CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, identification of the problem, limitation of the study, statement of the problem, the purpose of the study, and significance of the study.

1.1 Background of the Study

From the beginning of 2020, conventional or face-to-face learning instruction slowly begins to be replaced by the existence of a fully online learning environment, especially during the pandemic of Covid19. In this period of very rapid technological development, online learning gradually is becoming a medium for full-time learning, and this learning instruction now a massive method during this pandemic of Coronavirus and therefore of great importance in the field of education (Eidelman & Shwartz, 2016; Riegel & Kozen, 2016). Also, online teaching becomes popular, and learning by distance is widely recognized as a field of growth and profit for all parties (Luongo, 2018). This media for learning is also known as synchronous learning where teacher and students are doing interaction at the same time by using audio-video meetings, audio conversation, etc. (Farooq & Benade, 2019; Hrastinski, 2008; Pradana & Amir, 2016) also, known as asynchronous learning where the learning process is not conducted at the same time. This way of learning can be acceptable by the millennials, (Bagci & Celik, 2018) they can study at their speed and without relying on class time every time and anywhere. The link between the student and the technology is very important in the

online learning environment. In general, fully online learning can be also said as distance learning because it fully uses technology in the learning process.

There have been several developed countries that applied to online learning. As observed by Torres and Rama (2018), nine countries in Latin America applied online learning and each country has its professionals of online learning. Those professionals have an important role in the development of online learning in their country. Besides those countries, Zawacki-Richter et al. (2016) researched the development of online learning systems in three developed countries, namely; Turkey, The Russian Federation, and Saudi Arabia. In Turkey, there are still several problems that exist in the implementation of online learning, such as internet costs, and the literacy and infrastructure of the technology. Then in Russian, to improve the online learning system, they made a national website which includes eight universities of Russian to provide students who want to register. The Russian Ministry of Education also included the other universities to add the courses number up to 100 courses, so that students will have many choices that suit their passion. While in Saudi Arabia, online learning is implemented by the private and regional universities to provide certain disciplines and at that moment, the Higher Education Minister has made a rule that every university can provide online learning but still under the authority of SEU. Those developed countries show that the implementation of online learning will not only give flexibility in terms of time and space. Online learning also has some problems that need to be considered.

On the other hand, several developing countries have been implementing online learning in their schools, it is conducting as a part of technological development. China is the first country that applies online learning. Specifically,

this learning method was established by Central Radio and Television University (CRTVU) of China in 1979 (Khan et al., 2001). It can be said that this university in China has successfully conducted online learning. Also, Ramkamhaeng University in Thailand has been implementing online learning since 1995. This university has its videoconference by utilizing THAI-COM satellite, it also utilizes other media such as cassettes, radio, and television. Most of the developing countries that implementing online learning a long time ago will be able to fix the problems that they faced nowadays. However, we could not assume online learning success only in terms of the status of the countries because both developed and developing countries will face some obstacles in implementing online learning.

In this crucial period, most of the countries make a hard decision for their education because of the pandemic of the Corona Virus. This pandemic requires people to do physical distancing and directly, it affects all the traditional face-to-face schools to implement online learning. In terms of economic needs, most people will have a problem following learning by distance because most of them cannot earn money in this pandemic situation. They need to pay the double cost for the educational requirements, the first is they must pay semester fees which are more expensive than the online learning fees and the second is they must spend more money on the internet data connection. Unconsciously, students will be stressed because of this situation and they should sit in front of the computer for a long time which affects their eye health. Further, teachers will also have problems in implementing online learning, especially in this emergency teaching. However, this situation is not a big problem for the countries that have been implementing online learning, but it will be a big problem for countries that have not implemented online

learning as a fixed regulation especially in Indonesia. As stated by Yaumi (2007), Indonesia has been utilized online learning since the 1950s until now and only Universitas Terbuka (UT) that applied this method since 1984, but in this century online learning is still in the innovation phase or is not as a fix regulation. It can be seen from all the schools, start from kindergarten until higher education is still implementing the conventional method. Thus, online learning will be a challenge for all parties when implementing online learning.

Therefore, the investigation was conducted in one of the vocational high schools in Gianyar, Bali. This school is chosen because it has the Hospitality and Culinary majors that sometimes require the students to use English during the practicum classes. Besides that, most of the vocational high schools in Gianyar regency do not have such Hospitality and Culinary majors but mostly have such as Multimedia, Computer and Network Engineering, and Software Engineering that do not require students to use English during the practicum. Besides, after conducting a pre-observation with one of the students in that school, the characteristics of the participants are suitable to the research objectives where the students in this school sometimes use English during the practicum to describe the activities based on the subject of the study. Furthermore, the 12th-grade students were the participants of this research because the 10th-grade students do not take the course that requires them to do practice and the 11th-grade students do not implement fully online learning because they will conduct field training in this grade. Therefore, the researcher decided to investigate 12th-grade students' readiness in SMK Werdhi Sila Kumara which has Hospitality and Culinary majors and already implements fully online learning. Besides that, the subjects were chosen

because the vocational high school students who need more learning by practicing rather than just learn the theory, will find it challenging to conduct their learning through an online way.

Therefore, it is very important to know to what extent are vocational students ready for online learning to be able to judge whether students' level of readiness affects their motivation and demotivation in conducting online learning. Their readiness can be known by investigating their experiences, it will help the institutions to fix the problems that arise in the implementation of online learning. It cannot be considered as an easy way to replace conventional learning with fully online learning. It will be better if the government and also the educational institutions considered the five scales in implementing online learning as stated by Hung et al. (2010) namely; computer/internet self-efficacy, self-directed learning, learner control, motivation for learning, and online communication self-efficacy. Those factors were the key statements to gain the data needed through the questionnaire. Further, the motivating and demotivating factors were collected by conducting interviews. By investigating EFL students' readiness in using technology in the vocational online learning context, it will help all parties to consider which scales should be improved to reach the best situation in implementing fully online learning.

1.2 Identification of the Study

Based on the background above, it shows that the implementation of online learning needs to be improved in several aspects. The educational institutions and the government must be headful with the problems that happened in the

implementation of remote education. But, it will be difficult for those parties to know what are the problems in the implementation of online learning. Thus, it is really important to investigate students' readiness in implementing online learning through their experiences. They have been experienced this situation of emergency education that required them to implement online learning. This investigation will help the parties involved to fix the problem that appeared in the implementation of online learning.

1.3 Limitation of the Study

The limitation of this study is only investigating the motivating and demotivating factors of vocational students and to know to what extent they are ready for the implementation of online learning. It will help the researcher to know students' readiness based on the five scales used as the key in the data collection.

1.4 Statement of the Problem

Based on the exposure above, the research questions of this study can be presented as follows:

1. To what extent the 12th-grade students are ready in using technology in the vocational online learning context?

2. What are the 12th-grade students' motivating factors in conducting online learning?

3. What are the 12th-grade students' demotivating factors in conducting online learning?

1.5 Purpose of the Study

Based on the research questions of the study, the objectives of this study are:

1. To know the 12th-grade students' level of readiness for online learning.

2. To know the 12th-grade students' motivating factors in conducting online learning.

3. To know the 12th-grade students' demotivating factors in conducting online learning.

1.6 Significance of the Study

The purpose of conducting this study is to know its results and this is expected to be significant in theoretical and practical terms.

1. Theoretical Significance

    By investigating students' experiences in the implementation of online learning. It is expected to provide strong information about what factors that students are not ready yet in implementing online learning. Besides, it will provide educational institutions and government information about the problems that need to be fixed to give a better experience in online learning, especially for students.

2. Practical Significance

    a. Educational Institution

    The result of this study is expected to be useful for educational institutions that will implement online learning and be able to consider the scales of implementing better online learning.

    b. Student

The result of this study is expected to be useful for students because when educational institutions are considering this information to fix the problems of online learning, students will get a better experience in conducting online learning.

c. Other Researchers

The result of this study is expected to be useful for other researchers as a reference for their study which investigates the same field of this study.