

CHAPTER 1

INTRODUCTION

A. Background of the Study

Argumentative Speaking is the opinion of people about something, the actual argument, and opinions that are interrelated (Prasetya, 2018). Argumentative Speaking is used by someone to communicate and express his opinion, especially students. Essentially it is a must for speaking class to have a practice session and usually it is done by students in the classroom. However, during the pandemic, Argumentative Speaking has different learning challenges. There are many online learning platforms that can be used, such as Google Meet, Zoom, Google Classroom, Schoology, and many others. Among the popular E-learning platforms, OpenLearning is one of the platforms used in higher education learning.

OpenLearning is an online learning platform that goes beyond content delivery to focus on community, connectedness, and student engagement (Fatmawati, 2021). OpenLearning is the online learning platform for Massive Open Online Courses (MOOCs). Massive Open Online Courses (MOOCs) are online learning platforms created in 2008 by Dave Cornier and Bryan Alexander and later developed by Stephen Downes and George Siemens. The advantage of this platform is the online learning model through web media and is open and mass so that it becomes an opportunity for development, improvement, and expansion of better academics (Salmon, 2015). OpenLearning is a web browser that can be used to send materials, give assignments, and open videos online. Several menus have been provided for users according to the needs of each teacher, besides that OpenLearning also has been used by several teaching institutions as an E-learning platform.

Universitas Muhammadiyah Surakarta (UMS) is one of the universities that use OpenLearning as an online learning platform during the COVID-19 pandemic. UMS has been using OpenLearning for more than a year as a facility to

improve the quality of online learning during the pandemic, making it an innovative learning process. However, online learning certainly has various obstacles (Kusuma, 2020). Especially for lecturers and students in the process of learning English, OpenLearning is an E-Learning platform that is relatively new and still requires evaluation of its use in the learning process. In order for students and lecturers to understand the use of the OpenLearning Platform in the learning process, it is necessary to study it in-depth, one of which is students' perception. Students Department of English Education (DEE) UMS has its own views about this OpenLearning platform.

In obtaining an experiential perspective on the use of OpenLearning at UMS, the phenomenological approach is appropriate and suitable for researching this research. This is because phenomenology is specially designed to study to find out the perception of someone who has experienced the experience that is being studied. In the article that the phenomenological approach is fussy, in the display, and cannot be done half-heartedly (Amadeo, 2006).

There are previous studies conducted research through phenomenological studies. Previous researchers analyze the experiences of three university in Project-Based Learning (Mali, 2016). The second research is conducted research through phenomenological studies on the experience of students learning physics in online classes (Mercado, 2021). The third is to have finished analyzing the cooperative learning in enhancing the speaking skills of students (Lucena & San Jose, 2016). Next, conducted the Nonnative English-Speaking students lived learning experiences with MOOCs in a regular college classroom (Cho & Byun, 2017).

Furthermore, previous researchers have observed teaching speaking experience perceived by SEA teacher project of 11th-grade students at Pangasinan State University (PSU) (Rahmawati, 2020). Then, research on the English learning perceived by the 11th-grade students of SMK Sakti Gemolong of computer engineering class (Istiqomah, 2019). Next, The online education

experience of students with learning disabilities (Murders, 2017). The problems encountered in learning drama at UMS (Rifa'i & Kurniawan, 2020). Last, Perceptions of Sports Students in the Application of MOOCs Based on Open Learning Platform (Panggraita, Julianur, Astuti, & Khafis, 2022).

The previous studies above mostly have the same object but different research subjects. However, this research adds to a better understanding of using learning media. Many previous researchers have executed research using phenomenology, especially in students' perceptions. But, we can count the research using the phenomenological approach that is focused on students' perceptions by using MOOCs or OpenLearning-based. Therefore, this research focuses on students' third-semester perception on Argumentative Speaking by using OpenLearning at Universitas Muhammadiyah Surakarta.

The research concerns analyzing English learning perceived, especially in Argumentative Speaking subject by using OpenLearning. This research analyzes whether students have problems when learning by using OpenLearning. Therefore, the researcher proposes a study entitled **“THIRD-SEMESTER PERCEPTION ON ARGUMENTATIVE SPEAKING BY USING OPENLEARNING AT UNIVERSITAS MUHAMMADIYAH SURAKARTA: A PHENOMENOLOGICAL APPROACH”**

B. Limitation of The Study

The researcher collected data by interviewing four students from Class H third-semester Department of English Education class 2020 Universitas Muhammadiyah Surakarta who have taken Argumentative Speaking subjects whose lectures use the OpenLearning platform. This research focuses on how the experiences and problems of students third-semester Department of English Education while studying Argumentative Speaking subject by using OpenLearning.

C. Problem Statements

The researcher interviewed the student's Department of English Education about their experiences in Argumentative Speaking class by using OpenLearning with Phenomenological studies. The problems are:

- a. How do Department of English Education students perceive their experience Learning Argumentative Speaking taught by using OpenLearning?
- b. What are the difficulties (if there are any) faced by Department of English Education students in their experience Learning Argumentative Speaking by using OpenLearning?

D. Objectives of The Study

Based on the problem statements, the objectives of this research are:

- a. To describe Department of English Education students perception in their experience in Learning Argumentative Speaking taught by using open learning.
- b. To identify the difficulties (if there are any) faced by the Department of English Education students in their experience Learning Argumentative Speaking by using OpenLearning.

E. Benefits of The Study

The researcher hopes that this research can provide the following benefits:

1. Theoretical benefit
This research can be used as a reference for evaluating the teaching and learning process, especially regarding student perceptions and experiences of courses.
2. Practical benefit
This research can be a comparison or reference that can be used for previous research.