CHAPTER I

INTRODUCTION

This part focuses on research background on EFL student satisfaction in online learning during the COVID-19 pandemic and student expectation for blended learning in the post-pandemic era. This section also identifies what problems have been found along with limitations, research problems, research objectives, and significances.

1.1 Research Background

Online learning is learning with learning resources through computers (Carliner, 2004). In online learning, computers provide information to students and help provide material that is under what students expect. Online communication is a characteristic of online learning with the help of Information and Communication Technologies (ICT) (Lowenthal et al., 2009). Technology in the form of computers provides flexibility that also makes online learning more flexible such as video conferences, videos from previous learning that can be re-watched, electronic materials, online discussions, and online tests that can directly show student test results.

In Indonesia, there are several implementations of online learning in universities with the use of technology learning. One of the technology integrations used in online learning is language learning technology, where technology is very open for students to access the curriculum and information about culture and language. EFL learners use this technology in acquiring foreign languages. EFL learners are students who study English in a country where English is not their native language. They learn language skills such as speaking, reading, listening,

and writing. Some studies show the use of Facebook as a technology to help improve students' writing skills with peer feedback (Fithriani et al., 2019; Inderawati, 2017; Wahyudin, 2018). Meanwhile, research from Al Arif (2019) found that students can improve their English skills through Instagram. Moreover, research from Ghufron and Rosyida (2018) found that Grammarly was able to effectively assess students' writing. YouTube is also a technology that uses visual and audio media that can help students improve their listening skills (Saputra & Fatimah, 2018). Thus, technology is well known in the field of education, especially to facilitate EFL classrooms.

In early 2020, higher education in Indonesia also implemented online learning due to the COVID-19 pandemic (Kurniawan et al., 2022). The COVID-19 pandemic occurred due to the spread of the coronavirus which was discovered at the end of 2019 in Wuhan, China. The Director General of WHO (World Health Organization) in March 2020 declared COVID-19 to be a pandemic due to a large impact on deaths in various countries (WHO, 2020). The impact of the COVID-19 pandemic was also experienced in Indonesia, especially in Bali, where there were restrictions on community activities (PPKM) due to the high level of spread of the coronavirus (Mendagri, 2021). This restriction is also a government regulation called social distancing which is carried out to prevent the spread of the coronavirus. Social distancing also has an impact on education in Bali which requires schools including universities to be closed. With the closure of universities, lecturers and students carry out learning that was originally face-to-face to fully online learning remotely. This regulation requires universities to be able to use technology and the internet to facilitate emergency online learning.

Emergency online learning is designed quickly during a pandemic with the aim that students can still learn even though they are not from campus. This change has also changed the routines of students at home because they have to carry out learning from home to reduce crowds to prevent the spread of the corona virus. This poses a challenge for them, as they must be able to balance their normal routine at home with learning activities (Besser et al., 2022). Students feel that they are used to learning in a relaxed atmosphere, namely an environment far from the commotion they feel at home. They are used to studying on campus to avoid distractions like homework and family members. This makes them have to learn to be autonomous learners in terms of time and environment such as setting the right time to study and finding a more comfortable place (Alhazbi & Hasan, 2021). Another problem that students experience during emergency online learning is the lack of social interaction with their lecturers and fellow students because of isolation rules from home which make them less motivated to study (Aguilera-Hermida, 2020).

There are several research that shows the implementation of fully online learning at the university level in Bali during the COVID-19 pandemic. Suryani amd Sugianingrat (2021) found that two universities in Denpasar were affected by the COVID-19 pandemic, so they ran online learning. Ginaya et al. (2021) found a more varied use of technology in online learning but the students face the problem such as poor internet access. Moreover, Indrawan et al. (2022) also found students' difficulties in carrying out online learning during the COVID-19 pandemic. Thus, despite being a solution for education during the COVID-19 pandemic, online learning is also inseparable from challenges and difficulties in its implementation.

The full implementation of online learning is something new for instructors and students in Indonesia where they are usually more familiar with learning and interacting face-to-face at school or on campus (Mantra et al., 2022). This can also be seen from the various challenges and difficulties students encounter when participating in fully online learning during the COVID-19 pandemic. Thus, it is necessary to survey to determine student satisfaction regarding their experience in participating in online learning during the COVID-19 pandemic to support the effectiveness of online learning as a solution to face-to-face learning during the COVID-19 pandemic. According to Saif (2014), student satisfaction is a perception and value obtained by students through their experiences in following an educational institution. Bolliger and Martindale (2004) added on the factors that influence student satisfaction include the quality of instructors, use of technology, interactions that occur during learning, and course management. Thus, in the context of online learning, student satisfaction shows their assessment of the experience they have gained from participating in online learning, especially during the COVID-19 pandemic. Therefore, in this study, measuring student satisfaction in online learning can be used as a tool for instructors and institutions in evaluating the implementation of fully online learning.

Moreover, Lewis (2002) as cited by Rohana and Syahputra (2021) said that in the post-COVID-19 pandemic (post pandemic era), education is not enough if it only focuses on online learning, because it cannot full fill learning objectives but can be used as a complement to traditional face-to-face learning. Stein and Graham (2013) said that the blended learning model is the right solution for the problems faced by both students and instructors during online learning. This is because

blended learning combines face-to-face learning models with online learning. In Indonesia, the Ministry of Education and Culture provides a policy for universities to conduct blended learning, namely face-to-face and online while still paying attention to health protocols (Dikti, 2020). This is due to the uncertainty of the end of the COVID-19 pandemic so people are encouraged to adopt in carrying out the learning process.

Blended learning is a learning method that combines online learning (using web-based courses) with face-to-face learning (Mortera-Gutierrez, 2006). Blended learning is being applied in the post pandemic era and there is still no proper blend formula due to ongoing evaluations (Norberg et al., 2011). Due to the new implementation of blended learning in universities in Indonesia, it is necessary to know the expectations of students to support the implementation of blended learning for the better. Student satisfaction in online learning gained from their experience while participating in online learning during the COVID-19 pandemic is a trigger for them to be able to expect the implementation of blended learning in the post-pandemic. According to Pinto and Anderson (2013), expectations are assumptions about an event that a person has due to their experience of similar events, other people's experiences, and habits that they believe in. As a result of expectations, the next implementation of online learning with a blended learning model which is also combined with face-to-face meetings will be better and maximize both instructors and institutions in the implementation of blended learning.

Few previous studies in Bali discussed student satisfaction with online learning during the COVID-19 pandemic. There are studies on nursing student

satisfaction with the implementation of online learning programs (Suantika & Yusniawati, 2022; Sukadarma et al., 2022). Jokosaharjo et al. (2021) researched student satisfaction with learning English in general during online learning. Moreover, Suryani and Sugianingrat (2021) examine student e-learning satisfaction during the COVID-19 pandemic. However, very limited studies that discuss university student satisfaction in the context of EFL on the implementation of online learning specifically discuss factors that affect student satisfaction in terms of instructor, interaction, technology, and course management from Bolliger and Martindale (2004). Also, very limited studies that discuss university students' expectations towards blended learning in the post-pandemic in Bali. Therefore, this research is conducted to fulfil the gap to find out the EFL university students' experiences in online learning during the COVID-19 pandemic which are assessed in terms of student satisfaction based on four factors to find out their expectations when entering blended learning in the post-COVID-19 pandemic in Bali.

1.2 Identification of the Problem

Bali as one of the provinces in Indonesia affected by the COVID-19 pandemic requires universities to conduct online learning due to social distancing. By looking at the problems that arise in the implementation of online learning such as inflexible online learning, poor internet connection, poor quality of devices, and other problems (Ginaya et al., 2021; Indrawan et al., 2022; Suryani & Sugianingrat, 2021), this research is conducted to measure the level of student satisfaction in online learning during the COVID-19 pandemic specifically online learning experienced by EFL learners in acquiring language skills by researching a

university in North Bali, namely English Language Education, Ganesha University of Education (UNDIKSHA).

Based on the result of the preliminary interview, the researcher identified some EFL students with their problems in online learning during the COVID-19 pandemic in English Language Education, UNDIKSHA, and found that students sometimes have a poor internet connection when doing online learning synchronously through Zoom and Google Meet, students have difficulty in discussing when working remotely in groups, where they have difficulty in matching time for group work and some of their friends are difficult to contact for discussion, and some lecturers have not been able to vary the technology so they did not facilitate students well and only gave assignments without providing feedback, so students just collect assignments without receiving feedback. Therefore, from the identification of these problems, this research is conducted to determine the EFL students' satisfaction in online learning during the COVID-19 pandemic. Moreover, with the new implementation of blended learning in English Language Education, UNDIKSHA, students' expectations will also be studied further to prepare for better-blended learning in the post-COVID-19 pandemic.

1.3 Limitation of the Research

This research was limited to investigating EFL university students' satisfaction with the use of online learning during the COVID-19 pandemic, factors that influence it, and students' expectations of blended learning in the post-COVID-19 pandemic in North Bali.

1.4 Statement of the Research Question

1. How is the online learning satisfaction of EFL university students during the COVID-19 pandemic in English Language Education, UNDIKSHA?

2. What are the students' expectations towards blended learning in the post pandemic era in English Language Education, UNDIKSHA?

1.5 Purpose of the Research

1. To investigate online learning satisfaction of EFL university students during the COVID-19 pandemic in English Language Education, UNDIKSHA.

2. To delve into students' expectations towards blended learning in the post pandemic era in English Language Education, UNDIKSHA.

1.6 Significance of the Research

This research has both theoretical and practical significances

1. **Theoretical Significance**

   The findings of this research are intended to contribute and aid in English studies as theoretical references, particularly in the educational process especially for online learning and blended learning in EFL context.

2. **Practical Significance**

a. **For the lecturers**

   This research is expected to help the lecturers design suitable and effective online learning for their students in learning English as Foreign Language (EFL) and to prepare the blended learning in the post pandemic era to be better.

b. **For other researchers**

   This research can provide data about EFL university students' online learning satisfaction during the COVID-19 pandemic and students'

expectations towards blended learning in the post pandemic era in their

research.