

CHAPTER I INTRODUCTION

A. Research Background

Education will help one's person rise out of poverty, promote peace, and build a democratic society. The main objective of education is to educate people within society, to train and prepare them for jobs in the workforce, and to incorporate people into society.¹ The failure of education in shaping the national identity is because of the components within the education system.² Unfortunately, we were already experiencing a global education crisis because of pandemic COVID-19. It may fall further behind on educational development. Stakeholders of society, including teachers, educational institutions, and the government's commitment, need to be cooperative.

The Indonesian Government has taken the necessary steps to closely follow the World Health Organization (WHO) situation report on the global outbreak of COVID-19 after the dangerous virus was first detected in Wuhan, South China, in December 2019.³ On March 15th 2020, President Joko Widodo adopted a series of initiatives aimed at achieving social distance in society. He encouraged the public to work, research, and perform religious activities at home.⁴ Educational institutions also were suggested to close which

1 Arthur W Foshay, "The Curriculum Matrix Transcendence and Mathematics," *Journal of Curriculum and Supervision* 6, no. 4 (1991): 277–93,

http://ascd.asia/ASCD/pdf/journals/jcs/jcs_1991summer_foshay.pdf.

2 Deni Hardianto, "Media Pendidikan Sebagai Sarana Pembelajaran Efektif," *Majalah Ilmiah Pembelajaran* 1, no. 1 (2005): 95–104.

3 "Archived: WHO Timeline - COVID-19," 2020, <https://www.who.int/news/item/27-04-2020-who-timeline---COVID-19>.

4 Ghita Intan, "Cegah Penyebaran Corona, Jokowi Imbau Masyarakat Bekerja, Belajar Dan Beribadah Di Rumah," 2020, <https://www.voaindonesia.com/a/cegah-penyebaran-virus-corona-jokowi-himbau-masyarakat-bekerja-sekolah-dan-beribadah-di-rumah/5329634.html>.

became a cause of affecting the quality of education and also the student's future life.⁵

To solve this situation, creative learning approach becomes very important nowadays.⁶ It had been an opportunity for teachers to improve distance learning. This was conveyed by the Minister of Education and Culture (Mendikbud), Nadiem Makarim. He said that this was a tragedy that had taken place on a national scale, but it was also an opportunity for teachers to adapt (using online learning with an effective platform). For those who were originally afraid or unwilling to use distance learning tools, now they are required to adapt so that the learning process can be carried out. He also emphasized that online/distance learning is carried out to provide meaningful learning experiences for students.

To mitigate the impact of the pandemic on the education sector, some teachers had already begun to conduct their classes online. At this point, technology may be useful for students and teachers alike. Technology, especially the Internet, smartphones, and laptops is now widely used to support distance learning. At this point, E-learning can be referred to as distance learning or distance learning in which students can study on their own without having to go to class.⁷ E-learning covers a wide set of applications and processes, including multimedia online activities such as the web, Internet video SD-ROM, TV, and radio, in addition, students can use these materials to teach themselves.⁸

5 Muhammet Usak et al., "New Playmaker in Science Education: COVID-19," *Journal of Baltic Science Education* 19, no. 2 (2020): 180–85, <https://doi.org/10.33225/jbse/20.19.180>.

6 Cathy Mae Toquero, "Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context," *Pedagogical Research* 5, no. 4 (2020): em0063, <https://doi.org/10.29333/pr/7947>.

7 "What Is E-learning," accessed November 2, 2020, <https://www.igi-global.com/dictionary/administrators-assessments-online-courses-student/8785>.

8 Berkeley Scientific Journal, "Distance Education Versus The Traditional Classroom," *Berkeley Scientific Journal* 13, no. 1 (2009): 7–10.

Furthermore, E-learning is learning or training that is prepared, delivered, or managed using a variety of learning technologies that can be deployed either locally or globally.⁹ Stakeholders need to optimize and utilize the available technology for continuing the process of education. As the current realities, education sector the use of e-learning is increasing, in the near future, higher demand for technical support is expected. This has become a modern phenomenon that needs to be adapted but students' opinions on this learning system may also differ. This phenomenon also has influenced the learning process in both courses and disciplines. One of the learning experiences that had an effect on the spread of the COVID-19 virus was the English subject.

One prominent school in Kudus which implements E-learning using online media during COVID-19 time is MAN 2 Kudus. As one of the more prestigious schools in Kudus, MAN 2 Kudus is committed to provide the same level of quality education for their students even during the pandemic. Consequently, on the 13th to 15th of July 2020, the institution carried out online learning management training for the educational staff. The materials in this training include how to create online learning media video using the software OBS, how to upload video to YouTube, and how to use Google Meet for online learning.¹⁰ Additionally, the school also uses E-learning madrasah App published by the Ministry of Religious Affairs (Kemenag) as well as Google Suite for Education to support the learning process.

There have been some researchers who attempt to study. Here are the studies which are in line this research. First, Bikram Biswas and Falguni Roy University entitled

9 Katy Campbell, *Effective Writing for E-Learning Environments* (USA: Information Science Publishing, 2004).

10 Kantor Kementerian Agama Kabupaten Kudus, "MAN 2 Kudus Laksanakan Pelatihan Pengelolaan Pembelajaran Daring dan Luring Kurikulum Darurat COVID-19," Kementerian Agama Jawa Tengah, accessed April 16th, 2021. <https://jateng.kemenag.go.id/warta/berita/detail/man-2-kudus-laksanakan-pelatihan-pengelolaan-pembelajaran-daring-dan-luring-kurikulum-darurat-COVID-19>.

“Students Perception of Mobile Learning during COVID-19 in Bangladesh: University Student Perspective”. This study aimed to analyze the perception of 416 university students’ using mobile learning amid pandemic situation. While the researcher’s study focus on students’ perceptions toward online learning media used by English teacher. The second, a study conducted by Uli SylphiaSimanjuntak, et al. entitled “Students’ Perceptions of Using YouTube as English Online Learning Media during Covid-19 Pandemic”. This collective case study aimed to analyze the students' perceptions in using YouTube as online English learning media during the Covid-19 pandemic. While the researcher’s study besides focus on students’ perceptions toward online learning media such as YouTube, the researcher also conduct a study toward e-learning madrasah, Google Meet, and WhatsApp. The third study was undergraduate thesis and conducted by M.Tajudin Zuhri entitled “Effectiveness Of The Use Of Madras E-Learning Applications during the Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)”. This research aimed to identify the effectiveness of the use of madrasah e-learning applications and determine the inhibiting and supporting factors of the implementation of e-learning applications as learning media. While the researcher’s study focus on students’ perceptions toward online learning media used by English teacher.

This thesis, therefore, aims to explore how students' perception of English E-learning using online learning media during COVID-19 time. Perception is the ability of the brain to interpret stimuli or process interpret stimuli that come into human senses.¹¹ Here, students' interpretation can be defined as a formed opinion after getting some experience that needs to be adjusted. While, according to Merriam Webster Dictionary, an obstacle is something that impedes progress or achievement obstacles.¹² In this study obstacle means something that can render students unable to achieve their

11 Sugihartono et al., *Psikologi Pendidikan* (Yogyakarta: UNY PRESS, 2007).

12 “Merriam Webster,” accessed December 13, 2020, <https://www.merriam-webster.com/dictionary/obstacle>.

optimum learning development. To identify the scope of researcher's investigation, the researcher did a preliminary research as follows skimming the recent article journal to learn about related study and research method, discuss with experts and teachers dealing with the topic.

The researcher intrigued in exploring student's perceptions and obstacles after experiencing learning process through online learning media. At this point in time, it is important to find out students' opinions and viewpoints regarding this virtual approach to teaching and learning using online learning media. By knowing the students' perceptions and obstacles, the teacher can understand students better. Similarly, the voices of learners have a 'transformational effect' on educational activities and teaching practices will not succeed under the direct involvement of learners.¹³ Thus, the researcher conducted a study entitled **STUDENTS' PERCEPTIONS AND OBSTACLES TOWARD ONLINE LEARNING MEDIA AS AN ENGLISH LEARNING TOOL DURING COVID-19 PANDEMIC (A STUDY AT MAN 2 KUDUS IN THE ACADEMIC YEAR OF 2020/2021)**

B. Research Focus and Scope

In this study, the researcher limited the problem mainly to explore students' perceptions and obstacles using English online learning media during the COVID-19 pandemic. The subjects of this study are students at MAN 2 Kudus especially in English subject.

C. Research Questions

Based on the background of the research, the problem can be formulated as follows:

1. What are students' perceptions toward online learning media as an English learning tool during COVID-19 pandemic?

13 Michael Fielding, "Transformative Approaches to Student Voice: Theoretical Underpinnings, Recalcitrant Realities," *British Educational Research Journal* 30, no. 2 (2004): 295–311, <https://doi.org/10.1080/0141192042000195236>.

2. What are students' obstacles toward online learning media as an English learning tool during COVID- 19 pandemic?
3. What are students' efforts to overcome obstacles toward online learning media as an English learning tool during COVID- 19 pandemic?

D. Research Objectives

Regarding the problem above, the objectives of this research are as follows:

1. To know students' perceptions toward various online learning media as an English learning tool during COVID-19 pandemic.
2. To know students' obstacles toward various online learning media as an English learning tool during COVID-19 pandemic.
3. To know students' efforts to overcome obstacles toward various online learning media as an English learning tool during COVID- 19 pandemic.

E. Research Significances

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically

It is expected that the findings of this study can support and complement previous theories related to the use of online learning media for learning English.

2. Practically

a. For students

Provide knowledge to teachers or policy makers about the obstacles faced by students so that teachers can improve the use of learning media which has a good impact on student progress. Other students who were not involved in research can learn how to overcome obstacles from research results

b. For Teacher

This study will help teachers to find alternative ways to make online learning process more effective. As learners are likely to misuse

technology for their lives, waste more time on pointless internet-related things, and get irrelevant knowledge from the media, it is necessary for teachers to be more open-minded and embrace technology for teaching and learning. Teachers will use online learning tools as an alternative media for teaching English without having to face-to-face in the classroom. From the student's perception, the teacher will know the true extent of which the student accepts the content presented by online learning tools, whether there are barriers or not.

F. Definition of Key Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain the key terms are used.

1. COVID-19 Outbreak

COVID-19 – 'CO' stands for corona, 'VI' for virus, and 'D' for disease.¹⁴ This is a new virus related to the same family of viruses as the Severe Acute Respiratory Syndrome (SARS) and certain common colds.¹⁵ The virus is spread by direct contact with the infected person's respiratory droplets (generated by coughing and sneezing) and by contact with virus-contaminated surfaces.

2. Online Learning

Online learning is a more accessible learning framework. It also appeals to the students' emotional needs. According to Kaler, in their learning needs theory, students' learning needs and the online learning environment are identical.¹⁶ Students are

14 UNICEF, "Frequently Asked Questions about Coronavirus Disease (COVID-19)," accessed January 19, 2021, <https://www.unicef.org/indonesia/coronavirus/FAQ#whatiscoronavirus>.

15 UNICEF.

16 Collier Butler Kaler, "A Model of Successful Adaptation to Online Learning for College-Bound Native American High School

often bored by traditional learning because face-to-face meetings do not deliver anything new. Students face difficulties when studying online, and they gain freedom and independence as a result.

Some of the content in online learning, such as text, photographs, video, and audio, necessarily requires the use of communication and information technology by the students. YouTube, Instagram, Twitter and other social media platforms can be used as a learning tool. When used as part of the learning process, this video-based type of social media has a lot of advantages.

G. Organization of Thesis

These followings are how the research organized:

1. Chapter I – Introduction

This chapter presents the research foundation including background, limitation, problem, objectives, significant, and its organization of paper. The keys of comprehending this research are provided in this chapter.

2. Chapter II – Literature Review

To keep both research's validity and reliability, the researcher provides knowledge related to the topic. Those are taken from reliable linguists around the world.

3. Chapter III – Research Methodology

How to feed the body of this research by the data are explained here. In this session, there would be research design, samples, data collection, data instrument, and data analysis. Many data that needed by the researcher are collected and analyzed in this part. Contribution of the samples gives a lot of objective views in gaining the data required.

4. Chapter IV – Findings and Discussions

It is the spirit of the papers. The findings display all results of data analysis. The research questions meet the answers in this chapter. To make it clearer for the

Students,” *Multicultural Education & Technology Journal* 6, no. 2 (2016): 60–76.

readers, the researcher conveys the discussions of the findings.

5. Chapter V – Conclusion and Suggestion

What can be taken from this research is shortly described in this chapter. This is the end of the paper.

