

CHAPTER I

INTRODUCTION

In this chapter the researcher would like to present the background of the study, problem of the study, objectives of the study, significances of the study. limitation of the study, and definition of the key terms.

A. Background of the Study

E-learning is an essential part of today's education. (Wheeler, 2012, pp. 1109-1111) stated that e-learning is a type of learning or teaching platform that depends on electronic devices and technology instead of paper and classroom teaching. Furthermore, (Indrakusuma & Putri, 2016) stated that e-learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specially the internet as a learning system.

From (S. Goyal, 2012, p. 239) stated that e-learning may be used to refer to this modern type of learning including virtual learning, web-based learning and computer-based learning. This statement is in line with (A. Merzouk, P.Kurosinski, K. Kostikas, 2014, pp. 296-304) stated that e-learning not confined to online learning, it includes any form of digital communication used to deliver information. There are two main types of e-learning: time-independent asynchronous type, where students study from downloadable module/course-ware at their convenient time, and the synchronous type, where real-time online learning with the ability to interact

and chat with students in live conference is schedule at set time. As telecommunication methods are evolving every day, e-learning is emerging as a modern technology that may have to some advantages over traditional teaching methods including cost-effectiveness, flexibility to time and place, and accessibility to instructional information (M. Rosenberg, 2001).

In Indonesia, the learning process still uses a direct face-to-face system. However, recently, the case of the corona virus outbreak has become increasingly widespread, causing the government to issue policies for community activities that can still doable at home, everything must be work from home. This includes the learning process, which has been taking place face-to-face, must be done online. The Directorate General of Disease Prevention and Control (2020: 11) states that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronaviruses are zoonotic (can be transmitted between animals or humans). The Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to spread in Indonesia in early March 2020.

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/ distance learning is focused on increasing students' understanding of the

corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home.

E-Learning is the best choice for education in the midst of the Covid-19 outbreak. According to (Suartama, K. I., 2014, p. 22), through e-learning, the material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers. Furthermore, (Ghiardini, B, 2011, p. 9) stated that E-learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games.

Teachers are also encouraged to be more creative in providing learning materials online, namely by making learning videos in the form of tutorials uploaded on YouTube, maximizing the use of Google Classroom, WhatsApp Group and video conferencing applications such as Zoom, Skype, Hangouts and Webex. The key to all of this is communication, in which lecturers must continue to pay attention to the development of their students, namely by ensuring that the right to education continues even with technology intermediaries.

It is undeniable that the use of technology from the online learning system during the COVID-19 pandemic certainly has positive and negative sides. One of the positive aspects of online learning is that it opens the

freedom of expression of students' ideas that do not appear during face-to-face lectures because of shame, reluctance, fear or even not having good verbal skills. In addition, online learning can also help students living in remote areas who have difficulty accessing schools.

While the negative side of the online learning system, one of them is that not all students have the same level of understanding. For students who are diligent and easy to absorb information, online learning methods will be easily absorbed, but for those who are not familiar with this method, it may be difficult not only to absorb the online-based learning material presented by the teacher but also the ability to adapt to the technological applications used in teaching and learning activities (KBM).

The fact in the field, the obligation to study at home is a serious obstacle, especially for students from economically disadvantaged circles. They often complain about running out of internet quota packages. In addition, technology can build instant attitude from its users. Teachers and students can be spoiled by the ease of copying and pasting learning materials or school assignments. However, slowly the loss of physical encounters due to the learning process delivered online will have an impact on the loss of humanity such as empathy and caring. It is common sense and common sense to say that the presence of educators in front of the class cannot be replaced by technology.

Futhermore, in Indonesia not all students are familiar with the E-Learning system, because between one region there will be differences in the

application of the E-learning system, for example between the E-learning learning process in schools in Java and Sulawesi, progress in information and technology and school culture local, can be a factor. So, this is a new thing that requires adaptation. Students' views of this learning system will also vary.

There were some studies on the use of E-learning for English Teaching that have been conducted previously. First, L Vidtoria, M Mislinawati and N Nurmasyitiah had conducted a survey in 2008 about students' perceptions on the implementation of e-learning: Helpful or unhelpful?. The results showed that the students' perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interaction with each other and with the teacher. The second is a study was conducted by Monica Trakru and Tapan Kumar Jha in 2009 entitle "E-learning Effectiveness in Higher Education" This study aimed to find out the effectiveness of e-learning particularly in higher institutions. The study majorly focuses on evaluating the effectiveness of online learning primarily across gender, course, and city. The results showed that in contemporary education system it was important for institution to use an online method which provides flexibility to the students and also boost their learning. It was apparent from the results of this research that E-learning has been willingly accepted by students as a source of reference and academic illumination.

The third is a study conducted by Laxmi Mustika in 2017 entitled "Students' perception on the use of online learning platforms in EFL

classroom” This study focuses on students’ perceptions on the use of online learning platform in English as a Foreign Language (EFL) Classroom. The results showed majority of participants considered the use of Edmodo or Quipper in English teaching and learning was effective and efficient in terms of time. The last previous study is El-Seoud et al. (2014) which conducted research to investigate student motivation towards the effects of E-Learning. In this study, there were 159 students who participated and 124 questionnaires were completed correctly and used in this study. The results showed that one of the important factors for the success of students in the E-Learning process is self-motivation.

Therefore, this study tries to investigate how students' views about English E-Learning are applied in their English learning. In other words, researchers want to know that in the midst of the Covid-19 pandemic students are still learning well or not through the E-Learning system at State Islamic Senior High School (MAN) 1 Polewali Mandar.

The researcher are interested in exploring student perceptions after observe and experiencing the learning process through E-Learning. By knowing students' perception, and students’ problem in learning English during Covid-19 Pandemic, the teacher be able to understand their students as better. Then, the researcher conducted a study Entitled “*The Students’ Perception of Use E-Learning for English Teaching at State Islamic Senior High School (MAN) 1 Polewali Mandar*”.

B. Problem of the Study

Based on the research background above, there are several topics that can be discussed. Due to several time constraints, availability, and accessibility, the researcher pays attention to the topic: students' perceptions and motivation toward E-Learning for English Learning. Then, this study specifically aims to find answers to the questions “What are the students’ perceptions toward the use of E-Learning for English Teaching?”

C. Objectives of the Study

Based on the research statement, this particular study aimed at finding out “To describe the students’ perceptions toward the use of E-Learning for English Teaching at MAN 1 Polewali Mandar”.

D. Significances of the Study

The research expects that the finding of the research can be useful for:

a. For the students

E-Learning can be used as a learning medium for learning English during the Covid-19 pandemic. Students can use E-Learning to learn English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind.

b. For the teachers

It is hoped that this research can provide inspiration or ideas to teachers in teaching English through E-Learning. Teachers can use E-Learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the perception of students the teacher can know the extent of student understanding of the material delivered through E-Learning, whether there are obstacles or not.

E. Limitation of the Study

In this study, the researcher limited the problem mainly to exploring students' perceptions of use e-learning in the appropriateness of usability and the appropriateness of ease to use for English Teaching. The subjects of this study were eleventh-grade students who they more familiar with E-learning web-based and Microsoft Teams as media learning at MAN 1 Polewali Mandar especially in English subjects.

F. Definition of the Key Terms

1. Perception

Perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception (Fasold Ralph, 2006, p. 434)

2. English Teaching

Teaching is guiding and facilitating, enabling the learner to learn, setting the conditions of learning (Brown, H. Douglas, 2000).

3. E-Learning

E-learning is learning that relies on internet services which are manifested in the form of web-based e-learning and also applications that are intended to facilitate learning.