

CHAPTER I

INTRODUCTION

A. Background

Education is one of the vital aspects in encouraging the progress of a nation or country. In its current development, education is experiencing a shift from the usual model, the teaching and learning process that is carried out face-to-face is now being transferred online or remotely. This was caused by the COVID-19 pandemic that hit almost all corners of the world, requiring changes in the way of life to prevent the spread of the pandemic. This shift then forces educators and students to make adjustments and readiness as early as possible in dealing with online learning models.

As of June 16, 2020, UNESCO globally noted that the Covid-19 pandemic caused nearly 1.1 billion students studying in 123 countries to be unable to attend school/college as before. This figure represents 62.3% of the number of those studying worldwide, as a result of the closure of educational institutions (en.unesco.org, 31 Juny 2020). UNESCO also noted that the impact of the opening of schools has been felt by 94.6 million students. The number of students who have started to experience the learning process at school has continued to increase since May 18, 2020 (30.7 million students) in line with the easing of local and national quarantine policies in a number of countries (Indahri,2020)

During the online learning process, many obstacles are encountered. One of the obstacles to online learning is the lack of internet service facilities; the lack of lecturer direction makes students less understanding (Astuti & Febrian, 2019). It does not stop there, even though the internet network is in the palm of the hand, student's face difficulties in accessing the internet network because they live in rural, remote and disadvantaged areas (Asmuni, 2020: 282).

In Indonesia Based on the results of the Ministry of Education and Culture's evaluation of Distance Learning activities over the past three months, only 51% of Distance Learning activities were effective. There are still problems because a number of students do not have access to technology, limited tools/devices, internet networks, and learning applications/media. For the internet, the problem occurs because the available internet network access is not evenly distributed, between developed areas in urban and suburban areas. The problem of access to technology can actually be coordinated with the local government (local government). Local governments can work with local television and radio, or community radio as well. The practice of the last three months of implementing Distance Learning does not always have to be connected online. Efforts have been made to make adjustments to the conditions, situations, facilities, and capabilities of each education unit or school. Even in big cities, there are schools that can afford it because of the sufficient facilities. Meanwhile in the 3 area (Front, Outermost and Disadvantaged), there are schools that are never connected to electricity, let alone the internet. For example, in Papua Province, out of 608,000 students, 54% are not served by online learning (Indahri, 2020).

This phenomenon also has an effect on the learning process at Khairun University, especially at the English study program in the learning speaking. With the implementation of online learning, the practical space for students is limited. Meanwhile, speaking courses require students to practice their speaking practice in class. The next problem is the limitations of students in accessing the internet massively so that it becomes a serious obstacle in carrying out speaking courses. Although students are supported with internet quota assistance by the government, this assistance is still not fully accessible to students.

From the description above, it can be seen how difficult it is to make quick adjustments to the paradigm shift education model. This makes the benefits of education undistributed and difficult to develop. Improving supporting infrastructure and getting used to understanding new symptoms of education need to be improved, both for educators and students.

Based on the explanation above, this research focused on analyzing the students' perspective and experiences in online learning of speaking at English language education study program of 2020. This research is purpose at measuring the effectiveness of online learning and solution steps to streamline online learning in the mindset of a pandemic.

B. Scope of The Research

Based on the statement of the problem, this research focused on students' perspective and experiences in online learning of speaking and the effectiveness of online learning in students to be concluded and used as evaluation material for online learning.

C. Statement of Problem

From the above background, this research focuses on the formulation of the problems: What is the students' perspective and experiences in online learning of speaking at English Language Education Study Program of Khairun University?

D. Objective of The Research

To know students' perspective and experiences in online learning of speaking at English Language Education Study Program of Khairun University.

E. Significance of The Research

1. Theoretical Significance

a. Add to the scientific treasures of the world of education in improving the quality of education, especially in online Learning of speaking which has begun to be applied make a contribution as a consideration in implementation of online learning.

b. This research can be used to measure the efficiency of students' perspective and experiences in online learning of speaking and become a reference for other researchers with similar research.

2. Practice Significance

In practice, this research is expected to be an evaluation of students and teaching staff based on the student's experiences regarding online learning about speaking, especially in the Khairun University English education study program. Can be a lesson for readers in responding to educational situations in online learning.