

# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

English language learning activities and teachers' strategies always follow the era needed and technology that is growing. Since COVID-19 pandemic outbreaks, when the Indonesian minister of education and cultures announced learning in the house (study from home) on the 'Surat Edaran Nomor 15 Tahun 2020', learning using internet became something familiar for Indonesian students in accidentally. Data statistics from (Pustadin Kemdikbud as reported in Waspodo, (2020), p. 7) the main features that are visited by Indonesian students were including learning sources, digital classroom, e-laboratory, and questions bank from the internet. Digital classroom features was noted as the second-highest access by the 5,409,919 visits per 1<sup>st</sup> January until 12<sup>th</sup> May, 2020. In addition, the report from the Indonesian Statistics Center as cited in Hadya Jayani (2021) shown the utilization of the Internet in learning from 2016 until 2020. In 2020, the use of the internet in learning increased 25.35% significantly. In this case, the utilization of internet in teaching and learning is something which forced by Indonesian government lately.

On the other hand, internet is very relate within e-learning as an essential element in it. E-learning is defined as the utilization of ICT and internet networks to facilitate the teaching and learning process. So that, study from home situation is categorized as e-learning activity. E-learning as transition learning activity from face-to-face learning could be a great challenge for institution, teachers and school staffs, and students in mainly. Based on Rahayu & Wirza (2020) the remoteness and lack of interaction or relation, the less attention from teachers would hard to control students from sinful activities in learning, which made learning from the internet less effective. The money cost is also expensive because as long students use the internet data, they would require much internet data to buy. Nevertheless, the Regulation of The Secretary-General Number 4 the Year 2021 (Peraturan SEKJEN No 4 Tahun 2021) is written that the government gave a supply toward internet data for internet users, from the kindergarten students level until college students level, as well as kindergarten teachers until lecturers. The data internet that was distributed to the internet user for the educational sector, was not proper to be used in the learning from internet activities. Not all SIM card providers are available in this data internet supply distribution. So, students or teachers who live in rural areas could not fully be utilizing the data internet subvention from the government. As we know the SIM provider in every area, especially in Indonesian rural areas are different. Worsely, the telephone signal tower is not distributed evenly, which makes the internet signal in those areas very slow. So, this disadvantage was difficult the learning activities while the pandemic. Furthermore, the learning access is also became challenges for students. Mahyoob (2020) found that accessing online lessons, materials downloading, online exam

conducting, etc were become the significant issues for Arabian students. Churiyah et al.(2020) found that this case also happens to the Indonesian students, such as how to log in, how to download the material, and how to answer. Rasmitadila et al. (2020) found that the media that use for SFH were hard to access by teachers and students. So that, the accessibility of internet networks and system/technical supports were issues for students in e-learning while COVID-19 pandemic learning (Aini et al., 2020; Efriana, 2021). In addition, Sakkir et al. (2021) found that the e-learning were not effective for students, because the material is lack of explanation as before and less interactions to the teachers, and teachers only gave tasks to students, which resulted students to be less motivate in learning. Also, students found dealing with difficulty in e-learning based learning activities while pandemic, that made students being lazy to study (Mulyani, 2020). This case could be a problem for students to learn while pandemic. In addition, we know that all the activities are done via online, which absolutely made students being less motivate to study. Sutisna et al. (2020) found that the students readiness while study from home were still lacking, and they were experienced bad internet connection, no training, limited costs, and e-learning media ability lacking. They added that majority of students wanted to go back in face-to-face learning. The researcher stated that e-learning as sudden event in education system in Indonesia made all the necessary preparations are nothing, which resulted in trouble for students as knowledge/material receiver. However, the problem is not only appear in technology infrastucture, challenges in learning, and stakeholders, but students as receiver also have a big role to maintain best experience in study while study from home. Meanwhile, Pratiwi (2020) found that the students were lack

enthusiasm to face the digitalization in learning, which were many of them do not attend to the class in various reason, and do not submit the assignments. On the other hand, (Nadiem Makarim as cited by Zaharah et al. (2020)) said that e-learning implementations is in line with independent learning. He added that students are need to be adapt in technology, creative, having high motivation, and able to create an innovation that purposed for millenial ready for future globalization challenges. Zaharah et al. (2020) stated that Nadiem Makarim dreams already half fulfilled by the 65% students, who already able to carry out learning in virtually, even though still needed many improvement in it. In this case, the spontaneous in e-learning implementations also made students were fully ready in facing e-learning challenges and goals while study from home. As a new era for Indonesian education, e-learning as spontaneous activity in pandemic, also trained students to become an independent learner.

From those explanations, the researcher wondered how students' e-learning readiness while studying from home. The investigation of students' e-learning readiness while studying from home had been studied in previous studies. The study by Riwanda et. al (2021) examined the e-learning readiness level of Islamic senior high school students around South Kalimantan. It was found the students are ready, but need a few improvements in categorization. However, they did not mention the improvements that must be carried out. The other relevant study was from Ariastuti (2021) which analyzed students' e-learning readiness levels and factors that limit and contribute to e-learning implementation in SMK N 1 Seririt. Similarly, Sandy et. al (2021) also analyzed students' e-learning readiness, e-

learning implementation factors limiting and supporting as well, but in SMA N 1 Seririt.

The study that mentioned were also conducted e-learning readiness level in Covid-19 pandemic learning. Even though, this study also found out the e-learning readiness level while studying from home, especially in SMA Negeri 1 Singaraja. The researcher also explained improvements that needed in the e-learning implementation, toward institution, staff, and teachers. As many of findings shown students faced many challenges in e-learning. In addition, the observation in a certain class made the researcher think that the improvements would be needed. This study was taken in SMA N 1 Singaraja sub-regency Buleleng, province Bali. Therefore, the researcher only focused to the e-learning readiness level in the SMA N 1 Singaraja scope.

## **1.2. Problem Identification**

All the educational activities in the Covid-19 Pandemic were transformed into learning from internet, because students must learn inside the house, that familiar as study from home (Surat Edaran, & Pustadin Kemdikbud). Learning from internet activities is known as e-learning. E-learning is defined as materials delivery in learning by utilizing the internet, ICT, and various forms of electronic media, which incorporated all educational activities by individuals/groups, that could be a win-win solution in COVID19 pandemic learning (Urdan & Weggen, 2000; Chitra & Raj, 2018; Alamsyah et al., 2019; Fayanto et al., 2019; Riwanda et al., 2021). However, e-learning as an idea to make the learning and teaching



process to be well conducted while studying from home was a boomerang for students, especially when learning English as a foreign language. The fewer interactions, bad signals, internet cost, media access, different teaching strategy, independent learning, and inappropriate stakeholders contribution found faced by Indonesian students (Aini et al., 2020; Churiyah et al., 2020; Efriana, 2021; Mahyoob, 2020; Pratiwi, 2020; Rahayu & Wirza, 2020; Rasmitadila et al., 2020; Sakkir et al., 2021; Sutisna et al., 2020; Zaharah et al., 2020).

### **1.3. Research Scope and Limitation**

This study was only focused on e-learning readiness in English language learning at SMA N 1 Singaraja and its improvements in pandemic situations/study from home.

### **1.4. Research Questions**

From the background of study, research questions that determined are:

1. Do students in SMA N 1 Singaraja are ready for e-learning implementation while study from home situations?
2. What are the improvements that are needed in e-learning implementation while study from home situations in SMA N 1 Singaraja?

## 1.5. Research Objectives

### 1. General objective

The researcher investigated students e-learning readiness while study from home in SMA N 1 Singaraja.

### 2. Specific objective

This research is purposed for:

- a) Investigating e-learning readiness of students e-learning readiness in English language learning, as well as how ready SMA N 1 Singaraja, teachers, and school staff in e-learning readiness implementation, while a study from home.
- b) Mentioning the improvements that should be done by students, SMA N 1 Singaraja, teachers, and school staff, in e-learning implementations, while a study from home.

## 1.6. Research Significance

The researcher expected that this research would be beneficial for, as mentioned below.

### 1. Theoretical significance

This study is expected to contribute as the theoretical basis for the e-learning readiness in English language learning toward senior high school students in pandemic situation, which could be new information

for English teachers, researchers, students, and even policy maker toward education.

## **2. Practical significance**

Practical significance of this study are as follows.

### a) For Readers

This research is expected to give new insights and knowledge about the e-learning readiness in English language learning toward senior high school students in pandemic situation to the readers.

### b) For Teachers

The researcher wished that this research could share new information about the e-learning readiness in English language learning toward senior high school students in pandemic situation to the teachers.

### b) For Students

The students expected got new insights and knowledge toward the e-learning readiness in English language learning toward senior high school students in pandemic situation.

