CHAPTER I

INTRODUCTION

1.1 Research Background

The COVID-19 pandemic was first found in 2019. This pandemic was caused by a coronavirus that can be contagious and many people are exposed to this virus around the world. The government's solution to break the chain of COVID-19, one of them made a rule for society namely community activity restrictions enforcement (PPKM) in Indonesia. Therefore, the COVID-19 pandemic impacted all aspects, one of them was education aspect because all of the educational activities were suspended temporarily at school that made the previous learning process before the COVID-19 pandemic from face – to – face became social distancing with each other and conducted online learning (Pokhrel & Chhetri, 2021). The learning process during the COVID-19 pandemic was carried out with online learning.

Online learning leads to the learning process carried out using technology (Carliner, 2004). In online learning, teachers have provided all materials using digital platforms that can be easily by students. The characteristic of online learning is the learning process that implemented Information and Communication Technology (ICT) that uses various platforms in learning such as computers, laptops, tablets, and mobile phones with an asynchronous and synchronous internet environment (Shaid et al., 2021).

At the beginning of COVID-19, the implementation of online learning was a quite new experience in Indonesia (Rosayanti & Hardiana, 2021). In online learning, teachers, and students used technology with various platforms. The

teacher and students implemented online learning by using WhatsApp and Google Meet (Wardany et al., 2021). The application of WhatsApp was used to send learning videos and assignments. Also, Google Meet was used to reviewing material and discuss with each other. Online learning was implemented as student-centered which students were required to be responsible and should manage their learning to fulfill the task given individually and collaboratively. Students were comfortable and actively participated in discussion sessions on the learning materials, easy and effective to understand the material using WhatsApp (Nihayati & Indriani, 2021). However, there were many several obstacles that EFL students faced such as unstable connections, lack of material knowledge and skills, and also the teacher had limited experience with online learning (Melvina et al., 2021). Therefore, in the implementation of online learning, students try to understand materials and can be responsible for the learning process and they learned more about how to use technology.

Before COVID-19 also implemented online learning in the face-to-face learning process. Several previous studies showed the use of technology before the COVID-19 pandemic. Susanti and Tarmuji (2016) implemented WhatsApp to interact with students in an effective way to increase students' language skills and motivation. Besides, Yusuf et al. (2018) EFL students also used Edmodo in English writing class. This study showed that Edmodo made students active in the discussion forum in the learning process. These studies showed that the learning process by using technology has implemented before the COVID-19 pandemic.

With the emergence of the COVID-19 pandemic, the learning process was carried out in online learning. Online learning made students and the teacher

interacted over long distances without face-to-face. Online learning was conducted in Bali, Indonesia. Also, it impacted educational activities that made the teacher and students conduct the learning process fully at home over a long distance. Thus, online learning was implemented in many schools in Bali. Pratiwi et al. (2022) senior high school students in 9 schools in Badung regency, Bali interacted in synchronous and asynchronous learning using video conferences such as Zoom Meeting and Google Meet with a maximum time of 60 minutes. The teachers explained the materials in detailed ways and interacted with students smoothly. The teachers maximized the learning process by using WhatsApp to greet, give materials, and assignments to students. In online learning also students interacted using learning platforms that provided chat features in which easy to use. Therefore, to measure the effectiveness of EFL students' online learning during the COVID-19 pandemic, satisfaction is a benchmark to find out whether students have a positive feeling or not about their experience in online learning.

According to Saif (2014) satisfaction refers to someone's feelings and needs regarding the process and result based on their expectation. In the education aspect, the satisfaction of students in learning was crucial to make sure the learning is successful to run the learning process smoothly. Bolliger and Martindale (2004) state that there are several key factors contributing to students' satisfaction namely teacher, interaction, technology, and course management. Those factors contributed to affect the effectiveness of online learning. Not only that, after experiencing online learning during the COVID-19 pandemic, students continued the learning process in blended learning during the post-pandemic era.

The post-pandemic era is the new normal era after passed the COVID-19 pandemic (Cahapay, 2020). After conducting online learning which the teacher and students were used to using technology, the government required the learning activities in Indonesia conducted face-to-face at school directly while still adhering to health protocols during the COVID-19 pandemic. This certainly made teachers still use technology in the learning process even in face-to-face learning. The type of learning that used technology in a face-to-face way is called blended learning. Blended learning refers to where the learning process has a combination of face-to-face and technology. The students conducted the learning process in the classroom directly and the learning can use technology as learning tools. Besides, blended learning is flexible to implement in the learning process and the use of technology is more meaningful in the learning process. Because blended learning is quite new in Indonesia during the post-pandemic, students certainly have their expectations in their learning process.

According to Press (2006) in Pinto and Anderson's article, expectations are assumptions from an event that are usually caused by three things, namely personal experience, experiences from other people such as family or friends, and what is considered a habit (Pinto & Anderson, 2013). Thus, students' experience in online learning can raise students' expectations in the next learning process which is the way and situation are different from online learning, namely blended learning. Students' expectations in blended learning are crucial to finding out the assumption from students in blended learning for better and success in learning activities. Therefore, students certainly have high expectations for their learning activities and by looking at the result of what students expect in learning, the institution and

teacher can increase the quality of learning and the effectiveness of blended learning.

There are several previous studies that show how Senior High School students' satisfaction with online learning and students' expectation of blended learning. Faize and Nawaz (2020) discussed the evaluation and improvement of university students' satisfaction with online learning during COVID-19. Ngafif (2021) discussed students' perception of online learning during the COVID-19 pandemic. The study from Cakrawati (2017) focussed on students' perceptions of the use of online learning platforms such as Edmodo or Quipper as technology factors in the English as a Foreign Language (EFL) Classroom. Krstić and Radulović (2021) evaluated online learning during the COVID-19 pandemic by using learning platforms such as discuss *Google Classroom, WhatsApp,* and *Google Meet.* Prasetya et al. (2020) conducted an analysis of students' satisfaction with E-learning. Ataizi and Komur (2021) investigated the effect of blended learning at a high school in Turkey. Last, Sakina et al. (2020) conducted with EFL students in grade 12 in a private senior high school in Bandung where the learning process conducted blended learning.

Therefore, based on several previous studies of students' satisfaction with online learning and blended learning at the senior high school level, the very limited study discussed students' satisfaction with online learning in the EFL context at the senior high school level in Bali. Besides, the very limited study discussed 4 influence factors such as teacher, interaction, course management, and technology. Also, the very limited study discussed students' expectation in blended learning in the EFL context at the senior high school level in post-pandemic era. Thus, this

study investigated EFL students' online learning satisfaction during the COVID-19 pandemic and students' expectations of blended learning during the post-pandemic at SMA Negeri 4 Singaraja. This study aimed to investigate the online learning satisfaction of EFL senior high school students and find out the students' expectations in blended learning in the EFL context during the post-pandemic at SMA Negeri 4 Singaraja (FOURSMA).

1.2 Identification of Problem

Based on the related previous studies, this study showed how senior high school students' satisfaction in online learning and students' expectation in blended learning. Faize and Nawaz (2020) discussed the evaluation and improvement of university students' satisfaction with online learning during COVID-19. Ngafif (2021) discussed students' perception of online learning during the COVID-19 pandemic. The study from Cakrawati (2017) focussed on students' perceptions of the use of online learning platforms such as Edmodo or Quipper as technology factors in the English as a Foreign Language (EFL) Classroom. Krstić and Radulović (2021) evaluated online learning during the COVID-19 pandemic by using learning platforms such as discuss *Google Classroom, WhatsApp,* and *Google Meet.* Prasetya et al. (2020) analyzed students' satisfaction with E-learning. Ataizi and Komur (2021) investigated the effect of blended learning at a high school in Turkey. Last, Sakina et al. (2020) conducted with EFL students in grade 12 in a private senior high school in Bandung where the learning process conducted blended learning

Furthermore, related to the problems at SMAN 4 Singaraja had many obstacles when implementing online learning experienced by both teachers and students.

Lack of interaction between teachers to students, students to students in online learning makes the learning process not run smoothly. Students were able to discuss with each other but students did not carry out the discussion session well. The teacher rarely did synchronous learning through *Google Meet* so students cannot discussed directly in online learning. Also, most students rarely take part in learning and were unable to collect assignments using the excuse of not having internet data. However, SMAN 4 Singaraja provided Wi-Fi facilities to students at school, then students came to school in order submit the assignment but still students did not carry out the learning process. This showed that the lack of interaction that makes students very limited enthusiasm for distance online learning during the COVID-19 pandemic. Then, after conducting online learning, measuring the satisfaction of EFL students is crucial to analyze EFL students' satisfaction with online learning. Also, their expectations in blended learning make the learning process better.

1.3 Limitation of The Research

This research was limited to investigating EFL students' satisfaction in the use of online learning in the EFL context in Bali, limitation on supporting factors during the use of online learning in the EFL context in Bali, and limitation on students' expectations towards blended learning in post-pandemic era at SMA Negeri 4 Singaraja.

1.4 Statement of Research Question

1. How is the online learning satisfaction of EFL Senior High School Students in SMA Negeri 4 Singaraja?

2. What are students' expectations towards blended learning in the post-pandemic era in SMA Negeri 4 Singaraja?

1.5 Purpose of The Research

1. To investigate online learning satisfaction of EFL Senior High School Students in SMA Negeri 4 Singaraja.

2. To delve into students' expectations towards blended learning in the post-pandemic era in SMA Negeri 4 Singaraja.

1.6 Significance of The Research

This study has theoretical and practical significances.

1. **Theoretical Significance**

   The findings of this study is expected to give a contribution to English studies as theoretical references, particularly in the process of online learning and blended learning in the EFL context.

2. **Practical Significance**

a. **For the teachers**

   The result of this research is expected to help the teacher in designing online learning that is suitable for their students in learning English as Foreign Language (EFL). Hence, the relationship between teachers and students must be connected by considering aspects of students' satisfaction and their limitation and supporting factors during the use of online learning and students' expectation towards blended learning.

b. **For Other Researchers**

   This research can provide data about EFL students' online learning satisfaction during the COVID-19 pandemic and students' expectations in the post-pandemic era in their research.