

CHAPTER I

INTRODUCTION

1.1 Background of Study

The headway of Information Technology (IT) has impacted on how things are done, its impact on instructing and learning, as such ends up being dynamically perplexing and broad. The utilization of most recent innovation implies that one no longer to be in a customary study hall to be taught. Educating and learning should be possible with the assistance of innovation web based learning. The term web based learning has been generally utilized in schooling since the mid-1990s: Some scientists consider internet figuring out how to be the conveyance of showing materials by means of electronic media. For instance web, satellite transmission, sound/video tape, intuitive TV, and CD ROM (Engelbrecht, 2005). Others additionally see e-learning as online realizing which uses electronic correspondence, coordinated effort, information move, and preparing to increase the value of people and to associations they work inside (Kelly & Bauer, 2004).

Online learning is distance learning development because the nature of distance learning depends on online learning (Siemens, Gasevic, & Dawson, 2015). Online learning focus on learning in any time and any place where there is an assumption of the students in distance from teacher (Keegan, 1993), and the learning materials are accessed through information and communication technologies (Anderson, 2008); (Garrison & Anderson, 2003); (Harasim, 2000). Online learning can be implemented in synchronous learning or asynchronous learning (Davidson, Rasmussen, & Lowenthal, 2018). Synchronous learning refers to teacher-students' interaction that occurs in the same time, and asynchronous learning refers to teacher-students' interaction occurs in different time (Vai & Sosulski, 2011). The development of information and communication technology has invented variety communication Medias. Teachers can choose various communication media based on online course that they had developed. Learning materials can be delivered through one-way communication media or two-way communication(Vai & Sosulski, 2011), and it can be justified based on teacher and students' device.

As the terms of synchronous and asynchronous on online learning, online learning offers flexible learning where students and teachers can access the class in anytime (Clarke, 2004); (Lipshitz & Parsons, 2008). By this advantage, online learning can be implemented in certain situation, for the example during COVID-19 (Coronavirus Disease) pandemic. Ministerial Circular Letter Number 20 in 2020 states that teaching and learning process during COVID-19 in Indonesia has to be conducted through online learning from home. By this regulation, the problems of place and time of in-classroom setting during COVID-19 pandemic can be resolved by online learning. Moreover, online learning provides a learning experience through information and communication media which supports material resources for students (Larsen & Anderson, 2011).

Although online learning gives those beneficial, the implementation of online learning will not occur effectively because of certain problems. Based on preliminary observation, SMP Satu Atap Negeri 1 Gerokgak never conducted online learning before. The learning environment culturally done through in-classroom setting and it has suddenly changed due to COVID-19 pandemic. The regulation of online learning in Indonesia is mentioned in Permendikbud Number 109 in 2013, but this regulation is just for tertiary education. By this regulation, there is not a culture of online learning implemented in secondary education. The problem is also supported by (Priyanto, 2009) study which revealed that the barriers of online learning in Indonesia are caused by unavailability of online learning regulation and the school culture. During Covid-19 pandemic, the learning process is done by asynchronous learning refers to teacher-students' interaction occurs in different time. The media of learning process is using Whatsapp Application and Google Form.

This research aims to describe and investigate the implementation of online learning at SMP Satu Atap Negeri 1 Gerokgak. It will reveal how students conduct online learning and what the problems they perceived from implementing online learning for English subject.

1.2 Identification of the Problem

In implementing online learning, the students can face some difficulties on online learning that is never be thought and implemented before. The knowledge of the students to understand the use of online learning by any media is not all-in known. Students also should be able to use the learning application to process in the room group of WhatsApp in order that the students understand the materials delivered.

1.3 Limitation of the Study

Some limitations in this study are noted. First, this research is conducted in two classes eighth and ninth class because at seventh grade does not implement online learning due to less knowledge and experience. Second, this research will be conducted in SMPN Satu Atap 1 Gerokgak on first semester in academic year 2020/2021. Third, this research focuses on the problems and how online learning implementation conducted at SMPN Satu Atap 1 Gerokgak.

1.4 Research Questions

1. How do the students of SMP Satu Atap Negeri 1 Gerokgak perceive the implementation of online learning?
2. What are the difficulties and arrangement experienced by understudies of SMP Satu Atap Negeri 1 Gerokgak toward the execution of internet learning?

1.5 Objective of the Study

The aims of this research are:

- 3.1 To explore about the understudies' discernment toward the execution of internet picking up during CoronavirusTo investigate the challenges and

solution faced by the students toward online learning during Covid-19 pandemic

1.6 Significance of the Study

This examination hopes to give hypothetical and down to earth meaning of this exploration could be portrayed as follows.

1.6.1 Theoretical Significance

The consequence of this review is relied upon to give hypothetical commitment to the improvement of web based learning for secondary education, specifically avoiding the barriers in implementing online learning at secondary education.

1.6.2 Practical Significance

a. For Teachers

The consequence of this review is useful to reflect the teachers' online learning design and its implementation. By revealing the problems of online learning, teachers can use that as consideration in avoiding barriers for online learning..

b. For Students

The consequence of this review is useful to reflect the students' learning. The revelation of problems and benefits perceived by them can be their self-assessment. It can be consideration for students to manage their future learning in online learning.

c. For Headmaster

The consequence of this review is useful for headmaster to know how English teachers implement online learning and what problems and benefits they perceive in conducting online learning. This information can be used as sample whether the implementation of online learning in the school run well. Headmaster can help teachers to find out solution for problems faced by teachers in implementing online school.

d. For Prospective English Teacher

The consequence of this review can be helpful for planned English instructor to know what issues and advantages of online learning for secondary education. That

information can be used as guidance to design online learning for their teaching practice. Hopefully, this information will be useful for them to avoid barriers in conducting online teaching practice during this pandemic.

