CHAPTER ONE
INTRODUCTION

1.1. Background of Study

As the earth is devastated by the COVID-19 Pandemic, it is necessary to take care of the educational needs of kids and young adults during the crisis. This is not only a matter of public health because of the scale of the effects in the Pandemic. Education has also been affected at all levels by the constraints induced by non-pharmaceutical measures such as social distancing and will continue to do so for at least several months, as students and teachers are unable to interact physically in schools and universities. According to a study of 43 US cities, schools closed for a median period of 4 weeks. Over the time of social distancing, these constraints in the ability to meet during a prolonged pandemic would likely restrict opportunities for students to learn. It is well known that one of the most accurate predictors of the chance to learn is time spent studying or learning time. In response to school closures, UNESCO recommended the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. The results of 'summer learning loss have been reported by researchers in the United States, showing that prolonged disruption of one's studies causes not only a suspension of learning time, but it induces a lack of skills and abilities learned.

As we know, when Pandemic is coming, The Minister of Education makes policies for students and also the teacher to do the learning process at home.

School closures and public meeting bans also were associated with lower overall mortality rates during the 1918-1919 influenza pandemic in the United States. According to a study of 43 US cities' reaction to the Spanish flu, cities that introduced such measures earlier had greater delays in hitting peak mortality rates. Now, all schools make their own policies to resolve this problem, since this is the first time for us to do e-learning. In addition, differences between students supporting parents who can provide them with educational resources directly at home or access them privately, differences in the willingness of different types of schools to facilitate their students' learning remotely, and differences between students in their resilience, motivation, and ability to learn independently and online are likely to be different. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

Some schools in High Education, which mean Junior and Senior High schools using the website E-Learning as their media learning. E-learning, or electronic learning, has been defined in a number of different ways in the literature. In general, E-learning is the expression broadly used to describe "instructional content or learning experience delivered or enabled by electronic technologies (Wagner, Hassanein & Head 2008). Some schools make their own website to do online learning. Every website has its own features to helps teachers to create an online classroom area in which all of the documentation their students need can be handled. Then how can students learn English online while the fact that learning English in class is still hard for some students? It does not rule out the possibility that we would find the problems in using e-learning. The researcher

has an opportunity to teach online learning to Senior High School students during this Pandemic. For at least one month, the researcher found some experiences while teaching students with online learning, and even it is the advantage or disadvantage to teaching students using the website as media learning. The teachers could not face their students normally, but they still have to teach them. So, the teachers were using the website as a media for their online learning. This is not the first time in education to teach students in online learning, the study was conducted by Yanti (2018) in secondary level of school in Pasaman, city of West Sumatera, Indonesia, showed that more than a half of teacher-reported positive perception about the use of E-Learning. In the result of the data, 55% of teachers reported positive perceptions about perceived ease of use, and 25% strongly agree that e-learning is useful for the teacher. Having a website of e-learning as the platform help the educator to record the discussions' results which later would be used to assess their performance. Another teacher also agreed that the utilize of e-learning was helpful for students' engagement. Teachers perceived the utilize of e-learning as very helpful to conduct their virtual classroom. Moreover, utilizing e-learning saves their time much. Teachers no need to spend time copying materials and distribute them to students. Through one click, all the materials can easily be admitted. This is the benefit of using technology which can save time, so teachers would have more spare time to prepare the lessons (Beuning, Besson & Snyder, 2014).

Further, in researcher experience, while teaching with online learning, this media makes all students and teachers easy to do their own work. Teachers can still make an assignment, an announcement, store classroom materials, and allow

students to interact with each other. The teacher can still make a deadline for the student, so the assignment will be clear. Then, for the students, they still have material from the teacher, even if it is a video or slide that can be used. In addition, students can still interact with their friends if there is any discussion on some topics. So, e-learning is good enough to complete the learning process. There are discussions, tools for material, deadline, asking and questions can be done in E-learning. However, the learning process depends on the teachers in how they guide the students, creating the teaching-learning process becomes comfortable, and teachers need to have a clear understanding of their teaching background and the challenges and opportunities available in the online setting to plan effectively for e-Learning. Previous research on teacher concerns (Fuller, 1969; Rakes & Dunn, 2015) and technology adoption challenges (Hall & Hord, 1987; Ayu, 2020) suggest that significant professional development of teachers should be considered in the interests of teachers.

Besides utilizing e-learning, there are some problems that can affect the learning process inside. The researcher also faced these problems when teaching online learning, since there are many differences in students' areas that can not be accessed by the internet, it truly affected their learning process. Sometimes they can not download the material or even can not open the website because their houses do not have internet access. Further, not only the internet access, it because some students do not have their own phone. Many students used their parents' phones to access the website because they limit access to their phones. So, they can not directly do the assignment or download the assignment because of this situation. Since some families have parents home all day, while other parents have

to go to work, then some school systems do online classes all day long, and students are completely involved and have a lot of homework, and there is not anything that parents need to do. We can look back to the Influenza Pandemic in 1918, in which both teachers and students that all them did not have a handphone. To solve this problem, students during the 1918 pandemic took care of their learning without access to their teachers: they read the few books they had, kept journals, and wrote extensive letters. So it means students must not depend on the media, they must find other media to learn English in this Pandemic.

In this study, the researcher would like to find the utilizing and the advantages in using website Rumah Belajar for e-learning in detail based on teachers' perspective in the online learning English process, whether the teachers could utilize website Rumah Belajar maximally, then faced the advantages as same as the researcher has found while teaching English during a Pandemic situation.

1.2. Research Questions

The research aimed to know the utilization and advantages of using a website for e-learning/ Rumah Belajar in teaching English. In view of the study purpose, the following research questions were posed:

a. How to utilize e-learning in teaching English during pandemic situation?

b. What are the advantages of using e-learning in teaching process during pandemic situation?

1.3. Research Objectives

Based on the above research questions, this research is aimed at:

a. Utilizing e-learning in teaching English during pandemic situation.

b. Finding out the advantages of using e-learning in the teaching process during

pandemic situation.

1.4. Uses of the Study

This study helped students to find out the benefit and also the problem in using e-learning as learning media in Pandemic, which be significant as :

1. It helped students and teachers in the learning process of English in a pandemic situation.

2. It showed the benefit in online learning.

3. It showed the benefit of using e-learning as learning media.

1.5. Scope of Study

The scope of the study is limited to the subject and object investigated.

1. Subject

The subject of this study is teachers who teach second grade students of MAN 2

Bandar Lampung in Academic Year 2020/2021.

1. Object

The object of this study is the utilizing of e-learning as learning media in

Pandemic.