

CHAPTER I

INTRODUCTION

A. Background of Study

The state of the world is currently facing a serious crisis in the health sector. The presence of Covid-19 has had a major impact on every aspect of life and has invaded the world of education. Coronavirus or the new coronavirus (2019nCoV) has spread rapidly in countries around the world and began to spread in Wuhan, Hubei Province, China in late December 2019. As of March 1, 2020, 87,137 cases of COVID-19 have been confirmed globally and 79,968 cases were reported from China, with 83.6% coming from Hubei province (Kemenkes, 2020) .

Schools that are not ready to change learning patterns, poor technology proficiency, limited internet network equipment and infrastructure, and cost levels to consider are some of the factors that impede the effectiveness of online learning. However, a paradigm shift in the implementation of the education and learning process must be prepared for all educators, including parents, teachers, schools and governments. Instructors and students are already required to be able to use online applications to achieve their learning goals.

They are often asked to change their daily behaviour. This can have a significant impact on security awareness, not only responding to changing emergencies, but also the degree of willingness to adapt. Emergency-affected groups include undergraduate students who may experience additional anxiety and stress when asked to adapt to new environmental conditions and learning methods

during the semester. While many studies compare ways to participate in the increasingly popular online learning environment, little is known about how students should move from a classroom learning environment to an online learning environment in a wide range of emergencies. It is also unclear how false information presented by various media sources will affect students' knowledge of emergencies such as virus outbreaks (Unger & Meiran, 2020, p. 257).

The current situation poses a challenge to the world of education. There is an urgent need to change the management of education management in order to respond to very rapid changes. Manual and traditional learning methods are now being superseded by digital online systems (in the network), without space and time restrictions. From teachers as a single source of learning to learning based on a variety of learning resources (Mayawati, Mulbasari, & Nurjannah, 2020, p. 82)

It turns out that the online learning process saturates some students' learning and discourages them from learning. Decreased learning motivation is not focused on infrequent access to distance learning (PJJ), failure to receive work submitted by teachers, delays in face-to-face meetings, and receiving materials at school. Indicated by Of course, online learning also affects student attitudes. Previously, teachers could only track progress in the classroom via online media. However, success depends on each individual's learning perception, and people generally have their own positive or negative reactions depending on the reaction, so those who use this situation to learn more aggressively (Shahzas, et al., 2020, p. 1).

The implementation of virtual learning in Covid-19 will have a significant impact on attitude changes during learning. Most students were absorbed in their

activities during class and ignored the teacher's explanations during the learning process. This leads to poor learning outcomes and also reduces their behavior towards teachers. As you know, schools not only aim to study subjects at school, but also to build a good personality for children to the environment and the people around them. This problem is related to the word of God in QS. Al-Kahfi verses 66-70 which reads:

قَالَ لَهُ مُوسَى هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عَلَّمْتَ رُشْدًا (66) قَالَ إِنَّكَ لَنْ تَسْتَطِيعَ مَعِيَ صَبْرًا (67)

وَكَيْفَ تَصْبِرُ عَلَىٰ مَا لَمْ تُحِطْ بِهِ خُبْرًا (68) قَالَ سَتَجِدُنِي إِن شَاءَ اللَّهُ صَابِرًا وَلَا أَعْصِي لَكَ أَمْرًا (69)

قَالَ فَإِنِ اتَّبَعْتَنِي فَلَا تَسْأَلْنِي عَنْ شَيْءٍ حَتَّىٰ أُحَدِّثَ لَكَ مِنْهُ ذِكْرًا (70)

Attitudes are more lasting thoughts, feelings, or actions towards someone or something. Students tend to react positively or negatively to people and things. This is a good start to the learning and teaching process when students have a positive attitude. On the other hand, when students take a positive attitude towards the subject, they value it, enjoy it, and care about the subject, so they are drawn into material facts and motivated to excel in the subject. It can be attached. In addition, positive attitudes promote foreign language education, and negative attitudes act as psychological barriers to education. Therefore, attitudes based on negative, natural and positive situations determine the success or failure of a student's learning (Ahmad, 2019, p. 16).

Attitudes can be divided into three categories: emotional, cognitive, and behavioural positive. The attitude component can be used to determine a person's

attitude towards what they are hiring. From this, we can conclude that the attitude component is composed of three aspects: the cognitive component, the emotional component, and the empathic component. A cognitive element in the form of a person's understanding, knowledge, views, and beliefs about an attitude object. The emotional element is the joy and discomfort of the subject of attitude. A positive element is a tendency to act on an attitude object and indicates the strength of the attitude, that is, the person's behaviour or the strength of the behaviour towards the attitude object. (Waligito, 1978, p. 110)

Symptoms of problems that are allowed to persist affect the decline in learning ability and affect the level of development of the student. Therefore, learning motivation needs to be increased during the learning process. Motivation can stimulate learning enthusiasm and improve performance outcomes (Agustina & Hamdu, 2011, p. 90).

B. Research question

This study will be carried out to answer the following questions:

1. How does Virtual Learning effect on English students' attitudes under covid-19?
2. How is the English students' attitude towards virtual learning under covid-19?

C. Research objective

Based on the research question, the study has two objectives:

1. To know the effect of virtual learning on English students' attitude under covid-19

2. To describe the English student attitude towards English virtual learning under covid-19.

D. Significance of Study

The expected benefits of this research findings are as follows:

1. Teacher

This research can be useful to teacher to know how student's attitude at virtual learning and it can help the teacher to improve their teaching method in virtual learning.

2. Researcher

The researcher hopes this research can be used as reference as for the next researchers who are interest in Student Attitude towards English Virtual learning under Covid-19. Besides, it aims to enrich library, as especially in English Department.

E. Definition of the key terms

There are three definitions of key term as follow:

1. Virtual Learning

Virtual learning is a learning system using the internet that is carried out far apart in different places and virtual learning generally uses online applications such as WhatsApp, goggle meet, zoom meeting, goggle classroom and various other applications that are useful to make it easier for teachers and students to do learning that cannot be implemented face to face.

2. Attitude

Attitude is a person's response to something, sometimes the response is positive and negative depending on the circumstances he is experiencing. Many factors can cause a change in a person's attitude, one of which is the environment and the closest people. In this research, the attitude of students in English virtual learning under covid-19 underwent several changes where they became less disciplined during learning and often lacked focus when the lecturer explained.

3. The differences of virtual learning before and after covid-19

Virtual learning before Covid-19 was generally used as a forum for collecting assignments and accessing explanations and examples of material that had previously been explained by the teacher in the classroom, while virtual learning after Covid-19 was all done online, both in explaining the material, collecting assignments and asking questions and answering sessions by online.