

## **CHAPTER I**

### **INTRODUCTION**

This study identified the students' perception of online English language learning in Junior High School during COVID-19 pandemic. 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 detailed explained.

#### **1.1 Background of the Study**

The COVID-19 pandemic struck Indonesia in early 2020. This pandemic affects many sectors of life, including the education sector. A lot of new regulations were made to deal with this pandemic. One of the government's decisions to suppress the spread of COVID-19 which has an impact on the Indonesian education system is to change the school system to be fully online. The Ministry of Education and Culture decided to use an online learning system to solve the educational problem during the COVID-19 pandemic (Sulistiyawati, 2020). In Indonesia, online learning for all levels of education started massively in March 2020 (Kemendikbud, 2020). The ministry of education used online learning to solve educational problems during the pandemic. This decision greatly affects Indonesian education.

Changing the learning system from conventional to online learning may seem difficult to follow (Anggraini, 2021). Online learning entirely relies on technology and the use of the internet for its implementation. Learning is carried out without face-to-face meetings between teachers and students. Integrating technology, the internet, and teachers' abilities is essential in an effective learning process. Teachers must ensure that teaching and learning activities are carried out even without face-to-face meetings. Since the implementation of online learning, several e-learning platforms have been popularly used in Indonesia. Some of these applications are WhatsApp, Google Classroom, Google Meet, Zoom, Quipper School, Rumah Belajar, Ruang Guru, and so on (Rakhmanina et al., 2021). Students can easily access these platforms via mobile phones or personal computers. But apart from the convenience, most teachers and students feel unfamiliar with the term online

learning because using technology to learn thoroughly is not common in Indonesia (Harahap & Ratmanida, 2021)

The change in the system is not a simple thing. Online learning brings much convenience to the learning process, but in its implementation, many obstacles are found (Arjunina, 2021). Many things happened but did not match the expectations when the online learning was implemented. The first difficulty that students experience is, students find it more difficult to absorb the material (Sulistiyawati, 2020). Because there is no face-to-face learning, students feel the material is not clearly explained. The second difficulty is students' concentration is easily disturbed during learning (Sulistiyawati, 2020). It happened because the situation at their learning place differs from that at school. They feel easily disturbed because there is much distraction from another thing. The third difficulty experienced by students is inadequate learning facilities (Azizah et al., 2021). It is because not all students can afford online learning facilities. The last problem often happens is internet connection problems during the learning process (Sulistiyawati, 2020). It is significantly affected students learning process because students cannot follow the learning process properly without having a good internet connection (Arjunina, 2021).

Difficulties experienced by students was affecting their perception (Hafrizal et al., 2021). The more difficulties they experienced, the worse the perception that is formed. The perception formed by experience (Langton et al., 2015). If students had bad experience during the learning process, it could affect their perception of the learning. The difficulties experienced by the students must be investigated to see how it affect their perception of online English language learning.

Perception is how people interpret things. Perception is the process when humans interpret stimulus patterns that happened in their environment (Triyono, 2018). Students' perceptions of online learning are defined as students' perspectives on online learning that they did start in 2020. Learning English online has only been done for two years, so research on students' perceptions of learning English online is vital. Because online learning is still

a new system for Indonesian education, students' perception of it is still a concern (Michotte, 2019). Each person's perception of a phenomenon can be very diverse. Learning experiences, cultural background, and how they process a problem can affect a person's perception (Sulistiyawati, 2020). Researchers need to determine students' perceptions, especially junior high school students, regarding online-based English learning. The junior high school level is very crucial. In this stage, students still need much guidance in their learning process.

Students' perceptions must be investigated to find out students' difficulties during online learning. It is because perception affects students' achievement in class (Kauffmant, 2015). If they negatively perceive online learning, it can affect their achievement in English subjects. For example, students who negatively perceive their learning have low learning achievement (Hafrizal et al., 2021). It can also demotivate them from learning English. Several studies have shown that students' perceptions affect their performance in learning. Hendrawaty et al., (2021) found that students' positive perception of online learning makes them enjoy learning new things, especially with the new online learning platform. The result of the research is that students positively perceive online English language learning, and there are ten online learning platforms that they usually use during online learning. Furthermore, in their study, Zboun & Farrah (2021) found that students' perception of online learning affects their motivation to learn English. Its affects student's participation and understanding of the material. It showed that students prefer face-to-face learning.

Online learning has been conducted in SMP Negeri 2 Denpasar. Google Meet, Google Classroom, and WhatsApp were used as the platform to deliver the material in English subject. According to the 2013 curriculum, the English lesson time allocation was 4 hours weekly. However, due to the adjustment of the situation, English language class just can be done one hour a week. This reduced time allocation might bring problems in the learning process. Therefore, the researcher investigated students' perception of online learning implemented.

Based on the phenomena and problems above, the researcher decided to do further research related to this problem. Research under the title "**Students' Perception of Online English Language Learning in Junior High School During Covid-19 Pandemic**" will be conducted to determine junior high school students' perception of online English language learning.

### **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. Students experienced many difficulties during the implementation of online learning.
2. Online learning has only been done for two years.
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**

This research focused on Student's Perception of Online English Language Learning during COVID-19 Pandemic in Junior High School. The researcher focusing on Junior High School students' perception because Junior High School is a crucial stage of education for students. There are also limited researchers that focusing their research on Junior High School students in this kind of field. The research was held at SMP N 2 Denpasar and used 8<sup>th</sup> grade students as a sample. This research used a mixed method that combines quantitative and qualitative approaches from Creswell & Clark (2018). The researcher especially using explanatory sequential design which is one of the mix methods designs where the quantitative data was gained and analyzed first followed by the collection and the analysis of the qualitative data.

#### **1.4 Research Questions**

1. What are 8<sup>th</sup> grade students' of SMPN 2 Denpasar perception about the online English language learning implementation during the Covid-19 pandemic?
2. What are the difficulties experienced by 8<sup>th</sup> grade students in online English language learning implementation at SMPN 2 Denpasar?

#### **1.5 Research Objectives**

The objective of the research as follows:

1. To find out junior high school students' perception towards online English language learning implementation.
2. To describe the difficulties experienced by students in online English language learning implementation.

#### **1.6 The Significance of the Research**

The findings of this study may be relevant and beneficial for:

##### **1. Theoretical Significance**

This research is expected to give positive contribution on the field of education especially in the form of substantial information and a greater knowledge of junior high school students' perception of the online English language learning implementation during the COVID-19 pandemic.

##### **2. Practical Significance**

###### **a. English Teacher**

The results of this study are expected to give positive benefit to English teacher. It expected to give deeper understanding about junior high school students perspective towards online learning implementation. It can be used as a reference by teachers in designing effective learning in English subjects which favored by students. By referring to this research, teachers can choose what techniques and methods can be used to make learning run meaningfully.

b. Future Researchers

The results of this study are expected to give benefit to future researchers especially to researchers who use similar topic for their research. The results of this study can also be used as an additional reference in order to maximize independent research outcomes and elicit critical ideas and perspectives toward junior high school students' perceptions of the educational implementation during Covid-19 pandemic.

