonesia in Malaysia to offer educational services to migrant families (Wahyudin et al., 2021). In this case, the Indonesian Consulate General in Kota Kinabalu as the Indonesian Government Representative in Sabah carried out its diplomatic duties by establishing a CLC for the children of migrant workers in the palm oil fields in Sabah (Hartati & Andawiyah, 2020). The CLC established are both field and non-field CLC, and there are differences between Field CLC and Non-Field CLC. Siswanto et al., (2023) points out that field CLC are clearly owned and managed by oil palm plantations while non-field CLC are not under the auspices of a specific oil palm plantation company, non-field CLC seem to have a more unique history that has not been explored in much depth. The establishment of the CLC was the best solution, but that does not mean it did not cause other problems. The difficulty of access to the Palm Fields spread across the Sabah peninsula, Malaysia is certainly a problem, especially in access to education and technology.

The digital divide among Indonesian students in Malaysian CLC is a major challenge in maximizing the potential of technology to support English language learning. (Bernacki et al., 2020) highlight that technologies can be used to enhance learning processes and an understanding of them. This is in line with the findings of research conducted by Deli & Yasin (2017) which show whether in urban or rural settings, there is still a significant economic, educational, cultural, and infrastructure divide between indigenous peoples and other populations. Both the rate of technological adoption in education and the development of future generations are impacted by this circumstance. Therefore, it is interesting to explore challenges and opportunities in English Language Teaching and Learning. Because learning is complex and dependent on both human relations and materiality (Østern, 2021).

English has played a significant role across various fields such as medicine, engineering, education, technology, communication, and professional growth (Ilyosovna, 2024). Because English is an international language and the ability to speak English can open doors to wider learning opportunities, both in formal and non-formal learning. Many students choose to learn English because they believe it will be advantageous for them in some way. Their motivations often include the desire to earn a higher income, meet academic requirements, travel internationally, or connect with more people through the use of English (Seven, 2019). This is the main reason why English is an important language to learn in school. Abrejo et al., (2019) stated that language teaching and learning is the most important aspect. English language teaching and learning process is a complex series of activities involving interaction between teachers and students in an effort to develop students' English language skills.

English language teaching and learning using technology integration. Today, digital technology plays a significant role in our lives, and its integration into the teaching and learning process is no exception (Torekeyev & Shadkam, 2019). Technology is becoming increasingly important as a tool to support teachers in facilitating language learning for their students (Denault,

2017). In the teaching and learning process, teachers do believe that technologies support their teaching and learning processes in the ELT classrooms but cannot replace the teacher (Katemba, 2020). In other words, technology provides convenience in the teaching and learning process for teachers and students, but technology cannot replace the role of teachers in educating students.

The process of teaching and learning English certainly involves the interaction of teachers and students, and is accompanied by the use of technology in the cyber era. Learning with the integration of several devices and technologies is cyber learning. There are some specific research issues such as challenges and benefits in the process of learning English for Indonesian students in Malaysia, including several clusters. Such as, Digital Challenges in English Language Teaching and Learning Anggeraini, (2020); Fernández-Batanero et al., (2022); Liza & Andriyanti, (2020); Beardsley et al., (2021) English Language Teaching in Cyber Era Rabazo, (2022); Alakrash et al., (2022); Masruri et al., (2024); Yuliana, (2022) The Role of Community Learning Centers (CLC) Malaysia Handrianto et al., (2021); Wong et al., (2021); Purwasih et al., (2023); (Muslihudin et al., 2023). However, none have specifically examined how English language teaching is conducted within the unique context of Kimanis CLC, particularly in relation to technology and the cyber era.

While previous research has broadly explored technology integration in English language teaching, digital challenges, and the general role of Community Learning Centers (CLC) in Malaysia, this research differs by focusing specifically on the Kimanis CLC and its unique context. Unlike previous studies that often provide general insights, this research examines the specific challenges and opportunities faced by Indonesian migrant students and teachers at this center, by exploring their experiences with cyber learning. By discussing the practical barriers and benefits of integrating digital tools, this research offers an in-depth analysis that fills a gap in understanding how

English language teaching and learning at this CLC operates within the broader framework of the cyber era.

This phenomenon makes it interesting to explore the learning process of students who are children of Indonesian migrant workers in the palm oil fields of Sabah, Malaysia. In other words, this study aims to identify the condition and situation of the ELT in the Cyber era in Indonesian School in Malaysia. Besides that, is to explore the challenges and opportunities of the ELT in the Cyber era in Indonesian School in Malaysia.

1.2 Identification of the Problem

Based on the background above, the researcher found some problems. They are as follows:

1. Education access for Indonesian migrant workers' children.
2. Legal and diplomatic challenges.
3. Community Learning Centers (CLC) limitations.
4. Geographical and accessibility barriers.
5. Limited digital literacy and access among students.
6. Technological challenges in education.
7. The importance of English in various domains.
8. Teacher-student interaction in technology-assisted ELT.
9. Cyber learning implementation
10. Challenges in teaching and learning English in CLC.

Those problems made the researcher want to know English language teaching and learning in Cyber era, especially challenges and opportunities at CLC Kimanis, Malaysia.

1.3 Delimitation of research

The focus of this research is to find out the condition and situation of the Teaching and Learning process of English in the Cyber era. This research focuses specifically on the challenges and opportunities posed by digital technologies in the cyber era in English language education. The research

limits its investigation to current practices and perceptions among educators and students within this institution, without extending comparisons to other CLC or educational settings. The study primarily uses qualitative research methods to explore the integration of digital tools, pedagogical approaches, and socio-cultural influences on English Teaching and Learning.

1.4 Research Questions

Based on the background, the researcher formulated the following research questions:

1. How is the condition and situation of the ELT in the Cyber era in Indonesian School in Malaysia?
2. What are the challenges of the ELT in the Cyber era in Indonesian School in Malaysia?
3. What are the opportunities of the ELT in the Cyber era in Indonesian School in Malaysia?

1.5 Aims of the research

The aims to be achieved in this research are:

1. To identify the condition and situation of the ELT in the Cyber era in Indonesian School in Malaysia.
2. To explore the challenges of the ELT in the Cyber era in Indonesian School in Malaysia.
3. To explore the opportunities of the ELT in the Cyber era in Indonesian School in Malaysia.

1.6 Significances of the Research

The researcher expected that this research could contribute to English teaching and learning. This has two main meanings for theoretical and practical implications.

1.6.1 Theoretically

This research contributes to the theoretical understanding of how digital technologies can enhance or hinder English Teaching and Learning.

The research explores new paradigms and frameworks for integrating technology into language education, informing educational theories about effective pedagogical practices in the cyber era. The integration of digital tools and technologies in language teaching can enhance learning by providing an interactive and engaging experience for students. This is in line with the concept of 21st century learning or cyber learning, which emphasizes problem-solving, literacy and technology-centered education.

1.6.2 Practically

Practical implications include the development of innovative teaching strategies that utilize digital tools to improve engagement and learning outcomes. This research guides educators at CLC Kimanis Malaysia in adopting effective blended learning models and integrating multimedia resources into their lessons. The findings inform practical adjustments to the English curriculum at CLC Kimanis Malaysia, ensuring alignment with industry demands and global communication standards. This supports the creation of relevant and up-to-date learning materials that prepare students for real-world language use in a digital context. In addition, the researcher hopes to provide benefits for policy makers, especially the Malaysian and Indonesian governments to continue diplomatic relations in an effort to improve the quality of education at CLC Kimanis, Malaysia.

1.7 Theoretical Foundation

This section outlines the theory underlying this research, by reviewing key relevant theories and concepts. Additionally, it aims to establish a framework that will guide the analysis and interpretation of the findings, ensuring a comprehensive understanding of the research context.

1.7.1 Cyber Era

Cyber is something related to computers and information system and also known cyberspace. Cyber can be intrerprated as related to the internet and also known cyberspace (Sommer et al., 2023). In the cyber era

characterized by the rapid development of information and communication technology, almost all aspects of life have undergone significant transformation, including education. A new era has begun with the global expansion of the Internet and the widespread connection of numerous smart devices to it (Haleem et al., 2022). Technological and industrial advancements have led us to Society 5.0, where education now focuses on maintaining a balance in which the Internet serves not only as a source of information but also as an integral part of daily life (Legi et al., 2023). The world of education is now inseparable from technology, (Harahap et al., 2023) explained in the world of education needs to increase creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies.

The cyber era refers to an era in which human life is increasingly dependent on the digital world and information technology (Alatas, 2023). Digital technologies now play an important role in modern life, and disputes about whether to utilize them in teaching and learning have given way to debates about which technologies are best suited for a particular set of learning objectives (Sarkar, 2023). Digital tools, multimedia resources, and interactive platforms have completely reshaped the learning process, promoting greater student engagement, critical thinking, and problem-solving skills (Kalyani, 2024).

Therefore, understanding the theoretical foundations relevant to technology integration in education, especially in English language learning, is important to answer the increasingly complex learning needs in the cyber era.

1.7.1.1 The Concept of Cyber Era

The beginning of the Cyber era marks a transformative period in human history, characterized by the rapid advancement and integration of digital technologies. The growth of digital technology has had a significant impact on all aspects of human life (Kolosova et al., 2023). From the way people

communicate, work and learn, to the way people conduct business, entertain ourselves and manage our personal lives, the Cyber era has reshaped the world in profound and unprecedented ways. It's line with (Dwivedi et al., 2022) who stated many changes that are felt from the existence of this technology which brings changes in lifestyles, styles and ways of learning, ways of communicating and ways of working in every field of human life.

The concept of the cyber era refers to a period characterized by significant technological advances, especially in the fields of computing, communications and information systems. As the cyber era ushers in a new reality nationally and internationally, national security is transformed as well (Sommer et al., 2023). This era is characterized by the widespread use of digital technology, the internet, and artificial intelligence (AI), which have transformed various aspects of human life, including education, commerce, and social interaction.

Digital innovation in the cyber era has changed the way human live, work, communicate and conduct business. In the business there is a digital economy, where innovators have to deal with the problem of value capture, which requires different skills. They must be fully aware of the dynamics of platforms and ecosystems (Song et al., 2023). Remember that the transformation is something more than just the development of advanced digital technologies. Due to the wide range of potential outcomes and the dynamic and ever-changing nature of the environment in which digital transformation occurs, a comprehensive grasp of the ecosystem as a whole is necessary (Mikalef & Parmiggiani, 2022).

1.7.1.2 The Characteristic of Cyber Era

The Cyber era is characterized by several distinct features that generally define a period of rapid digital transformation and technological advancement. The following are some of its key characteristics:

1) Use of Technology: The Cyber era is characterized by the extensive use of digital technology in almost every aspect of life. Digital technology use is a

broad term that covers a wide range of devices, services, and ways in which they are utilized (Dienlin & Johannes, 2020). This includes the use of computers, smartphones, and other digital devices to access information, communicate, and perform various activities.

2) Internet of Things (IoT): The term "Internet of Things" (IoT) the Cyber era is characterized by the widespread use of The Internet of Things (IoT) refers to a network of physical devices, vehicles, buildings, and other objects that are equipped with sensors, software, and connectivity. Internet of things systems such as networked vehicles, smart traffic systems, and sensors embedded in roads and bridges bring us closer to the idea of "smart cities", which help reduce congestion and energy consumption (Radouan Ait Mouha, 2021). This has resulted in a wide array of devices and systems that are connected and interact with each other.
3) Artificial Intelligence (AI): Artificial Intelligence (AI) has become a critical component of the Cyber era, allowing machines to learn from data and perform tasks that would normally require human intelligence. AI is used in a variety of applications, such as language translation, image recognition, and decision-making. Even the use of AI has now entered the world of education. AI is currently viewed by many as a driver that is integral to the fourth industrial revolution, and it may trigger the fourth revolution in education (Zhai et al., 2021). In other words, AI has been increasingly propagated as having strategic value for education (Dong et al., 2020).
4) Cybersecurity Challenges: The Cyber era also presents significant cybersecurity challenges. Cyber security means maintaining the Integrity, Confidentiality, and Availability (ICA) of computing assets belonging to an organization or connecting to another organization's networks (Kaur & Ramkumar, 2022). With the increasing reliance on digital technologies, there is a higher risk of cyberattacks, data breaches, and other forms of digital threats (Turunen, 2022). This requires robust cybersecurity measures to protect sensitive information and systems.

5) Transformation of Work and Education: The Cyber era has changed the way people work and learn. Remote working and online learning have become commonplace, allowing for greater flexibility and accessibility. Remote working has expanded more opportunities for employees who work especially outside of a traditional office setting or those who work remotely (Flores, 2019). Online learning that takes advantage of technological sophistication actually encounters various problems for students (Erlangga, 2022). Therefore, these changes also pose new challenges, such as the need for effective online teaching and learning strategies.
6) Impact on Society: The Cyber era has had a profound impact on society, affecting the way people interact, communicate and access information. It has also created new opportunities for social and economic development. Technological advances including mobile commerce, social media, and smartphone technology have impacted nearly every society (Blut & Wang, 2020). These characteristics inform significant technological advances, the increasing reliance on digital technologies, and the challenges and opportunities that arise from this transformation.

1.7.2 Cyber Learning

Cyber learning, or digital technology-based learning, has become one of the revolutionary approaches in modern education. By utilizing the internet and technological devices, this method allows the teaching and learning process to take place without the limitations of time and location. In this cyber era, cyber learning is not only a solution for distance education, but also paves the way for an inclusive and technology-based future of education (Masruri et al., 2024). Advancements in digital technology have profoundly transformed education, influencing both teaching and learning approaches (Djibran et al., 2024).

The evolution of cyber learning can be tracked by early days of the internet when educational institutions started experimenting with online courses and resources (Kumar et al., 2023). With the rapid advancement of

technology, online platforms, educational apps, and digital media have transformed the traditional classroom setting into a more dynamic and engaging learning environment. Cyber learning allows students to practice their language skills independently, access real-time information, and engage with multimedia content that enhances their understanding of the language.

1.7.2.1 The Concepts of Cyber Learning

Technology becomes increasingly vital in education (Ademola, 2023). Cyber learning, also known as e-learning or online learning, has emerged as a revolutionary approach to education that harnesses the power of digital technology to deliver educational content and experiences over the internet (Subiyantoro & Prabowo, 2017). Online education, commonly known as EdTech, has revolutionized traditional classroom settings by offering more flexible and accessible learning opportunities (Zhou, 2024). The shift from traditional classrooms to virtual learning environments offers unparalleled flexibility, accessibility and resources to meet diverse learning needs.

Cyber learning transcends geographical boundaries, allowing students from all corners of the globe to access high-quality education is lined with (M. Singh, 2023) who mentioned high quality education available to all students across the world. Whether it is a student pursuing a college degree, a professional seeking further training, or a lifelong learner exploring a new interest, cyber learning provides an inclusive and adaptable platform to suit a variety of schedules and learning paces.

At the core of cyber learning are Learning Management Systems (LMS) such as Moodle, Blackboard, and Canvas (Swerzenski, 2021). These platforms provide a structured framework for creating, delivering and managing online courses (Titik Haryati et al., 2023). They offer tools for content delivery, assessment, communication and tracking progress, ensuring a comprehensive learning experience. An advantage of LMS is that the learning materials and progress are securely stored and accessible at any time (Rabiman et al., 2020)

The digital resources available in the cyber learning environment are diverse and engaging. Multimedia content, such as videos, podcasts, interactive simulations, educational software, and adaptive learning platform enhance comprehension and retention of information (Baharun & Porter, 2024). E-books, digital libraries and Open Educational Resources (OER) make a vast amount of knowledge easily accessable (Obuezie, 2024). In addition, the use of communication and collaboration tools, including discussion forums and video conferencing, encourage interaction and community building among learners and instructors.

In the cyber learning assessment should be innovative and effective. Online quizzes and tests provide immediate feedback, while assignments and projects can be easily managed and evaluated through digital platforms. Teachers can easily create quizzes, aggregate results in real-time, and provide fast and accurate feedback to students (Anggelina et al., 2024). Feedback plays an important role in monitoring student performance, engagement and learning outcomes, driven educational strategies.

Interactive learning tools, including simulations, virtual labs and gamification elements, create learning more immersive and fun. Adaptive learning technologies personalize the educational experience, tailoring content to individual needs and progress (Adeline, 2024). Support services, ranging from technical assistance to tutoring and counseling, ensure that learners have the necessary resources to succeed.

Content delivery in cyber learning can be synchronous, with real-time interaction, or asynchronous, allowing self-directed learning. Blended learning combines these methods, offering a hybrid approach that benefits from both online and face-to-face instruction (Daskan & Yildiz, 2020). This certainly makes it easier for English learners to access learning more easily. In other words, people can access English learning anywhere and anytime in this cyber era.

While virtual learning offers many advantages, including flexibility, and cost-effectiveness, it also faces challenges such as the digital divide,

engagement issues and the need for strong assessment integrity. However, as technology evolves, the future of virtual learning looks promising, with innovations in artificial intelligence, virtual reality and learning analytics poised to further enhance the educational experience. Virtual Reality (VR) is set to transform education by providing immersive and interactive learning experiences (AlGerafi et al., 2023).

In short, cyber learning is a significant development in education. It provides access to knowledge, supports diverse learning styles, and prepares individuals for the demands of the cyber era. To adapt in this cyber era, cyber learning will undoubtedly play an crucial role in shaping the future of education.

1.7.2.2 The Characteristic of Cyber Learning

Cyber learning, as e-learning or online learning, utilizes digital technologies to transform educational content and experiences over the internet. It has transformed traditional education by providing flexible, adaptable, accessible and diverse learning resources (Kisilkova, 2025). The following are the main aspects of cyber learning:

1) Flexibility and Accessibility: One of the most significant advantages of cyber learning is its flexibility. Students can access learning materials, lectures, and assignments at any time and from any location with an internet connection. The emergence of digital technologies, interactive platforms, and online materials has transformed traditional education, enhancing accessibility, engagement, and customization in learning (Ahmad, 2024). It enables learners to juggle their education while managing other responsibilities, such as work or family commitments.
2) Self-paced Learning: In cyber learning, students can learn at their own pace. Unlike traditional classroom settings that follow a fixed schedule, online learning allows students to spend more time on difficult material and skip sections they have already mastered more quickly. This

approach helps students understand the material better and remember it longer. Self-paced learning requires learners to be motivated, focused on their education, and capable of selecting appropriate resources for the necessary content (Charokar & Dulloo, 2022).

3) Diverse Learning Resources: Online learning platforms gives a variety of multimedia resources, including video lectures, e-books, discussion forums, interactive quizzes, and simulations. These diverse resources cater to different learning styles, ensuring that students can engage with the material in the best ways related their needs. Wahyudin et al., (2022) said a language teacher might consider learning styles and preferences of students while they are tailoring the teaching and learning process.
4) Collaborative and Interactive Learning: Many cyber learning environments incorporate interactive tools, such as discussion boards, virtual classrooms, and group projects, to promote collaboration among learners (Samoylenko et al., 2022). Students can participate in online discussions, work together on assignments, and engage with instructors in real-time through video conferencing. In addition, a collaborative and interactive learning environment, students serve as learning resources for each other, i.e. talking to each other, observing others' work, sharing ideas and making decisions together (Qureshi et al., 2023).
5) Cost-Effectiveness: Online education often reduces costs associated with traditional learning, such as transportation, textbooks, and accommodation. Cost-effectiveness in online education is one of the very important variables for usage of the digital collaboration platforms (A. Singh et al., 2020). Many courses are also more affordable than in-person programs, making education more accessible to a broader audience.
6) Technology Integration: Cyber learning is driven by advanced technologies such as artificial intelligence, virtual reality, and adaptive

learning systems. Akram et al., (2022) identified that technology-integrated learning can improve students' cognitive understanding and learning achievement, while it can increase their attention and keep students motivated. These technologies enhance engagement, personalize learning experiences, and provide real-time feedback to students.

7) Assessment and Progress Tracking Online learning platforms typically include automated assessment tools that allow students and instructors to track progress. Gligorea et al., (2023) claimed for adaptive learning, elucidating the benefits and challenges of such integration and assessing its impact on student engagement, retention, and performance. Quizzes, assignments, and exams can be administered digitally, providing immediate feedback and helping learners identify areas that need improvement.

Cyber learning continues to evolve with advancements in technology, making education more accessible, engaging, and functional. As digital learning methods become more refined, they will play an increasingly important role in shaping the future of education.

1.8 Previous research

In this research, several findings from previous studies in the related literature are reviewed, including:

The first study was conducted by Wong et al., (2021), who explored the existence and challenges of Community Learning Centers (CLC) in oil palm plantations in Sarawak, Malaysia. Using qualitative methods, the researchers interviewed CLC teachers, plantation managers, and consulate staff to investigate the teaching conditions and challenges faced by the centers. The findings of this study show that there are several major obstacles, including limited facilities, multi-grade classrooms, and low student motivation. Despite these challenges, the study highlights the positive impact of CLC in providing basic education for migrant children. The authors conclude that CLC play an important role in access to

education for Indonesian children and recommend further institutional support to address this issue.

The second study, conducted by Handrianto et al., (2021), examined the role of teacher self-efficacy and classroom management in CLC in Sarawak. Using a qualitative methods, this study emphasized the importance of teacher confidence and classroom strategies in influencing learning outcomes among Indonesian migrant children. The researchers found that teachers with strong self-efficacy encourage student engagement, critical thinking, and motivation, while effective classroom management creates an interactive and supportive learning environment. The authors recommend ongoing professional development to improve teacher skills and ensure an optimal learning experience at CLC.

The third study by Purwasih et al., (2023), explained the impact of online learning on students at CLC in Sabah, Malaysia, during the COVID-19 pandemic. The study identified key challenges such as limited access to devices, poor internet connectivity, and lack of parental support - especially among families with undocumented migrant status. These issues have led to a loss of learning time, especially for younger students who are struggling with literacy and numeracy, as well as behavioral changes such as decreased discipline, increased screen dependency, and exposure to inappropriate online content. The study also noted a difference between estate-based and non-estate-based CLC, with estate-based CLC having more stable economic conditions. The authors highlighted the need for a comprehensive recovery program, including infrastructure development, teacher training, and targeted academic support to promote long-term educational equity for CLC students.

This research differs from previous studies by focusing on the role of technology in English language education at Community Learning Centers (CLC), particularly in the context of the cyber era. Unlike the studies by Wong et al. (2021), Handrianto et al. (2021), and Purwasih et al., (2023). In contrast to previous research that emphasized challenges such as infrastructure, teacher self-efficacy, and socioeconomic barriers, this study specifically discusses how the process of

learning English in the cyber era at CLC Kimanis will mainly discuss the opportunities and challenges presented by digital devices and online learning platforms in English teaching. While previous research focused on teacher access, motivation, and effectiveness, this study will highlight aspects such as digital access, teacher readiness, and teacher engagement in a cyber-based learning environment. However, all studies have the same recommendation, namely the need for increased support, training, and resources to overcome CLC challenges and improve learning outcomes.

1.9 Frame of thought

In this growing cyber era, ELT aims to provide flexibility and convenience in the teaching and learning process. This understanding is very important because it will affect teachers' readiness to teach using English learning methods and strategies that suit the needs of students in the cyber era. However, in the process of learning and teaching English, teachers often face various challenges, such as lack of access to technology and adequate training, as well as difficulties in adjusting materials to the diversity of student abilities. This is compounded by multi-grade conditions, where teachers teach more than one class. Therefore, it is important to evaluate and support teachers in overcoming these challenges so that the English teaching and learning process can go hand in hand in this cyber era. In addition to the challenges, there are also opportunities, namely enhanced collaboration in teaching and learning processes and teachers can use innovative teaching methods that can be applied in the Cyber era.

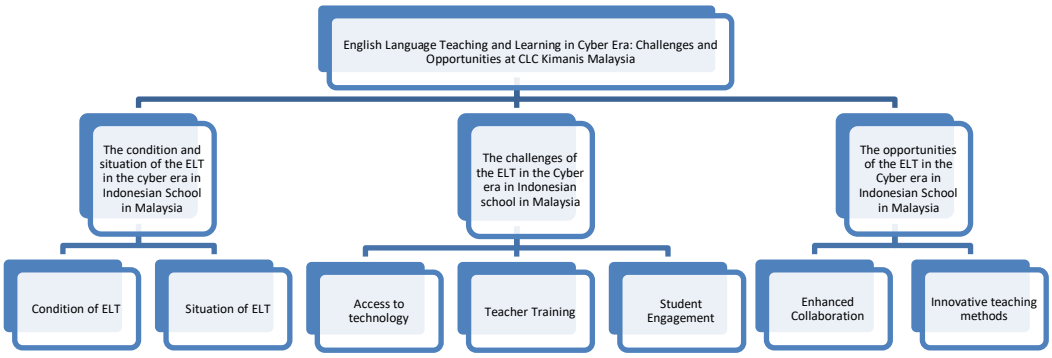

Figure 1 Frame of thought

1.10 Research method

In this chapter, the researcher presents the specific procedures or method used to identify, select, process and analyze a topic's data. It consists of the research design and steps of the research, source and type of data, technique of data collection, technique of data analysis, and also research timeline.

1.10.1 Research design and steps of the research

In this research, the researcher employed a qualitative research design, as it does not involve measurements or statistical analysis. As Russmann, (2022) explains, qualitative research design—much more than quantitative research—is a "do-it-yourself" rather than an "off-the-shelf" process. It involves "tacking" back and forth between various components of the design, considering the implications of research purposes, theoretical frameworks, research questions, methods, and validity threats for one another. To clarify, quantitative research involves the use of numbers and statistics to collect and analyze measurable data. In contrast, qualitative research is exploratory in nature and produces rich, descriptive data that cannot be obtained through statistical procedures.

The researcher has specified that the design of this research is used as a case study. According to K. Yin, (2015) The strength of the case study approach lies in its focus on the individual case within its real-life context. Case studies provide an in-depth understanding of the subject by combining direct observation in natural environments with access to subjective elements such as thoughts, feelings, and desires.

The researcher decided to adapt from Flick, (2022) The six Fs—focusing, framing, foreseeing, foregrounding, finding, and formulating—are essential criteria for designing qualitative research:

1. Finding involves choosing suitable participants and data collection methods, such as specific types of interviews or observations.
2. Focusing means identifying the main topic and the key questions to be answered.

3. Framing refers to creating a culturally and diversity-sensitive framework that allows participants the freedom to explore the topic and related practices in ways that are most meaningful to them.
4. Foreseeing is about anticipating future steps, potential challenges, and decisions to maximize participants' freedom during the research process.
5. Foregrounding requires defining the research setting so that important but previously unnoticed aspects become central during data collection, making implicit information explicit. It also involves identifying which statements and details in the data are relevant for analysis.
6. Formulating first refers to the ways data is collected, which method is used, which kind of questions are asked and which practices are targeted. Second, it refers to the way in which the findings in the material are elaborated, structured and presented in the analysis and the presentation of the research.

1.10.2 Source and type of data

The data collection involves primary and secondary data sources in this study:

1. Sources

To obtain the data, the researcher used two data collection techniques. The Interview and observations. The researcher conducted interviews with teachers and students at CLC Kimanis, Malaysia. Since this research is a case study, the researcher used in-depth interview technique as the primary technique and followed by observation for validity check. An in-depth interview is one of many qualitative research techniques used to gather data on the subjective experience of participants (Rutledge & Hogg, 2023).

2. Types of Data

The types of data that will be described in this research is qualitative data. Qualitative data was chosen because the researcher was willing to explore

challenges and opportunities in T&L process of English in Cyber Era. Qualitative data is from starting the research to collecting and analyzing data to interpreting the findings and drawing conclusions (K. Yin, 2015).

1.10.3 Data collection techniques and instruments

In qualitative research, interviews and observation are two very important and frequently used data collection techniques. This is in line with what was said by Mirhosseini, (2020) data collection designing decisions need to be interwoven with your data analysis approach. The data collection will be analyzed in some steps, as done by Flick, (2022) using the six Fs of designing qualitative research finding, focusing, framing, foreseeing, foregrounding and formulating.

For the interview method, the researcher chose a semi structured interview, using a pre-prepared list of questions. It is suitable for collecting specific data from several respondents. The researcher will dig up as much information as possible which will later be used as a reference data source. And researchers will conduct face-to-face interviews with participants.

For observations the technique taken by researchers is Participatory Observation, where researchers participate in the activities being observed to gain a deeper understanding. Besides that, researchers can also assess directly and intents related to how respondents or participants are in the field. Researchers will also make observation checklists and field notes.

1.10.4 Data analysis technique(s)

In analyzing the data obtained, the researcher used (Miles et al., 2014) model of data analysis. Miles and Huberman's model analysis covers the following steps:

1. Data Reduction

   It means summarizing, choosing the essentials, focusing on the things that matter, looking for themes and patterns and discarding the unnecessary. Thus, the reduced data will provide a clear picture, and make it easier for researchers to collect further data, and look for it when

needed. In reducing data, researchers will be guided by the goals to be achieved. The main objective of qualitative research is on findings, in this study the author focuses on the English Language teaching and Learning in Cyber Era, Challenge and Opportunities at CLC Kimanis, Malaysia. In this study, the researcher reduces by selecting data and entering the data based on the focus of the research, and compiling the data based on the categories that have been created.

2. Data Display

After the data reduction process, the step taken by the researcher is to display the data. Displaying data is displaying structured data in a way that allows users to make decisions and then go back and revise them. Views can be short descriptions, charts, or relationships between categories, but qualitative research data is usually displayed in a narrative. The data display aims to make the researcher understand what is happening in the plan and the next action to be taken. In this section, the researcher displays data in the form of a brief description of the interview results that have been reduced, and given an explanation to make it easier to understand.

3. Verification

The final step in data collection is drawing conclusions and verification. From the beginning of data collection, the researcher summarizes things in the field and records them to conclude. Usually, conclusions from the start are still temporary and subject to data changes. However, conclusions can be credible if valid and consistent data support them.

1.11 Research timeline

No.	Activities	Months															
		Desember				January				February				March			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

1.	Research proposal seminar															
2.	Instruments															
3.	Data Collection															
4.	Data Analysis															
5.	Data conclusion															
6.	Revision															
7.	Finalization of research															

Table 1. Research Timeline