

CHAPTER I

INTRODUCTION

This chapter divided the introduction into six subchapters. The subchapters cover the background of the study, limitation of the study, research questions, the objectives of the study, benefits of the study, and research paper organization of the thesis. This chapter gives an understanding and comprehension of what the study is about.

A. Background of The Study

One of the college characteristics is the students who continuously explore knowledge by learning and focusing on a specific subject (Marin & Bocoş, 2021). Learning is an effort made by the academic community, both lecturers and students, to gain more knowledge to know and understand something that previously was not known and was not understood. In college, learning activities can be done by discussing the material in the classroom, joining seminars, doing research, reading books, or reading articles.

Reading is one of the basic skills of language learning. However, the other skills of language- learning are writing, speaking, and listening. In academics, the lecturers explore the teaching of learning reading to find a suitable technique. In the past, the studies investigated teachers in different techniques in teaching English (Moorhouse, 2020). Recently, teachers changed the habit of teaching reading from face-to-face learning to online. Some of the reasons for using online teaching are because it is paperless, more modern, etc (Cakrawati, 2017). So, The lecture and the students may also change the teaching-learning online.

Relating to the discussion above, in the year 2019, Indonesia faced the Covid 19 pandemic which impacted various kinds of human activities. The government urged society to stay at home to break the chain of distribution of the coronavirus. This situation is not desirable. Everyone was also not ready to face this pandemic. In addition, Covid 19 has an impact on the education program. The process of teaching and learning in formal and informal schools was changed. Lecturers work from home, and students study from home.

Lecturers and students were required to follow the government instruction to conduct online- learning during Covid 19 pandemic. Prasetia (2020) reported that

President Joko Widodo said that “in the past, the use of E-learning applications was too slow, but it will be the new normal.”. The online- learning model recommended by the World Bank utilizes content that is already on television, radio, or YouTube channels without having to create new content that will certainly add to the pressure and workload of the teachers.

Implementing e-learning in teaching activities has become a phenomenon that cannot be ignored and should be adopted in this century. Earlier scholars have studied the implementation of e-learning. Layali & Shlowiy (2020) reported on the benefits of e-learning for ESL/EFL students in Saudi universities. Students were shown to have favorable opinions of mobile technologies that facilitated student-teacher interactions. A sluggish internet connection was cited as a stumbling block. In the COVID-19 Pandemic, Allo (2020) discovered that learners' perceptions of online learning suggest that it is beneficial. Cakrawati (2017) found that the benefits of teaching-learning with technology skills include employing online learning to lessen the environmental impact of paper use. Thamrin et al (2019) discovered that practically all students believe online learning teaching is beneficial. Most of the previous studies above found that e-learning positively impacts teaching-learning activities.

Some previous studies discovered how university students implemented WhatsApp for personal and educational purposes and how they felt about the formal integration of WhatsApp into their education (Gasaymeh, 2017) Conducted a previous study that looked into how university students implemented, the contributors noticed that merging WhatsApp with education was helpful, fun, and simple. There was also an advantage of using WhatsApp as a learning tool. On the other hand, Purba & Setyarini (2020) claimed that students found it challenging to focus on what they were reading, whether it was a subject matter or an outside topic. It might be stated that e-learning was not always beneficial in the classroom.

From the results of the previous studies mentioned above, the question arises about how e-learning was implemented in the Islamic university which is IAIN Surakarta during the Covid-19 pandemic. Thus, the implementation of e-learning was necessary to be an effective learning solution activity. This research intended that this study would contribute to a better understanding of how e-learning was used. Furthermore, teaching-learning activities could be done online in Indonesia including IAIN Surakarta. Thus, lecturers and students could adopt e-learning well.

This study explored the implementation of e-learning, the student's perceptions of the e-learning applications, and the students' preference of the e-learning applications seen the perspectives of two (2) lecturers, two (2) students through interviews, and one hundred and fourteen (114) students who used e-learning during the teaching-learning process through questionnaire. Further, this research is expected to illustrate the teaching-learning process during distance learning. The researcher conducted the research in IAIN Surakarta in the reading subject in the English and Letters students because it was easy to find the participants. Therefore, the researcher used convenience sampling. According to Brewis (2014), the convenience sample is the ethical complexities resulting from friendships that develop with respondents during qualitative data collection is well established. Convenience samples generated from personal networks are more commonly used than management and organization studies (MOS) publications. The researcher concluded that it was easy to negotiate with the participants to get the data needed.

This research is expected to illustrate the teaching-learning process during the pandemic or emergency era. The researcher is interested in researching the use of e-Learning applications in the teaching Reading activity. Therefore, the researcher conducted the research entitled **“THE IMPLEMENTATION OF E-LEARNING IN TEACHING READING DURING NEW NORMAL OF COVID-19 PANDEMIC IN IAIN SURAKARTA”**.

B. Research Question

This research study is intended in figuring out the notion of the e-learning applications and teaching reading subjects followed by those underlying factors to form the implementation. To be more specific, the problem is formulated as follows:

1. What are the e-learning applications used by the lecturers in teaching reading subject during the new normal of COVID-19 pandemic in IAIN Surakarta?
2. How is the implementation of e-learning applications in teaching reading subject during the new normal of COVID -19 pandemic in IAIN Surakarta?
3. What are the students' perceptions of the e-learning applications used by the lecturers in teaching reading subject during the new normal of COVID -19 pandemic in IAIN Surakarta?

4. What are the student's preferences for the e-learning applications used by the lecturers in teaching reading subject during the new normal of COVID -19 pandemic in IAIN Surakarta?

C. Objectives of the Study

The objectives of this study can be stated as follow:

1. To identify the e-learning applications used by the lecturer in teaching reading subjects during the new normal of COVID -19 pandemic in IAIN Surakarta
2. To describe the implementation of e-learning applications in teaching reading subjects during the new normal of COVID -19 pandemic in IAIN Surakarta
3. To explore the students' perceptions of the e-learning applications used by the lecturers in teaching reading subject during the new normal of COVID -19 pandemic in IAIN Surakarta?
4. To find out the student's preferences of the e-learning applications used by the lecturer in teaching reading subject during the new normal of COVID -19 pandemic in IAIN Surakarta.

D. Limitation of the Problem

The limitation of the study is this study was conducted on the first and third semester students of the English and Letters Department, in IAIN Surakarta. In this study, the researcher focuses on "The e-learning applications used by the lecturer, the implementation of e-learning applications, the students' perceptions of the e-learning applications, and the students' preferences of e-learning applications used by the lecturers in reading subject during new normal on COVID -19 pandemic in IAIN Surakarta Academic year 2020-2021". Based on the condition of the COVID 19 pandemic, the researcher interviewed the lecturer via online and took the questionnaire to the students through Google Form.

E. Benefits of the Study

The outcomes of this research are aimed to give some benefits to the students, the teachers, and the other researchers. The benefits are theoretical and practical:

1. Theoretical Benefits

The researcher expects this study will contribute to the educational science about the students' preferences of using e-learning and the students' preferences of E-learning

types in learning reading subjects during the new normal of the COVID-19 pandemic.

2. Practical Benefits

A. For the lecturers

The researcher hopes this study carried out information to the English and Letters lecturers about the implementation of e-learning in teaching Reading, the students' perception of using e-learning applications, and the students' preferences of E-learning in learning Reading subjects during the new normal on COVID-19 pandemic in IAIN Surakarta Academic year 2020-2021. So, the lecturers will update the information related to e-learning and resolve the potential problem.

B. To the Principal

This study will lead to brief information about the implementation of e-learning in teaching reading, the students' perception of using e-learning applications, and the students' preferences of E-learning in learning Reading subjects during the new normal of the COVID-19 pandemic. So, it can be an input for related institutions regarding the importance of classroom management so that it makes it easier for educators to carry out the teaching and learning process in reading subject especially.

C. To the Future Researcher

The researcher expects that this study can be a reference for other researchers in growing further research on the other aspects that have not been uncovered in this research.

F. Research Paper Organization

This research paper is organized as follows:

Chapter I presented an introduction. The chapter explains the main problems of this research paper. This chapter consists of the background of the study, limitations, problem statement, objectives of the study, and benefits of the study.

Chapter II includes a review and related literature. This chapter discusses previous studies related to the topic and underlying theories used in this research.

Chapter III discusses the research methodology. This chapter contains the type of the research, subject of the research, data and data source, the techniques of collecting data, and techniques of analyzing data.

Chapter IV refers to research findings and discussion. This chapter focuses on findings and discussion.

Chapter V discussed the conclusion, implication, and suggestions of this research. In this chapter, the researcher concluded the result of the research, the pedagogical implication of the research, and gave suggestion related to the result of the research.