CHAPTER I
INTRODUCTION

Chapter I presents the research background, problem identification, research limitation, research questions, research objectives, and the research significances.

1.1 Research Background

In 21st century learning, technology is used as the supporting tool that has an important role to assist people to share their ideas, thoughts, and experiences from the space. Technology also affects the teaching and learning processes in the school, for instance, online learning and/ or online classes are held by the teachers. Through using technology in the education field, it shows some advantages such as 1) acquiring the knowledge and the information for the students in a shorter time. It means they have more time to participate in offline discussions; 2) Since they also find the other information from online learning websites, it also helps the students to practice more on their ability in collecting the information from many sources (Mahini *et al*., 2012). This way is flexible to be done and is one of self-directed learning (Farajollahi *et al*., 2009), and 3) the students can achieve wide learning resources using technology, increase their desire to learn, and various forms of learning. This is very useful to be implemented in the current situation that expects all activities should be done online. It is because for more than a year, all countries in the world started to encounter the spread of corona virus disease or COVID-19 which caused all people could not stay close to each other. The spread of COVID-19 has a significant impact on all aspects of life including education (Nicola *et al*., 2020). From this issue, the government takes action and makes a new rule for the society where all of the activities

outside the home should be postponed and they continue their work as well as the teaching-learning processes from home. Due to these changes which are rapidly moving forward in the learning and teaching processes, the implementation of online learning works as the solution to learn from home. However, the emergence and the use of online learning addressed challenges for the students such as lack of financial, physical resources, the ability to use the tools and facilities, and environmental conditions (Coman *et al*., 2020).

Many studies have been conducted on these issues and focused on higher education students. Sarvestani *et al*. (2019) conducted a study that focused on the students' E-learning challenges that were classified into eight organizing themes such as pedagogy (educational), managerial, organizational, infrastructural, assessment, moral, support, and communicational. The findings show that the students faced the educational challenge including the lack of specialization in lessons and attention to educational prerequisites; organizational challenge including the interference between the class and working hours that affect the nature of virtual education and entry conditions; ethical issues including the lack of attention of the system and professors to the cultural diversity; technological (infrastructure) including the lack of advanced equipment that is not well-suited for the virtual medical education; support challenge including support which requires special attention for successful program; evaluation challenge including the lack of proportionality from the students' point of views; and management challenge including lack of experienced to manage the E-learning system. To sum up, the students' point of views recognize other aspects of the problem and deeper understanding of the subject.

A study conducted by Aini *et al*. (2020) reviewed E-learning challenges during the global COVID-19 pandemic. This study focused on the university students who faced their learning activities online. The results showed that the students were challenged by connectivity, E-

learning system support, and technological and self-regulation issues. Furthermore, Alqiam (2021) conducted a study that focused on the primary school students in Jordan in learning Math during the coronavirus crisis. The results showed that the students' challenges were highly coming from educational challenges, assessment-related challenges, IT-related challenges, and also psychological challenges. Due to these challenges, the students still need to equip themselves with technical proficiency to understand the course material. Other difficulties that were faced by the students are having adaptability struggles, technical issues, computer literacy, time management, and self-motivation (Kumar, 2015). Similarly, the present study was conducted to describe the challenges faced by the Junior High School students and the solutions to minimize the challenges happen in online learning implementation during the COVID-19 pandemic. It was one of the online learning processes that took time for more than a year. However, the subjects between the previous studies and the present study are different. The subjects of the previous studies were higher education students in High School and university level. Meanwhile, the subjects of this present study were Junior High School students from Singaraja, Bali, Indonesia. Thus, it is important to investigate the online learning implementation, the challenges faced by the Junior High School students, and the solutions in minimizing the challenges in order to make the online learning processes for the next time run smoothly.

1.2 Problem Identification

This research had the objectives to describe the online learning implementation of English subject, the challenges faced by the students, and the solutions in online learning implementation during a pandemic that attacks all countries especially Indonesia for more than a year. Thus, the implementation of online learning during the pandemic described as the process

of finding out the students' challenges as well as the solutions. After researcher did observation, the problem found in first-grade students of Junior High School where they are first coming to the new level of education. It showed that the transfer from Elementary School to Junior High School needs to be noticed since it was the first time for them to handle other online applications and they could not meet the teacher and friends directly. The materials that were given by the teacher also needed to be explained clearly. It was not easy to learn about English materials individually. So, the students should listen or pay attention to the teacher's explanations. Some students might focus to learn about the materials, but others found other ways to not learning the materials. Then, if online learning was implemented, the students should pay attention to the teacher in order to understand the materials. This online learning implementation occured for more than a year which made the students bored to learn from home. There was no activity that they could do together with their friends in the classroom. Then, they tried to not put much attention to their teachers. Besides, the time was limited to have the online class as well as the internet connection as the basis of online learning implementation. It means not all houses have a good signal to reach the online class. This is the biggest factor where they cannot join the class. Those were the challenges that happened to the students during online learning implementation.

From the problem identification above, this research focused on the students' challenges and observes the online learning implementation to help them in finding out the solutions. Thus, the students can handle themselves to minimize their challenges when they have online classes.

1.3 Research Limitation

This research was limited for the first grade students of Junior High School in SMP N 4 Singaraja who learn English subject, have online learning implementation during pandemic, and the students live both near the village and the city. The limitation of this topic were about the

students' challenges that appeared during online learning implementation and happened for long period of time because of pandemic situation appears in Indonesia especially in Bali as well as the solutions in minimizing the challenges.

1.4 Research Questions

Based on the background, the questions that are addressed can be stated as follows.

1. How is the implementation of online learning in SMP N 4 Singaraja during the pandemic?

2. What are the challenges faced by the first grade students in online learning implementation during the pandemic?

3. What are the solutions in minimizing the students' challenges during the online learning implementation?

1.5 Research Objectives

Based on the questions addressed, the research objectives can be stated as follows.

1. Describing the implementation of online learning in SMP N 4 Singaraja during the pandemic.

2. Describing the challenges faced by the students in online learning implementation during the pandemic.

3. Describing the solutions in minimizing the students' challenges during the online learning implementation.

1.6 Research Significances

This research is expected to be beneficial in some aspects, such as in the following:

1.6.1   Theoretical significance

Theoretically, this research is expected to add some additional information about the students' challenges during the implementation of online learning for long period of time. It is also included the solutions in order to minimize the challenges faced for the next online learning implementation that takes long period of time.

1.6.2   Practical significances

This research is expected to be beneficial to students, teachers, and also other researchers who want to conduct similar studies. The researcher also expects to give some significant contribution in increasing the information as well as the knowledge about the students' challenges during online learning implementation.

1) For Students

The result of this study is expected to build the students' awareness about the importance of learning and the use of technology in learning during the modern era. They should practice more and survive themselves during their learning processes. In this occasion, the students are expected to prepare their readiness to face the online learning implementation in the future.

2)   For Teacher

The result of this study gives information to the teachers to consider students' challenges during online learning implementation. Thus, the teacher is expected to make learning processes

as creative as possible to help the students understand the materials in their learning processes. Through the results of the present study, the teachers can build the students' motivation to learn in efficiently and effectively at home.

3) For Other Researchers

The results of this study can be used as references for other researchers to conduct similar studies that focus on students' challenges in online learning implementation in the future. Thus, the other researchers can find the gap that is not being analyzed yet from the topic.