

Chapter One

Introduction

This chapter represents the description of this study. It consists of several sub-chapters. First is the background of the research which explains the reasons and the problems why this research needs to be conducted. Second is the statement of the problems and the delimitation of the research which states the problem that this research mainly focuses on. Furthermore, the research questions, objectives, and significances are explained in this chapter.

Background of the Research

Students come from different backgrounds and have varied skills and experiences. When teachers are going to teach, they should consider several things to cover the students' needs. One of the things that should be considered carefully by teachers is the teaching approach. The teaching approach is the way teachers looking at things and the way they teach their students (Arvind&Kusum, 2017). The teaching approach chosen by the teacher is important because it will affect the way of achieving the learning goals. There are several main approaches on teaching and learning. One of which is student-centered learning or widely known as the active learning approach. The involvement of students in the teaching and learning process is widely known as active learning. Brame (2015) stated that active learning is more focused on student's skill development and encourages the students to read, discuss, and write, which requires high-order thinking skills. High-order thinking skills will encourage the students to think critically and be

involved in the teaching and learning process directly. Through analytical thinking and problem-solving activities, the active learning method will give major impacts on students' knowledge and thinking (Demirci, 2017).

In active learning, students are encouraged to be active learners in the teaching and learning process. Active learning is a teaching method in which students are encouraged to participate actively in the learning process (Weltman&Whiteside, 2010). The teacher will take the role of guiding them throughout the teaching and learning process. Through active learning students will learn by themselves, therefore making it easier for them to understand the material. By learning by themselves, students will be encouraged to think critically in the class. It is supported by Koochang et al. (2016) stated that active learning will engage the students through high order thinking like analysis, synthesis and evaluation.

Learning actively will promote students' language skills and critical thinking. Active learning has an impact on developing students' knowledge and thinking through analytical thinking and problem-solving (Demirci, 2017). One of the active learning activities that teachers can implement in the class is asking students questions that will lead them into their learning topic at the beginning of the class. At an English department in a private university in Yogyakarta, active learning methods are already implemented. The students are required to be active learners. The class is not only about lecturing; teachers giving materials, and students only taking notes based on what they heard. Rather, students are encouraged to become active learners through various activities such as individual

presentations, role-playing, and poem reading, and so on. Those activities will promote students skills and also their critical thinking. This is followed by Tedesco-Scheneck (2013) statement which says that active learning will promote students' critical thinking during learning activities. The author's observation uncovered that when teachers implemented active learning, Students were more engaged and active in the class. This can be seen from the class activities when the teacher asked the students to present their work, they would do that willingly. This could happen because the teacher already asked the students to be involved in the teaching and learning process, starting from discussing the material, question and answer session and usually will be closed by presentation.

Due to the growth of technology, online learning becomes more popular in the education field. It cannot be denied that during 2020 pandemic of Covid-19, online learning becomes one of the best choices in conducting the teaching and learning program. In online learning, students will not have a face-to-face meeting like usual. Instead, students attend their class from their own place. There are several ways on delivering the materials in online learning. One of the ways to deliver the material on online learning is using learning management system (Dell, 2002). Teachers will give students the material and task, while students will do their assignments in their place. The learning management system provides teachers and students the easiest way to conduct online learning.

In this department, active learning is already implemented in teaching and learning activities including online learning. In offline learning, there will be various activities designed by teachers such as role-play, debate, and focused

group discussion followed by Q&A session, jigsaw presentation and so on. Meanwhile, for online learning, there will be online group discussion through learning management system, online group presentation, oral description for the listening and speaking class, and so on. From those statements, we can imply that this department has already implemented active learning processes. Therefore, active learning is not something new for both teachers and students. However, there is still a possibility that, while some teachers think that active learning is the right approach to be implemented on their online class, some of them might think otherwise. In addition, according to the researchers' experience in the class, the teachers who implement active learning methods seem to be well prepared on the class's activities.

From the several reasons above, teachers might have different perceptions about the implementation of active learning in online learning. Even though there are a lot of teachers who already implement active learning, several teachers might still not have any idea how to implement active learning, especially in their online classes. In short, this research is interested in finding the teachers' perceptions on the implementation of active learning on teaching English in online learning. Mulatu and Bezabih (2018) stated that teachers' perception has an important role in implementing active learning in teaching English. It is followed by another expert's opinion which stated that teachers' knowledge about active learning will affect the success of the implementation of active learning (A-Rahmane & Al-Rubaii, 2018). It is important because teachers' perceptions will affect teachers' understanding of the implementation of active learning. So that it

can be implied that the teacher's perception is important because it will affect the success of the class. Based on several reasons stated above, the researcher decided on three research questions for this study. Furthermore, this study will be focused on teachers' perceptions on the implementation of active learning in online learning on teaching English.

Statement of the Problems

Based on the researcher's experience and observation, there might be some problems that teachers may face in implementing active learning in online learning classes. The first problem is that in an online class, the teacher will not be able to know what their students really do behind the screen. Therefore, it will be too overwhelming for teachers to implement active learning in online classes. Secondly, stimulating interactions between students in an online class is difficult to do because they attend their class from their own place. So it might be challenging for teachers to design activities that engage students, since they are not meeting face to face. Even though a lot of teachers have already implemented active learning on their classes, implementing active learning in online classes is might be something entirely new and different for them.

In this department, the teachers already implemented active learning in their classes, especially in the listening and speaking class. However, active learning will be different in classed conducted online. Therefore, it is important that this research is aiming to find out how teachers implement active learning on their online classes. This study will be focused on exploring issues on the teachers' perception about the implementation of active learning in online classes.

Delimitation of the Research

This research will be focused on how teacher implements active learning on teaching English in online classes. The focus of this research will be about the ways teachers implement active learning on their online class. Furthermore, the researcher will delimit this research based on the points mentioned earlier. This research will focus on exploring how teachers implement active learning in online classes considering its benefits and challenges.

Research Question of the Research

1. How do teachers implement active learning on teaching English during online classes?
2. What are the benefits of the implementation of active learning according to the teachers' experience?
3. What are the challenges of the implementation of active learning according to the teachers' experience?

Objectives of the Research

The objectives of this research are in line with the research questions formulated by the researcher. Which is to explore the way teachers' implementing active learning in their online class considering its benefits and challenges they might face. Furthermore, the benefits and challenges experienced by teachers will shape their perception on implementing active learning in their online classes.

Significance of the Research

The research is expected to give benefits to several parties which are:

The Teachers. The result of this research will provide information for teachers about implementing active learning on teaching English in online classes. Furthermore, the teacher will have a new insight on active learning, and how it should be implemented in online classes. Through understanding ~~on~~ how to implement active learning in online classes, teachers will have some considerations before they are going to implement active learning in their online class. Therefore, teachers will have new concepts on how to handle the class and overcome problems that might happen in their class.

The Students. Through this research, students will be guided to participate in active learning in online classes. The students will also get more knowledge about active learning so that they can actively participate when their teachers are implementing active learning in their online class.

The Others Researchers. This research is expected to give a new insight regarding the teachers' perception about the implementation of active learning on teaching English in online classes. It can also be used as the basis and references for developing further research.

Organization of the Research

This research consists of three chapters. The first chapter is about the introduction of the research. The introduction covers the background of the research, statement of the problems, delimitation of the research, research questions, objectives of the research, and the significance of the research. The second chapter is about the literature review. The literature review consists of the definition of active learning, the definition of active learning in online learning, principles of active learning, the implementation of active learning, benefits and challenges of active learning, teachers' perception about active learning, and some previous studies. The third chapter is about the methodology of the research. The methodology part is divided into six parts. The first is the research design. The second is the research setting. The third is research participants. The fourth is the data collection technique. The fifth is data collection procedure and the last one is data analysis.