

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher attempts to explain the background of the research, reasons for choosing the topic, the problem of the research, objective of the research, clarification of terms, and contribution of the research.

### A. Research Background

The pandemic COVID -19 is the first and foremost health crisis and affecting lives around the world in many ways. Directorate General of Disease Prevention and Control (2020:11) stated that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Various aspects affected by the Covid-19 pandemic, one of those affected is the aspect of education. The United Nations (UN) claimed that education is one of the sectors affected significantly by the pandemic. Therefore, almost all schools in Indonesia must learn from home or online.

Online Learning is a learning process carried out using the internet network, with online learning can enable the delivery of information in the form of activities or applications such as websites using Information and Communication technology media in the form of internet and computer networks. Online learning has many types and models, all types will be good, as long as we apply the principles of online learning well and with quality. In terms of the interaction scheme, online learning can be distinguished between

asynchronous and synchronous forms (Puskom, 2013), (Seluakumaran et al., 2011).

Asynchronous allows students to study at different times within a set time range, so that interaction and communication take place indirectly. Meanwhile, synchronous mode, meaning that the learning process is carried out on the same schedule, allows direct interaction between lecturers and students and between students and students at the time of learning. The synchronous learning process is carried out on the same schedule, thus it provides direct interaction to occur. Synchronous learning can provide a lot of opportunities for social interaction (McBrien et al., 2009). An example of synchronous communication is video conferences.

Video conferencing utilized synchronous two-way audio and two-way compressed video via the internet. New technologies such as video conferencing brought new ways for teachers to help the teaching and learning process during online learning with students. Besides that, video conferences also can encourage the development of strategies more consistent with emerging technology. There are some tools for video conferences, for example, are Zoom Meeting, Google Meet, Cisco Webex Meetings, Microsoft teams, etc. Besides, the greatest instructional benefits of video conferencing include improved communication skills, and presentation skills among students. Many levels of education have used video conferencing tools in the online learning process, one of which is the students of Universitas Muhammadiyah Purwokerto. The lecturers of the Department of English Education have also

used video conferencing to support the learning process by holding online meetings.

Online learning using video conferences makes students are more independent and it encourages students to be more active in lectures. Through Video Conferences such a Zoom Meeting, Google Meet, Cisco Webex Meetings, Microsoft teams, it gives the students more opportunities to understand the explanation from the lecturer. They can make direct interaction with other friends and lecturer. However, there are also shortcoming in the use of Video Conferences such as the limitation of internet connection. Many students cannot join the Video Conferences because their internet connection unstable and the device are not supportive. Therefore, it creates curiosity for the researcher to see more deeply about the student's perception of online English classes using Video Conferences since their modes have advantages and shortcoming.

#### **B. Reason for Choosing the Topic**

There some reasons why the researcher was interested in choosing the topic.

The reasons are as follows:

1. That Video conferences are used by the students and lecturer in their online class.
2. That Video Conferences have benefits and shortcoming.

### **C. Research Problem**

Based on the research background above, the following problem is what is the students' perceptions of online English classes using video conferences?

### **D. Research Objective**

As mentioned in the research question, this research will be conducted to find out the students' perceptions of online English classes using video conferences at fourth semester of Universitas Muhammadiyah Purwokerto.

### **E. Clarification of The Term**

#### **1. Perceptions**

Perception is defined as an act of being aware of one's environment through physical sensation, which denoted an individual's ability to understand. According to Nelson and Fast (1997), perception is the process of interpreting the information about other people. However, human opinion of other depending on the amount of information available and the extent to which they can interpret the information that has been obtained by right.

#### **2. Online Learning**

Online learning is defined as 'Learning in networks' The term online learning is often synonymous with other terms such as e-learning, internet learning, web-based learning, tele-learning, distributed learning and so on (Ally, 2008).

### **3. Video Conferences**

Video conferencing is a system that enables people in various places around the world to have a meeting by seeing and hearing each other on a screen. Video Conferencing is a Synchronous model for interactive voice, video, and data transfer between two or more groups/people (Wiesemas & Wang, 2010).

#### **F. Research Contribution**

This research is expected to give the contribution to:

1. Ministry of education and educational institutions.

The result could be used for consideration in modifying online learning techniques during the pandemic. Then, the result of this study can also be used as a reflection for the government and all educational institutions.

2. Teacher

By reading this research, the teachers will know more about the effectiveness of using video conferences in teaching and learning activities in online English classes.

3. Researcher

By doing this research, the researcher could improve his knowledge about the importance of using video conference tools to increase the effectiveness of the teaching and learning process in online classes.