CHAPTER I

INTRODUCTION

This chapter presents the discussion about background of the study, formulation of research question, the purpose of study, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Coronavirus disease or as known as Covid-19 is an infectious disease caused by the SARS-CoV 2 virus that detected for the first time in Wuhan, the capital of the province of Hubei, China at the end of 2019. Since being detected for the first time, this virus has spread globally around the world and infected more than 200 million people. Indonesia confirmed its first case on 2nd March 2020, and since then it made a big change in many sectors of human life such as social and economic.

Education is one of the sectors that were also affected by the spread of this virus. Due to this uncontrol virus spread that become a pandemic, on 17th March 2020 the Indonesian Ministry of Education and Culture released regulation number 36962/MPK.A/HK/2020 about *Study and Work from Home to Prevent The Spread of Corona Virus Disease (Covid-19)*. Based on the regulation, Nadiem Anwar Makarim appealed to employees, students in all levels from kindergarten until university, teachers, and lecturers to follow the covid prevention protocols by

stopping all of the face-to-face learning activities and diverting them to work and school from home using video conference, digital documents, and other online tools that relevant.

Reviewing the pandemic situation, and also supporting government policy in order to prevent the spread of this virus, school and work from home are the best decision that can be taken. The use of technology in conducting online classes is very important to maximize the learning activities that cannot be held face-to-face Rashid and Elahi(2012) also stated that technology plays important role in distance learning system. The quality of the distance learning program could be ensured by adapting technology in the learning activity. Another researcher who notes the importance of technology is Kodri (2020). According to him, technology gives a big impact in the education, especially in the distance learning caused by pandemic. Learning from home which utilitizing some applications or web is the prove of how important the technology is.

The use of technology in conducting online classes is known as E-Learning. Sangra *et al* (2012) stated that e-learning can be seen as a natural evolution of distance learning, which always use the newest tool in the context of technology to arrange educational structure. Based on Fazlollahtabar & Muhammadzadeh (2012) opinion, e-learning can be seen as an innovative approach to provide education services in the form of electronic information that can increase students' knowledge, students' skills, and much more. It can be concluded that e-learning is an innovation

in the educational field which uses technology in carrying out learning activities where there is a distance between the teacher and the learner because it is included in the natural evolution of distance learning, in this case, the distance is because of the pandemic. E-learning offers many benefits for the users in many ways (Al Rawashdeh *et al*, 2020), one of the benefits is it can be accessed anytime and anywhere.

The implementation of technology based learning or E-learning is a new experience for most of teachers and students. Those who are used to do face-to-face learning everyday now have to switch into distance learning due to pandemic, of course adaptation is needed to make them get used to with the new situation. The teachers are required to innovate in the teaching process, the innovation can be in the technique or learning media that will use in the teaching process. Not exception for English teachers, they need to teach 4 English skills to the students, the accuracy in choosing the most appropiate technique and learning media is a challenge for them.

So many E-learning media that can be used, one of them is WhatsApp. Since it was released for the first time in 2009, WhatsApp has developed as one of the most popular telecommunication media in the world. On October 2021, WhatsApp is in the first place of the most accessed mobile messengers app monthly with 2 billion users, 700 million adrift with Facebook in the second place, according to statista.com, an online portal providing data on the global digital economy, industrial

sectors, consumer markets, public opinion media, and macroeconomic trends. At the first, people use WhatsApp only for personal purposes, but in its development people start using this app for other purposes. Jumiatmoko (2016) has an opinion that WhatsApp has a very big potential in the learning process. Then Luaran, Jain, & Rahman (2016) in their research also stated that WhatsApp is a useful learning tool that makes posting, sharing content, and having online discussions easy and can be accessed anytime and anywhere. By utilizing one of its features, the group chat that can accommodate up to 256 users, now WhatsApp become the choice of learning media used for learning during the pandemic. In addition, WhatsApp also has other features such as voice notes, photos and videos, also documents that can support the online learning activity, including speaking learning.

Speaking is an activity that produces a language orally and processes the information, it takes two or more people involved in the activity and there are two roles, the listener and also the speaker. Speaking is considered as one of the important skills, especially in verbal communication.

In speaking learning there are so many techniques that can be used, one of them is peer feedback. According to Hansen and Liu (2005) Peer response can be defined as using students as the sources of information and interactions between them in such a way that students assume have roles and responsibilities that would normally be assumed by a teacher,

tutor or editor formally trained to comment and criticize each other in oral and written form. Then Luoma(2008) noted the importance of this by stating through peer feedback students' will become more aware of their learning goals and they will learn from the evaluation that the others gave.

Some of the previous studies have been shown the use of peer feedback through WhatsApp in English Language Learning. The first is a research conducted by Qori'(2018) entitled "The Effectiveness Of Peer Assessment Through Whatsapp On The Students' Ability In Writing Descriptive Text Of First Grade Students' at SMAN 1 Tulungagung". The result of this experimental research shows that there is significant different score on the use of peer assessment through WhatsApp. The next study still related on the used of WhatsApp in English learning, different than before, this research examined the perceptions of the students about the use of WhatsApp in the writing class. The result of a research conducted by Muthmainah & Azmina(2020) entitled "*EFL-Writing Activities Using WhatsApp Group: Students' Perceptions During Study From Home*" shows that 63% students at IAIN Salatiga possessed positive prespections, while 37% of the students possessed negative prespections and preffered face-to-face meetings because learning writing through WhatsApp is boring, confusing, and distracting.

The next previous research discusses the use of WhatsApp also peer feedback through WhatsApp in the speaking Learning. The first research is conducted by Ristanti (2019) entitled "*The Effect of Using*

WhatsApp Group Discussion toward Students' speaking ability at SMK YPI Darussalam 1 Creme", the result shows there is a significant difference between the control group and the experimental group or a group of students who use WhatsApp for group discussion. The significance level found 0,087 which is less than 0,05, so from this research, it can be concluded that WhatsApp group discussion is effective to improve students' speaking ability. The second is a research conducted by Quizhpi(2020) entitled "*Peer Feedback Facilitated by WhatsApp to Develop Accuracy in Speaking", t*he final result of this research showed that for students, peer feedback through WhatsApp is really useful to improve the accuracy of their speaking skill.

Those previous studies show that the use of WhatsApp, also peer feedback given through WhatsApp in the English Language Learning especially for writing and speaking learning give a good impact on students' achievment. There is still no research that discusses how is the students' perception toward the peer feedback technique given through WhatsApp in the speaking class. Thus, it is very important to know students' perception on it, because by knowing the students' perceptions, the teacher can improve the quality of the learning activity. Based on this, the researcher will conduct a research entitled: "Students' Perception on Peer Feedback Given Through Whatsapp During Speaking Class for Students of The Fourth Semester English Education Department UIN Sayyid Ali Rahmatullah Tulungagung".

B. Formulation of Research Question

Based on the background of the study that had been explained, the research question can be formulated as "what is the students' perception on peer feedback given through whatsapp during speaking class?"

C. Purpose of the Study

Based on the formulation of the research question the purpose of the study is to know the students' perception on peer feedback given through whatsapp during speaking class.

D. Significance of the Study

It is expected that the result of the research will give a contribution to the online learning and teaching process in speaking class, as well as for the following :

a. For English Teacher

The researcher hopes, that the findings of this research will give information to the teacher about what students think of peer feedback given through WhatsApp in online speaking learning. If the result shows positive perceptions, the other teacher can use the same apps and techniques to teach speaking. But, If the result shows negative perceptions, it can be the evaluation for the teacher who uses the same apps and techniques to make a better learning media for teaching speaking in the online class.

b. For the Researcher

Hopefully, the researcher will get new knowledge by conducting the research, and those bits of knowledge can be used when the researcher becomes an educator.

c. For the Other Researcher

This research is expected to be beneficial for the other researchers as a reference for those who want to conduct further research related to the use of WhatsApp for implementing peer feedback on speaking learning.

E. Scope and Limitation of the Study

In this research, the researcher only focuses on the students' perception on peer feedback given through WhatsApp during speaking class. The researcher limited the population of the 4th semester of English Education Department students of UIN Sayyid Ali Rahmatullah Tulungagung because they are taught speaking by using peer feedback given through WhatsApp, so the researcher thinks they are the perfect subject to give their perception in this research.

F. The Defintion of Key Term

a. Perception

The term of perception is an opinion or belief of students that has been through some processes, they are selection, organization and interpretation to reach an understanding of something.

b. WhatsApp

The term of WhatsApp in this research is a smartphone app that has features of multimedia, group chat, and unlimited messaging that used as learning media.

c. Peer Feedback

Peer feedback can be defined as an activity where friends give comments or evaluations to other friends. Students will become more aware of their learning goals and they will learn from the evaluation that the others gave.

d. Speaking

Speaking is an activity that produces language orally and also processes the information, it takes two or more people involved in the activity and there are two roles, the listener and also the speaker.