

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

This day, online learning or E-learning becomes a substantial part of education. The students have a chance to join discussions, give opinions, and share knowledge equally regardless of classroom and time with the best online learning application or software (Harasim, Calvert & Groeneboer : 1997). Quoted from Kompas.tv (21st December 2021), the government has collaborated with several platforms to support online learning such as YouTube, Cisco, Webex, Google Meet, Microsoft Teams, Google Classroom, Edmodo, Quipper, Ruang guru, and WhatsApp. Those platforms are implemented almost in all levels of education, including senior high school.

Furthermore, according to the researcher's experience in the teacher internship program (PLP) at SMA 2 Kudus, all learning activities are carried out online using Microsoft Teams. The school starts to impose this platform since the government instructed the school by utilizing the internet networks. However, not all students are familiar with online learning, mainly using Microsoft Teams. The researcher finds some problems faced by the students while doing the PLP. Many of the students reported that the teachers didn't give feedback on the assignments, even though the students need comments and the answer key. The material delivered by the teacher also was not clear.

Moreover, English is the student's second language that has different pronunciation system with Indonesian language. Because of these differences, many basic English learners meet with difficulties in learning English. They are less competent in English so they have to put more effort to learn it. In the school,

students are required to master four language skills (listening, speaking, reading, and writing).

In her previous research, Eviliana (2020) showed that E-learning was ineffective. It was because of the lack of human interaction, lack of confidence, and lack of experience using technology. Similarly Mulyani (2020) found that English online learning was quite difficult, with less material explanation from the teacher, and too many assignments from all subjects that make the student lazy to learn. The students also faced by a lack of internet access, less enthusiasm, and limited supporting facilities (Efriana, 2021). Another research revealed the lack of opportunities to speak English in student's daily life and even motivation to study (Banditvilai, 2018)

Whereas, online learning will lead to successful academic achievement if it is effective and suitable (Artino & Jones, 2012; Fuller, Chalmers & Kirkpatrick, 1994; Hattie, Biggs & Purdie, 1996; Pintrich & Johnson, 1990; Shih, 2005; Zimmerman, 1998; Eviliana, 2020). Loan (2021) agreed that E-learning using Microsoft Teams is an evolution in education, but learning in an online group is an issue that should be reconsidered.

There has been some number of studies on the obstacles of online learning using Microsoft Teams. However, the researcher has not encountered any research that discusses about the obstacles in student's practicing skills (listening, speaking, reading, and writing) in learning using Microsoft Teams. One characteristic between this research and others is the researcher adds obstacles in field of students' practicing skills. Based on the explanation above, the researcher wants to expand the obstacles in learning English using Microsoft Teams faced by the twelfth class IPA 6 students of SMA 2 Kudus.

1.2 Statement of the Problem

In accordance with the research background, the researcher formulates the research question: what are the obstacles faced by the twelfth class IPA 6 students of SMA 2 Kudus in learning English using Microsoft Teams?.

1.3 Objective of the Research

The objective of the research is to find out the obstacles faced by the twelfth class IPA 6 students of SMA 2 Kudus in learning English using Microsoft Teams.

1.4 Significance of the Research

The findings of this research are expected to be beneficial for:

1. The English teachers and the institution

The findings of this research are expected to be considered in choosing an online learning platform. Data of this study can be material evaluated. So the teachers and institutions can fix the problems and find the best way for the online learning activity, especially to teach English using Microsoft Teams.

2. The students

This research is intended to motivate the students to improve their achievement by minimizing obstacles found in this research.

3. Other researchers

The findings of this research hopefully can be references for other researchers to explore more about learning English using Microsoft Teams.

1.5 Scope of the Research

This research focuses on exploring obstacles faced by the twelfth class IPA 6 students of SMA 2 Kudus in learning English using Microsoft Teams.

1.6 Operational Definition

This section presents the definition of terms used in this research, as follows:

1. **Obstacle**

The obstacle is something that can prevent the students' progress or achievement in learning English using Microsoft Teams.

2. **Online learning**

Online learning or E-Learning is teaching and learning strategies that use technology, particularly internet networks.

3. Microsoft Teams

Microsoft Team is an online platform by Microsoft Office 365 that provides chat, meetings, calls, and collaboration with people who join the same group.

4. Twelfth class students

Twelfth class students are students who join the final class in senior high school level at SMA 2 Kudus.

