

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It divides into six parts, namely the research background, the research problems, the research objectives, the problems limitation, and the research significances.

1.1 Research Background

The corona-virus pandemic, since it was first identified in 2019, has changed many different aspects of the world, especially in education. Between 2019 and 2020, to prevent the spread of the virus, governments around the world had to determine new regulations, for example, restricting people's movement called lock-downs in terms of work, education, gatherings, and many general activities (Joffe AR, 2021). The effect on the education system was the schools' closure and switch from offline to online learning. In fact, distance and online learning seems to be similar and had been discussed long before the pandemic. Distance learning means a teaching process that takes place over the internet and is supported by technology mediating and communication (Weidlich & Bastieans, 2018). And online learning is a teaching process that uses electronic technology and media to deliver, support and enhance learners and teachers in learning and teaching activities (O'Doherty, et al, 2018).

The learning change from conventional mode to online has led to many issues and is particularly faced by those who have never experienced it such as teachers and students in Indonesia from preschool to university level. It forced the Indonesian learning mode to switch to online, for all subjects including English. Unpreparedness from the governments and also the education workforce in facing the crisis is one of the most influential, especially in technology. Lemay, Bezelais & Doleck (2021) in their study, stated that online learning causes students less interaction with their peers, difficulty concentrating, heightened stress, and increasing their workloads. Another study by Suharman et al, (2020) addresses the challenges faced by teachers in Indonesia, such as; teachers' quality, and technology infrastructures. In fact, the study shows how students also found problems in learning English virtually. Suriyah et al (2022) stated that unstable internet connection, many tasks that students need to complete, less quality classroom interactions, and distractions, so students have to overcome those issues.

On the other hand, many studies also found different perspectives on online learning. Many studies find out that it might support learning activities in classes. A study by Pei and Wu (2019) pointed out that online learning enhances students' knowledge and skills. And it also gives students flexibility in learning anywhere and anytime they want (Fatoni et al, 2020). Moreover, online learning also offers the opportunity for learners to learn about technology tools that can assist their learning such as Quizzes, Kahoot, Microsoft Teams, and Zoom. A study by Pranatah et al (2021) also finds that

Google Meet is considered to be easier and more effective to support students' learning activity during the pandemic.

Teachers and students had been through this learning change for about two years (2020-2021) and it happened in most schools and higher education institutions in Indonesia, including Universitas Nasional Karangturi, Semarang. The students, especially freshmen, never physically met their classmates and lecturers and did not know each other since learning activities had started, even during the registration, tests, and orientation program. As the government decided to re-open schools and universities in the 2022/2023 academic year, it would be another challenge for those who are never experienced campus life to adapt. It causes many perceptions depending on their personal opinion. According to Sutrisman Dudih (2019) in his book, perception is people attempting to give an opinion about a particular circumstance that occurs in their environment based on what they feel. This research is aimed to explore the students' perceptions relating to the change of learning mode they experience from fully online mode to offline and their expectations about the future learning that meets their needs.

1.2 Research Problems

Based on the background of the study, the researcher presents the research problems as follows:

1. What do EFL students feel in their mode of learning from completely online to offline?

2. What do EFL students expect to be the suitable mode of learning that suits their needs in the future?

1.3 Research Objectives

This research is intended to find out:

1. The students' perceptions of the learning method from fully online to offline including how they feel, what problems they are facing, and how to overcome it.
2. The students' expectations about their future learning that suit their needs.

1.4 Problem Limitations

Since Pandemic COVID-19 affects education systems, that cause many changes in the applicable learning methods. Start from face-to-face to fully online, mixed with hybrid and also blended learning. Even though there are many ways of learning, in this research the researcher tries to investigate students' perceptions about the change from fully online to offline. Especially for freshmen who studied online since the beginning of their college journey. In addition, the limitation of this study is only on the students from the English Education Department in Universitas Nasional Karangturi class of 2020 and 2021.

1.5 Research Significances

This research is expected to give many benefits to the researcher, students, lecturers, other researchers, and also the institution.

1.5.1 The researcher. The findings of the research are helpful for the researcher to know further about how students perceive the change in learning and how to deal with arising problems.

1.5.2 The students. Through this research, students are expected to be able to adapt to any kind of change that might happen to their learning phases, be able to solve their learning problems, and also make critically thinking about learning methods that suit their needs in the future.

1.5.3 The lecturers. This research is also expected to encourage lecturers to give more attention to their students, especially those students who are in different conditions from others. It is also useful for lecturers to reflect on whether their teaching methods are acceptable or not.

1.5.4 Other researchers. The researcher expects that this paper will help other researchers who have a similar topic about change in learning methods.

1.5.5 The institution. This research is expected could make the institution understand, accept, and fulfill what students needed to succeed in learning in college.