CHAPTER I
INTRODUCTION

1.1 Research Background

COVID- 19 changes everything. Globally, many aspects in this world have been disrupted during this pandemic. People all around the world have to stay at home and also having self- quarantine or lockdown to prevent the spread of coronavirus. The same thing also happened in Indonesia. The President of the Republic of Indonesia has instructed the people to work from home, learn from home and worship at home. Every activities of students, teachers, lecturers, employees and many people out there are done by online. It is one of the way to prevent an increase in the number of COVID-19 cases by reducing the interactions among the community. This new regulation was first imposed in the capital city, Jakarta, and then followed in other regions in Indonesia.

In response to president's instruction, there are so many new policies that made up by the government. For the education field itself, the learning system has changed dramatically. The Indonesian Ministry of Education and Culture issued various policies related to the COVID-19 situation. According to Circular No. 4 of 2020 regarding the Implementation of Emergency Education Policy during the dissemination of COVID -19, there were some adjustments in the learning process. For examples such as cancellation of national exams (UN), adjustment of school exams, implementation of distance learning, and an online approach to the student registration process. The distance learning transforms face-to-face classes that commonly implemented at school into online learning. It is applied at every level of education,start from kindergarten, elementary school, junior high, senior high, and also college.

This brings a challenge for Indonesian education to keep running teaching and learning proccess during the pandemic. However the development of technology uses nowadays gives a beneficial influence to education field in Indonesia. Most of universities are already familiar with online learning. Online

learning is described by most authors as access to learning experiences via the use of some technology (Moore, Dickson-deane, & Galyen, 2010). Online learning has been a part of the American education system in recent years (Bartley & Golek, 2004) . According to Rodrigues (2015), E-learning is the confluence of many technology-based learning opportunities. It employs technologies as part of the delivery system and as a tool to assist with the representation of ideas. E-learning has been applied in some universities in Indonesia.

In language learning, students already accustomed to learn through some media such as youtube video, movie, and others audio-visul resources. They can have practice speaking even they are not in the class with the lecturer. Moreover during this pandemic, the lecturer provided an online discussion through Whatsapp Messenger, Google Meet, Zoom and any other online application. Unfortunately, not all of the students can keep up with it. Some of them not having a good internet connection in their hometown, the facilitiy such as laptop and the limit internet data. Then, since all of the subject is taught through online, the students get stressed because of lots of assignment that sometimes have the same deadline.

Based on the problem above, the researcher thinks that it is important to know students and lecturer perception about online learning. This can be used as an evaluation of the learning system that is running. Evaluation is needed, because with the evaluation we can find out the deficiencies that exist. If the existing deficiencies can be overcome then of course it will improve the quality of the learning system then the learning objectives will be achieved easily. The research objectives of this journal were (1) to find out what are the components in online speaking learning and (2) to find out if there is the gap in the speaking abilities of students who are taught using online methods and those who are not.

1.2 Research Questions

Based on the problem that have been delivered before, the researcher formulate the problems as follows:

A) What are the components in online speaking learning?

B) Is there the gap in the speaking abilities of students who are taught using online methods and those who are not?

1.3 Research Objectives

The research objectives of this journal were (1) to find out what are the components in online speaking learning and (2) to find out if there is the gap in the speaking abilities of students who are taught using online methods and those who are not.

1.4 Scope of the Research

The target of this study is the second semester students who took Speaking in Professional Context subject. They were having online learning for this subject.

1.5 Research Benefits

Hopefully this finding of this research will give some benefits whether it is theoretically or practically. The benefits of this research can be classified as follows:

1.1.1 Theoretically, this research finding can be used as the references to conduct a new research for other researcher.

1.1.2 Practically, this research hopefully can give contributions for some people who are in educational field, such as:

1.1.2.1 The institution

1.1.2.2 The students

1.6 Definition of Terms

This part presents some definition of the terms that used in this study, such as online learning, offline learning, and speaking skill.

1) Online learning

Online learning is a more recent version of distance learning which improves access to educational opportunities for learners described as both

nontraditional and disenfranchised. It is not only the accessibility of online learning but also its connectivity, flexibility and ability to promote varied interactions (Moore et al., 2010). In this study, the online learning is the students learn from some online applications or platforms.

2) Offline learning

In this study, offline learnign means conventional learning or face to face class. This method commonly used at school. Lecturer and students together participating in the learning process directly.

3) Speaking skill

Nunan (2003) stated that teaching speaking is use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses, which is called as fluency. In this study, the researcher focus on teaching speaking using talking chips technique to the students.