CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, limitation of the problem, formulation of the problem, the objective of the study, and significant of the study.

A. Background of The Study

In 2020 the world was shocked by the Phenomenon of the spread of a dangerous virus, namely corona virus. The pandemic which has been happening since March 2020 until now it has brought many problems and stopped many activities, including in the field of educational practices. Tabi'in (2020) states that COVID-19 initially developed in a city Wuhan part of China in November 2019. This COVID-19 has infected almost all parts of the country in the world and has been declared a global pandemic by World Health Organization (WHO) in March 2020. Countries affected by the pandemic COVID-19 take policies to break the chain of the spread of Covid-19, the policies taken include *lockdown, social distancing* and *stay at home*.

According to Bhamani et al., (2020) say that the government closed all schools, universities and all public places to avoid COVID-19. The COVID-19 pandemic has changed the pattern of education in the world. The learning process that was originally face to face was directly transferred to distance learning (Yuangga, 2020). For almost 2 years, education in Indonesia has implemented distance learning. According to UNESCO (2020) it was explained that the

COVID-19 pandemic has affected the education system in the world, so distance learning was implemented. According to Nars (2020) all schools in the world announce the expectations of teachers, schools must close their doors. So with the closure and termination of face to face activities at school, it is hoped that it will stop the spread of the COVID-19. But, the closure of schools does not mean that learning process must also stop.

According Cahyani et al., (2020) mentions that the government as a result of the COVID-19, the quality aspect of education is experiencing a challenges the COVID-19 pandemic is very difficult challenge for teachers and students. Teachers are required to be creative to carry out online learning, learners must prepare equipment from a laptop connected to the internet so that the learning process continues. The COVID-19 Pandemic requires school carry out learning using technology such as hand phone or laptops and must use internet quotas. However, there is something that cannot be reached easily. In education, have been facilitated by adequate internet technology is still experiencing problems in the learning process.

According to KOMINFO (2021) it was explained that the patients recovering from COVID-19 are increasing, reaching 1,087,076 people, so President Joko Widodo (Jokowi) ensures that limited face-to-face learning activities will simultaneously begin in early September 2021. Limited face-to-face learning is applied, it will be carried out a maximum of twice a week within a period of two hours every day. Research conducted by Hediansah and Surjono (2020) shows

that there is a positive response from teachers regarding learning management using a hybrid learning model.

Hybrid Learning consists of learning that is carried out face-to-face in class and online learning through the e-learning website (Ponorogo, 2020). Hybrid Learning has the aim of combines the nature of the internet-based learning model, namely to time efficient, low cost and easy for students to access learning materials quickly (Hidayat & Andira, 2019). Hybrid learning has an interactive impact and helps facilitate independent learning. So, hybrid learning has become the best alternative in the midst of the COVID-19 pandemic. The hybrid learning model is also known in some contexts as blended learning. It is a combination of face-to-face classroom meetings and online learning mode.

However, by using of a new learning system like this, it will certainly bring up various kinds of challenges that will be faced by teachers and students in the implementation of hybrid learning. With this teaching method, it will provide challenges for students and teachers in implementing hybrid learning. One of these challenges is that students are not used to using applications in learning so that students' learning is reduced.

The method of hybrid learning with the full online technique can followed by all students and teachers. But there are students whose areas are still difficult to receive the internet network, this case causes the online learning process does not run smoothly. Technological developments have a significant impact process of information transfer in education. And then, the hybrid education challenges include lack of supporting academic resources, the workload increased, being

distracted during class, unfamiliar online technology. The last is the emotional challenge which is considered to be less motivated and negative emotions or this challenge possibility can be called self-regulated issues.

Based on statement above the researcher interest to conducted this study, to find out the challenges faced by students when used the hybrid learning model. Finally, this study is aiming at investigate the challenges of hybrid learning faced by students during pandemic COVID-19.

B.   Problem of The Study

1.   Limitation of the Study

From the study an title "Challenges Of Hybrid Learning Faced By Tenth Grade Students at SMK Negeri 02 OKU". In this study, the study limit and focus on the find out challenges of hybrid learning in English subject faced by students during pandemic COVID-19.

2.   Formulation of the Study

Based on the limitation above, the formulation of the problem in this study was "what are the challenges students faced when using hybrid learning in English subject during pandemic COVID-19? ".

C.   The Objective of The Study

This present study is to know the challenges of hybrid learning faced by students during pandemic COVID-19 at SMK Negeri 02 OKU. In this case, the

researcher focused to investigate challenges of hybrid in English Subject learning faced by tenth grade students at SMK Negeri 02 OKU.

D. The Significances of The Study

The result of this study was expected to give meaningful information for the following parties:

1. For the Teacher

a. The results of this study are expected to be used as material, input for selecting approaches methods, media, and learning experiences and well as the types of learning evaluations appropriate.

b. This study is expected to increase the motivation of educators to be more critical in dealing with various situations and obstacles in the world of education.

2. For the Student

The results of this study give more knowledge and insight about hybrid learning model for students.

3. For the Researcher

The result of this study give more knowledge in English, especially in Hybrid learning model, and also get some experiences from this study

4. For the Further Researcher

The finding of this study is expected can be meaningful to support and provide information for those who are interested in conducting research on the challenges of hybrid learning faced by students.