Chapter One

Introduction

This chapter consists of several discussions in terms of the background of the research, the statement of the problem, the research questions, the research purpose, and the research organization are all revealed in this chapter. This chapter also discusses the significance of the research, and the organization of the chapter at the end.

Background of Study

From the end of 2019 to the present, the corona virus outbreak has spread across the world. This outbreak has affected many aspects such as economic, tourism, health, even the educational sector has been affected by the corona virus that has hit until now. According to UNESCO, schools, and higher education institutions (HEIs) in 185 countries were closed on April 1, 2020, affecting 1.542.412.000 students, or 89.4% of total enrolled students around the world (as cited in Giorgio Marinoni & Jensen, 2020, p. 8). Not only school and higher education institution that were close because of this pandemic, but comprehensive learning in every aspect including English learning also cannot had offline class because of it. Furthermore, the learning activity of English learning also has been affected by this pandemic.

Students from both private and public universities struggled with the same challenges in learning English. As a result of the corona virus outbreak, the English Language Education Students had to take the online lesson to reduce the spread of the virus. Since the pandemic started in Indonesia at the beginning of 2020, therefore,

students from batch 2021 have two kind of class that is online and offline course because of the pandemic, and for the online course they have synchronous and asynchronous. Furthermore, for the online class they should use devices whenever they want to learn something including the materials that they have to use are changed into an electronic book (E-book). Additionally, at that time most of them have not meet neither their friends nor their lecturer in offline, because the university policy for the academic year 2020/2021 all of the class should be done in online.

Furthermore, Khan (2006) state that online learning is a form of distance learning in which the learning process is done through a communication network that can allow for synchronous and nonsynchronous exchange of learning materials or resources. Multimedia, educational programming, simulations, games, and the utilization of new media on fixed and mobile platforms are all examples of online learning (Kengwee & Kidd, 2010, p. 534). For some people e.g., remote worker, online learning is commonly used to do, also there are a lot of time and flexibility in online learning.

In fact, online learning for students is a new thing that need to be settled in comparing with the face-to-face learning. According to Liyan (2004), online course makes student that usually conduct a face-to-face class have lack of sense community, and also have difficulty in understanding the objective of the course. Students may find online course is boring and uninteresting sometimes (Dhawan, 2020, p. 8). When doing an online course the students spend a lot of money on internet data for online education (Demuyakor, 2010, p. 6).

For this situation, the language learners should learn by themselves or do the autonomous learning in every skill including reading, writing, listening, and speaking. Based on Nosratinia (2013), autonomous learning is referring to the fact that a teacher may not always be accessible to lead or instruct, and students should be able to function in a real-world setting. Moreover, in online learning the situation might be the lecturer gives them material on their online platform and students should learn the material by themselves. Students do not have direct friends to help them in understand the learning process. If they want to discuss some materials with friends, they just can only do it through social media and it is limited.

On the other hand, students must deal with their own issues when learning speaking skills online. Based on informal interview, when students learn speaking skill in online synchronously, they have limited chance to practice such as having a partner, so they cannot develop their vocabulary. Furthermore, sometimes students should repeat the conversation or something that they have already said if they have bad internet connections. Besides that, students feel harder when they learn speaking skill online asynchronously. When do the asynchronous the students feel like they learn autonomously because the lecturer not directly correct the work that students work on. Whereas when learning speaking it would be easier if the lecturer supervising, so when there is an error can be justified. From what happened because of this pandemic, researcher is interested in how English Language Education Department students' batch 2021 learn especially in speaking skill during the pandemic. Additionally, they

have to learn speaking through online synchronously and asynchronously without meeting friends and lecturers directly and intensively.

Nowadays, learning through online is not new phenomenon. Many researchers have investigated about online learning. There are some conclusions of research about online learning such as, effective strategies from pedagogical platform in online learning and teaching (Kengwee & Kidd, 2010), and the differences in learning outcomes (Moree, 2011). Online learning also depends on the use of technology (Al-Arimi, 2014), and the use of electronic as a teaching and learning media such as smartphones and computers (Pandza & Masic, 2010). However, none of those studies investigate specific skill which is speaking skill. Instead, they are explaining about the use online course in general skill with the participant that have experience in face-to-face learning. Therefore, this research is aimed to know the use of online learning in specific skill that is speaking skill. Moreover, the participants will be students who have online learning experience since the beginning of the learning speaking in collage.

Identification of the Problem

Online learning is commonly used nowadays especially during the pandemic. As a substitute for face-to-face classes, English Language Education Department students from both private and public universities must attend the online session. Moreover, the lesson in all skills must be done in online. From the researcher's informal observation and interview, it is not easy to do all the lessons in online particularly in speaking skill. According to Ur, speaking appears to be the most significant of the four skills (listening, speaking, reading, and writing) (as cited in Swary, 2014, p. 1). Students'

knowledge of the importance of improving their English-speaking skills while learning time and understanding during online learning is limited. Students just speak even if they are answering a question or having a group conversation, they communicate in a mixed language (English and Indonesian) or dominantly in Indonesian.

Because of the online learning students rarely have friends while learn English speaking skill, so their practice time are very limited and only can do in social media for the learning extension by themselves. As we all know that student's batch 2021 learning should be done in two different ways, online and offline from the beginning of their campus life until now, so they do all the task by themselves. This situation insists them rarely meet each other, even with the lecturer. They just get familiar and see faces through the gadget screen. Because of that, certain students can be so nervous and afraid of making mistakes while speaking English.

Delimitation of the Problem

To limit this research, the researcher will specify the topic for this research. First, this research will be focused on exploring the process of students' methods and problems while they learn speaking skill in online class during the pandemic. Secondly, the participants of this research will be the English Language Education Department's students from one of Yogyakarta's private universities batch 2021. Furthermore, the researcher chooses them as participants because they had two different course, an online and offline course since they started studying at one of Yogyakarta's private universities Third, researcher will use qualitative research as a methodology in this

research and conducting the interview which focused on students' problems and strategies in learn speaking skill trough online class during the pandemic.

Research Questions

1. What are the problems faced by the English Language Education Department's students in learning speaking skills during the pandemic?

2. How do the English Language Education Department's students learn their speaking skills during the pandemic?

Research Objectives

1. To know about the problems that faced by English Language Education Department's students in learning speaking skills during the pandemic.

2. To know about the ways of students learn speaking skill during the pandemic.

Significances of the Research

Every research must be useful for others. From these significances of the research, researcher will explain the utility of this research. Through this sub chapter, the reader can know this research will be useful for:

Teacher. This research will give a specific description for teachers in understanding students' challenges when they are learning speaking skills online, allowing them to assist students in resolving their issues. This research also will be useful for pre-service teacher to know about students' problem in learning speaking skill trough online. It can be one of their references before facing students in their professional teaching life.

Student. Researcher hopes students can be more aware of the difficulties they have in developing virtual speaking skills. This research can be one of the references for students who want to know about difficulties in learning virtual speaking skill. Through this research students also can find method when learning virtual speaking skill that maybe suitable for them.

Other researchers. Besides for students and teachers this research can be valuable to other researchers. It can be as a guide if they want to conduct research on the same issue. They can read this research and do more research to improve it.

Organization of the Chapter

The background of the study, the facts, and the gaps that occur in relation to this study are discussed in Chapter 1 of this research. The researcher will make a list of problems depending on the topic, and from this sub chapter, the researcher will learn how to deal with the problem. In the delimitation of the problem, the researcher sets a limit on the topic that will be explored for it to be effective. In Chapter 1, the research question and research's aim are also presented. The research question informs the reader about what will be explored in this research through a question, and the research objective expresses the research goals.

The second chapter is a literature review; in this chapter, there are some theories that support this research. The theories discuss about; speaking skill, online learning, strategies n learning speaking skill online during the pandemic, and problem in speaking skill during the pandemic.. Furthermore, the researcher will do a review of

existing research. Then, based on that review, the researcher will identify the research's strengths and weaknesses.

Chapter three will discuss the research design. It refers to the research questions, the research context in which the study will be conducted, and the participants who will take part in the study. Chapter 3 also discusses data gathering techniques, including stages and procedures for data collection and data analysis as well.

Chapter four discuss about the finding and discussion about this research. Researcher discuss about the way English Language Education Department students learn their speaking skill during the pandemic. Besides that, the problems that faced by English Language Education students in learning speaking during the pandemic also shown in this chapter.

Chapter five is a last chapter of this research. In chapter five discuss about summary of this research from the background, methodology, also the findings and discussion. This chapter also showing recommendation for student, teacher, and another researcher.