CHAPTER I
INTRODUCTION

Chapter I present the introduction of this research which consisted of Background of the Study, Identification of the Problem, Limitation of the Problem, Research Problem, Research Objective, and Significances of the Study.

1.1 Background of the study

At the end of 2019, the world was stunned by the emergence of coronavirus disease or COVID-19 outbreak. According to the data from *World Health Organization* or (WHO, 2020), in 29th December 2019, a cluster of pneumonia cases in Wuhan, Hubei Province was reported by Wuhan Municipal Health Commission. It was when a novel coronavirus was finally identified. It did not take long for this virus to spread all over the world. Social distancing, Physical distancing and Work From Home (WFH) is a must nowadays in order to prevent the spreading of COVID-19.

The outbreak of COVID-19 caused many impacts on aspects of human life, including the emergence of a national crisis for each country that was attacked by COVID-19. Many aspects are also affected by the national crisis, no exception in the field of education. As stated by (Zayapragassarazan, 2020) in his research, in some way or another any national crisis faced by a country will always gave impacts on educational field. Normally, the learning process will take place in educational institutions such as schools and campuses. However, as the impact of COVID-19 outbreak in educational field across the world, it caused the educational institution to suspend the normal learning process in order to restraint the spread of coronavirus. This makes teachers have to think of new ways of doing the teaching and learning process as a solution to the problems caused by the outbreak of COVID-19. Numerous schools have implemented online learning systems before this pandemic happened. This makes online learning as the solution to keep running the teaching and learning process without causing the widespread spread of COVID-19 among the learners.

The Government of Indonesia through the Ministry of Education and Culture made various learning adjustments that did not burden teachers and students, but were full of values of character reinforcement as developments in the emergency status of Covid-19. As stated by Indonesian Minister of Education and Culture, Nadiem Anwar Makarim, in media briefing on the Adaptation of the Education System during Covid-19 at the Presidential Palace, DKI Jakarta Province, Thursday (5/14) as follows.

> *"We encourage teachers not to complete all the material in the curriculum. The most important thing is that students are still engaged in relevant learning such as life skills, health, and empathy"*

As to ensure the continuity of teaching and learning process, Nadiem Anwar Makarim as Indonesian Minister of Education and Culture has issued Circular Number 2 of 2020 concerning Co-19 Prevention and Handling within the Ministry of Education and Culture, Circular Letter Number 3 of 2020 concerning Prevention of COVID-19 in Education Units and Circular Number 4 of 2020 concerning Implementation of Education in Coronavirus Disease Emergency (COVID-19).

A series of policies were issued by the government in order to address the development of the spread of COVID-19 for instance cancellation of the national exam (UN), adjustment of school exams, implementation of distance learning, and an online approach to the students' school registration process. If in general Indonesian students study traditionally in their respective schools, now the learning process is done online. The integration of technology nowadays has significant aspects for teaching and learning process in Indonesia. Before the outbreak of COVID-19, more number of higher education institutions are implementing the use of online learning-based technology in the teaching and learning process and only a few of schools have also implemented this teaching system, especially international based school. However, today all education institutions should apply online learning for their teaching and learning process.

The 21st Century learning system is used by all educational institutions in Indonesia as an effort to comply with several circular issued by the Minister of Education and Culture. Both educational institutions who have implemented 21st century learning system before the COVID-19 outbreak and those who have never used a 21st century learning system. It means that the use of online learning based technology to support the teaching learning process today should be applied.

Supervisors and teachers in many states have worked to integrate the 21st Century Learning in their class. As cited in (Howlett Graham, 2019), it is stated that the core competencies for learning and innovation that are believed to help students thrive in today's digitally and globally interconnected world are 21st Century Learning Skills and language learning 21st century learning skills. Those include the problem solving and critical thinking, creativity and innovation, collaboration, plus information, communication, media and technology skills. 21st century learning is full of the use of online learning, including mobile learning.

The implementation of remote learning was choosing as it is easy to carry, people always have their smartphone besides them, and can be access anywhere and anytime. As supported in (Mojdeh Ebrahimi Dehkordi, 2018), by way of one technology which takes on a greater concerns in teaching and learning process especially in language learning. SMAN 1 Singaraja has implemented remote learning to teach English for their students. They have implemented the use of remote learning for teaching speaking skill.

Messaging app is integrated in the learning process due to the 21st century era, which technology is implemented in many fields of human life and also as to carry out the policies stated in the Minister's Circular number 2, 3, and 4 of 2020 in this COVID-19 period. Messaging app is a technology that used to communicate through a device and supported by internet connection. For instance, tools like WhatsApp, Line, KakaoTalk, Telegram, etc. Messaging app not only use to communicate but also able to use for recording voice message and recording video. Then, it can be send into another person through the chat room of the application. In this context, WhatsApp was used as Messaging app to teach speaking skill towards grade 11th SMAN 1 Singaraja. Messaging app through

WhatsApp was choose due to fact that most students' nowadays are having smartphone and using WhatsApp to communicate with one to another. That is also because WhatsApp can be accessed via smartphone or PC.

In the implementation of remote learning, technology and learning media at SMAN 1 Singaraja as mentioned above can be used for simultaneous learning in terms of synchronous and asynchronous learning. Unfortunately, there are some obstacles that arise in remote learning at SMAN 1 Singaraja. The first obstacle is the Human Resources namely the Teacher and the Student. In the application of e-learning, teachers are required to have basic competencies, such as the ability to make instructional design learning according to pedagogical rules, mastery of ICT in learning (the use of the internet as a source of learning in order to obtain up-to-date and quality teaching material), and mastery of learning materials according to their expertise. In addition, teachers are also required to be able to create interesting and educative teaching material content. The advantages of remote learning (in the form of text, graphics, animation, simulation, audio, and video) are internet-based, which can visualize learning concepts in order to make the learning process more interesting for students. However, not all teachers in SMAN 1 Singarja are able to operate technology and conduct online learning especially teacher from the old generation. The obstacles of this aspect came from the less ability having by the teachers for using the technology which is making it difficult for them to conduct technology-based online learning.

> *"Iya sekarang dituntut buat belajar secara online. Tapi Ibu gak begitu ngerti cara pake aplikasinya. Jaman Ibu dulu gak gini soalnya. Susah juga karena ada siswa yang gak ikut pas pembelajaran online."* said Teacher 1 in SMAN 1 Singaraja.

In the context of the student, they are also expected to have mastery of ICT used in learning (the use of the internet as a source of learning in order to obtain up-to-date information and the use of internet as media for learning English). The students must also have a sense of responsibility towards themselves. However, by learning from home they often forget to do their duty as students.

"Saya gak ikut kelas online gara-gara ketiduran." said Student 1 in SMAN 1 Singaraja.

The second obstacle is facilities and infrastructure supporting e-learning. Facilities and infrastructure are absolutely necessary for the e-learning process to be optimal, both in form of hardware components and software components. The components include internet connections / networks, computers/laptops/smartphones, systems, e-learning software, including supporting facilities and infrastructure. However the obstacle appears when the internet connection or network is not always in good condition.

"Jeleknya tu pas tiba-tiba internetnya lambat. Lama kali terkirim vn nya, terus gak bisa dah ikut diskusi online di WA." said Students 1 in SMAN 1 Singaraja.

Other aspect also appears from the device used for the online learning.

"Tiba-tiba hp mati atau macet pas lagi kelas online." said Student 2 in SMAN 1 Singaraja.

"Laptop saya tiba-tiba macet pas lagi adain kelas online untuk siswa. Pernah juga kuota internet saya habis ditengah-tengah pembelajaran." said Teacher 1 in SMAN 1 Singaraja.

The third obstacle is geographical conditions. This is one of the main obstacles, especially in the application of online learning. It mostly happened when the students or the teachers live in a small village away from the city. It is difficult for them who live in the village to have a good and stable internet connection. Even some of their villages are having a really bad internet connection.

"Susahnya ikut kelas online tu pas lagi diem di desa. Susah kali cari sinyal. Kadang sampe gak ikut saya karna gak ada sinyal internet." said Students 3 in SMAN 1 Singaraja.

The fourth obstacle is time. Online class implementation time becomes an obstacle when learning takes place from home. This obstacle is more often experienced by students rather than teacher. It happened when the online learning occur at unusual time.

Apart from some obstacles that arise as mentioned above before, remote learning by using Messaging app in SMAN 1 Singaraja happened synchronously. Although it still on a level that can be said to be mild. It is supported by the fact gathered from interview with one of the English teacher from SMAN 1 Singaraja.

"Berjalan dengan cukup baik. Memang kadang ada aja kendala muncul pas lagi proses belajar. Ada juga siswa-siswa yang tidak bisa ikut kelas karena berbagai

alasan. Tapi secara keseluruhan berjalan baik. Ada lah perubahan nilai beberapa siswa setelah pake metode ini.'' said Teacher 1 in SMAN 1 Singaraja.

According to (Higley, 2013), synchronous learning contains the information and ideas exchange between one participant and more participants at the same time. It facilitates well-organized education and provides numerous ways of sharing, collaborating in real-time and networking for both teachers and students. The synchronous learning at SMAN 1 Singaraja occurs when the teacher and the students discuss their learning process by chatting in Messaging app.

The asynchronous aspect of the use of Messaging app in SMAN 1 Singaraja occurred when the teacher gave the students task as their homework through the application used and stated the due date in the task given. Later, the students need to do their task and submit it through e-mail on time according to the due date given by their teacher. According to (Smith, 2009), in implementation of asynchronous learning, one may use several applications namely hypertext documents, e-mail, audio/video courses, blogs, discussion boards, wikis, web-supported textbooks, and social networking by using Web 2.0. Learners completed their questions, discussions, assignments, et cetera in their own time. Asynchronous learning at SMAN 1 Singaraja happened only once or twice in a while. The teacher did not use this continuously.

In remote learning by using Messaging app the students are having their own perception which can be varied from one to another. They also faced limiting factors and supporting factors while doing their learning process through Messaging app. Hence, it is important to conduct an investigation of Grade 11th SMA Negeri 1 Singaraja Students' Perceptions of the Use of Messaging app for EFL Remote Learning in Context and also limitation and supporting factors in conducting this method as part of remote learning. Finally, the researcher has an expectation that this research will help lecturers as the facilitator of a learning process especially in designing the learning activities. Moreover, it can be used as reference by the other researchers.

1.2 Identification of Problem

Nowadays, the 21st century integrated the used of mobile devices in the learning process. According to (West and Vosloo, 2013), mobile learning has increased the opportunities in cultivating the complex skills that required in order working productively with others. The used of social media as supplementary learning tool has been integrated in schools from elementary level to universities level. In SMAN 1 Singaraja, Messaging app for Remote Learning in EFL Context has been implemented in teaching speaking skills towards 11th grade students. However, how the students point of view of this teaching method is still unknown. Whether they felt it was exciting or boring, what problems they faced in the learning process and does it help them to improve their speaking skill is still unknown.

From mentioned problem, the researcher wants to make a research about Grade 11th SMA Negeri 1 Singaraja Students' Perceptions of the Use of Messaging app for EFL Remote Learning Context. This research aims to find out the perceptions of students' on the use of Messaging app for EFL remote learning context and whether there are limiting factors and supporting factors faced by the students in the use of Messaging app for EFL remote learning context.

1.3 Limitation of Research

This research was limited to investigate eleventh grade students' perceptions of the use of Messaging app for EFL remote learning context and eleventh grade students limitation and supporting factors during the use of Messaging app for EFL remote learning context in at SMA Negeri 1 Singaraja.

1.4 Statement of Research Questions

In order to find out the students' perception on the use of messaging app for EFL Remote Learning Context, the problem is formulated as follows:

1. What are the students' perceptions of the use of Messaging app for EFL Remote Learning Context?
2. What are limiting and supporting factors faced by students in the used of Messaging app for EFL Remote Learning Context at SMAN 1 Singaraja?

1.5 Purpose of the Research

The purpose of this research are as follows:

1. To analyze the students' perceptions of the use of Messaging app for EFL Remote Learning Context at SMAN 1 Singaraja.
2. To describe limiting factors faced by students in the use of Messaging app for EFL Remote Learning Context at SMAN 1 Singaraja.
3. To describe supporting factors faced by students in the use of Messaging app for EFL Remote Learning Context at SMAN 1 Singaraja

1.6 Significance of Research

The benefits of this research are as follows:

a. Theoretical Significance

   It is useful for providing and developing effective online learning environments, especially in teaching speaking skill among the Senior High School's students.

b. Practical Significance

   a) *Students*: EFL learners will be helped to correct and minimize obstacles in online learning environment.
   b) *Teachers*: EFL teachers will be benefitted as they could provide supporting online learning activities which enhance the students' speaking skill;
   c) *Future Researchers*: Future researchers could develop another strategy in using social media application as tool to support learning.