CHAPTER I
INTRODUCTION

This capture discusses the research background, research problem, research objectives, scope and limitation, research significance, and definition of the key terms.

1.1 Research Background

There are many impacts on various crucial sectors due to the pandemic. One of them is education. Some countries have not been fully prepared with the online course such as India, Ukraine, and Indonesia (Bakhmat et al., 2021; Kumar, 2020; Simamora et al., 2020). Many people express their perspectives about online learning.

According to Hrastinski in Adedoyin & Soykan (2020), synchronous and asynchronous online learning comparisons. However, educators, organizations, and institutions must understand its advantages and disadvantages for online learning to be effective and efficient.

Wahyudi in Bahasoan et al. (2020) said that lecturers, educators, and learners, particularly in Indonesia, feel the full impact of pandemic COVID-19, which has caused a lot of anxiety at universities are not equipped to conduct online classes. Besides, one of the most significant aspects of online learning is how lecturers can connect with their students. It is not enough to transfer instructional content into material that is presented online (Giatman et al., 2020).

Several studies on online learning have been completed while the COVID 19 pandemic is occurring. Subekti (2021) studied the perspectives of nine pre-service English teachers who joined Technology for Language Learning classes about using online learning during the pandemic Covid-19. The study used a qualitative technique of analyzing secondary data in the form of written responses by participants on their experiences in implementing online learning from the perspectives of both students and English teacher candidates. The study identified three aspects that inhibit efficient online learning: inadequate enabling infrastructures or resources, lecturers' lack of pedagogical skills to manage online courses, and an absence of lecturer-learners and fellow learners’ relationships throughout the classroom activities.

Meanwhile, Simamora et al. (2020) investigated the lecturers’ online learning perspectives during pandemics using narrative analysis. It was found that there are positive and negative perspectives. Lecturers assess that the facilities and infrastructure that support
efficient learning are insufficient, and they are unfamiliar with online learning. Even though online learning applications are advantageous to lecturers, some Indonesian campuses have applications. Furthermore, as technology advances, online education has a bright future.

Besides, Fauzi & Khusuma (2020) studied about perspectives of elementary school teachers’ in Banten and West Java regarding online learning in Covid-19 pandemic condition. This study used a quantitative approach. Many problems were found, such as a lack of facilities, and teachers who usually design, implement, and assess learning in a face-to-face system are forced to do so in an online context. It is an obstacle for teachers who desire to use online learning. Furthermore, while teachers find it challenging to collaborate with parents, parents play an essential and active part in implementing online learning within the first 1-2 weeks. However, many parents request the teacher give children the tasks to do because they frequently clash with the other jobs or work of parents.

Speaking is a skill that requires practice. Usually, when face-to-face learning, students can practice speaking in front of the class, and the lecturer can pay attention directly. However, when classes are conducted virtually, both students and teachers will make more effort.

The study above discussed the general perspectives of online classes in university and school. However, they did not discuss online learning class perspectives on a specific subject, especially in the English Department. Therefore, to fill this gap, this study explicitly examines the lecturers’ perspectives of online learning in speaking classes at the English Language Education Department, University of Muhammadiyah Malang.

1.2 Research Problem

In this study, researchers identified the following issue:

1. What are lecturers’ perspectives of online learning in Speaking classes through online learning at the English Language Education Department, University of Muhammadiyah Malang?

1.3 Research Objectives

1. To analyze the lecturers’ perspectives on teaching Speaking classes by online learning at the English Language Education Department, University of Muhammadiyah Malang

1.4 Scope and Limitation
This study focused on the lecturers' perspectives on online learning in Speaking Class. This scope is confined to University of Muhammadiyah Malang lecturers who teach Speaking in the English Language Education Department during the odd semesters of the academic year 2021/2022 (Speaking for Academic Purposes and Speaking for Formal Interaction).

1.5 Research Significance

This study's findings can contribute to new insight into online learning and the lecturers' perspectives on the situation. By understanding the lecturers' perspective on the implementation of online learning, we can determine what needs improvement. Besides that, we can also develop a more mature strategy for future online learning. Since the lecturers' obstacles when teaching is minimal, students will also feel comfortable following the lesson.

1.6 Definition of The Key Terms

To prevent misunderstanding regarding the meaning of this concept, the following terms are defined:

1. Perspective is a view or prospect of something (Hughes, 2005). Besides, the meaning of perspective in this study is how the lecturers perceive the implementation of online learning during the pandemic.

2. Online learning is the newest and most popular form of distance education today (Kessler, 2018). Meanwhile, this study refers to online learning in speaking classes.

3. Speaking classes are subject of the English Language Education Department, the University of Muhammadiyah Malang divided into Speaking for Formal Interaction, Speaking for informal interaction, and Speaking for Academic Purpose.