CHAPTER I

INTRODUCTION

1.1 Research Background

The technological advancements have broadly affected almost every sector in nowadays life. Social-life, culture, economy, health, military, and even education cannot deny the sense of technology within them (Kaushik, 2017 and Supriatna, 2020). Education sector seems to get enormous attention within technology itself (Raja & Nagasubramani, 2018). Technology has become the main actor in the development of teaching-learning circumstances, which seems to be more modern, flexible, and efficient. Moreover, it is further acceptable that the technological competencies are acquired through the field of education (Kaushik, 2017). Hence, both technology and education themselves are indeed linked each other.

The influence of technology in educational field can be observed in terms of learning methods. The use of varied learning media, updated learning process, as well as the distribution of learning material are just some instances of how technology becomes so essential in modern education (Appana, 2008; Arkorful & Abaidoo, 2015; and Lotto & Reaction, 2019). As the party who facilitates education, schools around the world have tried maximally emerging technologies in all processes run by them. Among the programs run by school, the implementation of online learning is currently booming.

Online learning, famously called E-learning, has been largely proposed by various experts. Rusman (2016) argues that e-learning is flexible education whose delivering, making, coaching, and facilitating can be done anywhere and anytime.

The distance and flexible learning are highly suitable to use e-learning because teachers can foster, guide, and monitor their students through the use of electronic devices (Rusman, 2016). E-learning can be divided into three ways of learning, namely: synchronous learning, asynchronous learning, and blended learning (Vai & Sosulski, 2011).

First, Redmond, et al. (2007) defines synchronous mode can be done through video conferences such as Zoom, Google Meet, or chat rooms such as WhatsApp and other messaging applications. The advantages of synchronous learning are that immediate feedback, more motivation, and push students' present or participate in the classroom. Second, asynchronous mode is learning where the interaction between teachers and students occurs intermittently with a time delay (Redmond, et al., 2007). Asynchronous can be defined as an interactive learning community that is not limited by time, place, or the constraints of a classroom (Shahabadi & Uplane, 2015). The asynchronous mode can be done through some platforms provided by LMS (Learning Management Systems) such as Edmodo, Schoology, Google Classroom, Moodle. Third, Allen and Seaman (2003) stated a hybrid-learning or blended-learning mode should be done between 30% and 80% online while the rest can be done through synchronous time. A hybrid learning or blended-learning environment can be implemented with an application such as WhatsApp, Telegram, and other kinds of SNS.

Besides the ways of learning, e-learning has several general characteristics. The main characteristic of e-learning is the teacher-student's interaction is done in online (Rana et al., 2014). Another characteristic of e-learning is on its function, which is as a provider of learning materials. Literary, e-

learning also carries offline learning circumstances, such as: discussion, sharing, and communication among each other (Rana et al., 2014). It can be observed through the e-learning processes done in Schoology, Edmodo, Google Classroom, and even WhatsApp Group.

In Indonesia, the schools have started to use e-learning as well. Some of them even have implemented it for long ago (Lubis & Lubis, 2020 and Tuan Nguyen, 2015). E-learning further gets its maximal priority during pandemic covid-19 situation. During pandemic, every single person around the world has forcedly worked from home and kept on social-distancing. Schools even cannot run as how it used to be, so that e-learning appears as one of solutions during this chaos. It is supported by Circular Letter Number 4 of 2020 by the Ministry of Education and Culture of Republic Indonesia, concerning implementation of education policies in an emergency for the spread of corona virus disease (Covid-19). Moreover, it is more strengthened by Circular Letter Number 15 of 2020, concerning guidelines for organizing learning from home in an emergency spread corona virus disease (Covid-19).

Besides the implementation of e-learning stated in the circular letter, the implementation of e-learning in Indonesia is also supported by the existence of the Ministry of Education and Culture of Republic Indonesia issuing a Decree of the Minister of Education and Culture of Republic Indonesia Number 719 / P / 2020, concerning guidelines for implementing curriculum in education units in special conditions. This curriculum provides flexibility for schools to choose a curriculum that suits the learning needs of students during the Covid-19 pandemic. All

aforementioned policies indeed refer into 1 inference that all educational activities are carried out from home in online learning form.

The changes that seem occurred so sudden literary create such a shock condition not only in the teachers' viewpoint, but also in the students' perspective (De Giusti, 2020; Osborne, Kriese, & Davis, 2013; and Tuan Nguyen, 2015). Most Indonesian students are used to learn in offline situation, as further it affects their learning habit and culture as well. The changes lead them to have such various opinions and experiences regarding the e-learning implementation itself. It was supported by Robbins and Judge (2013) who said that one of the factors that can influence perceptions is experiences. Therefore, the perception occurred based on their opinions and experiences will be varied as well. Perception is a human cognitive process. Qiong (2017) mentions that perception is the way someone thinks about something and someone's ideas about what they prefer. In line with Robbins & Judge (2013), perception is viewed as the process of someone trying to create a point of view on an object around them.

Perception in online learning has been broadly investigated by enormous researchers. Some of them come from Cakrawati (2017), Edumadze et al. (2017), Vitoria et al., (2018), Rizal et al. (2019), Alwahoub et al., (2020), Bagata (2020), and Raharjo et al., (2020). Looking from the year of investigation, this topic indeed has been researched even far before the pandemic situation. Hence, it indicates online learning perception topic is really essential to be studied. The results show various tendencies regarding the perception itself, but in general it can be divided into positive perception and negative perception toward the topic being discussed. The data dispersion occurred in different setting indeed indicates

that the discussion of online learning perception can be done in various setting as well.

Researcher further was interested to conduct a research regarding online learning perception in Kediri, Tabanan Regency, Bali-Indonesia. Researcher has chosen this setting because of some purposive reasons, especially on the researcher's convenient aspect and geographical aspect. Preliminary observations were conducted in 2 schools in Kediri; they were SMA Negeri 1 Kediri and SMA Surya Wisata Kediri. These schools have been selected because the schools have permitted the researcher to do the observations. As the results, researcher observed that online learning has been implemented in both schools already. Researcher found that in SMA Negeri 1 Kediri used full online (asynchronous) in the teaching and learning process. Meanwhile, SMA Surya Wisata used blended learning, where the teaching and learning process was done online and also face to face which was done in 15 minutes.

Looking on the data gotten by the researcher during the preliminary observation, the researcher chose SMA Negeri 1 Kediri as the setting of the study because SMA Negeri 1 Kediri used a full online (asynchronous) learning which carried out flexibly using discussion forums, independent study, and student assignments which implements e-learning in the teaching and learning process during the pandemic. In addition, SMA Negeri 1 Kediri also meets the characteristics of e-learning used, namely interactivity, independence, accessibility, and enrichment. Moreover, the implementation of e-learning was also used in English instruction. The implementation of e-learning in English instruction was carried out by teachers providing material such as PowerPoint,

learning videos from YouTube, and word files according to the topics to be taught through Google Classroom. Additionally, teachers also provided assignment instructions and assignment submissions through Google Classroom. Although the material has been given, there were still students who did not understand the material because they did not get direct explanations from their teachers.

Furthermore, in accord the further preliminary interviews conducted, it was surprising that online learning still seemed very new in SMA Negeri 1 Kediri because the learning was carried out during a pandemic. Hence, the schools were forced to carry out online learning which led to new paradigm change in learning. By having the change of learning so sudden, students and teachers faced new learning experience. Besides that, the researcher had also interviewed several students in tenth-grade regarding their online learning perception. However, due to various limitations occurred as well as the deep data did not obtain yet, the researcher thought that further rigorous investigation is essential to be done.

This research further was done in the purpose of investigating online learning perception occurred in the tenth-grade students of SMA Negeri 1 Kediri. As the school has acknowledged the online learning seemed to be new, investigating on tenth-grade students became highly-essential as well because tenth-grade student is just the beginning of high school life. Hence, they indeed have face two new circumstances, one from the online learning situation and the other from the high school condition. Various theories and empirics have been investigated, which could be used as the foundation in conducting this research. Moreover, those theories and empirics have showed that this topic is academically able to be investigated. Therefore the findings could be useful to enrich data and

information around online learning perception. Also, it showed that the issue has been occurred in SMA Negeri 1 Kediri as one of the barometer schools in Tabanan Regency.

1.2 Problem Identification

E-learning further gets its maximal priority during pandemic covid-19 situation. This causes many schools begin to use e-learning in the teaching and learning process. It is also supported by Circular Letter Number 4 of 2020 by the Ministry of Education and Culture of Republic Indonesia, concerning implementation of education policies in an emergency for the spread of corona virus disease (Covid-19). Moreover, it is more strengthened by Circular Letter Number 15 of 2020, concerning guidelines for organizing learning from home in an emergency spread corona virus disease (Covid-19). Based on the preliminary observation, it was found that SMA Negeri 1 Kediri used a full online (asynchronous) learning which carried out flexibly using discussion forums, independent study, and student assignments which implements e-learning in the teaching and learning process during the pandemic. Moreover, the implementation of e-learning was also used in English instruction. The implementation of e-learning in English instruction was carried out by teachers providing material such as PowerPoint, learning videos from YouTube, and word files according to the topics to be taught through Google Classroom. Although the material has been given, there were still students who did not understand the material because they did not get direct explanations from their teachers. Furthermore, in accord the further preliminary interviews conducted, it was surprising that online learning still seemed very new in SMA Negeri 1 Kediri because the learning was carried

out during a pandemic. Hence, the schools were forced to carry out online learning which led to new paradigm change in learning. By having the change of learning so sudden, students and teachers faced new learning experience. Besides that, the researcher had also interviewed several students in tenth-grade regarding their online learning perception. However, due to various limitations occurred as well as the deep data did not obtain yet, the researcher thought that further rigorous investigation is essential to be done. This research further was done in the purpose of investigating online learning perception occurred in the tenth-grade students of SMA Negeri 1 Kediri. As the school has acknowledged the online learning seemed to be new, investigating on tenth-grade students became highly-essential as well because tenth-grade student is just the beginning of high school life. Hence, they indeed have face two new circumstances, one from the online learning situation and the other from the high school condition.

1.3 Limitation of Study

Based on the problem identification, this study focuses on investigating the perception of tenth-grade towards the implementation of e-learning in English instruction at SMA Negeri 1 Kediri.

1.4 Research Question

Based on the problem identification above, a research question can be formulated, namely:

1. How are the tenth-grade students' perceptions towards the implementation of e-learning in the English instruction at *SMA Negeri 1 Kediri*?

1.5 Research Objective

This research is to investigate students' perception towards the implementation of e-learning in English instruction of *SMA Negeri 1 Kediri.*

1.6 Research Significance

1.6.1   Theoretical Significance

This study is expected to give information about the tenth-grade students' perception towards the implementation of e-learning in English instruction.

1.6.2   Practical Significance

a. For teachers

This study is expected to inform the teacher how students' perception towards the implementation of e-learning in English instruction. Therefore, the teacher knows what needs to be prepared so that in the future the teaching and learning process will be better.

b. For other researchers

This study could be a reference to conduct related study for the other researchers and improve the research for better findings.