# CHAPTER I

# INTRODUCTION.

### A. BACKGROUND

COVID-19 is a new disease and danger, which medicine has undiscovered. According to Yuliana (2020), COVID- 19 is a new type of beta coronavirus, which this disease attacks the respirator of humans. COVID-19 gives impacts. One of the impacts of COVID-19 is the education sector. According to Kompas on media online (2020), COVID-19 diseases impact several sectors: social industry, economic sector, and education sector.

Therefore, the COVID-19 pandemic forces the education sector to switch its process to emergency remote teaching. In Indonesia context, according to Minister of education and culture Nadiem Anwar Makarim, in handbill no 4 (2020) process of teaching and learning is enforceable in daring accompanied by a parent. It means that the system of education in Indonesia is changed.

Regarding COVID 19, any students in any part of the world also face a new system of education: Learning in online classroom. The issue faces by students in a new system education is as follows (1) the students need adaptation with new system education (2) the students trouble able to learn English with daring online (3) the students' view of this learning system will also vary.

This condition also forces SD Daarul Hikmah to alter their system education from face to face in the classroom to online learning. This thing makes SD Daarul hikmahs' students, which in general are EYL category, have problems. English for young learners is the young learner who is learning English from 6 years old until 12 years old in elementary school. Scoot and Ytberg (1990) state categories of EYL is divided into two groups as follows (1) Younger group (6-8 years old), and Older group (9-12). The participants of this study are Daarul hikmah's students at grade 6 elementary school, which around 11- 12 years old.

Regarding learning during COVID 19 pandemic, E-Learning solved students' problems while studying on daring online. According to Suartama (2014:20),

through e-learning, the material provided to students can be accessed anytime and anywhere and get material that can be enriched and equipped with various supporting learning resources, including multimedia that teachers can support. Furthermore, Ghiardini (2011:9) states that E-learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games.

E-learning as a solution to students' problems makes the researcher interested in exploring students' perception and motivation after experiencing the learning process through E-Learning. Findings regarding the implementation of e-learning have been conducted for years. Hidayah (2019) conducted a study by implementing e-learning as media students' learning English in university. It was found that e-learning as media students could learn the material was more accessible and according to students' characteristics and ability. Findings regarding the implementation of e-learning have been conducted for years. Wijaya (2019) conducted a study on the implementation of e-learning in junior high school. It was found that teachers and students improve their skills, technology, and knowledge. Mulyani (2020) conducted a study on the impact of e-learning on junior high school learning outcomes. It was found that students' outcomes through e-learning were significant. However, in this study is different from the previous study because participants previous are senior high school and junior high school. In this research, the participant an elementary school and tries implementation e-learning and explores students' perception and motivation.

## B. RESEARCH QUESTIONS

From the description above, this research is focused on answering the following questions:

1. What are the students' perceptions toward EYL E-Learning during COVID-19?
2. How is the students' motivation in the EYL using e-learning during COVID-19?

## C. RESEARCH PURPOSE

Based on the research statements, this particular study aimed at finding out:
1. The students perception toward EYL E-Learning during COVID-19
2. The students' motivation in the EYL using e-learning during COVID-19

## D. RESEACH SIGNIFICANCES

This study contributes to several significances, which provide theoretical and practical benefits.

1. Theoretical benefit

This study is expected to be able to support and complement previous theories related to the use of E-Learning for learning English.

2. Practical benefits

The practical of E-learning is divided into two categories. The first is the practical benefit for students, and the second is the benefit for the teacher.

a. For students

. E-Learning can be used as a learning medium for learning English during the Covid-19 pandemic. Students can use E-Learning to learn English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind

b. For teacher

In this research can be a solution, inspiration, and idea to the teacher to understand the students in e-learning for EYL better. From perception, the teacher can know the students' understanding of material deliver through E-Learning. From motivation, the teacher can understand whether the students enthusiastic or not during learn the English language through E-Learning.

## E. RATIONALE

E-Learning is an education that processes teaching and learning to use technology to transfer the material and more accessible for students to learn the English language. According to Kiser (1994), the E-Learning program is to expand effective instructional delivery. This statement is in line with the other experts. Greenberg (1998) describes E-Learning as a teaching /learning experience plan that uses various technologies to meet learners at a distance and promotes learner interaction. It means that E-Learning uses technology as media. Learning the English language does not focus on the teacher only. The students can learn websites by using technology; indirectly, E-Learning has flexibility with place and time.

Kozlowski, (2002) strengthens the statement E-Learning can also expand learners' reach and number. E-Learning can cover all students through high technology such as computers and smartphones as media to ensure all interactions between teachers and students or students and the time they can manage. It means the process of teaching and learning using E-Learning is flexible. This statement is strengthened by Keegan (1996) distance, education & training is the outcome of a technical separation between both the instructor (teacher) and the learner (student), which frees the student location, and time to meet a permanent person.

According to Spector, Merrill, Merrienboer, & Driscoll. (2008), this period represents significant changes in how learning occurs. First, there is E-Learning as a new strategy; indeed, it will influence other aspects, such as students' perception and motivation. According to Rahmat (2007: 51), perception is an observation

about an object, event, or the relationships obtained by concluding information and interpret messages. Perception views the item through sense, but perception needs another stimulus as a tool in the learning process. The trigger is a sense of human. French (1975a, 1975b) proposed the concept of seven elements of perception, which include visual (pictures, diagrams), print (written words), aural (hearing), interactive (speaking), haptic (touch), kinesthetic (movement), and smell. (smell and taste).

E-learning, which in strategy can use high technology such as a computer, smartphone in learning the English language indeed more accessible students to follow teacher instruction, makes students understand the material related to students' perception.

E-Learning allows students use technology to understand the material. On the other hand, the student's motivation will increase. According to Mulyasa (2003: 112), the concept of motivation is a motivating force or a pull that induces action towards a specific goal. The students understand the material; indeed, they will have their satisfaction; they will be proud, confident to learn the English language. This statement is strengthened by Morgan (2001), who defines motivation as related to two things. The first situations promote actions (motivating states), the second the goal of behavior (good or bad, such as behavior). Therefore, the students can understand the material. It can influence students to want the English language (action ). Goal behavior is the outcome. Students who understand the material will quickly develop confidence, pride, and the English language.

## F. PREVIOUS STUDIES

There are some studies regarding the implementation of E-Learning. First, research from Hidayah (2019) tells about the implementation of e-learning as media learning English. His research emphasizes on the application of e-learning. This research is conducted in level senior high school.

The volunteer in this research senior high school, which total of volunteers is 20 students. The focus of this research on the implementation of E-learning to enrich students learning and the stimulus of students.

The second is research from Wijaya (2019) about implementing E-learning on junior high school 10 Yogyakarta. The volunteer of this research are 25 students. This research focuses on implementing e-learning as temporary in learning English, and the researcher wants to know students' outcomes.

The third study by Mulyani (2020) tells about the implementation of e-learning to the outcome of students by using impulse and momentum concepts. The volunteer of this research is 25 junior high school who was sitting on eight grades. This research focuses on running all components until creating a practical and functional learning situation using videos and pictures to support students' understanding of English.