CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Currently the world is being shocked by the Covid 19 pandemic. The Indonesian government has taken a number of policies to break the chain of the spread of Covid 19. Its main policy is to prioritize public health and safety. We do all activities such as work, worship and learning from home.Pandemic is a disease that is spreading in multiple countries around the world at the same time(Agung, 2020 : 226).

COVID-19 Pandemic has a massive impact on global human life.Indonesia closed all educational activities. President JokoWidodo implemented some policies to achieve social distancing in the society. He urged the public to work, study, and conduct religious practices from home. This makes the government and related institutions present an alternative educational process for students by learning teaching distance or learning online or learning from home (GhitaIntan, 2020). The implementation of distance teaching and learning policies from home or online learning does not seem to be a problem for some universities that already have online-based academic systems.At the level of elementary, junior and senior high school, the distance learning process technically experiences many obstacles. Students from families who do not have internet access or even do not have cellphones will miss learning when learning assignments are delivered via the WhatsApp application or others.Students' activity in building their own knowledge is

apriority in science learning. They are expected to be more independent in constructing theirknowledge during the learning process (Sujarwo et al., 2020:127).

According to Rusdiana et al.,(2020:245), Pandemic occurs when an infectious disease spreads easily from humans to humans in various places throughout the world. Covid-19 pandemic is a momentum that is changing the education in Indonesia. Education in Indonesiahas long echoed the spirit of the educational revolution. This isactually marked by a change in conventional teaching and learning behavior into online media-based educationalactivities. According to Sujarwo(2020:128),the number of the potential edges of ICT foreducation are: functioning as associate degree enablefor long learning; create changes withinthe teacher's role in teaching and therefore the role of scholars in learning. In researcher's opinion, this revolution had not fullyoccurred before the Covid-19 pandemic haunted Indonesia. Only after this pandemic did the acceleration of the educationrevolution become unbearable. Almost all lines of education in Indonesia use online media for the sustainability ofthe teaching and learning process, including at the level ofhigher education.

Daniel et al (2016: 562) indicates that online learning offers students fast-paced and substantial growth. Online learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer network to impart education. It helps the learner to learn at their own pace, according to their own convenience. Then, English online learning is an English learning through an online system or application. Learning is carried out using the online method and using application or social media

such as WhatsApp, YouTube, Google Meet, Zoom and others. So, in English online learning there is only English material.

In addition, the researcher had conducted practical field experiences (PPL) in the sixth semester with the eleventh grade students of SMA N 1 Bangsri.Based on interviews conducted by researcher to the students, researcher found manyproblem. They confused, did not understand and another impact felt by students from learning from home was too much learning load. At the same time, students are required to be able to observe and learned the subject matter themselves quickly. Even if being given the space to ask the teacher via the WhatsApp application message, students felt that it was not enough time. And, which is most easily observed by parents of students, learning from home also made students easily bored because they could not interact directly with teachers and their friends.

The researcher was interested in exploring student perceptions afterexperiencing the learning process through Online Learning. The purpose of this research was that students certainly have their own point of view about onlinelearningin the midstof COVID-19 pandemic. Online learning that conducted during COVID-19a pandemic was not sufficientfor students to master the lesson maximally. While the purpose of this research was toinvestigate student perceptions of Online Learning amidst COVID-19 pandemic. Thus this research could be an input for teachers to improve the quality of online learning.By knowing students' perception, the teacher could understand students better.Then, the researcher conducted a research entitledSTUDENT'S PERCEPTION TOWARD ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC IN THE ELEVENTH

GRADES STUDENTS OF SMA N 1 BANGSRI IN THE ACADEMIC YEAR 2021/2022.

1.2 Problem Statement

The research questions were formulated as follow:

1. What are students' perceptions toward English Online Learning during Covid-19 pandemic?

2. What are strength and weakness of English Online Learning during Covid-19 pandemic?

1.3 Objective of the Research

Based on the research statement above, this particular studyaimed at finding out:

1. Toknow students' perceptions toward English online Learning during Covid-19 pandemic.

2. To know thestrength and weakness of English online Learning during Covid-19 pandemic.

1.4 Significance of the Research

The result of the study is expected to be used 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 for learning English.

2. Practically

The research expects that the finding of the research can be useful for:

a. For students

Online Learning can be used as a learning medium for learning English during the Covid-19 pandemic. Students can use Online Learning to learn English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind.

b. For teachers

It is hoped that this research can provide inspiration or ideas to teachers in teaching English through Online Learning. Teachers can use OnlineLearning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the perception of students the teacher can know the extent of student understanding of the material delivered through OnlineLearning, whether there are obstacles or not.

1.5 Thesis Organization

This thesis consisted of five chapters. Each chapter will be discussed as follow:

Chapter one is the introduction, which contains a background of the study, the problem statement, objectives of the research, significances of the research, and thesis organization.

Chapter two is a review of related literature. It presents some previous research findings, some pertinent ideas and theoretical framework that includes definitions of perception, motivation, Online Learning,English Learning, and Covid-19 pandemic.

Chapter three is a research method. It discusses the research design, research focus, population and sample, and research instrument, validity of research, technique of data analysis, and procedure of the research.

Chapter four is dicussion. It talks about data presentation and data analysis of students' perceptions toward English Online Learning during Covid-19 pandemic.

Chapter five is conclussion and suggestion as the last part which contains the conclusion and suggestion. For the attachment there bibliography and appendix.