

CHAPTER I

INTRODUCTION

This chapter contains an introduction which presents the reason why the research was conducted through the background of the study. Some research questions are also mentioned in this chapter. Furthermore, the researcher writes all purpose of the study, hypothesis formulation, and significance in order to help the reader understand the objectives and beneficial aspects of this research. The scope and the limitations define the mine focus of this research, and the definition of key terms is presented to avoid misunderstandings that always happen.

A. BACKGROUND OF THE STUDY

Notice that with the development of science and technology nowadays, language has become an important rule for human life-being. By using language, humans can interact with other people; express their ideas, emotions, and desires. It can also be used as a means to interact with one another to fulfill their daily needs. English has been the most important language in international communication. People all over the world speak the same language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set language as one of the compulsory subjects studied at school. Nowadays, English is an important language in Indonesia. It can be seen that English becomes the first foreign language that is taught in Indonesia starting from elementary school up to university level and also the involvement of English as one of the essential subjects in the curriculum in Indonesian education. It seems the development of English language teaching in Indonesia touches the recent English curriculum objectives. The goal of teaching and learning English in schools is to improve students' understanding and skill in the language.

There are some skills that should be mastered by students in English, namely, listening, reading, writing, and speaking. As for the English department, the students should master all of the skills. Speaking is

considered the most important skill in English communication. In Indonesia, English is a foreign language (EFL) for students. So many students still feel it is difficult to speak well in daily activities. Although Indonesian students have studied English since they were children and continue to do so until they reach university. In all countries that use English as a foreign language, the students have their own challenges in mastering English subjects, especially speaking skills. In Indonesia, it is also happening to students in the English Education Department. They still have a limited ability to share their ideas in the English language (Katemba & Buli 2018). This is related to the fact that the teaching of speaking English consists of complex studies. It can be proved that speaking English consists of some steps, namely studying grammar, increasing vocabulary, practicing speaking, and making students always practice speaking English (Katemba, 2013) In fact, most of them still have difficulties in speaking well, although they are students in the English Education Department. As a result, they cannot speak English well yet. During the speaking class, most of them are not responding actively, so the lecturer also has difficulties in increasing their speaking skills. In this case, it is necessary to find out the problems and difficulties of students in speaking skills.

The WHO (World Health Organization) has declared COVID-19 as a pandemic that has posed a contemporary threat to humanity. A virus, which does not know where it came from, shocked the world. The virus is given the name COVID-19. It is a virus that has changed the whole world order. According to reports from the World Health Organization (2020), there were more than 10 million people infected with more than 500 thousand deaths in the world. As a vast country with the fourth largest population in the world, Indonesia is also inseparable from this virus attack. According to the Indonesian Ministry of Health, more than 50 thousand positive cases have been confirmed, with more than 3 thousand deaths. Of course, this indirectly affects all aspects of Indonesian people's lives. It

begins with the economic sector, then moves on to tourism, social, cultural, and educational sectors.

Corona Virus Disease, better known as COVID-19, is a new type of coronavirus that attacks the human respiratory system (Pratiwi, 2020; Wijayanengtias & Claretta, 2020). The disease was first identified in December 2019 in Wuhan, the capital of China's Hubei Province, and has since spread globally throughout the world without exception. This condition affects every sector of human life very quickly. The COVID-19 pandemic has caused unprecedented damage to the education system throughout the world. In addition to measurable economic impacts in the short and long term, there is an intangible collapse in educational institutions (Basilaia & Kvavadze, 2020). In particular, educators, the most critical intellectual resources of any educational organization, must face various types of difficulties, including financial, physical, and mental, because of COVID-19.

To reduce the number of people with COVID-19, the Minister of Education and Culture issued a circular on March 24, 2020, regulating the implementation of education during the emergency spread of COVID-19, as is also done by many countries. Provincial and local governments issued policies to temporarily eliminate face-to-face learning, which were replaced by 'study from home' through online or blended learning. This policy applies at the elementary, secondary, and university levels. This step is considered appropriate to prevent the spread of COVID-19 in the school or campus environment, although a limited initial survey conducted by some researchers showed that implementation in the field is still diverse.

Given the enormous risks during this pandemic (Herliandry et al., 2020), online learning can be an effective solution for activating classrooms even though schools or universities have been closed. Besides, the ability to master technology by educators would be increasingly encouraged to become better at online learning (Miaty, 2020).

This pandemic has successfully forced the global shutdown of several activities, including educational activities, and this has resulted in a tremendous crisis-response migration of universities, with online learning serving as the educational platform. Based on Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Darurat Pendidikan dalam Masa Penyebaran Covid 19, this letter explains that the learning process will be carried out remotely, also known as the online learning process.

In-person education has been shown to create more student-tutor and student-student interaction, which can promote better engagement. As explained by the Social Learning Theory, new patterns of behavior arise from direct interaction with peers or by observing the behavior of peers. However, due to the COVID-19 pandemic, all in-person opportunities for formal and informal learning have ceased and health professional courses have been required to move to exclusive delivery through online education. The impact of this change on teaching and learning, on both learners and teachers, is largely unknown.

But in fact, there are many problems that appear while doing online learning and teaching. There are some fundamental problems that occurred, such as: the school is not aware of e-learning; they do not design good learning approaches; they do not give any training; there is a gap in IT savvy in teachers and academic staff. Moreover, by implementing e-learning, learning can be done anytime, anywhere, and in any condition. Furthermore, learning materials can be accessed by anyone, both teachers and other school students, and all stakeholders, hoping that this learning model can continue to develop. (Clover, 2017) Talking about learning is inseparable from the performance of students in the class, such as cognitive, affective, and psychomotor. Bloom (1956) in Kasenda, Sentinuwo, & Tulenan (2016) explained that aspects of learning must not be separate from the three points inherent in a child's self, namely the realm of thought processes, values or attitudes, and skills, which came to be known by the three aspects above. It can be concluded that the use of any learning,

particularly online learning, still has to pay attention to three issues. In addition, the effective way to transfer knowledge from the lecturer to the students in the face-to-face classroom to online learning causes some problems. This was revealed by Anderson, Imdieke, and Standerford (2011). They stated that they saw one of the main challenges as the "disconnect between the way lecturers were taught to teach" and how the course content must be delivered in an effective online teaching environment.

This is the worst shock to education systems in decades, with the longest school closures combined with a looming recession. It will set back progress made on global development goals, particularly those focused on education. Disruptions to education systems over the past year have already driven substantial losses and inequalities in learning. All the efforts to provide remote instruction are laudable, but this has been a very poor substitute for in-person learning. Even more concerning, many children, particularly girls, may not return to school even when schools reopen. It's not enough for schools to simply reopen their doors after COVID-19. Students will need tailored and sustained support to help them readjust and catch-up after the pandemic. Schools should reopen their schools for complete or partial in-person instruction and keep them open. There are several priorities that should be addressed to make the educational stakeholders come back to offline learning:

1. All learners and youth are back in school and receiving the tailored services needed to meet their learning, health, psychosocial wellbeing, and other needs.
2. All learners receive support to catch up on lost learning.
3. All lecturers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching.

With these priorities, hopefully they can be helpful for education, especially in the post pandemic COVID-19 situation. Because it takes time to adjust to the conditions when switching from online to offline learning.

To handle these new adaptations for the new normal education systems, all education stakeholders should collaborate.

Sayyid Ali Rahmatullah State Islamic University is one of the largest universities in Tulungagung. In the middle of 2020, this educational university has implemented learning and teaching via online or remotely. In order to manage the online learning process as a whole, it requires an organized level of management. Thus, the educators and administrative staff also conduct online meetings to obtain information related to issues and challenges students are facing so that the learning and teaching process runs smoothly. There are still various issues and challenges to ensure the learning process runs smoothly and fully implemented, especially among the students who are badly and directly affected by the pandemic. This is because an organization like this encompasses a large number of staff and an organizational chart that runs extensively. It is highly believed that the sudden change in teaching and learning methods can create communication struggles among the students, and this area is worthy of further exploration. In this new normal situation after pandemic COVID-19, Sayyid Ali Rahmatullah State Islamic University has to do offline learning for their students.

Researchers used a variety of references to previous studies, including: Research on speaking skills has been conducted by Ninik Suryatiningsih, Rasyidah Nur Aisyah, & Barotun Mabaroh (2020) with the title "Dealing with EFL Learners' Self-efficacy on Learning Speaking at Post Pandemic COVID-19". The conclusion in this study is that the learners' self-efficacy is high, so always remember that one thinks that the learners' self-efficacy could be different from one another because they all have their own different strengths and weaknesses. What should we do? We should be able to identify ways we can positively contribute our ability to social networks and we should continue to listen to our bodies and try to save ourselves. Always give a positive image to the learners' inside or outside learning and stay healthy and happy during post pandemic. Another

study on speaking skills was conducted by Min Huang (2021) with the title "A Case Study of ESL Students' Remote Speaking Class Learning Experiences in a Canadian University during the COVID-19 Pandemic". In addition to the research above, there is another research, namely research by William J. Corner & Lynne deBenedette (2021), with the title "Hybrids 2.0: Forward to a New Normal in Post-Pandemic Language Teaching". The research proves that as lecturers, we need to be prepared to fight for the precious face-to-face time we need with our students. We also need to be ready to combine that work with online experience that will help us make the most of the time we have with students in the non-virtual space that we now know is the most precious commodity.

Both studies are relevant to this study because the first and second studies used speaking learning experiences in the midst of the post-pandemic COVID-19. In the first study, self-efficacy can affect students' speaking learning in COVID-19 post-pandemic. Based on the relevant research, the author would like to conduct a study entitled "The Challenges of Speaking English Learning Faced by Students Amidst and Post-Pandemic COVID-19."

B. FORMULATION OF RESEARCH QUESTIONS

The formulation of the question during this study is as follows:

1. What are the challenges faced by students in learning to speak English in the midst of a post-pandemic COVID-19?
2. How do the students overcome the challenges in learning to speak English in the midst of the post-pandemic COVID-19?

C. PURPOSE OF THE STUDY

Based on the background of the study mentioned above, the author states the objectives of the study as follows:

1. To seek out the challenges faced by students in learning to speak English in the midst of a post-pandemic COVID-19

2. To overcome the challenges of learning to speak English in the midst of a post pandemic COVID-19

D. SIGNIFICANT OF THE STUDY

1. Theoretically

The results of this study are expected to grasp the challenges faced by students learning to speak English in the midst of a pandemic COVID-19.

2. Practically

The result of this study is predicted to have some advantages and contributions to the learning of speaking in the midst of and post pandemic COVID-19 in English subject further as for the subsequent parties:

- a. Students

For students, it's to seek out the challenges in learning English speaking in the midst of and post-pandemic COVID-19.

- b. Lecturer

For lecturers, it's to present information about students' challenges in learning English speaking in the midst of and post-pandemic COVID-19.

- c. Other researchers

For other researchers, it is as a reference for them and as a comparative thought for others who have similar topics.

E. THE SCOPE AND LIMITATIONS OF THE RESEARCH

To avoid misunderstandings, the researchers would like to narrow the scope of the problem. This study focuses on the challenges of learning to speak English faced by Sayyid Ali Rahmatullah State Islamic University students in the midst of and post-pandemic COVID-19. The limitation of the research were 10 students English education in the 3rd semester.

F. DEFINITIONS OF KEY TERMS

In order to avoid misunderstanding the readers, it is important to use the key terms as follows:

1. Challenges

An objection or query as to the truth of something, often with an implicit demand for proof.

2. Speaking Skills

Skills that allow us to communicate effectively.

3. In the midst of a COVID-19 pandemic

Kind of situation after a pandemic period COVID-19.