CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Almost the entire academic learning process, especially English subjects, has experienced quite significant changes in the post-pandemic era. The many experiences during Covid-19 have encouraged digitalization in almost all aspects of learning. However, this system change has advantages and disadvantages because online learning cannot yet match the effectiveness of face-to-face learning even though teaching staff have been able to adapt to new situations. Rapanta et al. (2021) in their research stated that online learning reduces formal and group interactions and causes assessment evaluations to be less fair because it has quite high indications of cheating. Therefore, the introduction of post-pandemic blended learning can neutralize these shortcomings. The good thing is that students' enthusiasm is increasing, and they feel optimistic about the impact of online learning, which can be combined with offline learning, so they think it is quite fun to be able to keep up with technological developments (Sim et al., 2020). In essence, the post-pandemic era brings changes to the learning process and changes the perspectives of both students and teachers.

Post-pandemic learning is happening everywhere, especially in one of the high schools in Tasikmalaya. Students experienced full online learning during the pandemic, and now they are adapting again to a system that combines traditional face-to-face learning with technology. These changes make researchers interested in examining students' perceptions of online English learning after the pandemic.

Consequently, numerous studies have been carried out to explore the significance of understanding students' perception of online learning in the several years of the Covid-19 pandemic. First, a study by Rifiyanti (2020) found that student's perceptions of the technical proficiency of their lecturers during online learning can be very helpful for both students and institutions. Second, Basri et al. (2021) showed how students' perceptions of utilizing

online learning applications could reveal technical problems and generate innovative solutions. Third, Mazulfah et al. (2022) mostly addressed the challenges of teaching English in the post-pandemic era instead of examining the particular perceptions that emerged about online learning and whether these perceptions were positive or negative. As a result, curriculum creation, technology infrastructure, and lecturer capability present the three primary challenges that IAIN students must overcome. Comparably, Imran et al. (2023) carried out a study that was specifically aimed at university students. It emphasized the necessity for educators to be ready for the post-pandemic era by enhancing their technical and digital literacy skills as well as by establishing a welcoming learning environment for student's motivation and engagement.

Previous studies have mostly found difficulties and focused on improving online learning rather than examining the specific perceptions of students' experience in the post-pandemic era. The main target of the research is also university students. However, to fill the gap, this research explicitly examines high school students' perceptions of the English online learning experience in the post-pandemic era.

1.2 Formulation of the Problem(s)

This study asks, "What is students' perception of online English learning in the post Covid-19 era?"

1.3 Operational Definitions

To prevent any confusion or incorrect interpretation of this research, it is important to provide clear and precise definitions for each keyword used:

1.3.1	**Online Learning**	:	A non-face-to-face learning system or process that was implemented in the post-Covid-19 pandemic through a platform and requires an internet connection.

| **1.3.2** | **High School Students** | : | A group of students aged 15-18 who have been learning online in the post-Covid-19 pandemic. |
| **1.3.3** | **Post-Covid 19** | : | Post-Covid-19 refers to the time following the pandemic's impact on changes in the education setting. |

1.4 Aim(s) of the Research

This research examines students' perceptions of online English learning based on the problem formulation provided.

1.5 Significant of the Study

1.5.1 Theoretical Use

This study enriches the prior research on students' perspective of online English learning during the post Covid-19 period.

1.5.2 Practical Use

Teachers may integrate this information into their online teaching to enhance efficiency and facilitate students' learning results. Furthermore, this research can enhance students' understanding of online-based learning in the post Covid-19 era.

1.5.3 Empirical Use

This research can potentially enhance understanding of online English learning in the post Covid-19 age for researchers.