

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1. Introduction

1.1 Background of the study

Learning English was important in several ways. According to Nishanthi (2018) in today's global world, the importance of English cannot be denied and ignored since English was the greatest language universally. Apart from being a means of communication, Megawati (2016) stated that English was very important for society as a link between people and the world in various aspects, especially aspects of education. Sudiran (2015) stated English was very important as a tool used to establish communication between countries, one of the countries that use it was Indonesia. As a global tool for international communication, English was an important language globally, and English was also a second language in many countries around the world. According to Grabe and Stoller (2002) stated the English language was one of the important factors influencing foreign communication practices. English was the first language for the majority in several countries. Moreover, according to Jakson and Stockwell (1996) stated that everywhere in the world, English was used as a medium for interacting with people of various cultures, races, and social backgrounds. In addition, English was an important language for all kinds of

professional and personal goals. All the people could realized that English was an important language in communication.

Many countries learnt English differently. One of them was Indonesia. English foreign language served in Indonesia. All over the world and in Indonesia, it was important to learn English. English had four skills, namely listening, reading, speaking, and writing. According to Hamra and Syatriana (2010) stated that in Indonesia, English was the first foreign language learned. English has been one of the subjects in Indonesia's education curriculum and has been formally taught from elementary school to university level (KTSP 2006). For communication purposed, learners used English in various areas, such as listening, reading, writing, and speaking. To conclude, English was chosen in Indonesia as a foreign language to be taught in schools nationwide. It could be concluded that English was the largest language universally and as a means of communication between communities and even communication between countries.

Among the four language skills, reading was one of the most important skills that must be learned. Hung and Ngan (2015) argued that reading was very important to achieve goals, including gaining new knowledge and getting directions from reading or just to convey a hobby. Furthermore, Ruslan and Wibayanti (2019) claimed that information obtained through reading could, of course, increased the insight obtained. Therefore the community was also required to be able to read well. Moreover, Pang (2013) proposed that reading was very important in the world of education since reading allowed children

and adults to gain new opportunities and knowledge, enjoyed literature. In other words, reading would made it easier for us to get information and also add insight. Therefore students were required to read well even though it did not cover up the fact that there were still many students who had difficulty reading.

Despite of its importance, reading was a difficult skill to be mastered. Zhao and Zhu (2012) stated that there were several problems in reading, one of the which was the accumulation of vocabulary because it was difficult for students to memorize words that were too many and inefficient for them. Furthermore, a study conducted by Davoudi and Yousefi (2015) had listed a number of EFL learners reading difficulties and problems, such as deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge, and poor reading strategies which were very important in terms of reducing difficulties. It could be concluded that students had difficulty reading due to a lack of vocabulary, grammatical knowledge, and poor reading strategies. Besides that, in 2019, there was a pandemic that also affected English learning in schools, especially learning to read.

As explained by the experts above, there were difficulties experienced by students when carrying out reading activities coupled with the condition of the world, which was grieving the emergenced of the Covid-19 virus, which had had many negative impacts in various fields, both economic health and education. Putri, Fakhruddin, and Wanto (2020) stated that the government was responsive in responding to the spread of the covid-19 virus in the education

sector. The Ministry of Education and Culture (Kemendikbud) had published circular number 15 of 2020, which contained recommendations for online learning in their respective homes in an effort to reduce the spread of the covid-19 virus. It was concluded that due to the spread of the covid-19 virus, the government gave orders in the education sector, especially to carry out distance learning.

One of the online reading and learning platforms used is e-learning. According to Radha et al. (2020) stated that distance learning used e-learning is recommended by the government to overcome the growth of the Covid-19 pandemic both in school and university institutions. One of the online learning platforms used was E-learning since it was beneficial in teaching and learning English reading. According to Zuraini and Nurhayati (2021) stated that a learning model that used e-learning was one form that was facilitated and supported by the used of communication and information technology. According to Tjokro (2009) some of the advantages of using e-learning, especially for learning to read, were that learning materials were available 24 hours a, more effectively used time and place, more accessible to absorb learning using facilities such as video, sound animation and animation, and text.

The used of e-learning was certainly very helpful in the learning process since it had several features. Abdelouahed (2019) stated that E-learning provided several features to facilitated distance learning, especially foreign language learning. One of the features was a virtual class that allowed

participants who took foreign language learning to access the class wherever they are. Aziz (2020) stated that there were several features provided by e-learning, one of them was the attendance feature, exams, and monitoring and also evaluating learning activities. Additionally, McCarter (2005) proposed that one of the features that supported reading learning was a format that included text into a video which was very effective for learning to read because, with it, students would read at the same time they got information through videos that contained the text.

The preliminary study was conducted by interviewing with one of the English teachers with the initials M at MAN 1 Banyuasin. Based on interviews conducted in May 2021, it was confirmed that e-learning was used for the teaching and learning process to read English. The teacher with the initial M also said that there were several features in e-learning that they used in learning English, especially learning to read, including attendance features, lesson plans, and teachers could create teaching materials to create and provide practice questions and quizzes. In addition, for teaching and learning activities, especially when learning to read, sometimes teachers used the video conferencing feature found in e-learning. Therefore, students' perceptions of learning reading skills through e-learning applications were the main concern of this study.

Some previous studies were conducted on students' perceptions of the use of E-learning in English reading. Firstly, a study conducted by Mamattah (2016) entitled "students' perception of learning." This study revealed that the

majority of students considered e-learning to be a new innovation that had to be encouraged by its development, but it could not be denied that there were some students who were still afraid of discrimination. Second a study conducted by Mulyani (2020) entitled "Students' Perceptions and Motivations on English E-Learning During the Covid-19 Pandemic (Studies on Class X Students of SMA N 1 Ordered the Academic Year 2019/2020). To comprehensively reveal students' motivation and perceptions, the results of this study were presented descriptively. The results of the study found that E-learning received a positive perception because it was flexible and effective. Meanwhile, its flexibility made some students believed, but there were also those who were lazy in doing it and choose to procrastinate assignments. Thirdly a study conducted by Maghfiroh, Palupi, and Putri (2020) entitled "Students' perceptions on e-learning use in fourth and sixth semesters of English department in umpo." The results showed that according to student perceptions, e-learning was effectively implemented in lectures because with e-learning, students could access lecture material anywhere and anytime. And the last study conducted by Nuraini (2020) entitled "students' perception on e-learning madrasah use as an alternative media for learning English in the online system at MAN 1 Trenggalek". The results showed that students felt happy and happy in using Madrasah E-learning.

As a result, this phenomenon prompted me to conduct a similar study on students' perceptions of learning reading skills through e-learning at MAN 1 Banyuasin. This study aimed to determine students' opinions about learning

English through e-learning applications, especially reading skills at MAN 1 Banyuasin. Next, researcher chose this school because it was one of the popular schools in Banyuasin and researcher decided to do research in line with the discussion of this problem. Therefore, a study entitled "Students Perception Towards Using E-learning Application in Learning Reading Skills in MAN 1 Banyuasin" will be conducted.

1.1 Research Problem

Based on the background, the research problem was formulated as: How were the students' perceptions towards the use of E-learning Madrasah For English reading activities in MAN 1 Banyuasin ?

1.2 Research Objective

Based on the research problem, the research objective was to find out the students' perceptions towards the use of E-learning Madrasah For English reading activities in MAN 1 Banyuasin.

1.3 Significance of the Study

The results of this study were expected to provide useful contributions for some parties. For the teachers, this research brings a new innovative learning for teachers because with this research, teachers can know the perceptions from the students' in doing the online learning reading by using E-Learning. In addition, this study was expected to explain students' perceptions of learning reading skills through e-learning applications after knowing students' perceptions about online learning, as a consideration in the teaching and learning process.

Second, for students who had conveyed their perceptions would also benefit in the form of improvements in things or learning processes that had been deemed unsuitable for their conditions and situations. This would also increase their motivation and learning quality through E-learning.

Third, for myself, this research would provide many advantages and information about what students think about learning reading skills through the e-learning application.

For other researchers, this research would provide you much information about using E-learning in learning reading. It could be the reference for other researchers to write their research about online learning, especially with the used of social media in learning reading.