STUDENTS' PERCEPTION TOWARD ENGLISH ONLINE LEARNING OF 1ST YEAR CADETS OF PALEMBANG AVIATION POLYTECHNIC: CHALLENGES AND BARRIERS

A Thesis by

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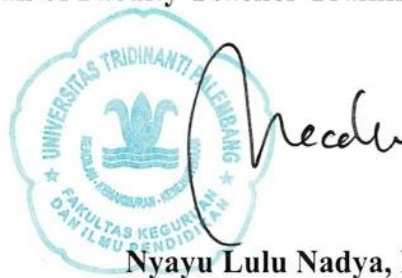Advisor II

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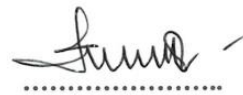
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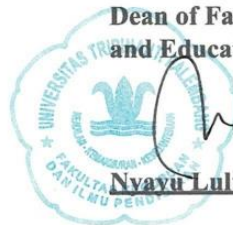   (Member)

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DEDICATIONS

This thesis is dedicated to me, myself and I

Thank you for being tough and tirelessly fought so far.

The day after today, all the late nights and early mornings are paid off.

"MOTTOS"

"The Seeking of Knowledge is Obligatory for Every Moslem"
(Al-Tirmidhi, 74)

"You Educate a Man; You Educate a Man.
You Educate a Woman; You Educate a Generation"
(Brigham Young)

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Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dnegan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

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ABSTRACT

This research aimed to find out students' perception about challenges and barriers faced by 1st year cadets of Palembang Aviation Polytechnic during English online learning. This research used cross sectional survey design involving 113 cadets of Palembang Aviation Polytechnic by using intact sampling. Questionnaire was used as the technique for collecting data while percentage and descriptive analysis were used for analyzing the data. The result showed that cadets have positive perception toward English online Learning between challenges and barriers. In challenges, identity became the challenge for 1st year cadets of Palembang Aviation Polytechnic in English Online Learning with the moderate level. It might happen because of the new learning environment system that is firstly applied due to the pandemic of Covid-19. Meanwhile, in barriers, all the aspects influenced the 1st year cadets of Palembang Aviation Polytechnic toward English Online Learning from the highest to the lowest degree as follows: time/interruption, infrastructure/support services, motivation, technical, and social.

Keywords: Challenges, Barriers, English Online Learning, Palembang Aviation Polytechnic.

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CHAPTER I

INTRODUCTION

This chapter discusses background of the research, the problems of the research, the limitation of the problem, the formulation of the problems, the objectives of the research, and the significances of the research.

1.1 Background of The Research

Technology is often regarded as a trend in the 21st era. It plays a crucial role in our lives nowadays which becomes a basis growth of economy (Nagasubramani, 2018). Without technology, everything will run slow. Technology makes our jobs easier and saves time. The impact of technology can be felt not only in economic sector but also education sector. Nowadays, education has been globalised by computer technology (Ally, 2004; Zondiros, 2008). According to Tinio (2002), the reformation of 21st century education requires teachers and students have skills that are needed in this new world which include digital age literacy. Integration of technology in education is one of our keys assets, as effective use of technology can make learning meaningful (Kirschner, 2015). Technology utilization positively affects education in the process of knowledge acquisition and assimilation for both teachers and students. It can promote active learning, collaborative learning, cooperative learning, creative learning, integrative learning and evaluative learning (Tinio, 2002).

Further, to engage and prepare students for successful learning in 21st century, the young generation need to cope with the 21st century skills such as:

collaboration, communication, content, critical thinking, creative innovation and confidence (Hirsh-Pasek, et.al., 2020). Teachers and students prefer to use technology on their learning process to conventional ones since the use of advanced technology tools makes the teaching and learning easier. It is clear that technology has shifted the way students learn from teacher centered to student centered learning.

In addition, in language teaching context, the utilization of technology is not a new thing. Technology has been around in language teaching for decades, such as: language laboratory, tape recorder, and video (Dudeney & Hockly, 2007). The development of technology usage in language classroom has been started from using computer-based technology up to internet-based technology. Mofareh (2019) argued that the application of modern technology becomes a considerable advance in English language teaching. He found that technology usage contributed positive outcomes in English language teaching in the clasroom. Moreover, Information and Communication Technology (ICT) is defined as any technology used to support information gathering, processing, distributing, and using (Beckinsale & Ram, 2006). Technology helps teachers to connect with learners in systematic and advanced way.

Starting from 2020 up to 2021, Indonesian government required the schools and colleges to implement online learning activity due to pandemic. Toquero (2020) stated that the pandemic has forced schools and colleges around the world to close campuses so students could follow social distancing measures. Therefore, during pandemic outbreak, Palembang Aviation Polytechnic has adopted online learning system since 2020. All learning subjects are taught

through online learning including English subject. All cadets at Palembang Aviation Polytechnic were used Internet during learning processes.

Online learning in a pandemic is the solution (Basilaia & Kvavadze, 2020; Laprairie & Hinson, 2006; Taha et al., 2020). It can minimize the risks of virus transmission between one another. Beside that, many schollars confirm that online learning has some advantages. The use of online learning is really convenient because it can be used anywhere and anytime (Bourne et al., 2005; Means, 2010; Nakamura et al., 2018; Ozyurt et al., 2013). In addition, Lee (2010) claimed that utilising e-learning can increase interaction and learning efficiency by empowering students to communicate more with faculty and colleague and to access more learning materials. It is in line with Fedynich et al. (2015) who revealed that the teachers-students interaction have a significant impact on online learning satisfaction.

In spite of the fact that online learning contributes many advantages, it may also pose some problems too. The transformation from conventional to online learning is linked to various obstacles and challenges at that point (Crawford, et al., 2020). Kusumo, et al., (2012) divided two major problems of implementation of online learning in Indonesia, i.e. infrastructure support and cultural problems. Further, most higher education levels in Indonesia have limited or no experience of online learning especially when lecturers lack of knowledge in using online applications (Lubis et al., 2018; Zaharah et al., 2020). Moreover, Orlando & Attard (2015) stated that teaching with technology is not one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught. Ali & Ahmad (2011) found that some issues

arise from online learning. They found traditional education more effective than online learning. further, there are two problems exist caused by online learning. First, the effect and efficiency of online learning (McPherson & Bacow, 2015). Second, ability to teach digitally effectively, based on a set of learning objectives that guide teachers and educational priorities (Liguori & Winkler, 2020). Online learning is effective in digitally advanced countries (Basilaia & Kvavadze, 2020). Recently in many countries including Indonesia, online learning becomes a solution for learning process during pandemic outbreak. This is also the reason why schools in Indonesia are being required to learn online. For Palembang Aviation Polytechnic, since it was the first time to implement online learning therefore it may also pose some challenges and barriers.

In this research, observation was used in preliminary research. The researcher gets the information related to challenges and barriers toward English online learning from the document of evaluation report. It showed that, there were some issues influenced 1st year cadets of Palembang Aviation Polytechnic related to the challenges and barriers during English online learning.

Based on the elaboration above, the reseacher conducted a research entitled "**Students' Perception Toward English Online Learning of 1st Year Cadets of Palembang Aviation Polytechnic : Challenges And Barriers".** This research was aimed at exploring students' perceptions about challenges and barriers during English online learning in the academic year of 2020/2021.

1.2 The Problems of the Research

1.2.1 The Limitation of the Problem

This research limited the investigation on the challenges and barriers faced by 1st year cadets of Palembang Aviation Polytechnic during English Online Learning.

1.2.2 The Formulation of the Problems

Based on the problems limitation above, the problems of this research were:

1. What were the challenges faced by 1st year cadets of Palembang Aviation Polytechnic during English online learning?
2. What were the barriers faced by 1st year cadets of Palembang Aviation Polytechnic during English online learning?

1.3 The Objectives of the Research

In the light of the problems of the research, the research objectives were:

1. To describe the challenges faced by 1st year cadets of Palembang Aviation Polytechnic during English online learning.
2. To describe the barriers faced by 1st year cadets of Palembang Aviation Polytechnic during English online learning.

1.4 The Significances of the Research

The results of this research are expected to contribute the advantages for the following groups:

1. For Students

   The research is expected to help students to be more aware towards the challenges and barriers faced during English online learning process and they can start to prepare for the preventive action to deal with challenges and barriers from English online learning process.

2. For teachers

   The research is expected to provide valuable information about the challenges and barriers during English Online Learning. Moreover, the research is expected to help teachers for mapping strategies for English Online Learning process.

3. The researcher herself

   The research is expected to help improving both knowledge and experience in conduct a scientific-research and in English teaching and learning process especially for mapping strategies by considering challenges and barriers toward English Online Learning.

4. For other researchers

   The research is expected to get valuable input that help researchers to conduct further research.

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