CHAPTER I

INTRODUCTION

This section covers the background of the study, identification of the problems, limitation of the study, research question, objectives of study, and significance of the study.

1.1   Background of the Study

Learning is when teachers share their knowledge and skills with students. It means that students have to think about information in different ways. Learning is when we adjust and change gradually. According to Skinner (1976), learning is a process of change and adaptation through experience, which involves adjusting fundamental aspects of our thought processes in interaction with others.

In education, the role of teachers in face-to-face interactions is still deemed crucial for successful learning across various educational levels. Nevertheless, the emergence of COVID-19 in 2020 significantly altered the dynamics of teaching and learning. The World Health Organization (WHO) defines a pandemic as the global spread of a new disease, whereas COVID-19 is an infectious disease caused by a novel coronavirus. This virus and the resulting disease were previously unidentified prior to the outbreak that began in Wuhan, China, in December 2019. COVID-19 has since become a pandemic affecting numerous countries globally.

After the Minister of Education and Culture decree, the implementation of learning and teaching activities during the Covid-19 pandemic was carried out

online or learning from home all students and teachers must continue to learn online from Kindergarten, High School, and universities.

Currently, teaching activities are resuming with some restrictions related to health protocols. This limits people's freedom of movement and enforces social distancing, requiring adaptation to new circumstances. Such measures are necessary to prevent the spread of the virus, which is transmitted through physical contact. The outbreak has impacted health, social interaction, the economy, and education, leading to both online (in-network) and offline (out-of-network) distance learning. Students have had to transition from face-to-face to online learning, necessitating a period of adjustment. Online learning involves engaging in synchronous or asynchronous educational activities using internet-connected devices like mobile phones and laptops, allowing students to learn and interact with teachers and peers from any location (Singh, V., & Thurman, A. , 2019)

Online learning has emerged as a cornerstone of education in the modern era, with technology advancing continuously. It's no longer surprising that students and teachers can easily access online learning platforms. However, this era of online learning presents several challenges, including technological issues, socio-economic factors, digital competence, assessment and supervision, and compatibility. Online learning depends entirely on technological devices and internet connectivity; thus, lecturers and students with poor internet connections risk being excluded from online learning opportunities. The dependence of online learning on technological equipment, along with the necessity for such equipment,

represents a significant challenge for institutions, faculty, and students (Adedoyin, O. B., & Soykan, E., 2020)

In traditional face-to-face education, students have greater opportunities for direct interaction with peers and instructors, engaging in a learning process that elicits a range of emotions. In contrast, online learning limits social interaction since students do not meet in person with instructors or classmates. This limitation can affect students' social behaviors, such as displaying disinterest in online discussions or a reluctance to collaborate, often choosing passive.

The researcher want to know internal and external factors in the process of students' perception of English online learning. Learners certainly have their own perspective on online learning in the midst of COVID-19 pandemic. Meanwhile, the mentioned perspective could be an input for lecturers and institutions to improve online learning quality. Thus, based on the description of the problem above, the author feels interested in conducting a study and research that the author raises into a title *"Student Perception On The Implementation Online Learning During The Pandemic at The English Education Program of Universitas Ahmad Dahlan"*

1.2 Identification of the Problems

According to the research background presented, the government's policy to learn from home has a strong reason, namely to break the chain of COVID-19 in Indonesia. The change in the mode of learning from face-to-face to online learning likely cause disruption to learners' perception and experience of learning. While learners' perceptions can be positive or negative. Therefore this research is to find out students' on the perspective of English Education students on the

implementation of online learning during COVID-19 pandemic at the English Education Program of Universitas Ahmad Dahlan. This is because students' perception is an important element in a learning process.

1.3 Limitation of the Study

Upon identification of the problem, the researcher focuses understanding the perspective in online learning during the Covid-19 Pandemic at the English Education Program of Universitas Ahmad Dahlan. The participants of the research were students of the English Education Program of Universitas Ahmad Dahlan.

1.4 Research Questions

Based on the study's background, the researcher formulates the problem statement as follows, (1) How do university students perception on their experience of engaging in online class? (2) What chalenges do they experience during online learning?

1.5 Objective of Study

In relation to the formulation of the problem, the objectives of the research through the study are as follows :

1. To describe the students of the English Education Program perception on online learning during the COVID-19 pandemic.

2. To describe the challenges faced by students of the English Education Program when implementing online learning during the COVID-19 pandemic.

1.6 Significance of the Study

The researcher hopes that this research can contribute to everyone who reads. Therefore the author divides the advantages into two categories as follows :

1. Theoretical Advantages

   This study is expected to provide information and knowledge about students' perceptions in the implementation of online learning at the English Education Program of Universitas Ahmad Dahlan, especially during the COVID-19 pandemic.

2. Practical Advantages

a. The Students

   The researcher hopes this research can help students to be more courageous in expressing their needs in using the implementation of online learning during COVID-19. The researcher also believes that this research would be beneficial to students at the English Education Program of Universitas Ahmad Dahlan.

b. The Readers

   From the results of this study, the researcher hopes this result of the study can enrich the knowledge of the reader about perception, especially in learning about the perception of online learning.

d. For Next Researchers

The researcher wants the result of this study will be useful for further researchers who want to conduct the research dealing with the study of perception.