

CHAPTER 1

INTRODUCTION

This chapter discusses and explains the research's foundations. It contains critical information such as the research's background, delimitation, research question, objectives, significance, theoretical foundation, previous research, frame of thought, and research method, all of which are necessary for this research to be qualified and valid.

1.1 Background of the Problem

At the beginning of 2020, the pandemic of corona or covid-19 viruses sweeping around the world, including Indonesia, damages all human activities, including education. The virus is transmitted to humans via droplets or through drooling and coughing, human contact ranging from daily activities to gatherings without regard for physical distance, compromising the entirety of human activity. Because of teaching learning that involves a large number of people in a room and with a face to face (meeting) system between a teacher and students at school or college, according to Pangestu (2020), the education sector is a particularly risky sector when it is carried out in the middle of this corona virus pandemic (COVID-19). This is because congregational activity in one room or ward without being accompanied by distance or social tension is one of the causes of the widespread viral outbreak. Because it poses a significant risk to both teachers and students' safety, school or college learning activities are eliminated, as are teacher learning activities, using virtual or online learning systems.

However, beginning in mid-2021, face-to-face learning will resume in accordance with a joint decree of four ministers requiring face-to-face meetings during the new school year. This is because the situation regarding the COVID-19 pandemic is considered to be under control. However, face-to-face learning is conducted on a limited basis in order to maintain a high level of health and safety through the implementation of strict health protocols. In this

case, Indonesia has had approximately two years of experience implementing online learning.

Online learning is accomplished through the use of internet-based meeting applications or social media applications that are connected to the internet network, a mobile device, or a laptop. These long-distance or online study habits are unquestionably new and difficult to maintain, as teachers and students must ensure that teaching and learning activities continue even when they are at home today. Electronic media such as mobile phones and computer or laptop links to internet networks, as well as applications such as zoom and Google meet to social media applications such as WhatsApp, Telegram, or Instagram, are among the solutions used in the online learning system (Mulatsih, 2020). Because teachers and students are not required to attend classrooms, online learning is still regarded as a breakthrough or a new paradigm in teaching and learning activities. They rely solely on an internet connection to conduct educational activities, which can be conducted from a distance.

Students are direct subjects of technology implementation in distance learning, which makes it critical to determine their perceptions of the process (Anwar & Wahid, 2021) Moreover, teachers should analyze how the course is currently presented and determine a more effective way to present it in order to ensure that students have a thorough understanding of the material by examining "perceptions," "training," "mentoring," and "best practices." (Kulal & Nayak, A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District, 2020). Additionally, Kulal & Nayak (2020) from the perspective of teachers, the importance of creating a sense of community in online teaching was highlighted. Thus, it is critical to understand students' and teachers' perceptions of learning in order to determine what they require from online learning.

1.2 Identification of the Phenomenon

The majority of people in the 21st century engage in activities that involve modern technology. Numerous sectors, including education, industry, and healthcare, rely on new technology to conduct their operations. One of them can be developed through online learning in the field of technology education. An online class is a system in which students can learn subjects, discuss them with their peers, clarify their doubts with the instructor, share materials, and monitor their academic progress using internet-based technologies (Kulal & Nayak, 2020). Online classes have grown in popularity to the point where they are likely to be included in any formal education curriculum. Additionally, the global spread of the COVID pandemic has increased the importance of online classes. While we are seeing rapid advancements in e-learning, it is still in its infancy. The role of teachers and students becomes critical in this scenario, as it is their perceptions and attitudes that are critical for motivation and learning (Kulal & Nayak, 2020). Finally, it is the acceptance of students and teachers that enables online classes to reap their benefits. The research attempts to analyze teachers' and students' perceptions of online courses in this regard.

The researcher is motivated by this phenomenon to conduct a research titled "An Analysis of Senior High School Students' and Teachers' Perception of English Online Learning." This research will examine teachers' and students' perceptions of online English learning.

1.3 Delimitation of the research

To avoid taking a broad view of the problem, this research focuses specifically on teachers' and students' perceptions of online English learning. The purpose of this study is to know students' and teachers' perceptions of online English teaching and learning at Kuningan Senior High Schools. The subjects of this study were all SMAN 1 Kadugede class XI students, the majority of which are English-related, and English teachers.

1.4 Research Question

The research question for this research was as follows:

- 1) What are student's perceptions of online English learning?
- 2) What are teacher's perceptions of online English learning?
- 3) What is correlation between teachers' and students' perception toward online English learning?

1.5 Research Objective

This research's objectives are as follows, based on research questions described previously:

- 1) To know of students' perceptions of online English learning.
- 2) To know teachers' perceptions of online English learning.
- 3) To know correlation between teachers' and students' perception toward online English learning.

1.6 Research Significance

The researcher hopes that this research has two significant in the research in these researches, which are as follows:

1.6.1. Theoretically

This research can serve as a research for future research on online English learning, as well as provide input for increasing awareness of online English learning at Senior High School.

1.6.2. Practically

The current research was expected to be helpful for teachers, and also students other researchers and also all the readers.

- 1) For student, they can use Online Learning to study English material even if they are not able to meet face to face in the classroom, ensuring that they do not fall behind on the subject matter.

2) For teacher, it is hoped that this research will inspire or provide ideas for teachers interested in teaching English via online learning. Teachers can use online learning as a substitute for face-to-face instruction in the classroom. Then, based on the student's perception, the teacher can ascertain the extent to which the student comprehends the material delivered via Online Learning. Whether or not there are impediments.

3) For other researchers, this research useful as reference for who wants to conduct research about online learning.

4) For the readers, this research will give information about the students' and teachers' perception about online learning.

