

CHAPTER I

INTRODUCTION

1.1. Research Background

Technological developments have a broad impact for various aspects and sector, especially in English teaching and learning process. Normally, conventional English learning is usually done in schools, where teachers can teach students real time in class. Teachers will have a big role in conducting classes such as providing material to students in English practice and other learning activities (Anderson, 2008). Meanwhile, in the current pandemic conditions, conventional learning is less effective and difficult to do, it potentially increases the risk of virus transmission to students. Due to the reason, conventional learning system, is modify into virtual learning (Mukhtar et al., 2020).

Virtual learning is the learning system with the internet as access to learning materials, interacting with teachers or between student during the learning process, to gain knowledge and self-development from learning activities (Anderson, 2008). Moreover, (Simonson et al., 2015) stated that online learning is a learning system that uses the internet to connect students with their learning resources. Virtual learning has several advantages, one of which is ease of access. Teachers and students can easily access classes anywhere at any time. In addition, students can access learning materials without waiting for the teacher's explanation. Teachers can also provide direct access to learning materials to students.

In contrast to virtual learning, face-to-face learning is a learning system that focuses on direct interaction between students and teachers. In face-to-face learning

activities, teachers can provide learning materials, tasks and carry out other learning activities with students directly in class. The advantage of face-to-face learning was teachers can meet and interact with students directly in the classroom. Teachers monitoring of student activities in the classroom can also be done directly, and teachers can know of their student characters toward face-to-face learning system (Graham, 2006).

During the COVID-19 pandemic, virtual learning was most implemented learning system to decrease the risk of virus transmission. Virtual learning can be done anywhere and anytime with an internet connection. The advantages of virtual learning can be used by teachers to carry out learning activities during a pandemic (Muthuprasad et al., 2021).

With the decline in COVID-19 cases, many schools are beginning a transition to conventional learning through blended learning. Blended learning is a combination of virtual learning and conventional learning. In blended learning, interactions between teachers and students in learning activities can occur virtually and face-to-face. Blended learning is a type of learning that can be done face-to-face and virtually. (Littlejohn & Pegler, 2007). These advantages make blended learning very suitable for use in countries that are in the transition from virtual learning to post-pandemic conventional learning, such as in Indonesia.

SMA Negeri 2 Negara implemented blended learning system. This blended learning activity was carried out in preparation for face-to-face learning activities after the COVID 19 pandemic. Learning activities for grades X, XI, and XII were held in rotation every week alternating between face-to-face and virtual classes.

Each class that conducting face-to-face learning were divided into 2 groups, where each group contained half of the total number of students of the class. Then each group would carry out face-to- face learning in 2 sessions according to schedule set by the school. Classes that did not get a turn for face-to-face learning would take part in virtual learning according to the lesson schedule set by the school. In virtual learning, the teacher provided the subject materials and assignments in the virtual classroom. The materials and assignments were then reviewed during the face-to-face learning classes. With blended learning system, teachers better understood their students' knowledge and understanding of the subject through face-to-face sessions and virtual classes. In addition, students could also interact with teachers face-to-face to discuss learning material and assignments if students still did not understand from the learning material or assignments in the virtual classroom.

During the implementation of blended learning in SMA Negeri 2 Negara, there were several problems encountered by teachers when using the blended learning system. The researcher found that there were a few students that had problems adapting to blended learning. For example: during virtual sessions, several problems appeared, such as students who had difficulty accessing learning materials because of poor internet connections and, several students never actively participated when teacher gave assignments during online classes. Meanwhile, in face-to-face sessions, many students were found to be less focused in participating in learning session, others were late to attend the class, and students who often absent for face-to-face learning. In addition, it was also found that students were very active and focused in participating in virtual learning but became passive when participating in face-to-face learning.

Based on the problems found during the implementation of blended learning at SMA Negeri 2 Negara, it could be seen that each student had different preferences for the learning system. Therefore, survey-based research was needed to determine the learning system desired by students in this post-pandemic period, for the effectiveness of teachers as educators in conducting teaching and learning activities. This study began with collecting data from student responses, then continued by comparing each learning system (virtual learning, classroom learning and blended learning) based on student preferences, ending with a conclusion to determine the learning system needed by students in this post-pandemic period. Research on student preferences had been carried out by (Muthuprasad et al., 2021)., (Al Salman et al., 2021)., (Gherheş et al., 2021)., (At Thariq et al., 2020)., and (Chamorrow, 2018). Each of them had investigated student preferences, towards virtual and conventional learning during the pandemic. Based on these facts and results from related studies, the researcher interested in investigating the types of learning systems that student preferred during post pandemic of COVID-19, and the reasons that underlie students' choice in learning system.

1.2. Problem Identifications

Based on the research background, the researcher found several problems when implementing blended learning system at SMA Negeri 2 Negara during post pandemic of COVID-19.

1. Several students never actively participated when given assignments by teachers during virtual learning session.
2. Several students had difficulty accessing learning materials because of

poor internet connections during virtual learning session.

3. Several students were less focused in participating virtual session and face-to-face session.
4. Several students were very active and focused in participating in virtual learning session but became passive when participating in face-to-face learning sessions.

1.3. Problem Limitation

This research is limited to the learning systems that students in SMA Negeri 2 Negara prefer during post COVID-19 pandemic.

1.4. Research Questions

Based on the research background, problem identification, and problem limitation, the researcher determined the following research questions:

1. What types of learning system do student in SMA Negeri 2 Negara prefer during post pandemic of COVID-19?
2. What are the reasons to choose such types of learning system?

1.5. Research Objective

Based on research questions, the objectives of the researcher in this research are:

1. Discovering the preferred learning system of the students in SMA Negeri 2 Negara during post COVID-19 pandemic.
2. Discovering the reason students of SMAN 2 Negara preferred learning system.

1.6. Research Significance

The research significances of this research are:

1. Theoretical Significance

This research will become additional suggestion and literature for further research related to the themes and topics of this research. In addition, the results of this research can also add references to use suitable learning system during post pandemic of COVID- 19.

2. Practical Significance

Hopefully the result of this research can be beneficial especially for English Language Education, teacher and researcher .

a. For English Language Education

The results of this research can be used by the English Language Education as additional reference about suitable learning system during post pandemic of COVID-19 based on student preference.

b. English Teacher

The results of the research can be used by English teacher as additional references in the field of education, especially regarding to use suitable learning system during post pandemic of COVID- 19 based on students' preference.

c. Researcher

The results of this research can be used by researcher as additional reference to use suitable learning system during post pandemic of COVID- 19 based on student's

preference and factors that support it.

1.7. Research Scope

To simplify the research process, the scope of this research is to investigate of students in SMA Negeri 2 Negara preferred learning system during post pandemic of COVID- 19.

