

CHAPTER I

INTRODUCTION

A. Background

Language is a vital thing for humans as social being to communicate. According to Buhler, language is as a communication tool has social functions related to semantics, and expressive functions. Language as a communication tool is inseparable from the social context.¹ The theory explains about one of some reasons how important language is. Automatically, English as international language is very important to people who want to easy to life. Even, it is time for us to enter globalization era. Moreover, the existence of the ASEAN Economic Community (MEA) in Indonesia today. So, English certainly must be studied, understood and applied.

Language exists in two forms, the spoken and the written. Two linguistic activities are associated with both speaking and writing: an encoding and a decoding process. Speaking and writing themselves are encoding process whereby we communicate our ideas, thought or feelings through one or the other form of language. Listening and reading are parallel decoding process by which we understand either a spoken or a written message. So does English, as a language.

Numerous individuals learn English since they have moved into an objective language network and they should most likely work effectively

¹ Nurbiana Dhieni, Lara Fridani, Gusti Yarmi, and Nany Kusniaty, *Metode Pengembangan Bahasa (Edisi 1)*, Cet. Ke-14 (Jakarta: Penerbit Universitas Terbuka, 2011), 1.5.

inside that network, an objective language people group is where English is the national language.² On the other hand, numerous individuals learn English because they figure it will be useful here and there for worldwide correspondence and travel. Such students of general English often don't have a specific explanation behind going to English classes, however essentially wish to figure out how to speak and read and compose the language viably for any place and at whatever point this may be helpful for them.

Unfortunately, language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. It is hard task, which can sometimes be frustrating. Moreover, English for Indonesian people neither as English mother tongue, nor its second language, but it is merely as foreign language; constant effort is required to understand, produce and manipulate the target language.

Let's see at the situation in early year of 2020, the world was being shocked by its rampant new virus originating from Wuhan, China. The World Health Organization named the new virus *severe acute respiratory syndrome coronavirus-2* (SARS-CoV-2) and the name of the disease as Coronavirus disease 2019 (COVID- 19).³

This pneumonia transmission can be transmit from human to human⁴, this was confirmed by the infection of two Indonesian citizens who had an

² Jeremi Harmer, *How to Teach English (New Edition)*, (Oxford: Ocelot Publishing, 2010), 11.

³ WHO, "WHO Director-General's Remarks at The Media Briefing on 2019-nCov", Tuesday, on February 11th, 2020, *World Health Organization*, Retrieved from <https://www.who.int/dg/speeches/detail/who-director-generals-remarks-at-the-media-briefing-on-2019-ncov-on-11-february-20s20> . accessed on May 03rd, 2020.

⁴ Chih-Cheng Lai, Tzu-Ping Shih, Wen-Chien Ko, Hung-Jen Tang, and Po-Ren Hsueh, "Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) and Corona Virus Disease-2019 (COVID-19): The Epidemic and The Challenges", *International Journal of Antimicrobial Agents*, Vol. 55, Numb. 3, (March, 2020), 105924.

events in Jakarta, after both had direct contact with foreigners who were already infected. So, this virus spreads rapidly if social movements directly / direct contact continue as usual; active and dynamic. So, we must prevent this virus infection. One of its prevention efforts is by working from home (*Work from Home*).

Based on the explanation above, in this Covid-19 pandemic situation, English learning must be continued. So, learning from home use *information and communication technology* is the best solution as the application of *Work From Home*. In the educational world, it is called online learning.

Online learning methods provide a unique learning experience. In online learning, learning can be done anywhere and anytime. It is certainly closely related to technology as the main support in learning.⁵ This learning can use the digital technologies, because digital technologies can simplify teachers' and students' interaction effectively virtually,⁶ but there are many possible responses from students who feel direct-interactive in online-learning especially without preparation because of the outbreak of Covid-19 which has been established as a pandemic by the World Health Organization (WHO) and as a non-natural disaster in the form of disease outbreak by Indonesia that must be prevented so that there is no increase in cases.⁷

⁵ Selma Koc, Xiongyi Liu, and Patrick Wachira, *Assessment in Online and Blended Learning Environments* (Charlotte NC: Information Age Publishing, 2015), 4.

⁶ Nafan Tarihoran, "Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education", *International Journal of Research in STEM Education (IJRSE)*, Vol. 2 Numb. 1, (April-May, 2020), 17.

⁷ SE No. HK.02.01/MENKES/202/2020. *Protokol Isolasi Diri Sendiri dalam Penanganan Corona Virus Disease (Covid-19)*, (Jakarta: Menteri Kesehatan Republik Indonesia, 2020).

Yu Jiang *et al.* explained that “Digital campus is an inevitable product of school informationization in information age”.⁸ Students can access the material freely and are required to be able to study independently because teaching materials are stored online. Between teachers and students can provide feedback in the form of questions and suggestions, so that discussions, questions and answers do not only take place in class hours but can also take place outside class hours. Of course the teaching and learning process becomes more efficient and effective because communication and interaction between teachers and students can continue to occur not just during in the classroom, but also it can from home such as through Whatsapp Group at public islamic high schools in Pandeglang regency.

On the other hand, of course there are challenges appear during the learning process in this online learning system might be like a bad internet network, lack of ability to use internet media, feeling tired, bored, *etc.*

Hence, researcher interested in finding out about online-learning using Whatsapp with the research title: *English Teachers' Interaction in The Time of Covid- 19 Pandemic on Online Learning at Public Islamic High Schools (MAN) in Pandeglang Regency.*

B. Identification of Problem

Based on the background of the research above the researcher found that there are many changes which should become the spotlight of interaction between the teacher and students in the time of Covid-19 pandemic on online learning as follows:

⁸ Simon K. S. Cheung, Lam-for Kwok, Kenichi Kubota, Lap-Kei Lee, *et al.*, *Blended Learning Enhancing Learning Success* (Cham: Springer International Publishing AG, 2018), 105.

1. Applying distance learning policy during the Covid-19 Pandemic
2. Using technology to learn from home
3. Changing paradigm of the learning environments from physical to virtual environments
4. Upgrading in learning from traditional learning to contemporary learning

C. Limitation of Problem

This research focuses on students at public islamic high schools in Pandeglang regency who feel the online learning system, especially in the time of Covid-19 pandemic; focuses on English teachers' interaction, opportunities and challenges of online learning using Whatsapp.

This research focuses on minimum limit of 200 respondents at public islamic high schools in Pandeglang regency.

D. Research Questions

In this research, the questions that arise are:

1. How is learning in the time of Covid-19 pandemic?
2. How is the interaction between students and teachers in online learning?

E. The Purpose of The Study

According to the statement of the problems above, the researcher has following purposes:

1. To find out how the learning process when physical distancing

2. To find out what applications are used for learning from home
3. To find out the English teachers' interaction in online learning/ through Whatsapp
4. To find out the opportunities and challenges on online learning/ through Whatsapp based on students' perspective

F. The Significance of The Study

This study will provide benefits for teachers and students:

for teachers, among others, can help them to:

1. know the learning process from home
2. know the applications are used for learning from home
3. know the opportunities and challenges of on online learning/ through Whatsapp
4. know the strengths and weaknesses of on online learning/ through Whatsapp
5. prepare / anticipate to find solutions of the challenges on online learning/ through Whatsapp for the future

for students the result of research expected to:

express the challenges on online learning/ through Whatsapp experienced by students.

G. Previous Study

In the time of Covid-19 pandemic, this study is very appropriate arranged to find out changes in distance learning use Information and Communication Technology (ICT). There are many related studies which similar with present study, as follows:

Gulcin Nagehan Sarica and Nadire Cavus in their research entitled *New Trends in 21st Century English Learning* have concluded that language education does not only occur in classrooms. So, students must still get language learning when outside the classroom. Technology exists to be a solution to this problem; be a place of virtual interaction between teachers and students in language learning. The development of online learning has become an important and actual focus.

The findings in the research entitled *An exploratory study of ICT use in English language learning among EFL university students. Teaching English with Technology* such study highlight that the majority of students spend less time using information and communication technology for language learning purposes.

However, student responses are very positive in language learning using information and communication technology and support the existence of routine online learning. The results of the research that written by Dang Hoang Tri and Nhung Hong Thi Nguyen carry several pedagogical implications as follows:

1. First, students in research use online media not for learning, so they must be given clear direction in online learning.
2. Second, students expect teachers to give them learning resources that are on the internet. Here proves that students have low literacy.
3. Students do not see the potential of technology for learning in school. So, the teacher must help students become aware of the great potential of the technology available in the school.

Emerita Banados from Universidad de Concepción in research title *A Blended-Learning Pedagogical Model for EFL Successfully through an Online Interactive Multimedia Environment* concluded that the trial group in Module 1 showed a substantial improvement in students' language skills, as well as a high level of satisfaction with the program. They give a new hope to believe that teachers and students can succeed in learning and teaching English, more effective in achieving its goal use technology in online learning environment.

This results of group trials have been satisfactory enough to make us believe that the best results on blended learning can become a reality with online learning support that meets the criteria and this online learning gives hope to implement blended learning better.

Beside it, online learning is also very influential to increase students' motivation in English learning process. Ima Frafika Sari *et al.* (2011) in their research *Blended Learning: Improving Student's Motivation in English Teaching Learning Process* explained that teachers can foster students' learning motivation using variations of learning, books as reference teaching materials and current technology, so that students feel comfortable, happy and good for their learning outcomes. If the learning motivation grows well, students will feel happy and also excited to follow the process of learning English and the goals of learning can be achieved without force.

Rui-Ting Huang *et al.* on their results of the the research explained that as the popularity of mobile devices in all circles such as individuals, groups and organizations, learning to use technology has become a learning trend for many people. The results of this study indicate that knowledge is easier to obtain; using mobile devices. The most important thing is the empirical

evidence in this study emphasizes the actors of learning to further enhance the effectiveness and efficiency of mobile learning.

In addition, researcher mentions the applications which can be used like Whatsapp, Schoology, Edmodo, and so on. Muhammad Kamarul Kabilan *et al.* have written research paper about *Facebook: An Online Environment for Learning of English in Institutions of Higher Education?*. They explained that from the perspective of incidental learning, this research has proven that Facebook is worthy of being a medium of learning English virtually. Technology that supports Facebook can involve students interacting well.

Based on the data and views expressed by students in this study, Facebook can be utilized as an online environment to facilitate learning English. Students will explore and become managers of their English learning with the help of other Facebook members, and their teachers.

Like Muhammad Kamarul Kabilan *et al.* the study title *Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education* by Naf'an Tarihoran from State Islamic University of Sultan Maulana Hasanuddin Banten explained that most students respond the learning using social media (Facebook) positively. Facebook is very useful and very practical to use as a medium of online learning. This research can be concluded that the wise and creative lecturers will make students always active in online learning.

It is still about the applications are used in online learning that confirmed by Baskoro Hadi S.E M.Pd in his research "*Pemanfaatan Aplikasi Whatsapp pada Pembelajaran Berbasis Blended Learning di SMK N 1 Sragen*" explained that the Whatsapp application can be used as blended

learning support. Online learning in blended learning is used as a substitute face to face learning in class. The teacher cannot always present in the classroom but learning materials according to the curriculum will be finished without reducing the quality of learning outcomes, with online learning.

If we discuss about Whatsapp group, Adhi Susilo from Open University of Banten in his study *Exploring Facebook and WhatsApp as supporting social network applications for English learning in higher education* explained about how effective social media is for learning. The use of Facebook in online learning fosters student confidence; students can exchange opinions and share information.

In addition, Whatsapp as an Instant Messaging Application has two benefits for distance learning: mobile learning and context-free access to learning resources. The interaction between teacher and student will occur very unique; they learn while cooperating against all obstacles online learning. The sophistication of the Whatsapp application is able to make it the easiest and cheapest choice in online learning. In this learning, educators themselves must understand technology and can develop new methodologies to motivate and train *Net Gen* students. If you use Facebook and WhatsApp, it should be better in learning online tutorials using the application.

The last study entitled *Is Online Learning Suitable for All English Language Students ?* written by Settha Kuama and Usa Intharaksa can be explained that students in online learning who are able to control their studies well will have more metacognitive strategies. Thus, there is a relationship between independent learning strategies and higher education with student learning outcomes.

Based on the results of the study, cognitive strategies also correlate with online English learning outcomes. However, independent learning skills tend to lack motivation related to anxiety and lack of interest. It was found that students of higher grade years were more prepared to study online courses when compared to students of lower grade years on all dimensions of the online readiness scale. This is because most students still need time to adapt to new learning modes because they have been studying in traditional modes for a long time and are still attached to them. Therefore, skills, maturity, and experience in online learning can also play an important role in online learning.

After observing these studies, the writer concludes that online learning with extraordinary opportunities in the 4.0 era and the many advantages of the online learning will be optimal when it is applied with accurate design and planning (covering all aspects). In addition, in online learning there are challenges that must be faced and also weaknesses that must be minimized.

H. Organization of Writing

Chapter I is Introduction, this chapter consists of: Background, Identification of Problem, Limitation of Problem, Research Questions, The Purpose of the Study, The Significance of the Study, Previous Study and Organization of Writing.

Chapter II is Theoretical Framework that consists of : ICT of Language Learning, The Types of Teachers' Interaction in Language Learning, Online Learning, Assessment in Online Learning, Assessment Feedback, The Opportunities and Challenges of Online Learning and English Teachers' Interaction in The Time of Covid-19 Pandemic on Online Learning.

Chapter III is Research Methodology. It consists of Method of The Research, Place and Time of The Research, The Sample, Instruments, Technique of Data Collecting and Data Analysis.

Chapter IV is Data Description and Analysis. It consists of: Data Description and Data Description of Survey Results.

Chapter V is Conclusion and Suggestion of the research.