

CHAPTER I

INTRODUCTION

A. Background of Research

Recently, various countries around the world have been shocked by the outbreak of corona or COVID-19 (Corona Virus Diseases-19). Education in Indonesia has been one of the areas impacted by Covid-19. The Education Ministry in Indonesia has too released a strategy aimed at dismantling educational institution and replacing the teaching and learning process with online systems. This situation forces teachers/lecturers and students in any level to master the technology media in implementing online learning.

The benefit of technology in the learning process plays an important role both for teaching and learning recently. According to Raja and Nagasubramani (2018), ICT has the power to increase access and boost the importance and standard of education (p.34). Mohammed (2018) stated that an LMS is a technology that provides a variety of tools to help lecturers manage their courses. The use of platforms during the pandemic is needed to facilitate the teacher/lecturer delivering the material to the students.

The Minister of Education and Culture of Indonesian Republic issued Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency Spread of Coronavirus Disease (Covid-19) point 2, namely the learning process from home is carried out with the following conditions:

- a. Learning from home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;
- b. Learning from home can focus on life skills education, including regarding the Covid-19 pandemic;
- c. Activities and learning assignments from home can vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home;
- d. Evidence or the products of learning activities from home are given qualitative feedback from the useful fan from the teacher, without being required to give a quantitative score.

The method of lectures that can be used as a solution in the Covid-19 pandemic is online learning (daring). According to Moore, Dickson-Deane, & Galyen (2011) Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability for various types of learning interactions. The research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that is able to bring together students and lecturers to carry out learning with the help of the internet (Kuntarto, E., 2017).

Higher education institutions during covid-19 pandemic need to carry out strengthening of online learning (Darmalaksana, 2020). At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and iPhones which can be used to access information anytime and anywhere (Gikas & Grant, 2013). Online learning has become a demand in the world of education since the last few years (He, Xu, & Kruck, 2014). Online learning is needed in learning in the era of the industrial revolution 4.0 (Pangondian, R. A., Santosa, P. I., & Nugroho, E., 2019).

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018). Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously). Online learning is a form of distance learning that utilizes telecommunications and information technology, for example the internet, CD-ROOM (Molinda, 2005).

The application of technology in the classroom prepares students to become more independent and active individuals in teaching and learning activities. Bitter and Pierson (2005) stated that by applying technology such as computers in the classroom, students will be able to make their own knowledge based on past experience and new information. Because every technology is created for a specific purpose, so according to Winner (1980) educators must rearrange the "Goal" of the technology applied in the classroom according to the system of each class. Experts (Winner, 1980, 2000; Bromley, 1998; Postman, 1998) have advised educators to pay more attention to the purpose of using technology in meaningful ways before applying it in the classroom.

The combination of the use of traditional (offline) and online learning resources is a democratic decision to bridge the rapid distribution of electronic learning resources (e-learning) and the difficulty of breaking away from the use of learning resources used in classrooms. That is, e-learning, no matter how sophisticated the technology used, has not been able to replace the implementation of face-to-face learning because the conventional face-to-face interaction method is still much more effective than online learning or e-learning. In addition, limitations in Internet accessibility, hardware (hardware) and software (software), as well as financing are often a link in maximizing online learning resources (Yaumi, 2018).

However, the transition from traditional education approaches to increasingly advanced technology has become a difficult challenge for many countries (Kurt, 2014). The policies issued certainly cannot ensure that

everything will run properly in all circles, especially schools in villages that lack facilities in the form of integrated technology to support the online learning process. Less costs and adequate facilities between teachers and students make the learning process online is not as effective as expected.

Therefore, it is highly recommended for teachers to learn how to apply the technology itself. So the extent to which students can benefit from the technology applied is highly dependent on teachers (Kozma, 2003). According to Nusir et al (2012), technology has the potential to make the learning environment more quality, with the ability to produce a more realistic learning context through the application of technology. Integration between computers, audio, video, and text will be a very potential learning media. For example, by presenting learning material using video, it will provide an illustration of the material described, so that it will be easier for students to understand it. Because if you only explain through the text it is not possible for students to absorb material that is given well.

Although learning programs can make better use of technology, technology also shifts the nature of education. As stated by Robin Mason & Frank Rennie (2010) in the book E-learning, "network technology changes the nature (nature) of higher education, both campus and distance learning. This change is not only in the form of material delivery methods, but also in content and skills. However, on the whole, assessment strategies have not been able to race against the swiftness of change, both positive and negative that online learning undergoes." This also applies to learning in schools, the teacher must

slightly change the assessment indicators. Not only that problem, e-learning is also feared to increase plagiarism cases because it is not carried out face-to-face and assignments are not under teacher supervision so students cheat more easily.

Another problem with e-Learning is that when learning is left entirely to students, it is feared that the focus of learning will be divided because of the many resources students find. Therefore, according to Robin Mason & Frank Rennie (2010) in the book *E-Learning*, if possible, don't let students find learning resources by browsing the web themselves, because it can waste valuable learning time. However, with the support and advice from the teacher, the use of Web resources can provide an excellent focus for individual and group activities, as well as for the development of self-directed learning.

According to Son et al. (2012) from their survey found that on average Indonesian teachers have a high basic computing ability, but their frequency of using computer applications is very lacking, for example, the word processing application schemes. Teachers must learn a lot about applying many applications and software if they want to enrich their teaching.

Online learning or virtual learning is considered a new paradigm in the learning process because it can be done in a very easy way without having to meet face to face in a classroom and only relying on an internet connection-based application so the learning process can take place. Online learning is a type of learning process that relies on internet connection to hold the learning process. (Kučírková, 2012) and (Moore, Dickson-Deane, & Galyen, 2011).

Based on these explanations, it can be concluded that teachers and students can learn only by setting up an internet connection and they do not need a classroom to carry out the learning process. But in reality, online learning is not a type of learning without problems in the process.

There are several problems that usually arise in online learning, as said by that there are three problems that usually arise in online learning; use of teaching materials, student interaction, and a learning atmosphere. (Fortune et al., 2011) and (Roberts & McInnerney, 2007). Teaching materials have a very important role in the learning process as a source of study in learning. Student interaction is one of the factors to help students achieve optimal learning outcomes. No less important than the teaching material and student interaction, the learning environment also has an important role for students to achieve better learning outcomes.

Learning interactions also play an important role in the teaching-learning process. (Su, Bonk, Magjuka, Liu, & Lee, 2005) explains that it has an important role in the learning process to build good relationships between students and between students and lecturers. Based on this explanation, it is known that learning interactions are very important to be built in the learning process. Student interaction is very important in the learning process both between students and students and between students and teachers to arouse enthusiasm for learning, so that in the end students can achieve maximum results.

Student interactions with students and students and teachers must always be built to improve communication and discussion about every activity in the teaching and learning process (Lin & Lin, 2015). For example, if a student does not understand a question or concept, he can ask students to explain the problem until he understands it and vice versa if the student explains that there is a problem then he can ask other students. If the students do not solve the problem then they can ask the teacher. This interaction must be maintained because it can help them achieve better learning outcomes.

The first study by Nikian, Nor and Aziz (2014). The result of this study is the only drawbacks the teachers have in using technology would be the lack of computers, insufficient time in preparing technology-based lessons and the lack of technical support.

The second study by Almekhlafi and Almeqdadi (2010). The results revealed that teachers integrate technology in their classes with different degrees and effectiveness in spite of the barriers that hinder such integration (e.g., technical problems, large number of students, lack of professional development training, lack of motivation and financial support, and negative teacher and parent attitudes toward the impact of technology on teaching and learning).

There are some previous study about students' perception towards online learning. The study by Yulandari (2020) can be concluded that from the viewpoint of second-semester students of the English Department in Education Institute Nusantara Global, daring learning is not an effective learning method.

Although online learning has several positive aspects, the positive side possessed by online learning has no impact on the effectiveness of existing teaching and learning activities. The positive side of online learning is mostly a positive side in terms of student lifestyle and student financing. Opposite of the positive side, the negative side possessed by daring learning is a weakness that can really affect teaching and learning activities carried out by lecturers and students, causing daring learning to be an ineffective learning method.

According to Adijaya and Santosa (2018) in the study of students' perception in online learning, Student response to the learning environment in online lectures, it can be concluded that the learning environment in online lectures has not supported student learning. Therefore, to improve the quality of the learning environment in online lectures, support from all parties is needed. In addition, the results of this study also strengthen the results of the study by Roberts & McInnerney (2007).

Meanwhile according to Sari, Pramesti, and Kusuma (2020) in the study entitled: Student's Perception of Online Learning in Pandemic, conclusion of this study was students perception of online learning used varied media or application in course has a somewhat good category for implementation. Many students suggestion to start What's App, Google Meet or Zoom Application. Besides, the result of the research questions about how EFL university students perceive the use of the online learning platform by Bagata (2020) showed that the students have a positive perception toward the use of online learning platforms. Moreover, the online learning platform has some advantages for

online learning during the pandemic which is the whole learning process full online.

The researcher concludes that there are several obstacles faced by students and teachers in online learning. Online learning is the most effective way to use kbm during a pandemic because it is not possible to carry out learning in class. Learning will be considered very effective if the learning objectives are realized. The existence of obstacles in online learning can make this goal not materialized by the complaints of students who do not understand the material presented. Therefore, researchers want to find students' perspectives on online learning, the use of platforms, and also the problems they face so that teachers can determine the best media, methods and learning resources so that online learning is effective.

It is known that students' perceptions are very important because by knowing them the teacher or lecturer can evaluate more optimally. This is in line with Chen (2003), student perceptions are very important in order to evaluate the effectiveness of teaching. Students' perceptions greatly influence success in learning and teaching. By knowing students' perceptions of teaching and learning activities in English, teachers can adjust learning methods accordingly.

Based on Kleinke (1978), perception is very important for teachers and also students because it influences teaching and learning activities. Students will be able to understand the lesson if they understand their own perceptions. If

students can understand their own perceptions, they will understand learning methods that are suitable for them.

If students have a positive perception of the learning methods conveyed by the teacher, it can lead the teacher and students to get good results from teaching and learning activities. But if students perceive poorly, the teacher should change the learning method so students are interested and pay attention to the lesson.

Modifying the learning method is needed so that the teaching material is easily understood by students. Good or bad student perceptions can be analyzed by knowing students' responses to learning methods. If students are interested and eager to respond to the learning methods used by teachers, it means students have a good perception of their learning. While students' perceptions about the conditions of learning include how students feel and understand aspects of the class such as the nature of students and teachers.

SMKN 1 Boyolangu has used e-Learning as a learning medium for the past half year. Learning activities at the school make use of the school-made e-learning site. The use of the online platform is an effective way of delivering learning material in the learning process during this pandemic. In this study, the researchers wanted to find the point of view of students of SMKN 1 Boyolangu on learning English online, the use of online platforms (e-learning), and also the problems they face so that teachers can improve the best media, methods and learning resources, so that online learning is effective.

B. Research Problems

Based on the identification of the problems and limitation of the problems, the researcher formulated the problem of the research in the following question:

1. What are the eleventh grade students' perceptions towards English e-learning in the midst of covid-19 pandemic in SMKN 1 Boyolangu?
 - a. What is students' perceptions of the importance of digital technology and the internet in online teaching and learning activities
 - b. What is students' perceptions on the benefits of E-Learning at SMKN 1 Boyolangu in online learning?
 - c. What is students' perceptions on the benefits of E-Learning at SMKN 1 Boyolangu in online learning English?
 - d. What is students' perceptions on the benefits of E-Learning at SMKN 1 Boyolangu in online learning English?

C. Objectives of the Research

In line with the statement of the problems, the objectives of this research are:

1. To find out the eleventh grade students' perceptions towards English e-learning in the midst of covid-19 pandemic in SMKN 1 Boyolangu.
 - a. To find out students' perceptions of the importance of digital technology and the internet in online teaching and learning activities.
 - b. To find out students' perceptions on the experience in using E-Learning at SMKN 1 Boyolangu in online learning.

- c. To find out students' perceptions on the experience in using E-Learning at SMKN 1 Boyolangu in online learning English.
- d. To find out students' perceptions on the benefits of E-Learning at SMKN 1 Boyolangu in online learning English.

D. Significance of the Research

It is expected that this study can be useful for the English teachers, students, and other researchers.

a. For the English Teacher or Lecturer

The result of this research hopefully will give English teacher information on how e-learning as a media for English learning helps and gives benefit for students in English learning process without having face-to-face meeting in the classroom. It is hoped that this research can provide inspiration or ideas to teachers in teaching English through Online Learning. Then from the perceptions of students the teacher can know the extent of student understanding of the material delivered through online learning, whether there are obstacles or not. Also, based on students' perceptions, the teachers can use the media effectively in teaching English.

b. For the Students

It is expected that the students will be able to use the e-learning to learn English effectively. Students can convey their perceptions and problems in e learning so that they can be corrected to make it better. the problems.

Furthermore, it is expected to assist them to find other supporting medias to solve their problem in doing online learning.

c. For E-learning developer

This research is expected to give information about the students' perceptions on the e-learning platform. Student perceptions are very important in order to evaluate the effectiveness of the platform. Knowing the perceptions is important for the e-learning developer to create e-learning platform so that it can use it maximally in teaching and learning program online.

d. For other researchers

This research is expected to give information, model, or reference to be developed for further studies. The researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

E. Scope and limitation of the Research

The scope of this study will on students' perception toward e-learning in the midst of Covid-19 pandemic. In this study, the subjects are the eleventh grade students in SMKN 1 Boyolangu, because they have experienced on the use of e-learning in English online learning process. The writer chooses SMKN 1 Boyolangu e-learning because it is made by the school to ease the students in online learning. Besides, the focus of this study is to find out the problems faced by the students during English online learning and how to fix them. The platform is useful, but by acknowledging students' perceptions and problems,

it can be it can be improved so that it becomes even better. In addition, the researcher suggested other platforms to complete the online learning.

F. Definitions of Key terms

1. Student's perception

Student's perception here is about how students argue, think and expect about online learning. Chen (2003) states that the students' perception is very important for evaluating the effectiveness of teaching and learning. Perception contains a very broad understanding. 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 (Walgito, 2010).

2. Online Learning

Online learning in this study means the real online learning from home because of the pandemic situation. E-learning includes all educational activities where communication and information technology are used significantly. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms.

3. E-learning

E-learning is learning that used electronic media or technology-driven media to access educational curriculum and support teaching or learning process delivered online. According to Aparicio, Bacao & Oliveira, the e-learning systems' theoretical framework contains the three main components of information systems. These components are people, technologies, and services.