Chapter One

Introduction

In this study, the researcher examined several points that are discussed in this chapter. First, the research background explains why researcher is interested in knowing freshmen perceptions of e-learning in ELED. The research questions that guide the analysis are presented in this chapter. In addition, the research objectives identify as specific goals or objectives to be researched. Besides, the importance of the analysis is showed the benefits of this research for certain people. Finally, chapter organization is present a description of each chapter.

Background of the Research

In the past year, education in Indonesia has undergone an incredibly significant change due to the COVID-19 pandemic. Pandemics affect life in society, especially in terms of education. According to Mailizar, Almanthari, Bruce, and Maulina (2020), "This pandemic has had a tremendous impact on schools, students and teachers" (p. 1). Therefore, the government in Indonesia has imposed restrictions on community mobilization to prevent the spread of COVID-19. According to Chen et al. (2020), to reduce the impact of the pandemic on education and control the spread of the pandemic, online teaching is an indispensable strategy to restore the current normal teaching order. Education in Indonesia is carried out from home by utilizing technology or what is called online learning. If learning is carried out online, e-learning becomes a platform used by teachers to continue teaching online. According to Mailizar, Almanthari,

Bruce, and Maulina (2020), "Electronic learning (e-learning) has been considered the best possible approach to continue the teaching and learning process during the pandemic." (p. 1).

E-learning is an innovation that teachers use in the online learning process using technology. According to Hartanto (2016), e-learning is a learning system which is implemented online by utilizing internet technology. Through e-learning, teachers can provide various learning activities for students such as quizzes, watching videos, listening to audios, and group discussions. According to Hartanto (2016), e-learning allows teachers to group students, post video, create assignments, make quizzes, exercises and survey, and also link to other resources and online multi-media. However, learning activities using e-learning require teacher creativity in teaching online. This is to continue to increase student motivation in participating in online learning. E-learning can help students to be able to check the material that has been taught by the teacher. Students can repeat the material or download the material in e-learning. In addition, students can work on assignments and see the deadline that the teacher has given through e-learning for each student.

At present, all education to higher education applies e-learning to help the teaching process. One of them is freshmen of the English Education Department at one of an Islamic private University in Yogyakarta. The learning that freshmen receive requires that they take part in online learning. Of course, this is something new for them because so far. They have only participated in face-to-face learning. The online learning used by ELED, namely MyKlass, takes time for freshmen to

adapt to the learning they are currently receiving. Even though teachers have tried hard to increase the motivation of their students by helping with interesting teaching materials not all freshmen think that they are what they want. Each student certainly has different learning methods so that it will be difficult to take online lectures.

Research related to e-learning has been done by ELED at one of an Islamic private University. For example, a study by Khoirunnisa (2018) focused on English Language Education Department students' perception toward their e-learning activity. The study explains how students think when they take part in learning using e-learning. The research also explains that blended learning or learning activities are not entirely carried out online.

The second study conducted by Nalliveettil, Sreehari, and Al-Rubaat (2019) found that optimizing e-learning for online learning is a particularly challenging task for EFL teachers. Besides, it takes creativity and expertise by a teacher to be able to provide effectiveness in learning through e-learning. The third study conducted by Muin and Amelia (2018) found the views of English Department students on self-assessment, learning outcomes, and evaluation of online English learning. The results show that the e-learning program supports students in learning English. One similar study which discussed online teaching during the pandemic was conducted by Barbour et al. (2020) found that distance learning cannot be equated with online learning because emergency distance learning during a pandemic requires extra preparation in order for the learning received by students to remain maximal.

However, although there are many studies concerning the implementation of ELED perceptions of e-learning during online learning already exist, most of them focus on the activities of e-learning, e-learning has a positive influence on online teaching, and teaching through e-learning is challenging, so that extra energy is needed for the teacher.

In this current study, the researcher focuses on the Freshmen English Language Education Department (ELED) at one of the Islamic private Universities. There are several reasons why this study is being conducted. First, more and more teachers today are using technology to continue teaching. Teaching using this technology is not only conducted six times in one semester; it has even been conducted for two semesters. Even though teachers have tried to make learning enjoyable with technology, not all students will accept it well. According to Mailizar, Almanthari, Bruce, and Maulina (2020), "However, the implementation of e-learning is not always smooth and effective" (p. 1). Through this study, the researcher expects to know how the students perceive ideal teachers' roles during online learning.

Second, e-learning is an essential platform for students to continue their education. Freshmen ELED students use e-learning in their lectures during this pandemic. This is because e-learning has many features and advantages when used for the online teaching process. According to Barbour et al. (2020), "Identify nine dimensions (e-learning), each of which has numerous options, highlighting the complexity of the design and decision-making process. The nine dimensions are modality, pacing, student-instructor ratio, pedagogy, instructor role online,

student role online, online communication synchrony, the role of online assessments, and source of feedback" (p. 4). Through this study, the researcher expects to know the effective teaching strategies perceived by the freshmen during online learning.

E-learning has been used in the English Education Department. The university has issued a rule that 40% of lecturers can use e-learning to conduct online teaching, and the remaining 60% of lecturers can conduct offline or face-to-face meetings. Based on researchers' observations, many lecturers can do online learning well. However, online learning carried out disadvantages for both freshmen and lecturers. Online learning can cause freshmen to be uninterested in doing. Therefore, lecturers should optimize their role in online learning. So, this study aims to determine the perception of freshmen about the roles used by lecturers. Teachers need to know the ideal role when teaching in synchronous and asynchronous modes from the student's point of view. When the teacher performs his role appropriately when teaching, it can make it easier for students to follow and understand the material explained. Then, knowing what effective online teaching strategies the teacher should use during online teaching through e-learning. This research also needs to be researched to improve the online teaching process more effective for students. Although the teaching process is not carried out face-to-face, the teacher must still use the best teaching strategy.

Identification of the Problem

The teaching and learning process at ELED, especially an Islamic Private University in Yogyakarta, from 2020 to 2021 conducts online teaching, especially for freshmen. This online learning is carried out because of a pandemic that makes all teachers and students unable to conduct face-to-face learning. The researcher found that many students had difficulty following online learning during the observation. Especially every lecturer has different teaching asynchronous and synchronous. Some have succeeded in making students focus on learning, and some are not interested in learning the teacher has designed.

E-learning is one of the platforms used by all ELED teachers to conduct online teaching. There were many problems encountered during the observation. From the result of informal conversations between the researcher and the freshmen, many lecturers have not optimized their role in online learning through e-learning. Therefore, freshmen feel that online learning is less effective. This study will further explore ideal teachers' roles using online discussion from the perceptions of freshmen. Second, according to freshmen, lecturers still use less attractive teaching strategies with e-learning. So, freshmen feel that online learning is boring. Therefore, the researcher wants to know freshmen's perception of effective learning strategies for online learning through e-learning.

Therefore, these problems need to be recognized because online learning is new for freshmen ELED. Freshmen ELED students certainly want to have good teachers and still feel effective during online learning. This research can help teachers understand their students' excitement during online learning. In addition,

it can also improve online teaching that will be applied to students, especially freshmen ELED.

Delimitation of the Research

This research will focus on freshmen perceptions of e-learning, especially freshmen opinions on the roles about the ideal teacher role during online learning and the effective teaching strategies perceived by the freshmen. This research will take place at the English Education Department at an Islamic Private University in Yogyakarta. Participants in this study will be freshmen of class 2020 semester two who took online learning from the first time they entered college. The findings of this study will present the perception of freshmen ELED at an Islamic Private University in Yogyakarta and not freshmen from other departments or universities.

Research Questions

Based on the background above, the research formulates two research questions of freshmen perception of e-learning through online learning:

1. How do freshmen perceive ideal teachers' roles during online learning?
2. What effective online teaching strategies should be facilitated by teachers as perceived by the freshmen?

The Objectives of the Research

Based on the research questions above, this research is the purpose as follow:

1. To find out which ideal teachers' roles during online learning both asynchronous and synchronous sessions.

2. To investigate the effective online teaching strategies should be facilitated by teachers as perceived by the freshmen.

The Significance of the research

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

Students. This research has no benefit for students. However, the study can help students experience online teaching that teachers effectively use.

Teachers. Online learning is currently alternative learning practiced by all teachers during the pandemic. Therefore, this research can help teachers find out effective online teaching strategies from students' perceptions. Thus, the learning process continues to run effectively.

Future researchers. The results of this study can be used by other researchers who are interested in exploring the same field of study. The results of this study are also expected to be a reference from a different point of view for those who will do the research in the same field.

Organization of the Research

This research consists of five chapters. This research focuses on the ideal role of teachers when teaching through synchronous and asynchronous modes, and second, what are effective online teaching strategies according to freshmen.

The following sections are explained in this chapter; The first describes the research background, research identification, research delimitation, research questions, research objectives, and research significance.

Chapter two is a literature review. It provides definitions of e-learning, types of e-learning, activities using e-learning, e-learning implantation factors, e-learning in the English education department at private university in Yogyakarta, ideal teacher role during online learning, and appropriate online teaching strategies effective on e-learning. This chapter describes the theory related to the overview of e-learning during online learning.

Chapter three is methodology. This chapter describes how research conducts researchers. The researcher used qualitative methods in this study. The design used by the researcher is descriptive qualitative. Collecting data for research participants using interviews. The participants in this study were six freshmen from the class of 2020 who were selected by researchers based on the highest GPA and suggestions from teachers. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains findings and discussion. This chapter presents the results of data analysis. In the first research question, the researcher's findings are the ideal role of the teacher when teaching in synchronous and asynchronous modes. Then, the findings based on the second research question are online teaching strategies from teachers according to freshmen.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from

researchers. Recommendations are given to teachers, students, and other

researchers.