

CHAPTER I

INTRODUCTION

This study tries to identify the students' perception about online English language learning during COVID-19 pandemic in senior high school. This chapter explained the background of the study, problem identifications, research questions, research objectives, research significance, limitation of the research, the definition of critical terms. Each of these will be explained in detail.

1.1 Background of Study

The COVID-19 pandemic is a catastrophic spread of a dangerous virus that has spread throughout the world, including Indonesia. The COVID-19 pandemic has undoubtedly had a significant impact on all aspects of life, including education. Online learning is the current choice for schools in Indonesia, including senior high school students, to continue schooling from home using technology and the internet as learning media (Anwar et al., 2020). The government enforced the online learning policy due to the reduction in known virus transmission that continues to exist (Anwar et al., 2020). The crowds usually found in schools are eliminated, by carrying out learning from home. Online learning for all levels of education in Indonesia has started in March 2020, where all students are encouraged to study from their homes (Kemendikbud, 2020). This decision unquestionably has a significant impact on the world of education.

Online learning, which has only been applied in several schools before in Indonesia, changes the whole learning system with a new learning system suddenly and unexpectedly. Because the establishment of online learning occurs unexpectedly, not all schools, teachers, and students are ready for the management of the online learning system (Setiyono et al., 2021). The education system underwent several reforms, including learning methods, delivery of materials, the duration of online learning, interaction during online learning, task intensity, attendance lists, and online learning media (Setiyono et al., 2021). Due to the unpreparedness of students in participating in online learning, students certainly experience several obstacles during the implementation of online learning

(Arjunina, 2021). The first problem is that students must master the technology used for online learning. Some of the technologies used are message media as a medium of communication between the teacher and students: WhatsApp, Google Classroom, Google Meet, and ZOOM (Anwar et al., 2020). Because online learning is the first time for most teachers and students, they feel unfamiliar when they first fully use technology to learn (Harahap & Ratmanida, 2021).

The second problem, the way the teacher conveys the material is not understandable (Setiyono et al., 2021). This problem happens because students and teachers do not meet face-to-face, so it is difficult for some students to understand the material given (Azizah et al., 2021). However, sometimes, due to the inability of teachers to use technology in teaching, teachers only provide students with the material without explaining the material first. The next problem is the internet connection. The instability of network connections is a problem that teachers and students often feel during online learning (Arjunina, 2021). The internet connection is crucial because students cannot follow the online learning process without the internet connection (Arjunina, 2021). The last problem is facilitation because not all students have the facilities needed to take part in online learning (Azizah et al., 2021).

Students' perceptions refer to different sides when relating to the learning process. Especially in online learning, students' perceptions get a lot of exposure which can cause their perceptions to change or be hampered by some influencing factors, one of which is technology and internet connection which are two crucial things in online learning (Churiyah et al., 2020). Students are an essential party to know their perceptions on this situation, considering that they are the target of education delivery. They become the core of shifting Indonesia's learning and education system (Churiyah et al., 2020). Especially for senior high school students are faced with graduating from the school period, where their learning is the highest level of learning. Change leads them to changes that may provide disruption or benefit, depending on the perceptions of each student Churiyah et al., 2020). Therefore, students' perceptions are of concern, especially in new learning systems still being adapted (Michotte, 2019).

Students' perceptions are an important part of their educational journey in the online learning era, so that when students have bad perceptions, the quality given as well as motivation also deteriorates and affects the grades and achievements of students in class (Kauffman, 2015). Several studies have emphasized the perceptions of students and the effect it has on their learning performance. Bali & Liu (2018) stated that students' good perceptions give them the opportunity to use technology as a whole where they feel that they can simultaneously learn technology while studying at school. The results of their research concluded that students had positive perceptions in language online learning. In fact, online learning is a learning that is always associated with complement, not the core learning. Meanwhile, the current state of the education system during a pandemic requires students to do online learning as formal learning (Almaghaslah et al, 2018). This is associated with research carried out by Almaghaslah et al (2018) which results state that students feel uncomfortable during online learning and choose to do face-to-face learning.

Apart from students' scepticism regarding online learning, in fact, the influence of technology on learning, especially in the learning of the modern era, cannot be completely avoided. Its influence on the realm of education has been felt little by little, and before that, face-to-face learning has also implemented technology into learning because of the efficiency and effectiveness offered by technology (Hermawan et al., 2018). Technique teachers of all levels of education, including high school teachers, are not exempt from using technology in the classroom to motivate students to learn. The most classrooms have used technology as a medium for teaching and learning, and the contribution of technology continues to accelerate, given the large number of studies that state the effectiveness of technology as a learning medium, such as using applications, online games, YouTube, as learning media that are familiar to students, and shifting the class atmosphere becomes fresher and more fun than monotonous learning which is fixated on textbooks (Setiawan et al, 2017).

SMAN 1 Gerokgak is one of the schools that conducted online English language learning during covid-19 pandemic. There are three online learning platforms that used at this school such as Google Meet, Google Classroom, and WhatsApp. Those

platforms are used to deliver the material by the teacher in English subject. However, the implementation of online English learning is very different from offline. According to curriculum 13, learning English is carried out 4 hours a week, but since online learning was held, the duration of learning has been reduced to only 1 hour a week. Changes in the applied system can cause many problems in the learning process. During this time, students were required to achieve learning objectives. However, in short period of time, some students must be not understood the learning material provided. In addition, with the change in the implementation of the learning process into online learning, this type of learning style causes problems experienced during the learning process, namely unstable internet connection during the learning process. This certainly creates a different perception for students about online learning. Therefore, this research investigates students' perceptions of implemented online learning.

Based on the phenomena and problems that have been described, the researcher interested in finding out and analyzing students' perceptions in facing online learning as formal learning during the pandemic. The researcher targeted senior high school students as the participants with questionable perceptions, so the researcher decided to conduct a research entitled **"Student's Perception of Online English Language Learning during the COVID-19 Pandemic in Senior High School"** as a research topic.

1.2 Problem Identification

Based on the background that has been described regarding student perceptions in online learning, the researcher identified the following problems:

1. Online learning systems in formal education can suddenly create students' perceptions of them with doubts about the success of the approaches and methods applied without preparation.
2. Students experienced many difficulties during online learning.
3. Studying atmosphere provided by online learning with students who have difficulty following it will feel uncomfortable and affect student perceptions and performance.

1.3 Research Limitation

In this study, research limitation must be set so that the research does not deviate from the main objective. In this study, researchers focused on high school students' perceptions of online English learning. The next limitation in this study is that the research subjects of this study were high school students from SMAN 1 Gerokgak. Researchers set some time limits for data collection to ensure that the objectives are achieved and does not deviate from the actual research objectives

4. Research Questions

Based on the problems that have been identified and classified, the researcher presents two questions to be answered in the discussion, which are as follows:

1. What are the 11th grade students of SMAN 1 Gerokgak perception about the online English language learning implementation during the COVID-19 pandemic?
2. What are the difficulties encountered by 11th grade students of SMAN 1 Gerokgak during online English language learning?

1.5 Research Objectives

The researcher writes down the background and the identifications of the research which further formulates the questions according to the predetermined focus. With a predetermined focus, the researcher incises the objectives of this study as follows:

- a. To find out the 11th grade students of SMAN 1 Gerokgak perceptions about the online English language learning implementation during the COVID-19 pandemic.
- b. To find out the difficulties that encountered by 11th grade students of SMAN 1 Gerokgak during online English language learning.

1.6 Research Significances

This research is expected to provide benefits to several related parties, which are classified as follows:

1.6.1 Theoretical Significance

The results of this study is expected to give a positive benefit and contribution to education field in form of significant information and deeper understanding about high school students' perceptions about the online English language learning system during the COVID-19 pandemic.

1.6.2 Practical Significance

a. English language learners

The results of this study are expected to provide benefits to English students who are interested in finding out the perceptions of fellow senior high school students about online English language learning during the COVID-19 pandemic. Senior high school students can compare their perceptions or find new perceptions that can lead them to perceptions that are different from before based on logical and critical reasons.

b. English teaching staff and teachers

The results of this study are expected to provide benefits to English teachers and teaching staff in understanding the senior high school students' perceptions more deeply about the formal education system in the COVID-19 pandemic, so that teachers can implement an appropriate teaching approaches and methods which are favoured by students to improve student performance and grades.

c. Future researcher

The results of this study are expected to provide benefits to future researchers who use similar topics or themes in conducting their research. The results of this study can also be used as a comparison in order to achieve maximum independent research results and raise critical opinions and views regarding the senior high school students' perceptions towards education system in COVID-19 pandemic as crucial elements to be researched.