

CHAPTER I INTRODUCTION

In this section, the researcher elaborates a general description of the research topic which includes the Research Background, Research Questions, Research Objective, and Significance of the Research.

A. Research Background

The pandemic since the beginning of March 2020 has not ended until now. It has been almost two years since the Indonesian people have been affected by the pandemic because of the implementation of activity restrictions. One of the efforts to overcome the spread of the coronavirus is the implementation of large-scale social restrictions (Government of Indonesia, 2020). These restrictive policies have an impact on social, economic activities, and including in the education sector (Aini, et al., 2020).

The pandemic has also brought changes in habits that can be felt in their daily lives, such as using masks, maintaining physical distance, and washing hands regularly. All of this is done to break the chain of the spread of Covid-19 under applicable government policies. Covid-19 Handling Task Unit (2020) states that changes in behaviour by complying with 3M (wearing masks, maintaining distance, and washing hands) must be carried out by everyone to prevent the transmission of Covid-19.

The limitation of activities in the education sector is the implementation of a distance/online learning system policy. Minister of education and culture (2020) in circular letter no. 4 of 2020 states that Learning from Home through online/distance learning is implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. Online learning aims to prevent students and teachers from crowding because it is one of the

increasing chains of coronavirus transmission. Teachers and students cannot do face-to-face learning as they should.

The learning applied is online-based learning (on the network) which is carried out via the internet using various platforms such as Google Meet, Zoom, Teams, and Google Classroom. In the implementation of learning, they are not in the same place, but they are separated from each other by a distance. This is possible for them to study from home and keep abreast of government policies in implementing large-scale social restrictions.

Of course, using this system found many obstacles that must be faced by students. Students have difficulty concentrating, increasing stress, causing boredom, anxiety, and depression (Covid-19 Handling Task Unit, 2020). Given that each student has different characteristics, the obstacles faced will be different. The capacity for understanding is not the same for every student. In addition, some students face inadequate technological facilities. So that they are less than optimal in participating in online learning.

English is a global language. English is a foreign language that must be mastered by someone. Mastering English will make it easier for anyone to communicate in the international arena. David Crystal (2003) stated that more than 100 countries have adopted English as a foreign language taught in their schools. By integrating technology in learning English, it is very good to support students in obtaining the material being taught. Technology greatly facilitates every aspect of English subjects. Aspects of learning English such as Speaking, Listening, Reading, and Writing can be integrated with technology.

The obstacles that are most often faced when online learning is related to network connections. This problem is usually experienced by students in rural areas. Based on the geographical location of the school which is quite far from the city, the researcher is interested in the perceptions of students and teachers at the school.

B. Research Questions

1. What are teachers' perceptions of online learning in English subject at the school?
2. What are the obstacles faced by teachers in online learning in English subjects at the school?
3. What are students' perceptions of online learning in English subjects at the school?
4. What are the obstacles faced by students in online learning in English subjects at the school?

C. Research Objective

This study is aimed at:

1. Investigating teachers' perceptions of online learning in English subjects at the school.
2. Describing the obstacles faced by teachers in online learning in English subjects at the school.
3. Investigating students' perceptions of online learning in English subjects at the school.
4. Describing the obstacles faced by students in online learning in English subjects at the school.

D. Significance of the Research

The research entitled teachers and students' perceptions on English online learning at Junior High School is expected to provide benefits in theory and practice.

1. Theoretical Benefits

The results of this study can be an alternative for readers to enrich their knowledge and information on English language research. In addition, the

results of this study are useful for knowing the problems faced by teachers and students when doing online learning during English lessons.

2. Practical Benefits

The results of this study are expected to be useful for teachers, students, and other the researchers. With this research, teachers can improve and develop learning systems in online learning that are in accordance with the characteristics of students. Furthermore, this research can be a source of knowledge for students to further improve the quality of their learning even with the application of online learning. For other researchers, this research can be used as a reference for developing and conducting further research related to online learning research in English subjects.

