

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, research questions, purpose of the study, the scope of the study, and the significance of the study.

### 1.1 Background of Study

During the last few decades, the strand of online learning research has been thriving as the advances in Internet technology have enhanced the convenience of learning, and the wide application of computer-mediated communication tools has led to learning interactions without the constraints of time or place (Kent, Laslo, & Rafaeli, 2016; Kim, Park, & Cozart, 2014). It is encouraging educators at the secondary level to believe that distance education technology can improve teaching effectiveness for students (Volery 2001). Online learning can be a typical mode of learning which can be conducted independently or combined with some face-to-face seminars (Harasim, 2000). It is supported by digital electronic tools and media as the instruments that could sustain the learning process (Hoppe et.al, 2003). With online learning, the learning activities such as giving instruction, giving feedback, and collecting the assignment are primarily carried out over the internet (Watson and Kalmon, 2005). Online learning is a form of distance education in which all instruction and assessment are carried out using online, Internet-based delivery (Picciano and Seaman 2009; U.S. Department of Education, 2007). The term of online learning means that the learning process are carried out across distance, outside a traditional classroom (Manoj. K 2019). From the definitions above, we can conclude that online learning is an education that mostly take place over the

internet for delivering instruction, learning content and giving assessment. So, by online learning people can learn from anywhere and anytime as long as they are provided by internet connection and have an access to the online learning platform.

Online learning gives students some benefits. With online learning, students can easily adjust their learning pace as the system usually opened for certain period of time (Gilbert, 2015). Online learning is flexible, in terms of both the time and the place, students are able to learn in their convenience (Kim et.al, 2005). Also, some students perceived online learning had a benefit of allowing them to interact with their instructors more closely than they could in traditional classroom settings (Kim et.al, 2005)

On the other hand, online learning has also some challenges. Some researcher noted that students encountered a challenge in communicating to an online learning environment. Kim et.al (2005), for example, pointed out that students were having difficulties in communicating with other students to work with the assignment. The difficulties lie in time scheduling online team meetings and lack of emotional connection which makes a misunderstanding between students. Besides that, the students also have difficulties in having a real-time feedback from the lecturer. For example, when students need a clarification on assignments or exam questions, they have to wait for minutes or perhaps, an hour for the teacher to answer it. These findings were supported by Abramenska (2015)'s study which claimed that during the process of online learning, students found problem to communicate with the instructor and to collaborate with their peers. Gilbert (2015) added that another challenges student encounter was the lack of face-to-face help from the instructor. He added that the most frequent challenge was the lack of

reliable internet. He stated some of the students did not have an access to the internet at home while enrolled in the online course.

The findings reported from those previous studies have alarmed us on obstacles that students may find when attending online learning, especially in terms of communication and interaction between students – students as well as students – lecturer. With the current situation where pandemic has forced most of the students to attend online learning, study on this matter becomes relevant and worth investigating. The present study tries to explore the challenges that students of English study program faced when attending an English online learning courses which needs practices in the context of online learning in Indonesia. This study will focus on students of English study program perception toward the challenges that occur in online learning.

## **1.2 Research Question**

This study aimed to explore the challenges faced by ELSP students when attending an English online learning courses which needs more practices, such as public speaking, English for Academic Communication, Peer Teaching, etc. in the context of online learning in Indonesia, two research questions were set out to guide the study, there are:

1. What are the pedagogical challenges faced by students when attending an online learning?
2. What are the technical challenges faced by students when attending an online learning?

### **1.3 Purpose of the Study**

This study has two purposes to cover the research questions. The first one is to find out the technical challenges faced by students when attending an online learning. And second is to find out the pedagogical challenges faced by students when attending an online learning. The challenges itself are the challenges that occur when ELSP students have to attend the online courses which need more practices, such as Public Speaking, English for Academic Communication, Peer Teaching, etc.

### **1.4 Scope of the Study**

This study focuses on the pedagogical and technical challenges encountered by students of ELSP when attending English online learning courses which needs more practices, such as Public Speaking, English for Academic Communication, Peer Teaching, etc.

### **1.5 Significance of the Study**

Theoretically, the results of this study hopes to give information to directorate of ELSP to develop online learning curriculum and online learning assessment for improving the online learning process in ELSP which some of its courses need more practicess.

Practically, the information of students' perspective about the challenges of online learning could help lecturer to innovate the learning processes when it goes online, so they can avoid the challenges that may occur, especially in pedagogical challenge.