# CHAPTER I INTRODUCTION

This chapter provides a general introduction to the study. It concludes with a background of the study, research question, research objectives, research significance, and the definition of terminology.

## Background of the Study

The spread of the COVID-19 virus in Indonesia and even worldwide has caused quite a significant change in the learning and teaching system. Previously, teachers and students usually carried out face-to-face learning. Teaching activities directly conducted in school buildings or classrooms with other facilities and infrastructure should change the learning and teaching process significantly with a distance learning system where all learning activities are carried out online. (Mukhtar, Javed, Arooj, & Sethi, 2020). The spread of COVID-19 has resulted in schools in Indonesia and even worldwide being closed. Globally, more than 1.2 billion children during the Pandemic did not study at school directly but through distance learning (Li & Lalani, 2020)**.**

Distance learning is a learning system carried out online so that there is a physical separation between students and teachers during learning and teaching activities. This learning system is a learning practice that utilizes various tools and technology as a medium for student learning. Several technologies can be used for distance learning activities and can be accessed with hardware such as mobile devices (cell phones), computers, or webcams. In addition to hardware, some required software such as WhatsApp, Google Classroom, Zoom, or WebEx applications and an internet connection to support teaching and learning activities (Mensah, White, Yankey, & Brown, 2020). This distance learning is a solution to replace traditional learning during the pandemic. However, given the changes, the effect on student learning outcomes also began to emerge.

In the current national education system, the formulation of educational goals uses Benjamin Bloom's taxonomy as a classification or indicator of learning outcomes assessment, broadly dividing it into three domains, namely cognitive, affective, and psychomotor domains. Although each domain consists of several interrelated aspects, the assessment tool for each has its characteristics because each domain is different in scope and the nature contained therein.

Making distance learning activities work well for improving student learning outcomes is a challenge. The best media or facilities can be used and are always available. However, not all students have these facilities, and some students in Indonesia understand with this new education system. There are several obstacles when implementing this distance learning system. In addition to having to adapt the applicable curriculum, the development of syllabus and courses that are different from the previous one is quite difficult to imitate because the old learning system (face to face) with the new one (distance learning) has a significant difference (Mensah, White, Yankey, & Brown, 2020).

(Rasmitadila, 2020), examined the teacher's perspective on the distance learning system while the COVID-19 outbreak and found that the effect of distance learning or learning from home (SFH) was very influential on teacher performance, which also had an impact on student learning outcomes. SFH affects student interest, participation, and involvement over time as if it has disappeared, so the government must increase the number of online-based educational resources in the national curriculum.

Face-to-face learning was more effective than distance learning (Adnan & Anwar, 2020). A survey of higher education students stated that most had doubts about distance learning. Some significant challenges students face when implementing distance learning include the lack of good interaction between students and lecturers. In addition, limited technology and internet facilities hinder the learning process. Therefore, (Simamora, 2020) claimed that the best way to improve this distance learning is to employ all available facilities, applications, and media while selecting the best learning principles to use.

Based on several previous research results, we can conclude that most of the research about the influence of distance learning on students' learning outcomes is mostly conducted at the higher education level and is still limited to the high school level, so that is the main reason for researchers to conduct this research at one of the high schools in Garut. Therefore, the results of this research are expected to serve some information about the influence of distance learning on students' English learning outcomes at one of the high schools in Garut and benefit the institution in terms of knowledge.

## Research Question

According to the background of the study that has been discussed, the research questions in this study are as follows:

What are the influences of distance learning on students' English learning outcomes?

## Research Objective

According to the research question, this research investigates the influences of distance learning on students' English learning outcomes.

## Research Significances

A process writing procedure modified in this research is expected to give a contribution to both theoretical and practical uses as follows:

* + 1. **Theoretical Significances**

Theoretical results are expected to contribute to the advancement of science about the influence of distance learning on students' English learning outcomes and provide solution that student and teachers can make distance learning more effective to improve students' English learning outcomes.

* + 1. **Practical Significances**

1. **Researcher**

This study gives the researcher new experiences and knowledge about the influence of distance learning on students' English learning outcomes.

1. **Reader**

This study is expected to give the reader information about the influence of distance learning on students' English learning outcomes.

## Definition of Terminologies

In order to clarify the key terms used in this study, there are some definitions of the key terms:

1. **Distance Learning**

Distance learning is a learning system carried out online so that there is a physical separation between students and teachers during learning and teaching activities. This learning system is a learning practice that utilizes various tools and technology as a medium for student learning (Mensah, White, Yankey, & Brown, 2020).

1. **Learning Outcomes**

Learning outcomes are indicators of a student's competence to understand and know the stuff they have been taught. Learning outcomes can also provide information to the institution or the students regarding their knowledge and aptitude in the subject matter's materials and skills. (Tasum & Atsar, 2020).

1. **COVID-19**

COVID-19 is a disease caused by the SARS-CoV-2 virus, which has recently spread throughout the world and is contagious. Almost all people exposed to this virus will experience mild, moderate, or even severe problems in the respiratory tract. The COVID-19 virus can spread in the form of small fluid particles from the nose or mouth of people who have previously been infected. The virus can spread when they sneeze, cough, sing, talk, and even when breathing (Parwanto, 2021).