

## **Chapter One**

### **Introduction**

This chapter serves as the introduction to the research. The first part presents the background of the research which explains the reason for the chosen topic, followed by the statement of the problem, and delimitation of the problem. Furthermore, the researcher includes research questions which become the guide of this research. Then, the objective of the research refers to the specific objectives of this research. Moreover, the significance of the research and the outline of the research are also included in this chapter.

### **Background of the Research**

Covid-19 was first time identified in December 2019 in Wuhan. Then, in March 2020 World Health Organization (WHO) announced that it became a global pandemic. Muller and Rau (2021) stated that the negative impact of the Covid-19 outbreak is one of the greatest since World War II. The Covid-19 outbreak is convinced becoming the cause of large numbers of death around the world. In order to avoid the spread of the virus, many countries decided to follow strict protocols including implementing full or partial lockdowns, social distancing, and curfew (Bozkurt et al., 2020).

Referring to the lockdown implementation, many public places were restricted or even fully closed including all the educational institutions. Based on the global measurement taken by UNICEF (2020), around 1.6 billion students, or 90% of total enrolled students from all ages around the world were hampered

because of the Covid-19 outbreak. The situation was not easy for the students and also the education practitioners to adapt rapidly because of the drastic change that is needed to shift the education system. The educational situation where about surviving the period of crisis with all the availability of resources whether it is through online or offline called emergency remote education (Bozkurt et al., 2020). The condition of emergency remote education around the world is different depending on the Covid-19 outbreak level, the regulation, the facilities, and the infrastructures of each country.

The Covid-19 outbreak situation caused the government to formulate educational policies related to emergency remote education implementation. Ministry of Education and Culture of Indonesia initiated *Surat Edaran Nomor 3 Tahun 2020 Tentang Pencegahan Covid-19 pada Satuan Pendidikan* (setkab.go.id, 2020). Many universities and schools in Indonesia forced to implement online learning in order to keep carrying out the learning process as well as to avoid the spread of the virus. The learning method is transformed from face-to-face learning into online learning. Online learning during the Covid-19 outbreak provides a different experience for all education partitioners including the lecturers and also the students who had less online learning in the previous experience (Ariani & Tawali, 2021).

Face-to-face learning and online learning are quite different. Face-to-face learning allows the teachers and students to have physical interaction in the class while online learning supports the learning process between the teacher and individual students through an internet connection by using a computer (Ariani &

Tawali, 2021). The presentation of online learning might be in the form of video, audio, picture, word sent electronically. Anna (2020) as an implementation consultant supported that online learning is a good alternative during the Covid-19 outbreak. As said by Ariani and Tawali (2021), online learning is a part of distance education that allows us to incorporate internet-based technology or ICT and electronic technology in the learning process. Through internet-based technology, online learning helps the learning process to reach a massive group of students. The teachers and the students could carry out the learning activities from different places.

During the Covid-19 outbreak, online learning is implemented at universities in Indonesia under the English for Foreign Language (EFL) context. It forced all the teachers to transform the learning model and re-create it in order to support the students to learn English (Sari & Iswayuni, 2021). English-speaking learning is one that is affected by the situation. The process of online English-speaking learning became more challenging due the teachers must change face-to-face learning speaking activities into online learning speaking activities. Before the Covid-19 outbreak, the students had full access to speaking activities that engaged to real life, collaborative small group, face to face individual activities until the activities in the front of the class such as role play, conducting interviews, and oral presentation (Al-Jarf, 2021). Moreover, a study finds that speaking English could be hard to be learned by non-native speakers which is indicated by the tendency of speaking skill grade that is lower than other language skills (Zainurrahman & Sangaji 2019). In addition, Diana (2021) also supported

that speaking skill becomes the most difficult skill among the majority from all level of foreign language students in Indonesia.

The research appertained to the opportunities and the challenges under the implementation of online English-speaking learning during the Covid-19 outbreak at universities is still less to be conducted. Referring to that reason, the researcher decides to choose the topic for this research. This research aims to find out the opportunities that students perceive and also the challenges that students face within the process of online English-speaking learning during the Covid-19 outbreak which is completely analyzed based on the research those are already conducted on students' perception of English as a Foreign Language (EFL) context at university.

### **Identification of the Problem**

Due to the Covid-19 outbreak, the learning system at universities is forced to be changed to online learning. All activities have been transformed into non-physical activities to avoid virus transmission. That condition happens to English-speaking learning activities in English as a Foreign Language (EFL) context at universities.

Based on the researcher's observation, there are several problems that could be analyzed referring to students' perceptions related to online English-speaking learning during the Covid-19 outbreak in the English as a Foreign Language (EFL) context. Those problems include the opportunities that students perceive, the challenges that students that face, the learning media that students

use, the learning materials that students use, and the learning techniques that students do. Due to the limitation of time and cost, this research only focuses on two problems such as the opportunities that students perceive and the challenges that students face in online English-speaking learning during the Covid-19 outbreak.

The implementation of online English-speaking learning during the Covid-19 outbreak provided opportunities and challenges for the students that needed to be analyzed. The opportunities are offered through online English-speaking learning such as providing a new environment for learning to speak English, and also offering easier access for the students to the link of speaking material given by the teachers (Benmeddah, 2017). Besides the opportunities, there are several main challenges faced by the students in speaking English through online learning such as the stability of internet connection, the accessibility of the teaching media, also the suitability of students' learning devices for accessing the materials (Agung, Surtikanti, Quinones, 2020).

### **Delimitation of the Problem**

The researcher limits the problem to make this research more specific. The research would only focus on analyzing the opportunities that students perceive and the challenges that students face through online English-speaking learning during the Covid-19 outbreak in English as a Foreign Language (EFL) context. To gain the data in fulfilling this research, the researcher would use the qualitative method through a library research model that focuses on analyzing the

opportunities and challenges in online English-speaking learning during the Covid-19 outbreak in English as a Foreign Language (EFL) context.

### **Research Questions**

There are two research questions in this study. The research questions are presented as follows:

1. What are the opportunities that students perceive in online English-speaking learning during the Covid-19 outbreak?
2. What are the challenges that students face in online English-speaking learning during the Covid-19 outbreak?

### **Objectives of the Research**

Based on the research questions above, there are two purposes of the research. The objectives of the research are presented below:

1. To analyze what are the opportunities that students perceive online English-speaking learning during the Covid-19 outbreak.
2. To analyze what are the challenges that students face in online English-speaking learning during the Covid-19 outbreak.

### **Significances of the Research**

This research will be useful for institutions, teachers, students, and other researchers who need the data for research on a similar topic. Here are the significances of this research:

**To the institutions.** Through the result of this research, the institutions would know what are the opportunities that students perceive and the challenges that students face through online learning, particularly during the Covid-19 outbreak. The information could be used as guidance to evaluate online learning implementation. It would also make the institutions easier to develop and increase the quality of their online learning system. Moreover, it will help the institutions to be more prepared, in case a similar outbreak might happen in the future.

**To the teachers.** The researcher hopes that this research would provide information for the teachers that help them to recognize the challenges that students face and also to support the opportunities that students perceive through the online learning process. The information is expected could become a reference for the teachers in evaluating and improving their performance in managing online learning.

**To the students.** The researcher hopes that this research would provide information related to the opportunities and challenges of online English-speaking learning. The information related to the opportunities would motivate the students to increase the possibility of perceiving the opportunities as much as they can. Whereas the information related to the challenges would help the students to be more prepared and also to improve their ability in handling it.

**To other researchers.** The researcher hopes that this research could become a reference for future researchers and help them in conducting research in the same field. Moreover, the research is also hoped to make other researchers easier in developing their ideas for their research related to similar topics.

## **Organization of the Chapters**

This research comprises five chapters that describe an overview of each chapter. The introduction of the research would be delivered in the first chapter. This chapter is divided into seven parts including background of the study, statement of the problem, delimitation of the research, research question, objective of the research, and significance of the research, while at the final part of this chapter, the researcher also propounds outline of the research.

The second chapter of this research presents a literature review. This chapter includes the theories and sources that cover the topic of this research focusing on the opportunities that students perceive and the challenges that students face through online English-speaking learning during the Covid-19 outbreak. The topic is expounded into several parts such as online learning in the EFL context, emergency remote education in the EFL context, online English-speaking learning during the Covid-19 outbreak, the opportunities of online English-speaking learning during the Covid-19 outbreak, and the challenges of online English-speaking learning during Covid-19 outbreak. At last, this chapter also includes a review of previous studies related to the topic.

The third chapter of this research shows the research methodology. This chapter provides a clear representation of how this research is conducted and how the data are collected. The third chapter includes six parts such as research design, research participants and setting, data collection method, data collection instrument, data collection procedure, and data analysis.



Chapter four discuss the results and discussion about the research. This chapter contains detailed information on the data collection and analysis for the research that has been conducted. As a result, to support the data, the researcher relates the research results to the relevant theories presented in chapter two.

Chapter five is the final chapter. This chapter contains the conclusion and the suggestion. The conclusion is explaining and concluding the result of the research. The researcher provides recommendations for students, teachers, and future researchers based on the results of this study