

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of study, research questions, objectives of the study, scope and limitation of study, the benefits of study, and previous study.

#### **A. Background of Study**

In the world there is an outbreak of the COVID-19 coronavirus currently, which first appeared in Wuhan China at the end of 2019. It has given tremendous experience and influenced on education system around the world. Coronavirus is a large family of viruses that causes diseases ranging from mild to severe symptoms, the type of coronavirus is known to cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Kementarian Kesehatan, 2020). COVID-19 is a new type of disease that can be infectious to human and spread rapidly, which has never been previously identified in humans. Common symptoms of COVID-19 infection include acute respiratory problems such as fever, cough and shortness of breath. The average incubation period was 5-6 days with the longest incubation period of 14 days. On January 30, 2020, WHO has declared it as a public health emergency that is troubling the world. On March 11, 2020, WHO has declared the status of COVID-19 as a pandemic. The corona virus has also been endemic in Indonesia since

early March until now March 23, 2021, which has entered the New Normal Post Pandemic COVID-19 Era.

Even though in the New Normal Post Pandemic COVID-19 Era, the activities have been running as usual, where places such as restaurant, food stall, market, entertainment, and companies by adhering health protocols by using masks, washing hands and maintaining distance or social distancing, because the following methods are the most effective way to prevent the spread of the virus. Even for now all Indonesians will receive the vaccine which will be targeted for completion by the end of the year, so that we have to keep adhering health protocols. Indonesia is still being in a lockdown from people another country who will visit to Indonesia by The Government of Indonesia. Lockdown applies to the red zone area in Indonesia so that work from home and learning from home completely conduct in online. Moreover, learning activities are still carried out completely online, until the issuance of a circular or decision from The Minister of Education declares that schools and higher education institutions can be done conventional classrooms (*face-to-face*). Learning activities which usually conduct in conventional classrooms (*face-to-face*), but with the pandemic of COVID-19 have turned into online learning (*E-learning*) suddenly. The world of education must improve itself in order to survive to face of the times challenge. Moreover, in facing the times challenge and life after the pandemic. Changes in life patterns in the 21st century are very fast and difficult to predict (Indraswati et al. 2020).

Humans are required to have high-level skills, think critically and are skilled in solving problems (Widodo et al. 2019). Besides, everyone is also required to have the ability to innovate (Juniarso 2020). The combination of the COVID-19 pandemic with the challenges of the 21st century is a tough problem for education providers to bear. There are many things that must be prepared and fixed, from the curriculum to the learning model.

The transition of learning model from conventional classrooms (*face-to-face*) to online learning is not easy, even though the pandemic has been running for a year exactly. The first time learning was carried out online, learning readiness from both lecturers and students was tested. Online learning (*E-learning*) is a learning experience delivered through electronic technology. Online learning (*E-learning*) connects students with learning sources that are physically separated or far away but can still communicate, interact and collaborate directly. Online learning (*E-learning*) is closely related to the use of technology and is based on the use of multimedia (Ruth C. Clark 2016). Learning activities with the online learning (*E-learning*) model is learning activity by using of WhatsApp, Telegram, and the web as media and learning resources (Cabero-Almenara 2006). Other instruments that are widely used in online learning (*E-learning*) are video, audio conferencing, multimedia, television, and others. Moreover, with the development of increasingly sophisticated and modern information technology, many distance learning applications have been found such as Moodle, Schoology, Zoom Meetings, Google Meet,

YouTube and so on. The problem is not all students are able to operate technology-based learning media well, not all students have a learning style that is compatible with E-learning (*online learning*). Some students feel bored or intimidated in front of computers and cell phone screens, which sometimes have network problems, so it is not easy to change the habit from conventional classrooms (*face-to-face*) to online learning (*E-learning*).

Although online learning (*E-learning*) systems are attractive and effective to implement, many students still prefer to go to conventional classrooms (*face-to-face*). If students are given a choice, they will choose conventional classrooms (*face-to-face*). Moreover, most of the learning activities are socio-cognitive activities so that students need real social interaction in learning, while online learning (*E-learning*) cannot create in real life. In addition, online learning (*E-learning*) requires more preparation and self-discipline from students than conventional classrooms (*face-to-face*). Internet security and network availability greatly affect the smooth running of online learning (Zhang et al. 2004). One of the reason why students become the object of this research is because in essence of education is to provide learning service for the students. Therefore, it is necessary to conduct research to find out the problems of online learning (*E-learning*) which occurs in university students in Indonesia during COVID-19 pandemic, especially from the students' perception at State Islamic Institute of Kediri in English department, faculty of education and

teacher training. The main aims problem in this research are: What problem do students face during online learning?, How did the students adjust themselves to the online learning?, and What problems should be evaluated during online learning?.

## **B. Research Questions**

1. What problem do students face during online learning based on students' perception?
2. How did the students adjust themselves to the online learning?
3. What problems should be evaluated during online learning based on students' perception?

## **C. Objectives of The Study**

1. To find out the students problems face during online learning based on students' perception.
2. To find out, how the students adjust themselves to the online learning.
3. To find out problems according to the students' perception that must be evaluated.

## **D. Scope and Limitation of Study**

This study is limited only to find out the English students' perception on problems face during online learning, to find out how students adjust to the online learning, to find out problems that must be evaluated during COVID-19 pandemic at State Islamic Institute of Kediri in Department of English Language Education Faculty of Education and Teacher Training.

### **E. The Benefits of Study**

The results of this study are expected to

1. Provide information to the teachers about useful information that can be consideration as it should be, also intended to improve the quality of online learning in order to be better at providing services for students.
2. Be able to be expected to the university student to optimize in the implementation of long distance learning that makes students easy to study everywhere and anytime.
3. Be able to used as references in developing research so that the quality of education continuous to increase and developing.

### **F. Previous Studies**

In connection with the research that the researcher will conduct, the researcher needs to study the previous research with the same topic to find out the similarities and differences between the previous research and this research. These following are some of previous studies related to Students' Perception on Online Learning during COVID-19 pandemic on table 3.1 below.

Table 1.1 Previous Study

No	Researcher	Title	Research Design	Technique of Analysis Data	Result
1	M Nurul Ikhsan Saleh, Ratna Sari, Puji Alim (2021)	<i>University Students' Perception On The Implementation Of Online Learning During The Covid-19.</i>	A Case Study Qualitative Method.	The Technique Used Is Miles, Huberman, And Saldana's Method. An Attractive Analysis Which Includes : Data Condensation, Data Display, And Conclusion Drawing Or Verification .	Findings of the study have consisted of three broad themes; firstly, the advantages of online learning: increasing technological literacy, flexibility in learning, improving self-ability, being financially efficient, and supported various learning media; secondly, <i>the weaknesses of online learning: heavy tasks, less effective and decreased enthusiasm, little control from the lecturers, and technical problems</i> ; thirdly, constructive feedback on the implementation of online learning: the creation of interesting learning videos, fun

					learning strategies, holding quizzes, notification of lectures to be multiplied, free internet quota, and additional time for working on assignments..
2	Antonius Setyawan Sugeng Nur Agung , Monika Widyastuti Surtikanti, and Charito A. Quinones OP (2020)	<i>Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino</i>	Collective Case Study Consisting Of Analysis Of The Survey	By analysing of the survey on the students' perceptions, which describe narratively	The result of study suggests that <b><i>accessibility is still the major factor influencing the success of online learning. Online learning for English Language Education Study Program at STKIP Pamane Talino, and potentially Indonesia in general, requires some more friendly platforms so that students' participation can be increased. This is especially for students who reside in rural areas with limited internet connections and other support</i></b>



					<i>systems.</i>
3	Dr. Aakash Kamble, Dr. Ritika Gauba, Ms. Supriya Desai, and Dr. Devidas Golhar (2021)	<i>Learners' Perception of the Transition to Instructor-Led Online Learning Environments : Facilitators and Barriers During the COVID-19 Pandemic</i>	a qualitative case study approach	Interviews	Results indicate that learners accepted the transition toward the OLE. Five key themes arose from the interview data: <b><i>accessibility and comfort, Internet connectivity, OLE effectiveness, course content, and interactions between students and instructors.</i></b>
4	Haya Haratikka, Sri Winda Hardiyanti Damanik, Rapat Piter Sony (2021)	<i>STUDENTS' PERCEPTION REGARDING ONLINE LEARNING IMPLEMENTATION DURING THE PANDEMIC IN STIE BINA KARYA</i>	a qualitative research	The data collection technique was the open ended questionnaires. Then, analysed using the thematic analysis	The results showed that <b><i>students' perception regarding to the implementation of online learning in STIE Bina Karya during the pandemic were negative mostly.</i></b> However, the online learning provides some advantages too for students, although students cannot pull to one side from the disadvantages they got.
5	Reham	<i>The Role of</i>	A	Questionnai	The results indicated

	Alkhudiry, Ameen Alahdal (2021)	<i>Online Learning During and Post COVID-19: A Case of Psycho-Social Study</i>	Descriptive quantitative	re which analyzed by IMI Scale.	that focusing on the two basic learners' psychological needs, competence and relatedness, can significantly enhance learners' intrinsic motivation.
6	Mehwish Haider, Aalyia Yasmin (2021)	<i>A Gender Base Analysis Of Learners' Perception Of Online Education In The Context Of Covid-19</i>	A qualitative approach	interviews and mind-maps which analysed qualitatively by using interpretivist paradigm	The study further explored that there is a significant difference between the male and female perceptions of online learning. <b><i>Male students are more positive</i></b> towards online learning as compared to female students.
7	Carlo Giovannella (2021)	<i>Effect induced by the Covid-19 pandemic on students' perception about technologies and distance</i>	A qualitative approach	Questionnaire	The results of this study, beside representing an historical documentation, question the nowadays organization

		<i>learning.</i>			of the physical learning ecosystems, that date to few centuries ago, and suggest to re-think both their organization and functionalities.
8	Mohammed M. Obeidat (2020)	<i>Undergraduate Students' Perspective About Online Learning: A Case Study Of Hashemite University Students In Jordan</i>	a mixed method qualitative and quantitative	Questionnaire and interview	Results: The study indicated that the psychological state of students was ranked first and <b><i>their level of interaction was ranked last regarding the influence online learning</i></b> had on them.
9	Mohammed Arshad Khan, Vivek, Mohammed Kamalun Nabi, Maysoon Khojah and Muhammad Tahir (2021)	<i>Students' Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study</i>	Descriptive quantitative	Questionnaire	The findings of the study reveal students' positive perception towards e-learning and thus acceptance of this new learning system. It has also empirically demonstrated the significance of e-learning in the time of COVID-19 crisis.

10	Lukman Hadi (2020)	<i>STUDENT PERCEPTIONS OF ONLINE LEARNING DURING COVID-19 PANDEMIC</i>	Survey	Questionnaire which analyzed by descriptive statistic .	According to data analysis, <b><i>students preferred offline than online learning.</i></b> Students encountered technical difficulties during online learning activities. Some obstacles were the lack of learning resources and poor access of internet.
11	Mapilindo, Anim (2020)	<i>PERSEPSI MAHASISWA FKIP TENTANG PEMBELAJARAN DARING SELAMA PANDEMI COVID-19</i>	Descriptive study	Questionnaire and interview	The results showed that the most widely used application as a learning tool during the Covid-19 pandemic was Whatsapp, with a total of 82 respondents, around 85.41%.  <b><i>With student responses during online learning as a whole giving negative responses and Suggestions.</i></b>

From several previous studies, the results of the study showed that E-learning (*online learning*) still become a polemic even in developed country. The similarity in this study lies in the focus of the study, namely Students' Perception on Online Learning during COVID-19. While the differences in this study are the focus of this study to find out the students problems face during online learning, to find out how the students adjust themselves in online learning, to find out problems that must be evaluated during COVID-19 pandemic, research objectives, research subjects and data analysis techniques. The subject of this study is the students of Department of English Language Education Faculty of Education And Teacher Training Era at State Islamic Institute of Kediri.