

CHAPTER I

INTRODUCTION

This chapter consist of background of the problem that explained about the problem and why the writer choose the topic, identification of the problem, the main problem, limitation of the problem, question of the research, aim of the research, significance of the research, previous research, framework of thinking, theoretical foundation and methodology of the research.

1.1 Background of the Research

The application of English learning certainly needs serious attention, especially English as a foreign language after the first language of Indonesian. English is also an international language used to communicate with other countries. This is what makes English have a very big role in human activities. Students must be able to master English in an effort to deal with developments in science and technology. Therefore, the Indonesian government decided that English as a foreign language is taught in schools in Indonesia up to the tertiary level. Learning English means learning all the components in it, for example: phonetics, morphology, writing, speaking, and listening. As said by Folse, when learning a language, it means learning aspects related to the language itself which includes pronunciation, pragmatics, writing systems, syntax, good and correct spelling and the vocabulary of the language itself (as cited in Goundar, 2019 , p.177).

Language learning means that have to learn all the aspects that are in it, so that the language learned later is in accordance with the rules of learning the language. Of all the components in the language, vocabulary is a very crucial component. Without grammar, there are very little can be conveyed, whereas without vocabulary there is nothing to convey (Wilkins, 1972, p. 24). This is an illustration of the importance of vocabulary in language learning.

Therefore, learning vocabulary is something that must be considered the most important thing in language learning because this will affect the other components of the language. In addition, it is important that learning adequate vocabulary cannot understand other people or express ideas that will be developed later. To learn English, students must first have sufficient vocabulary; this is because vocabulary has the main asset for learning languages. In learning English, vocabulary has a very important role. However vocabulary is the main asset before learning the four English skills, the four skills consist of speaking, listening, writing and reading. According to Brown (2001 as cited in Asiyah) argues that vocabulary is a level of survival in communication that can work well when people apply words without applying grammar rules at all. Vocabulary also gives an important influence on the occurrence of communication in society. This is what makes the center of attention important to vocabulary, because this is the main asset a person must have when learning a language.

Corona virus or covid-19 pandemic that swept across the globe including Indonesia in early 2020, based on WHO 2020, since the advent of this virus spread very quickly in china. Then expended until eventually spread across the world. In the education sector, it is particularly risky when carried out in the middle of this corona virus pandemic. A large number of people in a room with number face to face when teaching and learning process, it can make risk for teacher and students. Meanwhile, it is the reason why learning proses removed to online learning system, to reduce the spread of the virus. As a result, government policy banned teaching learning process directly with meeting face to face between teacher and students by doing online learning from home. Online learning is the process of learning with use the internet connection such as media for learning. According to Fajrian (2020, p.2) stated that the process of learning by using the internet based meeting application or social media application connected with the internet network or mobile device or mobile phone or laptop. With the development of information and communication technology, the use of

the internet is an obligation to be able to use it. It is expected that can be positive media source that can support teaching and learning process.

In addition, learning English in the 21st century now at least students must have 4 abilities or what is commonly referred to as 4C. Which consists of: Critical thinking, creativity, collaboration, and communication, this is what makes the basis as the main capital in the life of this 21st century. As for English, this is an international language that will definitely be used along with the times. For this reason, learning English is a form of effort to survive in the 21st century. According to Hwee, Koh & Chai (2016) stated that 21st century learning is characterized by students the ability to develop social skill for collaboration, problem solving, communication, cognitive skills for engage in critical thinking for innovation and complex problem solving, metacognitive skill for self-reflection, Productivity skill to organize work effectively and efficient and technological skills to exploit ICT tools properly. Thus, the teacher must be able to develop creative skills using technology to meet student learning needs. Teachers must be comfortable managing new types of classroom dynamics in the twenty-first century, supporting various teams of students working independently as they explore and develop new understandings and abilities that will prepare them for life in the twenty-first century. Teachers in the twenty-first century will need to be experts in the same 21st-century abilities they are teaching their students (Trilling & Fadel, 2009, p.115).

1.2 Identification of the Problem

In learning English, there are some components that must be master consist of speaking, listening, writing, and reading. It is the component in learning English, but there is crucial than this component, Vocabulary is one of the crucial those components. By mastering vocabulary, its can make easy to students for understood during learning English process. However, vocabulary is the basic of English learning. Reality, many students graduate from the school with minimum ability in using English. The factors are

because of the lack of vocabulary. Coupled with the COVID-19 virus outbreak, which requires students to study from home in order to reduce the spread of the virus. Based on this background, there are several reasons why the researcher conducted this research:

- 1) Students feel difficulties when learning English, because they don't know the vocabulary.
- 2) Lack of motivation to remembering vocabulary.
- 3) To know student's perception of learning vocabulary during online learning and difficulties in face online learning.

1.3 Delimitation and Focus of Research

In order to avoid misinterpretation of the problem, the researchers wish to limit the scope of the research. The limitation of this research is that the researcher will examine students; this research focuses on student perception of learning vocabulary during online learning, the population in this study was junior high school students. Researchers will take eighth grade students at Junior High School.

1.4 Research Questions

To find out how teacher teaching English vocabulary and student perception about learning vocabulary during online learning, there are several research questions that be doing by researchers.

- 1) What is students' perception of learning vocabulary in 21st century during online learning?
- 2) What are students' learning needs in learning vocabulary during online learning?

1.5 The Aims of the Research

Relating to the question research above, the aims of the research are:

- 1) To know students' perception of learning vocabulary in 21st century during online learning
- 2) To find out students' learning needs in learning vocabulary during online learning

1.6 Significant of the Research

Within the aims of this research, it is hoped that this research can provide the benefits:

1.6.1 Theoretically

This research can be used as reference for further research interested in understanding learner's strategy in learning English vocabulary. In this research, researcher will provide the strategy in learning English vocabulary. Explain in more depth how to apply the data, so that can make decisions at the end of the research as the final result.

1.6.2 Practically

The researchers expect that the finding can be used for: For students, teacher and further researcher. For students, as long as online learning takes place, at least it helps reduce the burden on the government in maintaining student health, because by doing online learning students can avoid crowds and they stay at home, and continue to learn by participating in online learning. For teacher, In the 21st century the use of technology is very necessary, by doing online learning the teacher participates in one of the applications of skills that exist in the 21st century. Teachers can use online learning as an alternative medium to teach English without having to meet face-to-face in the classroom. Then from perception teacher students can find out the extent to which students' understanding of material delivered through online learning. For further research ,This research can be used as reference for further research, interested in understanding students' perception of learning vocabulary in the 21st century during online learning.

1.7 Theoretical Foundation

To get a clear understanding of this research, the researcher will explain the keyword in the research title clearly. These consist of Students, Perception, Learning Vocabulary, 21st Century, Online Learning.

1.7.1 English Foreign language Students

English is studied as a foreign language subject in schools in Indonesia from an early age to the state university level introduced to educational institutions as a compulsory subject. As in Indonesia, students learn English as a second language. The difference between "foreign language" and "second language" according to the language environment, EFL is learning English in a country that does not use English, while ESL, which means English as a second language, has the same position or is even more important as a mother tongue. (Dingfang, 1994, p. 54).

EFL Learners are students who learn English which in their environment are not native English speakers. As explained by Iwai that EFL learners focuses on students studying English in countries that do not use English (for example: Chinese people who study English in their country, including EFL Learners). In addition, EFL is used by English learners who are not native speakers. (as cited in Si 2019, p.33). English is rapidly being utilized as a lingua franca (ELF) in the age of globalization and internationalization, which is defined as the act of communicating in English amongst people who speak different first languages (Kung & Wang, 2018, p. 3).

1.7.2 Perception

In this theoretical foundation, the researchers explained the nature of perception, type of perception, stage of perception and factor that influencing perception. Descriptive structure as follow:

1.7.2.1 The Nature of Perception

Humans are created with various differences; these differences make people realize that every human being has a different view of things. This of course makes one individual to another like something and not like it. It depends on how the individual responds to something based on his perception. Perception is a person's view of information that occurs in the environment. Perception refers to the way an individual perceives the world around him which is gathered information through the five senses. For more details on perception, there are several experts who will explain some understanding of perception.

According to Qiong (2017), perception is a process experienced to achieve one's awareness or understanding of sensory information. In addition, Konent says that perception is a series of conscious processes of one's mind in describing the surrounding environment. Therefore, perception can be interpreted as the process of understanding something and then conveying it as an opinion (as cited in Anggraini, 2021.p. 14). Added with the opinion of Vernon (1987) said that perception is the result of the form of understanding of objects, views, and actions based on objects. According to Qiong (2017) stated that are four perception of online learning consist such as: interactivity, independency, accessibility, and enrichment. Here considerate as feedback of how is implementation of online learning in education.

Based on the definitions from the experts above, the researcher can interpret that student perception is the way students interpret images and understand what they see around them. This process goes through several stages starting from collecting, recognizing, and interpreting the information obtained through what is seen.

1.7.2.2 Types of Perception

Perception is divided into two types, namely: Perception of an object or Physical Environment and perception of humans or commonly referred to as social perception. Physical Environment and The perception of human. The perception of the physical environment is not same; in the sense that different consist of perception of the physical environment is influenced by several factors, namely: Experience background, Cultural background, Physical background, Value background, Background beliefs and expectations. The Perception of human. Human perception or social perception is an individual's point of view on their social environment, each individual has a different picture of the reality of the surrounding environment, and therefore each individual has a different perception. According to Soemanto (2009) that perceptions divide into three types consist of: the past, present and future perception. (as cited in Anggraini, 2021, p. 15).

According to Zaden (1984) adds that there are three types of perception: People perception, situation perception, social perception. Is the process by which we think about, know, characteristics, and qualities of other people. We feel that we can understand other people's environment and predict their future actions that are used to interact with the surrounding environment. Each individual's perception is based on the experience gained and thus makes the case where the perception of two people is in the same situation. Situation Perception, Is a view of all the factors of a social situation that can have an impact on a person's experience or environment based on time and places? These situations can stimulate consequences for their interpretation. Social Perception, Social perception understands other people with their work such as teachers, businessmen, professional athletes or anything else that has a difficult task. Social perception is a very complete process, namely by observing other people's habits

carefully until they get a comprehensive analysis of people, situations and environments. It means that people will accept something based on the good perception quality of others.

1.7.2.3 Stage of Process Perception

To further clarify, it will be explained based on the opinion of Qiong (2017) that there are three stages of the perception process including: Selection, organization, and interpretation. The first stage of the perception process is selection, a stimulus to the environment that turns into a meaningful experience, Secondly is Organization In this second stage, after getting information from the outside, the information is arranged in a certain way using a meaningful pattern. In this process there are two stages, the first: organizing the process to provide a structure for individual perceptions. In this process, external stimuli enter into meaningful experience in the human structure. The second stage: shows the process of human perception has stability. After selecting a stimulus and placing it in several categories, the stimulus selection will be more durable. Third, Interpretation the third stage is interpretation, where the process of uniting meaning with choices that have been stimulated. This is what makes everyone will get a different interpretation even though they get the same stimulus.

1.7.2.4 Factor that Influencing Perception

According to Rahmat (1996) there are two factors that influence perception, namely: Functional Factor and Structural Factor. Functional factors come from needs, past experiences and something else that is included in personal factors. This means that the perception does not have the type or form of the stimulus but the characteristics of a person to the stimulus response. Structural factors, The nature of physical stimuli and the neural effects that they have on the individual nervous system, this means an understanding of events that cannot be separated but can be seen from the overall relationship.(p. 58).

In functional and structural factor there are the factors that contribute to determine the perception. The explanations of functional or structural factors consist of: the needs, experiences, past, motivation, hopes, desires, attention, emotions, values, memory and mood. Some expert stated that the factors that can influence perception are two kinds: internal and external. In internal factor consist of: Need and desire, It is the one factor that can influence people. People who have different level of needs and desire perceive the same thing differently. Individuals pay attention to interpersonal oriented socially. Motivates, expectancy, interest also effect in people perception. Personality and experience. Here that optimist being perceive the things favorable terms, whereas pessimist individual view in negative term. Personality is another internal factor that can influence the perception of an individual. Experience Perception of people that experience have factor, because successful experience enhance the perspective abilities and lead to accuracy in people perception.

Externals perception factor consist of: Size, Intensity, Status, and Contrast. First is size, size that perceived stimulus, the higher is the probability that will be noticed. Dominance is established by size and it overrides other things and thereby enhances perceptual selection. For instance: a full page advertisement may induce more attention than small advertisement in some corner of the newspaper. Second is Intensity, while reading a passage, a person comes across a few lines printed in bold letters. The principle that the higher the intensity of external stimulus, the more likely it will be perceived is not always valid. Third is Frequency repetition is one of the most frequently used techniques in advertising and is the most common way of attracting the people attention. Frequencies result

in making people aware of the stimulus. Status status can influence people perception; higher status people can exert influence on perception of an employee than low status people. When introduced two people of different rank, we tend to remember the person holding the higher rank than the other one. Contrast a contrasting factor can be caused by color, or any unusual factor. Stimuli that

contrast with the surrounding environment are more likely to be selected for getting attention.

1.7.2.5. Learning Perception

Perception learning is the improvement of our ability to make sense of what we see, hear, feel, taste, or smell as a result of our experiences. As opposed to shorter-term mechanisms like sensory adaptation or habituation, these changes are permanent or semi-permanent. Moreover, these changes aren't just coincidental; they're adaptive, and so beneficial. Like enhanced sensitivity to weak or confusing stimuli. Correlation between learning and perception is that

1.7.3 Vocabulary

In this theoretical foundation, the researchers explained the nature of vocabulary, the important of vocabulary, process of learning vocabulary, type of vocabulary, and strategy in learning vocabulary. Descriptive structure as follow:

1.7.3.1 The Nature of Vocabulary

Learning new language can be separated from vocabulary, because in learning new language individuals have to know its vocabulary. Vocabulary is a term that may be defined in a variety of ways. Some terminology on the topic has been proposed by expert. According to Hatch and Brown (1955) stated that vocabulary refers to a list or set of words for a certain language, as well as a list or set of terms that individual language speakers may use (p.1). Vocabulary is the foundation for how learners talk, listen, read, and write is vocabulary, which is a key component of language competency. The foundation for how learners talk, listen, read, and write is vocabulary, which is a key component of language competency.

According to Herbert & Kamil state that vocabulary is list of words a basic component of language competency that has a shape or

structure. Meaning, word use, and shape are all components of expression and containment like pronounced and spelled correctly (as cited in Rohmatillah, 2017,p. 72). The term vocabulary can refer to a variety of things. As an example some educators use the phrase to refer to sight-word vocabularies. Use words refer to Students' meaning vocabularies are what they comprehend. Other educators make use of the phrase used to describe a person's listening vocabulary and their comprehension of words. In the spoken language, may hear in the spoken language. And Rouhani & Purhgarib stated that who reject vocabulary as a linguistic component that connect the four language abilities including speaking, listening, writing and reading (as cited in Asyiah, 2017,p 297).

Vocabulary is a term that refers to students' understanding of spoken or written words; vocabulary is conceptual knowledge of words that goes beyond simple dictionary definitions. According to Laufer (1989 as Cited in Sheridan & Markslag) says that there is a close relationship between the size of the learner's second language vocabulary and the ease with which learners will have in coping with written and spoken texts. Vocabulary also plays a very important role in language acquisition. Believes that the more vocabulary students master, the easier it will be for them to develop these four language skills. Having a limited vocabulary becomes a barrier when interacting with other people.

1.7.3.2 The Important of Vocabulary

Vocabulary is very important for people who learn English both as second language. Vocabulary mastery is very important for successful use and foreign language play important role in information of a complete oral and written text. Learn vocabulary play important all items role in all language skills like speaking, listening, writing, and reading. According to Alqahtani stated that further argues that the acquisition of vocabulary is very important for the successful use of a foreign language because, without extensive vocabulary, language

learners will not be able to use the structures and functions we might have studied for comprehensible communication. Several studies have shown that a second language reader rely heavily on vocabulary knowledge and lack of that knowledge is the main and biggest obstacle for readers to overcome (as cited in Susanto, 2017, p. 178).

According to Haubener stated that learning vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word as important as it has frequents repetition (as cited in Rohmatillah, 2017,p. 72).

1.7.3.3 Process of Learning Vocabulary

In addition, according to Grauberg (1997) argue that the processes of learning vocabulary include four stages: Discrimination, Understanding meaning, remembering, consolidation and extension of meaning. First is discrimination, It is the basic step in learning vocabulary, it involves the ability to distinguish sound, letter for those next to them, and from the sound and letter of similar word when listening and reading, to keep distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent of error. Second, is understanding meaning, In this stage understanding the concept of foreign word or phrase, often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English. Third is remembering, after understanding meaning the next step is remembering, in this step new material is to ensure its retention. Once learners have found out the meaning of word a word, they have no reason to attend to it anymore, and it will be forgotten. And last is consolidation and extension of meaning. Learning a new word is not instant process. With the same kind of fluency that characterized the words he used in the original language. Achieving lexical command is a slow process. If one tries to analyze

this process by relating it to linguistics description of learning vocabulary, pronunciation and spelling possible obtained first, after understanding the meaning, morphological control forms and syntactic links come next and full semantic knowledge is last.

1.7.3.4 Types of Vocabulary

Based on some expert, there is some type of vocabulary. According to Hatch & Brown (1995) there are two types of vocabulary: Receptive vocabulary and Productive vocabulary.

Receptive vocabulary means that students using word they know and comprehend when they are used in context but they cannot produce. Receptive vocabulary is also known as passive vocabulary. This type is when students recognize when they see in reading text but they don't use in speaking and writing. It is words that are difficult for learners to recognize and understand in the context of hearing and reading. The passive vocabulary refers to objects that learners are likely to find difficult, if not impossible, to generate and will only identify when they come across them. For example: students can understand the word that they listen or read and can take the meaning from what are they listen and read.

Productive vocabulary, means that students understand and able to pronounce correctly and use constructively in writing and speaking. Productive vocabulary can be address as an active process because the students can produce the words to express their thought to other. Although it appears more difficult to carry out in practice, the learner must at the very least know how to pronounce it correctly and be able to utilize words with excellent structure in the target language. When students already have a working vocabulary, it is referred to as an Active Vocabulary. Example: students' can speak or write based on spoken or written word form.

And then according to Elfrieda & Michael divide vocabulary into three types consist of: spoken / oral vocabulary, written vocabulary,

and print vocabulary. The collection of words for which we know the meaning only when we speak or read is referred to as spoken/oral vocabulary. Written vocabulary is made up of words for which we know the meaning only when we write or read them. And then print vocabulary, which is a collection of words that a person may employ in writing or speaking. They are well-known, well-known, and commonly used terms (as cited in Baskarani, 2016, p.16).

7.1.3.5 The Method of Teaching Vocabulary

According to Nation (1990) the methods of teaching vocabulary are divided into three parts, they are: Method of Presentation, verbal method, method of practice, method of training. Method of Presentation The first stage has indicated clearly that function in introducing the new words and also its meaning. It can be applied are as follow: Visual Method, this method use of realia (real object), picture, drawing, and flashcard. This purpose to help the students in remembering vocabulary better. Visual method can act as cues for remembering words. Using the real object, the use of thing or real object to teach vocabulary regarding to the context. For example: the teacher brings some of real object like fruits when teach the students vocabulary of fruits. Using picture, it is can help students understanding of a particular concept or word. For example: using a picture a "fish", the word that relate can use with this picture like gills, eyes, backbone, water, etc. Picture also can be used in printable worksheets and flashcard, where picture are matched to the word they represent. Using drawing, this method is an easy and quick of introducing vocabulary to the students. For example: drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing picture accurately. Drawing can be used to explain the meaning of things, action, qualities, and relations. Using flashcard, this is the other way to convey the word form and its meaning through card within pictures or words.

Verbal Method meaning definition, to define a word means to show or explain the meaning. Teacher need to show the simple English meaning, using words that are within the students' current range. Explaining, this method is done by teacher explaining the words to the learners. Translation, this way is a quick and easy way to present the meaning of words. The use of mother tongue is helpful for both teachers and the students in acquiring the meaning of words.

Method of Practice, this method involves classroom review of the previously introduced vocabulary as well as homework. Believe that practice make perfect. The methods are including: Vocabulary games, this method have shown the advantages in learning vocabulary in various ways. First, games are fun for the student and help retaining the words easily. Second, games usually involved friendly competition and keep students interested and enjoyed. Repetition drill, students repeat what the teacher utters as quickly as possible and the teacher are not allowed to do mistakes because the teacher is a model of example for the students.

Method of Training, the purpose of this method is to teach the students for independent vocabulary learning like dictionary use and asking for others. The use of dictionary, it is important tool in teaching and learning vocabulary. Teacher should encourage students to search words in dictionary. The habit of its use should be inculcated right from the beginning. Asking for others, this method means the students are grouped by the teacher in order to they could work on a task together.

1.7.3.6 Strategy in Learning Vocabulary

In learning vocabulary we need to use the strategy. According to Nickol (2016) stated that the term strategy is comes from the Greek Strategies, meaning "general ship" in the war. In this sense, strategy refers to the deployment of troops. Strategy is a way or way to do something. According to Hornby (1955) strategy is a process of planning something or a plan in a skilled way to achieve it. Meanwhile, according to Wenden (1922) strategy is called tactics, techniques or

ways that are carried out consciously in language learning behavior. Meanwhile, according to Ellis (1985) defines strategy as where students collect the rules of the second language by automating the existing language. This process is carried out in a conscious state or unconsciously. This is described as a mental process as the acquisition and use of a second language.

Based on the above understanding, it can be concluded that the strategy is an effort, method, or way used by someone to do something in an easier way up to what is being done. In language learning, there are three types of strategies used. The first strategy is a learning strategy, the second is a communication strategy, and the third is a social strategy. For the learning strategy, it can be done directly during language learning, while the communication strategy and social strategy can only be done indirectly during language learning (Rubin, 1987, p. 20).

Learning vocabulary is an important part of learning a language since languages are built on words. Meanwhile, according to its type there are two types of learning strategies, namely: Cognitive and Metacognitive. Cognitive strategy is a strategy that refers to the steps or procedures used in language learning or as solving a problem that requires direct analysis. Like translation, simplification of learning materials. Whereas metacognitive strategy refers more to knowledge related to cognitive or regulatory processes. This tends to be more self-management through processes such as planning, monitoring, and evaluation. Gu and Johanson stated that strategies when learning vocabulary into four strategies, namely: Metacognitive, cognitive, memory, and activation strategies. Metacognitive strategies are selective awareness and self-initiation methods are metacognitive methods. Language learners who use selective awareness techniques are aware of which words they need to learn and which terms are necessary

for proper understanding of a text. Cognitive strategies guessing methods, mastering the use of dictionaries, and note-taking procedures are all examples of cognitive strategies.

1.7.4 Online Learning

In this theoretical foundation, the researchers explained the nature of online learning, characteristic of online learning, obstacle of online learning, and advantages and disadvantages of online learning.

1.7.4.1 The Nature of Online Learning

According to Gomes-Rey (2016) online learning is a process of learning activities that use electronic media, using an internet connection that can connect teachers and students. There is direct interaction even though in different places. According to Waryanto, online learning is a medium that can be used by students or teachers to conduct distance learning with the help of a platform. An online learning platform is a tool that can accommodate students, teachers, and parents so that they can communicate directly with each other rarely. There are several types of platforms that can be used in online learning including: WhatsApp Group, Zoom, Telegram, Google Classroom, Google Form and many others (as cited in Anggraini, 2021, p.26).

According to Anderson (2008) online learning is the use of the internet to access learning materials, to gain understanding, to understand meaning, and to develop learning experiences. E-Learning or online learning, according to Hartley (2001), is a kind of teaching and learning that allows students to get teaching materials via the internet, internet, or other computer network media. E-learning is an asynchronous learning activity in which students use computer electronic devices to access learning materials that meet their specific needs, i.e., learning activities that may be completed at any time and from any location. There is no such thing as a time restriction when it comes to learning. Technology, content, and learning design are the

three components of E-Learning. These three components must be met since E-Learning is no longer E-Learning if one of them is missing. Learning using electronic methods is referred to as e-learning.(as cited in Anggraini, 2021, p.9).All of these terms imply that students are separated from tutors or instructors, that students use various forms of technology (usually computers) to access learning materials, that students use technology to interact with teachers or instructors as well as other students, and that learners receive some form of assistance. to summarize, online learning is learning that is done through the use of a computer and other network-based media. Electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning are all terms used to describe online learning.

1.7.4.2 Characteristic of Online Learning

According to Rudi and Riana (as cited in Hasnidar, 2020, p.12) say that there are some characteristics of online learning consist of:

- 1) Because students develop their own knowledge using teaching materials given through the internet interface, they do not rely on the instructor/teacher to capture learning content.
- 2) Knowledge is available everywhere and may be easily accessible by everyone. This is due to the worldwide character of Internet media, which can be accessed by anybody who has access to the Internet.
- 3) Teachers and educational institutions contribute as mediators and mentors.
- 4) The education system, curriculum, and management policies must be restructured to facilitate the optimal use of information and communication technology in education.

1.7.4.3 Obstacle of Online Learning

Some obstacle that follow in online learning like:

- 1) Culture, the number of internet users learning necessitates a culture of self-directed learning and the practice of studying through computers.
- 2) Technology and Infrastructure, Online learning necessitates the use of computer devices, stable networks, and appropriate technology.
- 3) Material Design, material submitted via e-learning must be packaged in a learner-centric manner. There are currently only a few instructional designers with experience creating an acceptable set of e-learning lessons.

1.7.4.4 Advantages and Disadvantages of Online Learning

According to Sudjana (as cited in Hariyati, 2020, p.23). The advantages and disadvantages of online learning include the ability to provide flexibility, user interaction, speed, and imaging through the use of various media. Online learning has a number of advantages, including:

- 1) It is easier to absorb since it combines multimedia elements such as pictures, text, animation, sound, and video.
- 2) Much more expensive, as there is no need for an instructor, no requirement for a minimum audience, and so on.
- 3) Much more concise, in the sense that it passes over a lot of class formality and jumps right into a subject, subjects that are relevant to your goals.
- 4) Available 24 hours a day, emphasizing that mastery of content is dependent on students' excitement as well as their absorption, which can be tracked and tested using an e-test.

And disadvantages of online learning including:

- 1) The teaching and learning process is more focused toward training than education.

- 2) There is a lot of interaction between students and learners, as well as amongst students themselves.
- 3) People are not understand about the internet resource
- 4) Sometimes the internet cannot access in all places
- 5) Students feel isolated
- 6) Lack of mastery in computer language.

1.7.5 21st Century

The world is growing rapidly, with all the changes. This is a new chapter to enter the 21st century. The 21st century is a change which will be marked by various new things. The 21st century is marked by the rapid development of technology, information and communication. According to Daryanto & Karim, the 21st century is a century of technological advancement, the use of technology can be used easily so that there are no barriers to each other to communicate using technology (2017, p. 2). Indirectly, with the change, humans are required to have skills that must be mastered in the 21st century. Before it here the researcher will provide a little understanding of skills. Skills are a person's ability to do something well on the basis of the knowledge he has and then take the form of real action.

Talking about skills in the 21st century, of course, there are several things that must be prepared. According to Joynes & Rossignoli, et.all skills in the 21st century include: Communication skills, Collaboration skills, individual learning approach, individual autonomy, ICT and digital literacy (2019, p 5). Meanwhile, according to Nganga & Kambutu, skills in the 21st century must at least have skills in information literacy, good

communication with others, can solve problems and be able to collaborate well (2017, p. 207). These are the cornerstones of 21st century capabilities.

21st century teachers must have skills and competencies that can develop students. Communication effectively, can solve problems and find solutions. According to Tican & Deniz, the skills that teachers must have in the 21st century include high disciplines, critical thinking skills, collaborating with teamwork, and being able to utilize technology for learning activities and creating creativity (2018 p. 183). According to Tindowen & Bassig et.al (2017), there are 4 skills that teachers in the 21st century must possess: critical thinking, collaboration, communication, and creativity. First, the researcher will discuss critical thinking.

1.8 Previous Research

Previous research in the field of Students' Perception in English Learning especially in learning vocabulary during online learning, this research took several research that were relevant to this research. The First research was conduct by Mulyani (2020), entitled "Student Perception and Motivation toward English E-Learning During Covid-19 Pandemic". This research aims to determine students' perception and how students' motivation towards learning English during the covid-19 pandemic. Data collection in this research used a questionnaire and descriptive interview. Descriptive research by using qualitative-quantitative techniques was considered as an appropriate approach as a type of research.

Second research was conduct by Anggraini (2021), entitled "Students' Perception of Online Learning English during the Covid-19 Pandemic" this research is a descriptive study with a quantitative approach. The method use is survey method. The data was collected through a questioner. There were 87 of twelve grades at MAN 1 Kota Jambi participated in this research. Student's perceptions of online learning during Covid- 19 pandemi have a positive perception. Related to dimension of teaching material with a percentage 84,3 %, atmosphere of learning environment with percentage 77 %, students

interaction 83,7%, from the finding that have been discussed that student can adapt and adjust to all the dimension contained in the online learning process.

The third research was conduct by Annafi (2020). Entitled “ Students’ Perception of the 21st Century Skills Applied in Project-Based Learning on Digital Environment at the Seventh Semester Translation Entrepreneurship Course English Language Education Department in the Academic Year 2019 IAIN Surakarta”. This research uses the descriptive qualitative method. The data gathered from the semi-closed-ended question. Questionnaire for pre-research and interview as the primary data, fifteen students of the seventh-semester academic year 2019, and the researcher used analysis of data by Miles and Huberman theory. Consisting of data reduction, data display, drawing, and verifying the conclusion.

And the fifth research was conduct by Cakrawati (2017). Entitled “ Students’ Perception on the Use of Online Learning Platform in EFL Classroom”. The research involved 40 participations consist of junior and senior high school students in Bandung, west java. The data were collected through questioners and interviews and were analyzed using mixed method approach. The result of this study indicated that majority of participant considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platform can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson.

Next, research was conduct by Yuskandina et,al (2021). Entitled” Students’ Perception on Learning Vocabulary through What Sapp Group Media during Covid-19 Pandemic”. The purpose of this research is to compare the perspective or view of the Department of English Education at Singaperbangsa Karawang University (UNISKA).The method that used in this research using descriptive design with an explanation the form of narrative, the data was collected through interview especially semi structure

interview based on interview guideline and take three students as respondent. The findings show that students have positive attitude toward learning vocabulary through WhatsApp media lesson.

Researcher by Lin et,al (2011). Entitled”EFL Students’ Perception of Learning Vocabulary in a Computer-Supported Collaborative Environment”. The purpose of this research to explore EFL students’ perception of learning vocabulary collaboratively with computer. The respondent take from 91 eighth-grader from three interact classes in junior high school. The result show that more 70% of the participants in the computer group reported a positive attitude and anticipation to learning vocabulary in such environment.

Next research conduct by Nasir et,al (2019) entitled” Investigating EFL Students’ Perception of English Vocabulary Acquisition through Online Gaming”. The purpose of this research focuses on university students’ opinion about secondary vocabulary acquisition through online game. The research use descriptive qualitative method using questioner to gather the data. The population in this research was the fourth semester students’ of Akadami Bahasa Asing UMI. The samples were students who frequently play online game specifically player unknown’s battle ground (pubg), that the sample was taken by using purposive sampling technique. The finding show that based on 12 item that were given, the most chosen by students was item 2 and 8, students who understood the meaning of new vocabularies when playing games and students who made a new vocabulary list and wrote the translation in Indonesian were the opinions most chosen by students with an occasional scale of 60 %.

Research conduct by Nurjana et, al (2020) entitled” Students’ Perception of Using YouTube in Vocabulary Mastery”. The purpose of this research to find how students’ perception of using YouTube in vocabulary mastery, the sample of this research is 37 students in seven semester of English Education Department, University Negeri Manado. The data

collection using questionnaire and the type of questionnaire that used in this research is closed-ended. Finding in this research show that after student distributing the questionnaire and collecting the data, mostly students give positive perception using YouTube in vocabulary mastery and even give good impact to their ability especially in class environment.

Research conduct by Sujarwo et, al (2020) entitled” An Analysis of University Students’ Perspective on Online Learning in the Midst of Covid-19 Pandemic”. The purpose of this research to investigate university students’ perspective on utilizing online learning in the midst of covid-19, the data taken from 40 respondents from elementary school teacher education, physical education, sociology education and English education department of Megarezky University in 2019/2020 academic year. The study showed that students did not use online learning before the pandemic because learning was conducted in the classroom. In the midst of covid-19 pandemic, the students are interested in using online learning in which can access flexible, anywhere and everywhere. The best application used by lectures and students was WhatsApp application. The conclusion that the students’ perspective on online learning had a positive impact in the midst of the covid-19 pandemic.

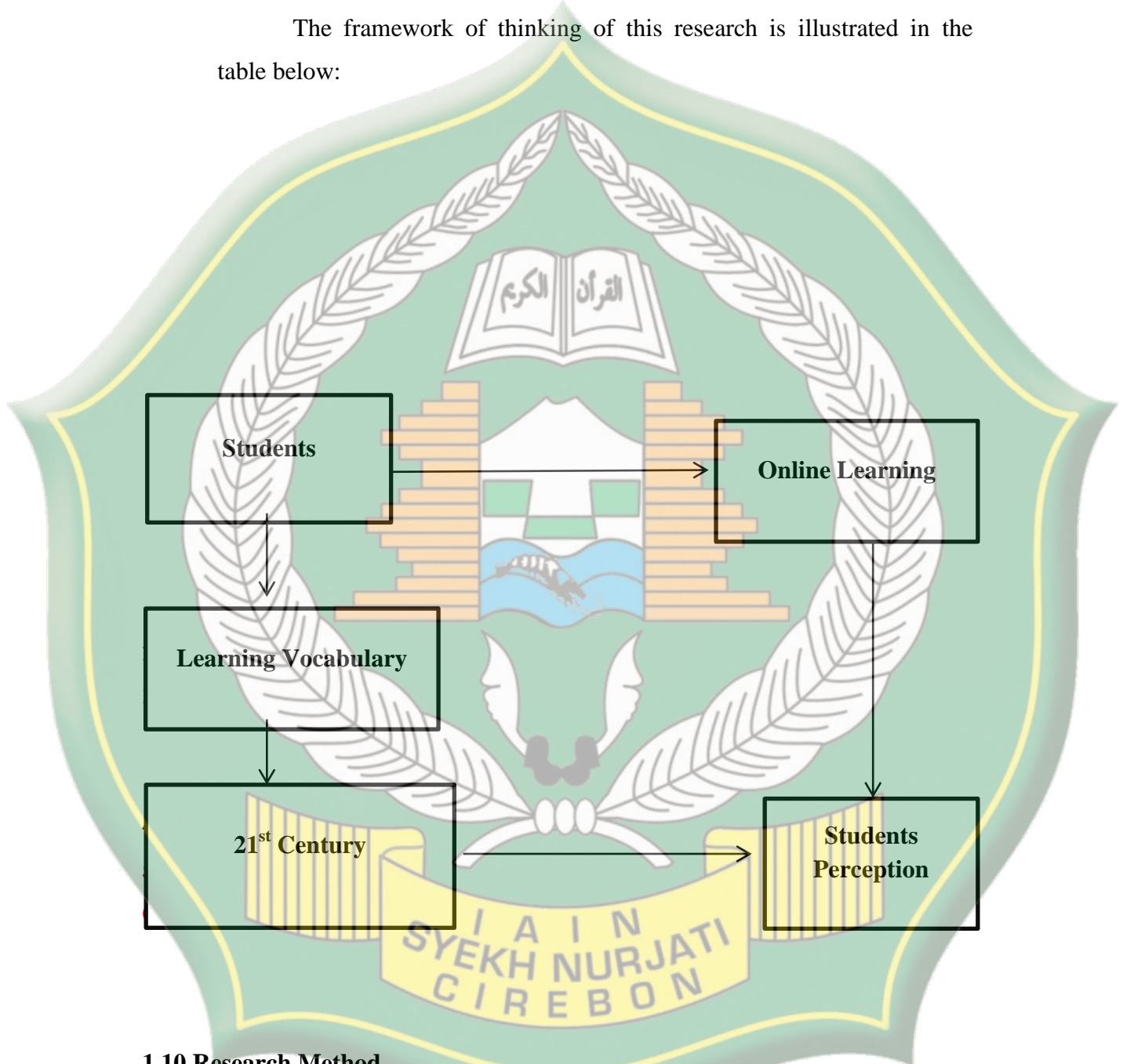
Although there have been many studies that discuss students’ perception of online learning, it is important to discuss it more broadly. This has prompted researchers to examine students’ perception of learning vocabulary in the 21st century during online learning. This research was conduct at MTs Al-Ikhlās Pende. The purpose of this research is to explore students’ perception learning vocabulary in the 21st century during online learning.

1.9 Frame of Thought

In learning the language students become important in language learning, especially learning vocabulary, especially when online learning, of course, this requires the right vocabulary learning strategies so that language learning feels easy. The framework of thinking represents the round way this

research. How students learning English language especially in learning vocabulary in the 21st century especially during online learning. Related to it, the researchers want to know about students' perception of learning vocabulary in the 21st century during online learning.

The framework of thinking of this research is illustrated in the table below:



1.10 Research Method

In this theoretical foundation, the researcher explained about the research design and steps of the research, source and type of data, data

collection techniques and instrument, data analysis techniques and research timeline.

1.10.1 Research Design and Step of the Research

This study uses a qualitative approach as discussed by Salim & Syahrur. Qualitative research is a type of research whose discovery procedure does not use statistical procedures. The findings are a description of an event (2012 p. 41). According to Basrowi & Suwandi (2009) qualitative researchers can recognize the subject, feel what experienced by the subject in everyday life. In research qualitative, the researcher is involved in the context, with the situation and setting of natural phenomena according to what is being researched.

Every phenomenon is something unique, different from others due to different contexts. The purpose of this qualitative research is to understand condition of a context by leading to the description in detail and in depth regarding the portrait of conditions in a the context of the natural setting, about what really is occurs according to what is in the field of study. Researchers usually use qualitative research because besides being easy to understand, qualitative research also prioritizes the respondent's point of view, namely how the respondent interprets something from his point of view. According to Lodico, et al (2006, 265-267) there are seven stages in qualitative research. And the researcher adapts the stages from Lodico that consist of:

1.10.1.1 Identifying a Research Topic or Focus

. The first step is to determine the problem to be studied. The problem to be researched must be clear and focus on the research topic. After that, the researcher clarified the research question.

1.10.1.2 Conducting Review of Literature

The second step is to understand the literature related to the problem to be studied. The goal is to gain new understanding and insight about the problem to be studied and to determine what research has been done. For novice researchers understand the literature to help determine and formulate the problems to be studied.

1.10.1.3 Selecting Participant

Selecting participant can select based on the need of researcher question, which participant has a path with a subject address. In this research, the participants take from Junior High School at Grade VIII.

1.10.1.4 Writing Foreshadowed Question

Is a reflection of what the researcher will be like in the future, by using questions based on the subject to be studied by the researcher. The researcher determines questions based on indicator by using the appropriate theory.

1.10.1.5 Collecting the Data

The design is the researcher's research plan, which consists of the methods to be used in the research, what data will be collected, who, where and how the data is collected. This can give rise to an overview of the research. This step can also clarify the methodology, sampling, instruments and observation data collection. This deals with the implementation of the research plan. The techniques used in data collection were interviews, and documentation.

1.10.1.6 Analyzing the Data

After the data is collected, the researcher must analyze the data. In qualitative research, usually the data generated is in the form of words (descriptions), the researcher must categorize the data facilitate data categorization into several parts, so that the resulting data can be described and interpreted the data easily.

1.10.1.7 Interpreting and Disseminating Result

Interpret the findings and make conclusions of the result. In this step, the researcher must interpret the findings in the research problem, presenting the data in a narrative form. Last one is the results of the report. In this step, the researcher makes procedures, findings, and conclusions that can be understood by others. The data presented should be clear and concise so that others can imitate it. According to Cohen (2007 p 98) the report is complete in findings consisting of conclusions, implications and recommendations.

1.10.2. Source and Types of Data

In this study there are two sources of data. Consist of primary and secondary data. Primary data is data taken from interview by researcher to respondent directly. The first data taken by the researcher was by conducting interviews with eighth grade junior high school students. And to strengthen the data source, researchers have secondary data source. The secondary data source is taken from several books and journals. For secondary data, the data taken from documents, several journals or books that can support to the related students' perception of learning vocabulary in the 21st century during online learning used in the theoretical foundation.

In the primary data, the data will be collect from the respondent junior high school at grade VIII A. The respondents take using random sampling, here the researcher just bring a few students to doing an interview. The interview conducts using open ended question. Thus,

there will be getting a data from the respondent to construct this research in the form of interview. Here the research correspondent below:

No	Code	Name	Class
1.	S1	Muhammad Luqman	VIII A
2.	S2	Najwa Farida	VIII A
3.	S3	Sintia Indah Sulistiani	VIII A

Table 1.1 Research Correspondents

1.10.3 Data Collection Technique and Instrument

Data collection techniques are methods used by researchers to obtain the necessary data and information. In this study, the techniques and instruments used in data collection were interviews and questionnaires. Interview is one of the data collection techniques. In interviews, researchers can conduct interviews directly between one or more people with participants. According to (Creswell, 2003 p. 179) the kinds of questions in interviews are usually structured interviews, semi-structured interviews, and unstructured interviews. In this study, researchers will use semi-structured interviews which at this stage are freer than structured interviews, with using open ended question. The purpose of this type of interview is to identify problems more openly where in this interview respondents are asked for their opinions and ideas.

The instrument of the research was interview guidelines. It was used to help researcher conduct the interview. Generally, the interview guidelines can be broadly divided into three stages such as the interview preparation, interview process, and evaluation, including the problems that usually arise in research which was using interview techniques. The

interview of the research was contained some questions about several problems that related to the case of research. In this analysis, the research instrument was using structural interview which is very important to exchange the information between researcher and informant. It is necessary to conduct in order to collect data as the results of the observation related to the thesis in particular. Based on this research, the subject that the researcher need to interview was students eight class. This instrument was concern with types of data that the researcher needs to require.

1.10.4 Data Analysis Technique

At this stage, the thing that will be done by the researcher after getting the data is to analyze the data. According to Sugiyono & Sodik (2015) there are three stages in analyzing the data, namely: Reduction, display and conclusion.

First, data reduction is to summarize or separate data that is still very general, at this step the researcher will summarize data that is still general from the results of interviews with students. After gathering the data from the participant researchers will continuously do this so that the data obtained from the interviews will be made simpler core notes.

Second stage is display. In this section the researcher categorized the data based on characteristic or collected the data according to group. this is done on the basis of simplified data, after the researcher has display the data, and the next stage is to draw conclusions made to draw conclusions.

And the last is conclusion. Conclusion or verification is the final stage in the data analysis process. On this section the researcher expresses conclusions from the data that has been obtained. Activities this study is intended to find the meaning of the data collected by looking for relationships, similarities, or differences. Conclusions can

be drawn by comparing the suitability of the statement of the research subject with the meaning contained with the basic concepts in the research.

1.10.5 Research Timeline

Time allocation use by researcher is one meeting for instruments. It will take about 3 mounts to complete the data.

	Activities	Month														
		September					October				November					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Preparing research proposal															
2	Instrumental development of research proposal															
3	Instrumental try out of research proposal															
4	Revision of research proposal															
5	Asking agreement to the head of the English department to conduct a survey															
6	Prepare the question															

7	Conducting Interview															
8	Sorting data from questionnaires															
9	Analyzing data from interview															
10	Making data conclusion															
11	Finalisation of research															

