CHAPTER 1
INTRODUCTION

This research will elaborate on the research background, research questions, research purposes, research significance, research scope, conceptual framework, and research methodology.

A. Background of Study

The pandemic of Covid-19 is more than just a disaster, as quoted in (Smith & Freedman: 2020) state that To protect uninfected people, various countries have implemented quarantines, separating sick people with infectious diseases from people who are not infected. It will be an interesting challenge for education staff, especially in choosing between online class or classrooms with restrictions. The goals and vision of education must be met and teachers and students stay healthy. The education will continue, and after the end of this, there will be New Era principals, teachers, and students who are familiar with the era of digital. This is a challenge for school regulators in determining which learning methods are more effective to use. Teachers are meant to motivate students to stay healthy, and safe, and keep learning in all situations, especially during the pandemic of COVID-19. In the situation of COVID-19 pandemic where you have to work and study from home, students are required to keep up learning with all existing conditions.

In the current pandemic, Indonesia has entered a new normal phase. In this phase, the government began to loosen the rules, especially in the field of education. That schools are allowed to implement face-to-face learning but with restrictions and still comply with the protocols of health such as wearing mask, washing the hands, and social distancing as stated (Long: 2020) that social distancing is seen as insufficient in the fight against Covid-19, then what is needed is social restriction on a large scale. Based on the author's pre-observations, the schools have implemented this as described above. Specifically, these schools on average allotted each grade level to conduct face-

to-face learning for one week, while in the same week, other grade levels conducted online class.

The present study investigates how students' perceptions of learning narrative text reading during online classes during a new normal pandemic. The purpose of online here is that learning is carried out online with normal time allocations and without being limited by the number of students. Based on the author's pre-observation, in the study, the author found that student participation was very minimal, although the number of students was not limited, only a few students were seen to be active. Because online class allows students to turn off the camera during learning so the teacher cannot see whether the student is following the lesson carefully or not. Meanwhile, the meaning of offline here is learning that is done face-to-face. However, with the existing restrictions, the capacity of students who are allowed to attend school is also limited. Based on the author's pre-observation, in this offline learning, each class is divided into two for two different rooms, so the teacher is required to divide his time to teach in one class that has been divided into two different rooms. In offline learning, the authors found that although the number of students and time allocation was cut, the class conditions tended to be more active than in online classes. Teachers can ensure and see firsthand that their students follow the lesson carefully. On the other hand, students can more freely discuss with their friends and teachers, so they can easily understand what is being studied.

The focus of this research is on students' perceptions of learning narrative text reading. Reading skill was chosen because it is one of the important skills for english learners that must be possessed to get information in a text so that they can digest it well. According to (Kusdemir and Bulut: 2018) that reading is an important language skill whose main goal is comprehension. Reading activities are related to understanding. The reading purpose is to understand the text that has been read. The author chose narrative text because this text is commonly found wherever we are in everyday life. In particular, this text is also one of the easiest to find in school learning.

Muhammad Nashir and Roudlotun Nurul Laili (2021) in an educative journal of educational science researching learning during a pandemic. In this study, the author describes the perception of English teachers towards the transition from offline to online teaching during the lockdown during the Covid-19 outbreak.

Learning reading narrative texts during a pandemic has an impact on students who have difficulty. This is related to the research by Maryam and Efransyah (2021) that the difficulties faced by students in learning reading comprehension using narrative texts are: a) poor vocabulary mastery, b) internet network problems, c) family factors, d) lack of motivation to learn, and e) less interesting in learning. The most difficulties of students in learning to read comprehension of narrative texts during pandemic are the limitations of internet connection, vocabulary and family factors. Students always have to look up the meaning of words they don't understand using a dictionary.

This current research is more focused on comparing online class with the duration and number of students who are full and offline class which is limited by the time and capacity of students per class. These offline and online classes was applied in blended learning. This refers to the development of the pandemic which has begun to enter a new normal phase. This comparison is based on student's perspective. The student's perceptions become the data source of this current research.

With this in mind, the author wants to examine how the student's perceptions of learning reading English narrative text and how is the student's reading ability in offline and online class on blended learning during new normal COVID-19 pandemic.

B. Research Questions

From the description above, this research is intended to answer the following questions:

1. What are the student's perceptions of learning reading narrative text during offline class on blended learning in the new normal pandemic?

2. What are the student's perceptions of learning reading narrative text during online class on blended learning in the new normal pandemic?

C. Research Purposes

From the research questions above, this study is aimed at obtaining the following purposes:

1. To find out how the student's perceptions of learning reading narrative text during offline class on blended learning in the new normal pandemic.

2. To find out how the student's perception of learning reading narrative text during online class on blended learning in the new normal pandemic.

D. Research Significances

Practically this study provides a solution for the teachers/schools to choose between offline and online classes in blended learning reading narrative text during new normal of the pandemic, so that can make students keep understanding learning narrative text reading with the duration and method determined. Theoretically, this research can provide further information in related fields for future research.

E. Research Scope

In this study, the researcher will compare two types of learning, namely online and offline in a class using pre-test and post-test. This study focuses more on reading skills in narrative text with different time allocations and methods.

F. Conceptual Framework

Within the conceptual framework, learning effectiveness can be influenced by learning styles. Students have the styles of learning, Learning styles are closely related to individual personality and are influenced by educational history and development. As stated by Garcia, et. Al. (2008:560) that Siswa baru tanpa pelatihan atau kelas dari guru memiliki latar belakang

gaya yang berbeda. In students' reading comprehension, the learning styles are very important especially when reading narrative texts.

Reading is a language skill that have to be possessed by the students because reading could help them to develop and improve their knowledge and language skills. When students read a text, they must understand the meaning and look for the ideas contained in the text so that they get information from what they have read. Reading is one of the most important English skills and has many benefits. Reading is a window to the world. Reading gives people more knowledge and information than books, magazines, newspapers, etc. Reading is an important means of communication in civilized society and an important part of the learning process and social interaction. Second, the material read at any point in society's history has the greatest impact. Third, progress brings two different poles in history (Gray in Tarigan, 2012: 109).

Unfortunately, most of the students have a lot of problems with their reading skills. Many common factors are found. Students have difficulty interpreting vocabulary from the text they read, and lack motivation in reading so it is difficult to read. Not only that, this pandemic situation where students do online and limited offline class, causing students not to get used to it and have to adapt to it.

By considering the problems above, With the presence of online class and limited offline class policies, it is necessary to compare the two to determine which is more effective. This has to do to maximize learning so that it continues to run based on lesson plan.

G. Previous Study

With the passage of the covid-19 pandemic, many researchers are researching learning during this pandemic, and some researchers also researching learning narrative text reading. Some of them are as follows:

The first previous study is by Maya Indriyani entitled "The effectiveness of using jigsaw technique in teaching narrative text". The purpose of this study was to describe the objective conditions of the effectiveness of the Jigsaw

Technique in teaching narrative text. This includes students' mastery of narrative texts using jigsaw techniques, differences in abilities of students who are taught using jigsaw and expository techniques, and student achievement with jigsaw techniques in teaching narrative texts. The current study also examines narrative text, but with a comparison between online and offline classes.

The other previous study is by Fahrurrozi, Ratna Sari Dewi, and Reza Rachmadtullah entitled "Experiential Learning Model based on Creative Thinking in Learning to Write Narrative Texts". The purpose of this study was to determine whether the use of experiential learning model based on creative thinking has an effect on learning narrative writing in Indonesian elementary school students. The current study also examines narrative text, but the author compares it between online and halftime offline classes, and the focus of the current study is on students' reading skills.

And one of the other previous studies is by Chyntia Rahayu Mardianti entitled "Students' Perception of Using Animation Video in Teaching Listening to Narrative Text". This study aimed to know and describe the students, perception of the use of animation video in teaching listening to narrative text in the Tenth grade of Madrasah Aliyah Negeri 4 Jakarta. The students of tenth grade social is as the subject of the research. The current research also discusses students' perception of narrative text learning, but the focus is on students reading skills and compares online and halftime offline classes.

Most of the research about the new learning methods used. But in this study, researchers compared two learning methods, namely online classes and offline classes on blended learning. Because the pandemic has entered the new normal stage, the government has provided leeway for schools to implement face-to-face learning on the condition that it is limited and continues to apply health protocols.

Although many have researched learning during the pandemic as this pandemic has been going on for a long time, previous research has focused more on new learning methods. While this study focuses more on the

comparison of online class with the duration and number of students who are full and offline class which is limited by the time and capacity of students per class. In the offline class students of each class is divided into two different room. This comparison is based on student's perspective. The student's perceptions become the data source of this current research.