# CHAPTER I INTRODUCTION

## Background of The Study

The spread of the COVID-19 outbreak is changing the face of world education. COVID-19 has many negative impacts in the education world, such as the temporary closure of schools to universities. Learning that was originally in the form of face-to-face must turn to online learning. For example, in the context of higher education, this sudden shift presents a variety of challenges, such as the unpreparedness of school and students to undertake full online learning. There have been many studies discussing the impact of COVID-19 on education (Baloran, 2020; Demuyakor, 2020; Quattrone, F., Borghini, A., Emdin, M., & Nuti, S. 2020).

Online learning is a solution that can be offered for the continuity of education during the COVID-19 crisis (Bilecen, 2020). Even though online learning has been introduced for a long time, not all students feel comfortable or ready with this method as they complain about slow internet access (Demuyakor, 2020). The Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency Spread of Coronavirus Disease (COVID-19) point 2, namely the learning process from home is carried out with the following conditions:

Learning from home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation;

1. Learning from home can be focused on life skills education, including regarding the COVID-19 pandemic;
2. Activities and learning assignments from home can vary between students, according to their interests and conditions, including considering gaps in access/learning facilities at home;
3. Evidence or the products of learning activities from home are given qualitative feedback from the useful fan from the teacher, without being required to give a quantitative score.

Teachers and students who experience difficulties in a pandemic state may feel the difference in offline and online learning in class. Teacher and student response data can also provide information to help writers convey accurate data. Such data also could help the writer to determine what challenges students get in offline and online learning in the class. The issue is the reason the writer write research about "A Study on the Effectiveness of Offline and Online Learning on English Class" in senior high school.

## Statement of the Problem

* 1. How does the teacher respond to offline learning and online learning?
  2. How do the students respond to offline learning and online learning?
  3. Which one is more effective for them, the offline or online learning?

## The Objective of the Study

1. To investigate teachers' responds in offline and online learning in the class.
2. To investigate students' responds in offline and online learning in the class.
3. To investigate the participants’ responds about which one is more effective the offline or online learning.

## The Significance of The Study

This research is necessary to do, practically the results of the research can be useful for schools, teachers, and students. While theoretically, it will be useful for scientific research and development. The results of this research can later be used as a reference (relevant research) in similar research.

## The Scope and Limitation

The scope of this research is about how teachers and students respond to offline and online learning in English classrooms. The limitation of this study is that the data taken focuses on English teachers and eleventh-grade students in one of a public Senior High School in South Borneo.