

CHAPTER 1

INTRODUCTION

1.1 Research Background

The appearing of 21st century learning, people are focused on developing technology accompanied by learning activities. Not only the development of technology but the development of the quality of the learning process. Information and Communication Technology (ICT) are used to support the learning process. The teacher required to encourage themselves in these aspects. However, not only teacher and institutions, students must also be able to follow the development of learning process (Kurniawati et al., 2021). The 21st century learning facilitates the process of identifying students' skill to enter the workforce in the future. Furthermore, students need to feel comfortable, satisfied and enjoy the learning process by using ICT. Students' skills and goals in learning will not be achieved if the use of learning media, learning materials, interactions, learning techniques, and various learning processes is always repeated and not in accordance with the students' environment. The assessment used in 21st century learning is by measuring using instruments that have been made by the teacher. Moreover, the implementation of ICT is not easy due to the outbreak of COVID-19 pandemic because not all teachers and students can use technology well and apply it during COVID-19 pandemic.

In 2020, the COVID-19 outbreak emerged. COVID-19 is one of the virus that make many people fear. The government asked the community to wear masks, wash their hands and also use hand sanitizer to reduce the number of COVID-19 patients. From the beginning when the COVID-19 virus appeared, this virus has taken a lot of victims. In addition, the impact of the COVID-19 virus is that there are quarantine in several countries in the world for the community so that this virus does not spread further. Therefore, the

government uses various ways to decrease the number of positive patients included with changes in various factors both in the economic, tourism, education and many more sectors. In the field of education, initially learning was face to face learning but since the COVID-19 virus spread throughout the world especially in Indonesia, face to face learning was changed to online learning. This is not an easy thing for teachers and students to adapt with the new conditions that is online learning.

Online learning is a learning activity carried out using an existing platform to connect teachers and students even at long distances. Technology plays an important role in the implementation of online learning. The examples of technology that used during online learning are Google Meet and Zoom (Saragih et al., 2021). In addition to technology, there are several things that support the implementation of online learning such as internet connection, the learning media used and also learning strategies during online learning. Students and teachers live in different areas, with this every student and teacher has a different quality of internet connection, some have a good connection and some have a bad connection because of the conditions from their area of origin. In contrast to face-to-face learning, online learning uses media that focuses more on the use of technology. Examples of the use of media in online learning are the use of learning video that related to the materials, games, song, and many more. The use of media can increase students' interests during learning and also it will make the class atmosphere during online learning better because students feel excited when class is held. One of the learning strategies that usually the teacher used is the utilization of power point. Power point can support teacher when explaining the materials to be clear and students will be more understand about the topic of the materials. Online learning only implemented for 2 years because it has moved to the post-COVID-19 pandemic era. From the implementation and transformed into online learning, every student has their own perspectives about the implementation of online

learning that transformed into online learning as well as EFL students. As students that learn about English language, online learning will be really challenging at the first and then EFL students need to adapt with blended learning while learn and understand English language. Online learning only implemented for 2 years because it has moved to the post-COVID-19 pandemic era. During post-COVID-19 pandemic era there is blended learning to improve the quality of learning process

Blended learning is a combination between face-to-face learning and online learning (Naaj et al., 2012). Blended learning has face-to-face meeting between the teacher and student during learning process. There are some previous studies about blended learning in vocational high school. Maulana et al., (2019) investigated that teacher in vocational high school still can teach speaking skill during blended learning. Utami (2018) showed that blended learning is significant to be used as an instructional model in vocational high school. Ayuningsih (2022) delve about the equality of students during blended learning. In blended learning, the teacher and student still use technology to support learning process. Blended learning has advantages and disadvantages. The advantages of blended learning are students accustomed to using technology. Some technologies that used during blended learning for example Google Classroom, Padlet, Schoology, etc. In addition, students are also flexible to learn material during blended learning. Not only that, students and teacher are able to discuss the material outside of face-to-face learning. Blended learning has one characteristics that is flexible (Namyssova et al., 2019). Besides advantages, there are also disadvantages of blended learning. The disadvantages are difficult to implement if facilities and infrastructure do not support. Moreover, uneven distribution of learning facilities owned by students. Not only about the facilities, but also internet access. Internet access that is not smooth hinder the learning process. From the implementation and transformed into blended learning, every student has their own perspectives about the implementation

of online learning that transformed into blended learning as well as EFL students. As students that learn about English language, online learning is a challenge at the first and then EFL students need to adapted with blended learning while learn and understand English language. Moreover, by the implementation of online learning, students' satisfaction during online learning important to know because the quality of learning process can be seen from students' satisfaction.

After 2 years since COVID-19 appeared, students' satisfaction during online learning really need to be known to find out how big the level of student enthusiasm in learning when online learning and also students' opinion about the implementation of online learning. Students' satisfaction is the sensation that students have after doing online learning activities (Faize & Nawaz, 2020). Students' satisfaction depending on the implementation of online learning. The implementation of online learning certainly makes students feel different things than before. Therefore, the implementation of online learning brings many struggles and challenges, feelings of discomfort due to the change of face-to-face learning to online learning has a negative impact to students (Hislop, 2000). These obstacles come from the preparation of online materials, the readiness of teachers, facilitation and the environment in school, as well as how students adapt to the situation. If there is no absolute solution to the problem, it will affect the learning objectives or achievement (Traynor-Nilsen & Patricia, 2017). Students' satisfaction itself describing about the positive feelings that students have during the implementation of online learning. After found about students' satisfaction during online learning it will transform into the implementation of blended learning. Students' expectations towards blended learning important to be known to find out about students' perception.

Students' expectations is the important factor that affect student learning outcomes and success (Gustriani & Hamzah, 2021). Students can express what is in their mind related to the implementation of blended learning. It is also useful to measure the quality of the students themselves. For example, students' expectations towards blended learning are still using technology during learning process. Technology can support the implementation of blended learning and also the learning process will be more flexible. Thus, students' expectations towards blended learning can be the standard for the implementation of blended learning in the future. There are problems found regarding to the implementation of online learning and students' expectations towards blended learning.

1.2 Problem Identification

The success of the implementation of blended learning can be seen from students' satisfaction. Kurniawan et al., (2022) investigate about students' satisfaction during blended learning in college. The results show that students satisfied with the implementation of blended learning. Instructor can use the interesting strategy to increase students' satisfaction during blended learning. During this pandemic, the learning process has changed into online learning consequently the teacher and students must be adapted with the changed of face-to-face learning become online learning. The implementation of online learning has many obstacles both from the teacher and students. First, the lack of facilities to support online learning. Kind of facilities here is about media that the teacher and students used during online learning not every student have mobile phone and laptop. Second, the decreased of students' enthusiasm during online learning. Third, the internet connection that students' have. Every student lives in the different areas because of that not all students have a good internet connection. Based on this problems, it's important to

investigate about students' satisfaction during online learning despite students have many difficulties during online learning.

After conducting preliminary interview, there are other problems founded namely:

1. There is no use of video conferences
2. Limited data package and internet connection that students have
3. Less interaction between teacher and students

1.3 Limitation of The Research

This research was limited to investigate vocational high school students' satisfaction in the use of online learning in the EFL context in North Bali and also students' expectation towards blended learning in post-COVID-19 pandemic.

1.4 Statement of Research Question

1. How is the online learning satisfaction of EFL vocational high school students in SMK Negeri 1 Singaraja of 12th grade students?
2. What are students' expectation towards blended learning in post-COVID-19 pandemic era?

1.5 Purpose of The Research

1. To investigate online learning satisfaction of EFL vocational high school students on 12th grade in SMK Negeri 1 Singaraja
2. To delve into the students' expectation towards blended learning of EFL vocational high school students on 12th grade in SMK Negeri 1 Singaraja

1.6 Significance of The Research

a. For the teachers

The result of this research is supposed to assist the teacher in devise an online learning that is appropriate for their students in learning English as Foreign Language (EFL). Therefore, the relation between teachers and their students must be connected by considering Student Satisfaction and their limitation during online learning and students' expectation towards blended learning.

b. For Other Researcher

The result of this research can be a reference in carry out the similar research but in different level.

