CHAPTER I

INTRODUCTION

The chapter presents the background of study, the reseach question, the purpose of the study, significance of the study, the scope and limitation, and the definition of key terms.

1.1 The Background of The Study

The English language as it exists today, is no longer the language of a certain people or place; it has taken on a global meaning. It is a language that is understood and spoken by more than half of the world's population. In certain ways, English has evolved into a global language (Deterding & Mohamad, 2016). For example in an international meeting such as the G20 Summit, the ASEAN Summit, and Non-Block Summits, they used English as the main language for communication during the event to make it easier for all meeting participants to understand what is being discussed. As a result, English is now a subject that studied in schools worldwide. It has even become one of the required subjects examined in many assessments such as new student acceptance, national exams, and even job applications. Several benefits will be found when learning English, including the capacity to listen, read, write, and speak. The capacity to talk is the most crucial in this scenario because the ability to communicate is the main purpose of learning a language, it is also strengthened by Suryani et al. (2021) that speaking is one of the fundamental skills that students should develop while learning English as a foreign language. Speaking is primarily learned through direct interaction between teachers and students both within and outside the classroom. The teacher can see the level of student ability and the extent to which students can absorb the material he has given by speaking directly with them. Furthermore, by directly speaking between teachers and students and between students and peers, students can use the material they have learned for their daily communication. However, when the pandemic of Covid-19 hit the world in 2020, the teaching and learning activities forced teachers and students to shift to online platforms. This situation provides many obstacles and poses a common problem (Bonacini et al., 2021). The entire learning process has to shift from what was done directly or face-to-face to a distant learning model while keeping the essence of face-to-face learning (Bonk, 2020; Rapanta et al., 2020). This impacts the speaking class learning approach, therefore teachers and students must adapt to the

current situation, such as learning via Google Meeting, Zoom, or social media platforms like Whatsapp, YouTube, and others. Damayanti et al. (2022) also added that there were many obstacles experienced by students in the virtual e-learning such as: 1) Limited internet connection result in unstable network; 2) Difficulty understanding the material delivered online; 3) different support facility owned by students; 4) Lack of IT skills, 5) cheating in exams, 6) Malfunction or unreadiness of platforms and many more. This is also reinforced by the statement of Erol & Eskici (2022) which states that the obstacles experienced by students abroad are also the same as those experienced in Indonesia. English Language Education Department students also experienced difficulties in understanding this material. Many students had problems understanding various online materials, especially speaking material which is usually given in person or face to face and direct practice, but now it must be done online through. Ten students interviewed all complained about the same thing: a poor internet connection, difficult explanations, and assignments that did not encourage students to improve their speaking skills. Most students did not interact each other real time. Teachers mostly gave assignment by asking students to create a video instead. This may result in invalid assessment from teachers because students usually write a speaking script before a video recording. The obstacles experienced by students during online classes, both internal and external obstacles, cause many problems that result in disruption of student learning during online classes. This phenomenon attracted researchers to examine some of the inhibiting factor that ELED students face to speak English during online classes, so that in the future an appropriate solution can be found both from students and ELED to facilitate or solve current problems.

1.2 Reseach Question

Based on the background of the study, the research question as follow:

What factors inhibit ELED (English Language and Education Department) UMM 2019 class A communication skills during the online classes?

1.3 Research Objective

The study's main objective is to examine the factors inhibit communication skills during the online classes of ELED (English Language and Education Department) 2019 class A students at University of Muhammadiyah Malang.

1.4 Scope and Limitation

The scope of this research is to explore the factors that inhibiting the students of ELED (English Language and Education Department) UMM 2019 class A in learning speaking online during the pandemic.

1.5 Significance of The Study

Following the background of the study, the researcher expects that this study can give contributions to the following:

a. **For Lecturer**

This research can be used as a reference in developing more effective learning methods in the future both online and offline learning by taking into account the obstacles or difficulties experienced by students. Lecturers should have discussed more with other ELED colleagues if they have problems in common during the online class and each lecturers must have their own ways of tackling the online class difficulties. By knowing the inhibit factors during the online interaction and classes, lecturers may be able to anticipate the appropriate solutions for their class.

b. **For Students**

In the future, this research is expected to motivate students to voicing the difficulties in the learning process so both students and teachers can offer the win-win solutions in order not to sacrifice the language development of students.

c. **For English Department**

This research can be used as a reference for English Department to provide some training or workshop and brainstorm on how online class can be made effective for some subject that require students to practice such as speaking class. English Department Chairman may create competitions among the lecturers on their strategy used in online class effectively.

1.6 Definition of Key term

a. **Inhibiting Factor**

   Inhibiting factors is problems and difficulties that obstruct students learning in the classroom. There are variety of factors or causes difficulties to online learning for the many students.

b. **Communication Skill**

   Communication skill is person's capacity to communicate in both his mother tongue and foreign languages such as English, which is now widely used by the general public in the modern era, is referred to as communication skill.

c. **Online Class**

   Online class is learning that takes place through the use of technology or electronic media such as gadgets. In this situation, the teacher and students do not need to meet face to face in the classroom and they use gadgets instead.