

Chapter One

Introduction

This chapter consists of several parts. The first part is background of the study. The second part is statement of the problem. Then, it is followed by limitation of the problem, formulation of the problem, purpose of the study, and the last part is the study's significance.

Background of the Research

Nowadays, the use of the internet is widespread. Internet is a global network that connects even millions of computer networks, and personal computers, allowing every computer connected to it to communicate with one another (Hardjito, 2002). Given the many benefits for human life, the thought emerged from various educational experts to utilize internet connection in teaching-learning activities.

By integrating the internet connection, it is hoped that learning activities will ease the teaching-learning process that can ultimately give better learning outcomes. The learning system integrates internet connection with the learning process known as an online learning system or virtual learning system (Bentley, Selassie, & Shegunshi, 2012). Online learning is still regarded as a breakthrough or new paradigm in teaching and learning activities in learning to teach because the students and lecturers do not need to attend classrooms. They rely solely on an internet connection to perform learning activities. The process can be done from afar apart place. Because of the simplicity and practicality of a virtual lecture system or online learning, it is not surprising that many institutions use online lectures.

Many universities in Indonesia have implemented online learning. One of them is the English language education department of a private university in Yogyakarta. The internet

provides an opportunity to explore and apply knowledge and to access intercultural knowledge and personalization to learn (Khaimah & Horzum, 2013). One of the more widely used learning apps with the opportunities provided by the internet is online learning. One way to encourage students to more actively participate in learning during school and out of school is through online learning. "online learning – defined as a program or course where students receive some or all of their education through network systems such as the internet" (Burdette, Greer, & woods, p. 65). The use of online learning has been globalized at several universities. This evidence is verified by Allen and as secure (2008) as quoted in Allen, wright, and Innes, (2014, p. 2). They state that "in the united states, about 33% of all students enrolled in at least one online course in 2007, representing a 12% increase from 2006". Education today is different from the previous decade. Education today is done face-to-face and more broadly with the extras used for online learning. Additional online learning has been implemented in instruction, appraisal, and submission. Suppose in the previous decade, and the teacher gave judgment or submission only through face-to-face learning. In that case, currently, instruction, judgment, and submission can be made online.

During the covid19 pandemic, almost all teaching and learning processes in Indonesia are done online, including in the English language education department of Universitas private Yogyakarta. Even though online learning is very flexible and has many benefits, its implementation has several obstacles.

A few online learning problems are often encountered; learning interactions and learning environment (fortune, spielman, & pangelinan, 2011) and (roberts & mcinnerney, 2007). What teaching materials are used in online learning as they meet the needs of students? Are the instructions in teaching materials used in online learning easy to understand by students?

Interaction in the learning process is also an important role in the learning process. (Bude Su, et al. 2005) explained that interactions play an important role in the learning process to build relationships between students and lecturers. Based on his explanation, important learning interactions are built into the learning process. In the world of education, interaction in learning and aims is better known as educational interaction. Educational interaction can be defined as a relationship activity with various educational elements, both educators, administrative staff, and students. Together they have awareness in creating a climate of education and learning in schools, to produce quality and reliable human resources (students) according to the times. (Abdullah and Safarina: 2011, 130) For example, suppose a student does not understand something in learning in a face-to-talk. In that case, they can immediately ask another student or with a lecturer and soon explain them. After that, the student or lecturers explain the answer to the question directly. If not, then the lecturer or students who explained can ask again, "Which part is not understood?" the process of learning interactions must be maintained in student students in the learning process.

The role of the learning environment is very important in creating a comfortable atmosphere and motivation for students to learn to achieve better learning outcomes. The learning circle becomes one of the important parts of helping students have a better learning spirit. Therefore, the learning environment must create calmness and motivate better learning (Radovan & Makovec, 2015). Is the time to do the online class activities throughout the students and lecturers have been getting the appropriate circle to study? As mentioned above, the use of online learning is to support classroom learning. Brady, holcomb, and smith (2010) stated that the online learning platform used to support face-to-facial learning has the use of complementary tools. Web-assisted modes of leverages synchronous tools, where websites and equipment are used to improve teaching and learning.

In conclusion, based on the aspect mentioned above, it can be concluded that online classes have some challenges experienced by the students. It can be seen that it is important to do some research on student perception of online classes. By conducting this study, it is hoped that it will provide solutions or strategies to address the challenges mentioned above.

Identification of the Problem

Based on personal observations made by the researcher, challenges in applying technology in education also occur in the implementation of online learning at private universities in Yogyakarta. All learning is done online at the time of covid. The learning process based on e-learning students need supporting facilities and infrastructure so that learning can take place and have a better quality of learning (Rustiani, et al., 2019). The facilities and infrastructure include smartphones (smart phones), computers or laptops, applications, and internet networks that are used as e-learning-based learning media. However, not all families or parents are able to fulfill the facilities and infrastructure. Some of the impacts felt by students include: Students are required to study independently and when there is difficulty in understanding a material and the desire to ask questions directly to the lecturer concerned becomes constrained because there is no chat in the e-learning section provided for the question and answer session. In fact, the e-learning campus has provided all the features needed in the online process. Lecturers only need to add a chat or discussion feature to each online meeting that is held. The impact felt by students is in the form of access to information which is constrained by signals. This is because some students are in areas with weak signal strength. This causes students to be slow in accessing information. Students are sometimes left behind with the information conveyed by the lecturer. As a result, they were late in collecting an assignment given by the lecturer.

The challenge of applying technology in education also occurs in the application of online learning, especially at EED UMY. Based on the personal experience of researchers, the implementation of online learning has not received a balanced portion compared to face-to-face learning. This is because online learning in this department is only for additional learning. However, the use of online learning has been global in several universities since the COVID-19 pandemic and there are still many pre-service teachers who are unfamiliar with the use of online learning. Researchers found several obstacles in the use of online learning, including still unfamiliarity with several tools and directions in online learning, some students even felt burdened in participating in online learning, this was because the portion of online learning at EED UMY was still low, and with the COVID-19 pandemic. This neatly arranged schedule changes suddenly there are no clear rules and regulations for conducting online learning in the teaching and learning process. The researcher aims to determine the perceptions of students of Class 2018 on the implementation of online learning in the English Education Department. During the COVID-19 pandemic

Delimitation of the Problem

In addition to the above problems, researcher focus solely on students' perception in online learning activities in covid19 in the English education department of the private university of Yogyakarta. Researcher limit issues to two categories. First is the students' How is online learning implemented in the English language education department. the second is how do students perceive implementation.

Apart from the problems above, the researcher only focused on students' perceptions of online learning activities on Covid19 at the Yogyakarta Private University's English Education Department. Researchers limit problems into two categories. The first is how online learning is

implemented in the English education department. The second is how students perceive implementation.

Research Questions

There are two questions formulated from the limitations of the problem:

1. How are online learning implemented in English education department by the lecturer?
2. What are the students' perception about the implementation?

The Purpose of the Investigation

Based on the formulation of the problem, the objectives of this study are:

1. Researching the implementation of online learning in the English Education Department of a private university in Yogyakarta by the lecturer?
2. To determine students' perceptions about the implementation of online learning in the English Education Department of a private university in Yogyakarta?

Significance of Research

This study is hoped to benefit to some parties such as researcher, students, and lecturers.

For the Researcher. This research helps researcher to understand obstacles in online on classroom activities. Then, by understanding the barriers, researcher can think of solutions to solve and reduce the obstacles in future classroom activities.

For the Students. The results of this study will give students an understanding of the obstacles that students may face in an online classroom activity. Students can prepare solutions to

minimize the problems encountered during online class activities. Then, students can get a better experience in online classes,

For the lecturers. This research encourages lecturers of the English language education department in private university in Yogyakarta who provide support for students in online class activities. Besides, lectures analyze the problems facing students and try to find a solution. Then lecturers can increase activities in the online class to be more interested than before. Then, lecturers can rearrange class activities on the blog to improve student participation during