Chapter One

Introduction

In this chapter, the researcher explains the problems of this research. The researcher discusses background of the study, statement of the problem, limitation of the problem, research questions, objectives of the study, significance of the study, and organization of the chapter.

Background of the Study

Teachers and students cannot face to face directly but through the media in the form of devices such as laptops or phones. Online learning is one of the learning models appeared long time ago. Because of Covid-19 pandemic, teaching and learning process cannot be done face to face. It makes many schools, universities, and institutions implement online learning so that the teaching and learning process can be done at home. Learning using an online system requires the users such as students and teachers to master various kinds of technology. At least, students can master and understand how the internet works. The use of applications on the Internet will be easy to learn.

Even though conducting online learning is not easy, there are some advantages of it. The implementation of online learning makes learning more flexible because teacher and students do not have to meet in the same place and at the same time (Roberts, 2009). Online learning eases students to learn. Teachers can make videos for learning then students can watch the learning videos anywhere. Another

benefit is online learning allows students to get new experiences which are not experienced by them in offline learning such as doing quiz or exam using online application.

In addition, the teacher has a complex role in online learning. Based on Keengwe and Kidd (2010), the teacher is viewed as having four roles. One of them is the pedagogical role-which plays a role only around education facilities. Although it is online learning, the teacher should provide the best teaching, such as good teaching skills and understanding the material. These must remain so students understand even though the teacher cannot teach the material directly. Besides that, there is the social role where teachers are expected to be able to build a comfortable atmosphere so that online learning can run effectively.

The managerial role is where the teacher should make an agenda setting, objective setting and rules making. Teachers are expected to be able to make some rules, activities, and others so that the class being taught can reach the goals of the study. The last one is the technical role. In this role, the teacher is expected to be able to master the existing technology so that online learning can run well and the teacher can use the technology as well as possible.

In online learning, there are many ways for teachers to keep the learning going. One of the methods used is synchronous learning through video conferencing. As one of the online learning media, Septiana and Zuhriah (2021) said that video conferencing is one-way learning which uses interactive voice, video, and data transfer by two or more users. Distance learning through video conferencing can be

done by students who cannot attend educational institutions. Andreson and Rouke (2015) stated that video conferencing is an educational technology that helps teachers provide education other than in the face-to-face classroom. In addition, the use of video conferencing in the classroom can be a powerful tool to reach distance learning.

Video conferencing also allows teachers to collaborate on material delivery and discussion in the classroom, as is usually done in a traditional classroom (Israel & Rowland, 2019). It allows teachers and students to engage in all types of teaching and learning activities where learning will start from the agreement of the teacher and student, such as what learning will be like, where learning will start, and when learning will start. It is different from traditional learning, where students have to come educational institute, and if students cannot attend the class, they have to borrow notes from their friends.

Earon (2020) also explained that learning with video conferencing helps students to access it online and can review learning at any time. Students also can study at their own time and at their own pace. It can be stated that video conferencing is one of teaching method that can be applied in online learning and it helps students to learn the teaching material at anytime and anywhere. Research related to the video conferencing has been conducted by Paderanga (2014) showed that learning through video conferencing can increase efficiency and effectiveness in learning activities.

Video conferencing also allows students to communicate with peers from distance schools, improve social and communication skills that increase their self-confidence, which is not found in regular classes. This study also found that a

teacher's role is changing. Usually, a teacher is a source of knowledge, but in online learning using video conferencing, they become facilitators, guides, mentors, or even co-learners. It is because before starting learning, students will learn first about the material that will be delivered, making it easier for them to master the material. The result showed that video conferencing in the classroom effect students' performance in the class.

According to Artanti and Subekti (2021), the availability of video conferencing learning facilities could strengthen good (positive) values and meet students' expectations. In addition, research conducted by Septiana and Zuhriah (2021) showed an increase in motivation and communication skills after participating in learning through video conferencing. Students claimed that learning through video conferencing gave them free time to talk. They also admitted that they felt motivated if the discussion started and more confident if the discussion was conducted online through video conferencing. Besides that, the atmosphere they felt during the discussion made them more active. Students also explained that they often exchanged material topics to broaden the discussion.

Even though to having many benefits when learning through video conferencing, Ramadhani and Machmud (2021) said that there are some disadvantages to learning through video conferencing. They said that sometimes students find it difficult to operate the video conferencing platform or the signal is poor during the learning. It makes online learning very difficult and the material may not be delivered clearly.

At English Language Education Department of a private university, based on the researcher's prior observation, online learning has been going on for some years. The campus has held online learning through video conferencing for a year. Since Covid-19 pandemic, it was announced that all activities must be carried out at home, including teaching and learning activities. This research was conducted to find out the student's perception of the use of video conferencing that has been used during the class. In the use of video conferencing, several things happen when students are learning through video conferencing such as unstable signals during learning so that learning is disrupted or some factors from within themselves such as they are not focused and sleepy during the learning process.

Identification of the Problem

Due to Covid-19 pandemic, teaching and learning process could not be done face to face. There were alternatives such us online learning, or blended learning that were carried out by many schools, universities, and other institutions, including a private university in Yogyakarta. This university required all students and teachers to carry out learning and teaching activities at home or online learning, so it could help to cut the spread of Covid-19. It made teachers and students implement video conferencing to support their teaching and learning process. From this situation, it is very important to know how students think and view the use of video conferencing in online learning and how students get benefit from the tool.

There are also several problems faced by students regarding the use of video conferencing. First, students find it difficult to understand English learning material delivered through video conferencing. Second, there are some students who feel that the delivery of material is not conveyed properly and there must be reasons of it.

Delimitation of the Problems

In conducting this study, the researcher limits the problem. The researcher only focuses on the students' perceptions on the challenges in learning though video conferencing, the students' strategies in learning through video conferencing, and the advantages of the use of video conferencing. It is done because of the researcher's limitation of tume.

Research Questions

There are three research questions in this study. The research questions are formulated as follows:

1. What are the challenges in learning through video conferencing by students?

2. What are the students' strategies to learning through video conferencing?

3. What are the advantages on the using of video conferencing by students?

Objectives of the Research

Based on the research questions, the objectives of this research are presented below:

1. To investigate the students' perception on the challenges of learning using video conferencing

2. To investigates students' suggestion on the use of video conferencing.

3. To investigate the advantages of learning using video conferencing by students.

Significance of the Research

The researcher expects that this research can be beneficial. The significance of this study is addressed to teacher, students, and other researcher. The explanation is presented below:

For teacher. This research can help teachers to give tips and tricks for dealing with online learning. It also gives information for teacher about students' needs, the advantages and disadvantages of using video conferencing in online classes during the pandemic.

For students. This research is useful for students because they can know the advantages of using video conferencing for learning activities. They can also understand how video conferencing is used for the learning process. In addition, they can also find some strategies in handling with problems coming up during the online learning.

For other researchers. Another significance is for the other researcher. This research can be used as a reference and idea for other researchers who will conduct a study using the same topic or issue.

Organization of the Chapters

This research contains five chapters. The first chapter is about the introduction. It consists of background of the study, statement of the problem, delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the chapters. Chapter two discusses literature review related to definition of online learning, definition of video conferencing, type of video conferencing, video conferencing for English education, strengths and weakness of video conferencing. In addition, review of related studies is also presented in the second chapter. In chapter three, the researcher explains the research design, research participant, research setting, research instrument, data collection procedure, and data analysis. In chapter four, the findings and discussion of the research are presented. Some related theories are provided to support the findings. The last chapter presents the conclusion and the recommendation of the research.