

CHAPTER I INTRODUCTION

In this chapter the writer discusses the background of the research, statement of the problem, the purpose of the research, significance of the research, scope of the research, and operational deviation.

1.1 Background of the Research

We know that the 21st century is well known as a modern technology era. The 21st century shows many dynamics changing in several aspects. Laxmi (2017) stated several aspects influenced by the dynamics changing such as the global economy society, culture, with no exception in education. Those conditions make us know some new terms that are usually common nowadays for example, “21st century education”, “21st century learning, and “21st century skills”. This condition would be a challenge for school instance to survive and help their students master those skills in this modern technology era. In this case, Indonesia is relatively late in applying online platform learning base. Although using online platforms is claimed and accepted as an effective means for teaching and learning in the 21st century.

In March 2020, Indonesia has declared the first positive case COVID-19 virus, and because the rapid transmission of the COVID-19 virus has negatively affected all aspects of society including education. This dire situation induces the closure of all schools in Indonesia. Therefore, the government migrated the learning system from face-to-face classroom learning to online learning. This situation may seem worst. But, on the other side, this situation gives a chance for Indonesian school instance to start applying learning system by E-Learning base. Clark & Mayer (2016) state that E-Learning is the instruction given to support the learning process through online platforms.

Refers to Michael Piotrowski (2010), online platforms itself are systems that provide integrated support for online learning activity. Some online platforms commonly used as media for online learning during pandemic, are: *Zoom meeting, Google Classroom, WhatsApp Group, Telegram* are the popular online platforms that are commonly used in online learning.

Several online platforms mentioned above have the same function, to be a solution to increase and support online learning during the COVID-19 pandemic. With all the strengths and weaknesses of each platform, these things surely determine the students' preference in using those online platforms and affect the students' activeness and contribution during online learning.

Some previous research about the students' perception of online platforms to learn English in the pandemic era. First from Rakhmania, Martina, Halolo, Syafryadin & Nurmanzah (2020) with the title "Students' Perception on Online Learning During COVID-19 Pandemic Era". The result of the research itself shows that the students had a positive perception of online learning because it was more fun and flexible. And the platform that they prefer to use or the very dominant online platform to English online learning in this research is *WhatsApp*.

The second study by Indah (2020) titled "Students' Perception on the Use of *Google Classroom* in Language Learning" The result of the study shows that the participants agree with the statement that *Google Classroom* can help them in Language Learning because of the features provide them to get and save the documents of material and important assignments from their lecturer, also the platform is easy and flexible to use.

Based on the explanation above, the researcher has conducted research about students' perceptions of online platforms. Although there are similarities with the previous research but the research that the researcher conducted is more focused on knowing the strengths and weaknesses of the online platforms and the students' preference of the online platforms for online English learning.

1.2 Statement of the Problem

Based on the background of the research above, the following problem can be formulated follow as:

1. How do the students perceive online platforms for online English learning?
2. What are the strengths and weaknesses of online platforms for online English learning?

1.3 Objective of the Research

Based on the statement of the problems above, the objectives of the research are:

1. To know the students' perception of online platforms for online English learning.
2. To find out the strengths and weaknesses of online platforms for online English.

1.4 Significance of the Research

By conducting the research, the writer hopes that the result will be useful to provide benefits for all people who are related to this research, both theoretical and practical as follows:

1. Theoretically

The result of this research is expected to be used as a reference for further research and also can be used as a reference and knowledge for other researchers.

2. Practically

The researcher expects that this research can be useful for English for Specific Purposes Teachers in SMK PGRI 1 Mejobo Kudus, the students, and readers.

a. For the teacher

The researcher expects this research can motivate the lecturers to use technology and various in the teaching and learning process.

b. For the students

The researcher expects the high school student to be more motivated in joining English class by using online platforms.

c. For the readers

This research can give readers more knowledge about students' perception of online platform for online English learning.

- d. For the researcher

The researcher hopes that this research can be useful for the next researcher who will conduct research in the same field.

1.5 Scope of the Research

In this research, the researcher limited the focus on Students' perception of online platforms for online English learning in SMK PGRI 1 Mejobo Kudus. The researcher took the participants from tenth-grade students of SMK PGRI 1 MEJOBBO Kudus in the academic year 2021/2022. However, the researcher took one class participants to collected the data of students' perception on online platforms for online English learning in SMK PGRI 1 Mejobo Kudus.

1.6 Operational Definition

1. Students' perception

Students' perception is students' opinions based on their perspective towards online platforms for online English learning.

2. Online platform

A webspace or portal for educational content and resources that provide everything students need in one place, including lectures, resources, and opportunities to interact and chat with other students.

- a. *WhatsApp*

Is an online platform that allow the users to have online chatting with some other feature such as : photos, videos, and audio sharing, location sharing, documents sharing, group chatting, and phone or video call.

- b. *Google Classroom*

Google classroom is an online platform that was created with the purpose to support and increase teaching and learning process in technology era. The features enable students and teachers to sharing and upload materials or assignments, and also to share video, photos and file for learning.

c. *Zoom Meeting*

Zoom meeting is an online platform that can be use for online interactive video conference. The video conference can be attended by up to 100 participants. During the conference, the participants can share screen for presentation and can chat with the other participants in chat column.

d. *Telegram*

Telegram is online platforms that allow users to have online chat. It has some features such as : photo and video sharing with big data size, group chat, phone or video call, documents and link sharing.

3. Online learning

Online learning, commonly known as E-Learning, is a model of learning that takes place over the internet in English class setting.

