

# CHAPTER I

## INTRODUCTION

This chapter discussed the background of the study, problem identification, a research question of this study, research objective, research limitation, and research significance.

### 1.1 Background of Study

The Covid-19 pandemic has now entered its 4th year, which began at the end of 2019 in China (Wu et al., 2020). This virus has an impact on the whole world and all sectors like the economy and education sectors were affected significantly by this virus (Tarkar, 2020). It could be seen from how all activities were changed to online activities from 2019 to 2021, including the educational process (Zhao and Xue, 2023). The rapid changes that occurred when learning activities were changed to fully online impacted the teacher and the students (Al-Hasmi, 2021). The teacher had to adapt to the situation, the teacher need to change their learning method, and ways of conveying material from face-to-face also need to be changed from fully offline to online learning (Sakkir et al., 2021). The addition of costs for learning equipment that the students must have is also one of the impacts felt by the student.

All schools in Indonesia had felt the changes, where changes that have occurred as a result of the Covid-19 pandemic have impacted the educational programs, so the school needs adjustment to enable the program, not only that, the students also must be prepared to face these changes (Madya & Abdurahman, 2021). Students' readiness is one of the important aspects of the learning process

wherein achieving goals, the student's readiness must be checked to find out the best formula to make and implement the best program for learning (Yuksel, 2012). Several studies that have examined the new normal or post-pandemic covid-19 situation found several things related to readiness. Sewang & Aswad (2021) measured students' readiness using a quantitative design by surveying new normal learning in face-to-face learning in West Sulawesi and found that the parents are ready to allow their children to carry out face-to-face learning in the post-pandemic era of Covid-19, but the readiness of the children themselves was not ready because the children still not used to follow the rules of the health protocol in post-pandemic covid-19. In addition, problems encountered in the face-to-face learning environment were also found during learning in the new normal, research conducted in the Philippines regarding the problems encountered when implementing a face-to-face learning environment in the post-covid-19 pandemic was reducing learning time, difficulty understanding the material, and the adjustment period was an obstacle face by the student (Bordeos et al., 2022). Research conducted in East Java related to learning in the post-pandemic covid-19 also found that in this new era, students have limited time in the learning process in the classroom so students have little time to have the opportunity to practice English, especially in a new learning environment (Abdillah & Sueb, 2022). Nowadays, the learning process could be conducted in two ways, traditional and online learning, but some schools in Indonesia still prefer to do traditional learning rather than online learning (Rachmah and Damayanti, 2020). This resulted in a new problem due to the students' need to start to adapt again where

the students were comfortable with online learning caused by a pandemic, it is not easy to adapt anymore with the new learning environment again (Li, 2022). The students need time to adjust to the new environment and the students need to have the readiness to face the shift from online learning to offline learning environment.

In line with that, the same problem was founded by the researcher, during the pre-service teacher, the student's readiness after the pandemic was considered the students have a lack of preparation. The problem is that students need time to get used to these changes, even less for almost two years, the students are used to online learning which makes the students have a habit to depend on their gadgets, especially in learning. Dependency on using gadgets experienced by students is a problem for their psychological in the classroom (Mabaroh & Sugianti, 2021). Because they can no longer use gadgets when studying in class, it makes it difficult for students to learn, and less motivated to learn in face-to-face learning mode because they don't understand what the teacher is teaching. It is also supported by one study that found that students like studying online because it is easier to learn online learning because the students can use their gadgets to find any source or tools to help them learn at home (Zboun and Farrah, 2021). Because of this change, the student seems not ready for face-to-face learning mode, so the teachers must know how the student's readiness to face a new learning environment.

## 1.2 Problem Identification

Considering the learning mode that change from online learning mode to traditional learning mode, it made the students must have in-depth preparation regarding these changes (Wu et al., 2020). Some of the problems found related to students' readiness were found by several studies on behavioral readiness in the learning process (Sewang & Aswad, 2021). This was also found by the researcher where researcher found the same problem in the researcher's teaching practice, where students still did not have good behavior such as coming to school not on time, inappropriate clothing, and playing games when the learning process was happening. The lack of ability to understand students was also an obstacle experienced by teachers when teaching, especially learning English (Bordeos et al., 2022). This was also found in the researcher's teaching practice where the students are still too dependent on their gadgets when studying, so when they are prohibited from using gadgets, their ability to understand English is very lacking.

Lack of preparation in learning causes difficulty in achieving learning goals. When the student's readiness for learning is already owned by the students, the learning objectives will be easier to fulfill (Syahrozi et al., 2019). The problem is when students do not have the characteristics of people who have sufficient readiness in learning it might cause failure in achieving the learning process (Agustiani et al., 2021). It is necessary to investigate student readiness in learning during the post-pandemic Covid-19 period to avoid the problems that arise in the new normal situation, especially since there is still a lack of research on checking student readiness in learning during the post-pandemic covid-19, especially in

junior high school students in Bali. In line with learning readiness, there are 3 factors namely Emotive-Attitudinal Readiness, Cognitive Readiness, and Behavioral Readiness (Maddox et al., 2000). Learning readiness is one of the important things in the teaching and learning process because it reflects someone's situation during the learning process (Slameto, 2003). Besides, it is said that without learning readiness, a better education that enhances the students' potential would become impossible (Dangol & Shrestha, 2019).

### **1.3 Research Question**

Based on the problem identification, the research questions can be mentioned following:

1. How is the student's readiness to learn English in post-pandemic covid-19 in a face-to-face learning environment for Junior High School students?

### **1.4 Research Objectives**

Based on the research question, this study was to investigate the students' readiness in learning English:

1. To investigate the readiness of students to learn English in post-pandemic covid-19 in a face-to-face learning environment Junior High School students

### **1.5 Research Limitation**

This study is to investigate how the students' readiness for the changes that happen in the learning environment that start from online learning to

offline learning (face-to-face) which makes the students not able to use gadgets as their learning tools. So this research was focused on investigate the readiness of students in Junior High School students at SMP N 6 Singaraja especially 8 grade students.

### **1.6 Research Significant**

From this research the researcher found that there two results obtained.

#### **1. Theoretical Significant**

The researcher expected the results of this study contribute to the development of knowledge, especially about the student's readiness. In other words, this research expected to know the students' readiness from theory of learning readiness (Maddox et al., 2000) in the real context of students' readiness in a post-pandemic education setting.

#### **2. Practical Significant**

Practically, this study is helpful for:

##### **A. For Teacher**

The result of this study is expected to provide information to the teacher to pay attention about the students' readiness and to conduct a various learning methods to solves problems from the students

##### **B. For school leaders**

The result of this study intended to provide information to the school leaders make better policies for teachers and also their students to

create better learning programs that are suitable to the needs and problems faced by students in the post-pandemic covid-19 situation

### C. For Researcher

The result of this study can be as a reference for the next study about students' readiness and know how to deal with the problems that were describe in the discussion session and find solutions how to overcome the problem of students' readiness in the learning process.

