CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, and delimitation of the problem. This chapter also explains the research questions, purpose of the study, and significance of the study.

Background of the Study

The COVID-19 outbreak has shifted conventional activities (face-to-face learning, outdoor activities, direct communication, and many others.) to the internet-based method (online meeting, online assignments, online purchases, and many others). Indeed, the increasing percentage of online platform usage also impacts the education system in Indonesia. As a result, the design of various electronic learning (E-Learning) platforms has emerged. Likewise, because of the COVID-19 outbreak in Indonesia, almost all activities have been carried out remotely, including the teaching and learning process in universities.

The rector of one of the private Islamic universities in Yogyakarta has issued a policy that 40% of learning must include online learning. This policy is in line with a change in the unexpected situation of the COVID-19 outbreak in Indonesia. At the beginning of the year, the university stopped doing offline activities on campus during the pandemic. Starting from March last semester, all learning was carried out online. Thus, all faculty members used the E-Learning platform provided by the university for their online classes.

The English Language Education Department (ELED) in that university actively conducts E-Learning using MyKlass. MyKlass is an E-Learning platform

website created by university to support ELED online learning. The website provides the users with quizzes, assignments, and discussion forums which can be used to interact between lecturers and students; and students with their peers. Related to this Bencheva (2010) stated that combining learning methods with a website is one of the solutions in learning. Additionally, Smart and Cappel (2006) said that the online instruction given could potentially provide opportunities to encourage intuitive thinking and profound learning experiences, increase active involvement to analyze and evaluate information while building knowledge. Therefore, the use of E-Learning supports learning activities to become more prosperous and more accessible.

E-Learning is an internet-based learning method existed since 2005 with a concept continuing to change as it develops. However, research conducted by Nasution and Ahmad (2020) stated that students' perceptions of online learning were not very good. 47.22% of 216 participants said that they were not ready to take online learning. Moreover, students experienced some constraints because of the current situation. Some of them are internet quota problems, difficulties in communicating with lecturers, and difficulties in doing and submitting assignments. These problems make students hesitant that online learning can help their studies.

Agung (2020) in his research identified student perceptions focusing on student participation, accessibility, delivery of materials and assignments, and the use of e-learning platforms. The results showed three main obstacles in conducting online learning including the availability and sustainability of internet

connections, the accessibility of unfriendly teaching media, and the compatibility of tools to access media. The results of this study were also strengthened by Baczek at al, (2021) who said that 70% of 804 participants agreed that online learning using e-learning often had technical problems with IT tool and lacked understanding of lessons.

From previous studies described above, most of them only paid attention to the students perceptions of the role and characteristics of online learning during the pandemic, (Agus, 2020; Nasution and Ahmad, 2020). Besides, quantitative research focuses on where students study, access to materials, a comfortable environment, technical IT tool, and student's level of understanding of the lessons (Baczek, 2021). Instead, this study discusses the role and characteristics of e-learning platforms should support online learning and student representation with e-learning facilities affecting more complex aspects and involving a larger context: emotions, feelings, reactions, and knowledge. In addition, this study also found the students' expectations which could help developing e-learning for online learning during this pandemic. Therefore, this study aims to fill the void left by previous studies.

Almost all the lecturers in the ELED have used E-Learning through LMS to upload documents, assignments, videos; and held quizzes, discussion forums, and collecting tasks even before the COVID-19 outbreak. This quite sudden change caused a lot of difficulties from the student's side. Some of the problems experienced by students are problems of learning devices, the unavailability of personal computers, some srudents who live in rural areas have problems with

internet connections so that it affects the quality of student learning. Thus the lecturers had gotten used to preparing for E-Learning. Thus, the lecturers were used to prepare for E-Learning. However, according to Rahman's (2020) research, students were still not used to continuous online learning. Besides, they considered that online learning did not facilitate their studies enough since their lack of understanding of the materials presented online. Therefore, the implementation of E-Learning needs to be studied deeper by looking at the students' experiences and views. Therefore, this study aims to reveal the students' thoughts on using online learning.

Statement of the Problem

Researchers have briefly summarized how technology, E-Learning, and web platforms currently used as online learning tools during the COVID-19 outbreak affect student learning today. However, students still experience some problems in accessing E-Learning (Coman et al., 2020). For example, a possible mechanical problem often arises when any party loses connection, crashing the website. Meanwhile, several lecturers feel more comfortable with face-to-face teaching methods and do not want to adopt various supporting media technologies such as Google Classroom, ZOOM, Google Meet, Facebook, Youtube, and so on. Several senior lecturers aged >45 years admitted difficulties to operate online learning media or platforms, especially in the conditions of the COVID-19 outbreak where the transition from face-to-face learning to online learning occurred quickly so that lecturers did not have the preparation to learn this new method (Ariani & Tawali, 2021).

Widagdo (2016) found that the influence of older generations tends to decline in terms of willingness to adopt new technology. In addition, the learning process in most educational institutions in Indonesia still uses conventional and less literate methods to realize the advantages of technology, so the COVID-19 condition has made students and lecturers faced with unfamiliar learning methods. In some cases, online lectures based on E-learning fail to motivate and foster students' enthusiasm for learning. Therefore, to overcome this problem, lecturers and students must work together to manage an effective online learning platform, especially E-Learning.

Meanwhile, according to previous observations regarding online learning platforms during the COVID-19 period, E-Learning is one method considered quite difficult to use to better understand the material in class. In addition, due to time constraints, students could not ask further questions regarding the topic. However, each student certainly has a different view of online learning. Some prefer offline learning, while others, getting used to technology, prefer E-Learning instead.

Delimitation of the Problem

This study was qualitative research and focused on finding students' representations and expectations of the E-Learning process in ELED, which used MyKlass. The participants were 4 students of the 2018 English Language Education Department (ELED) from a private university in Yogyakarta.

Research Questions

Based on the previous discussion, the researcher has compiled two research questions. The research questions are:

1. How do ELED students representation in the implementation of e-learning platform?

2. What are ELED students' expectations in the implementation of online learning through LMS?

Purpose of the Study

The purpose of this study focuses on learning reflects English education students regarding the use of E-Learning.

1. To explore the students' representation on their online learning experiences through LMS.

2. To ascertain students' expectations of online learning through the LMS.

Significance of Study

This study is expected to give some benefits for those who are interested in this topic, specifically for the following parties.

For other researchers

This study provides information regarding students' representations regarding their experiences in taking classes during the pandemic. This study is also expected to be a complementary reference for other researchers in the same field and give new information regarding online learning in education and development using the Massive Open Online Course (MOOCs) method.

For teachers

The study results are expected that the teachers can maximize online learning, which aims to motivate the students to take classes during the pandemic. Hopefully, it can help to reduce the challenges of online learning.

For students

This study is expected to impact the students, especially English education students, to motivate the students to take online classes despite the unfortunate condition. Furthermore, it is expected to provide references regarding online teaching and learning for the student.

For institution

Lastly, this study is expected to provide new information to help institutions develop E-Learning websites to meet the students' and lecturers' needs. In addition, this study can give feedback for institution regarding the students' representation in implementing the LMS provided by the university.