

# CHAPTER I

## INTRODUCTION

Chapter one consists of six sub- chapters; the background of the study, research questions, aims of the research, significance of the research, classification of key terms and organization of the research.

### **1.1 Background of The Study**

Web-based courses have become a popular option to be conducted during online learning. It reminds most teachers that there is something they can do for remote learning as stated by Khan (1997) explaining that we-based courses allow teachers to facilitate students to learn even in distance. They may have the teaching and learning process as meaningful as it is in traditional classes. This is because, through the website, teachers may combine some features making it possible for the students to learn such as e-mail, newsgroups, conferencing tools and other features helping them to have face-to-face meeting virtually. In January of 1995, the internet was connected to 173 of 238 entities within the world (Khan, 1997). Then, it was continued to grow to the other fields including teaching and learning process (Warschauer, et al, 2000). It was associated with teaching and learning process so the students could get more both in traditional classes and virtual classes.

Therefore, regarding the Covid-19 condition, it forces teachers and students to experience something which is totally different from what they used to have before. Previously, when they are about to conduct the learning process they only need to come to school, sit in a classroom, open their books related to each subject, or it is widely known as traditional classes (Barnard and Li, 2016). However, during Covid 19, their interaction is limited. They are encouraged to go to school from home, and hence, they are encouraged to create learning activities as realistic as possible so that the students will not miss anything significant during the learning process. This situation leads the teacher to conduct an Emergency remote Teaching, a temporary transition of instructional delivery to an alternative delivery medium due to crisis circumstances (Whittle, et al, 2020). As a result, many teachers explore new ways of teaching that

could allow them to provide what the students needed during the learning process. Then, web-based courses are considered helpful in the sense that it could replace books and provide new learning media for virtual class which is not commonly used in traditional classes. Therefore, it is not a surprise anymore when web-based courses get high attention from many teacher educators in conducting learning activities during the online learning situation caused by Covid 19 pandemic.

This is because Web-based course is designed to fulfill the needs of distance learning and has been used as a tool for learning support to present materials and even instruction especially in online learning (McKimm, Jollie and Cantillon, 2003). Besides, it may also be combined with other multimedia resources such as videos, interactive simulations, online quizzes, and real-time feedback for the students. In terms of designing the media itself, most teachers do not need a long period to make at least the basic and meaningful website since (Annis, 2014). They can simply use the website maker applications from any platforms possible. In addition, they may also adjust what kind of instruction, material, activity, and evaluation that will be included in the website regarding the students' needs and interest. That is why, the implementation of web-based courses during Covid-19 pandemic becomes a promising solution for the distance learning. This is also encouraged many researchers to conduct studies related to its implementation for distance teaching and learning during Covid-19.

On the other hand, now, the existence of web-based course in post-Covid 19 pandemic is questionable regarding an assumption stating that it is more appropriate for online learning (Hampel and Stickler, 2015). During the COVID-19 pandemic, the shift to online learning was not a choice but a necessity. Educational institutions worldwide had to rapidly transition to remote learning environments, with web-based courses playing a crucial role in maintaining continuity in education. Teachers and students alike were compelled to adapt to this new mode of instruction, often without the luxury of adequate preparation or training. The pandemic period was marked by an

urgency to ensure that learning could continue despite the physical barriers imposed by lockdowns and social distancing measures.

In this context, online learning became the default mode of instruction. Web-based courses provided a lifeline for education, offering flexibility, accessibility, and the ability to incorporate multimedia resources that could engage students in ways that traditional classrooms might not. Tools such as Zoom, Google Classroom, and other online platforms became essential for delivering lessons, facilitating discussions, and conducting assessments. The need for these tools was driven by the lack of physical interaction, requiring educators to find alternative ways to replicate the classroom experience.

However, the post-COVID-19 education landscape presents a different scenario. With the gradual return to normalcy, schools and universities have reopened, allowing for a resumption of in-person classes. This shift has brought about significant changes in how education is delivered and how web-based courses are perceived. Unlike during the pandemic, where online learning was the only option, the post-pandemic period offers a choice between traditional face-to-face instruction and online or blended learning models.

The key differences between the pandemic and post-pandemic periods in terms of online learning include, First, Choice and Flexibility: During the pandemic, online learning was a necessity, but in the post-pandemic period, it has become a choice. Educators can now decide whether to continue using web-based courses or revert to traditional teaching methods. This choice is influenced by factors such as the effectiveness of online learning, student preferences, and the availability of resources. Second, Hybrid Learning Models. The post-pandemic period has seen the rise of hybrid learning models, where online and in-person instruction are combined. This model allows for greater flexibility, enabling students to benefit from the strengths of both approaches. Web-based courses can be integrated into these hybrid models to provide supplementary materials, asynchronous learning opportunities, and enhanced interaction through online discussions and activities.

Third, Student Engagement and Motivation: The pandemic highlighted challenges related to student engagement in online learning environments. Many students struggled with the lack of direct interaction with teachers and peers, leading to issues with motivation and participation. In the post-pandemic period, educators are re-evaluating the role of web-based courses, considering how they can be used effectively to complement in-person instruction and maintain high levels of student engagement. Fourth, Technology Integration: The rapid adoption of technology during the pandemic has left a lasting impact on education. In the post-pandemic period, there is a greater emphasis on integrating technology into the curriculum in meaningful ways. Web-based courses are no longer just a stopgap solution but are being considered as a permanent component of the educational experience, particularly in enhancing personalized learning and providing resources that can be accessed anytime, anywhere. Last but not least, Challenges of Transition: The transition from online to in-person learning has not been without challenges. Teachers are navigating issues such as how to balance the use of technology with traditional teaching methods, how to address the learning gaps that may have emerged during the pandemic, and how to ensure that students are adequately prepared for the demands of post-pandemic education.

These differences impact the use of web-based courses in several ways. While the urgency that drove their widespread adoption during the pandemic has diminished, the experience has opened up new possibilities for how education can be delivered. Educators are now more equipped and open to using web-based courses as part of a broader, more flexible educational strategy. However, the challenge lies in determining how these courses can be most effectively integrated into the post-pandemic education system, ensuring that they enhance rather than replace the benefits of traditional classroom learning.

Moreover, the problem that this research seeks to address is the lack of understanding of the role and effectiveness of web-based courses in the post-COVID-19 pandemic era. While there has been significant attention on their use during the

pandemic, there is a gap in the literature regarding their continued implementation, benefits, and challenges in a context where traditional classroom settings have resumed. This study aims to fill that gap by investigating the practices, benefits, and challenges of web-based courses in the current educational landscape. The findings are expected to contribute to the ongoing discourse on the integration of digital tools in education and provide valuable insights for educators and website developers to optimize learning experiences in both traditional and virtual settings. Last but not least, this study is also expected to provide feedback to teachers who design their own websites for learning activities or even website developers to make it better and more beneficial for students.

## **1.2 Aims of the Study**

The study will be intended to achieve these following aims:

1. Figuring out how the web-based courses are implemented in post-covid 19 pandemics.
2. Finding out the teacher's considerations in implementing web-based courses.
3. Determining the benefits as well as the challenges in the implementation of web-based courses in post-covid 19 pandemics.

## **1.3 Research Questions**

To achieve the aims mentioned earlier, this study will come up with two research questions:

1. How does the teacher implement web-based courses in post-covid 19 pandemic learning activities?
2. What are the teacher's considerations in implementing web-based courses during the post-covid 19 pandemic?
3. What are the benefits as well as the challenges faced in implementing web-based courses during the post-covid 19 pandemic?

#### **1.4 Scope of the Study**

This study focused on the practice of web-based courses in a private senior high school in Bandung, West Java. The process of choosing the school was initiated based on the result of questionnaire which was distributed to English teachers in Bandung area including Bandung city area, Bandung Barat region, Bandung region, and also Cimahi. The questionnaire contained information related to the implementation of web-based courses in the learning activities before pandemic, during pandemic and after pandemic. It was also used to notice the benefits and also the challenges of it. Then, the result of the questionnaire became the based consideration for narrowing the school to be observed. The observation was conducted to get deeper and more comprehensive answer for the research questions set; the practice, considerations, benefits, and challenges of web-based courses. Since the goals were to get deeper and more comprehensive answer of the research questions, therefore, this study was also limited to an experienced English teacher implementing web-based courses for learning activities. The more consideration about the English teacher being observed is detailed in the Chapter III.

#### **1.5 Significance of the Study**

This study is expected to provide some significant contributions to; Firstly, to the theory enrichment of web-based courses. By having this study investigated, deeper understanding about web-based courses through experiences described and how to make it more meaningful for teaching and learning process could be achieved. Secondly, by having this study investigated, teacher educators are expected to employ web-based courses to help students learn better by using it as an alternate method of teaching tools to provide appropriate materials or activities that are beneficial to the students. They may also make it as an inspiration for arranging effective instructional design allowing them to have more strategies in organizing all elements of teaching such as materials and activities that are aligned with learning objectives. Thirdly, for policymakers, this study could be used to develop acceptable arrangements or recommendations on what teachers and students can and cannot do with the website. Especially for the website designer, the policy on what should be included and excluded

can be organized so that the website they develop will be safe and good for the users,, or students in this case. Fourthly, for future researchers, this study could be taken as a foundation, inspiration to explore new possible contexts of web-based courses implementation such as offering other participants from lower level, junior high school or even primary high school students so that the result will be richer and more comprehensive to the field.

Last but not least, for the website designers. The website designers here include teachers who design their own website for their students and also website developer. This study is expected to provide feedback for the website designers about what to include in the website, what kind of materials suitable to be added, what other possible application that might be combined in the website as well as the things that they need to adapt, adopt, improve, and even change to meet the students' needs and interests to learn better.

### **1.6 Clarification of Key Terms**

To avoid confusion and misconception, the following key operational concepts should be clearly stated throughout this study:

**Web-based Courses** : referring to Hampel and Stickler (2015) is a website that is used for a providing information needed and suitable for learning. This is in line with Mahande (2021) stating that web-based course is considered as a digital tool that might be used to present materials, activities, quizzes and other information that is needed for the students. In relation to the learning process, the website, in this study, is used to facilitate the students to learn better. The content of the website is designed to meet what is required by the curriculum covering their needs and interests.

**Online learning** : referring to Means, Hampel and Stickler (2015), online learning allows people to get the learning process done in distance by the help digital tools and applications. Then, Bakia and Murphy (2014) also state that learning by the help of technology tools and internet connection might be claimed as online learning. The learning might be part of formal course or program or simply something that the students go through for their own interests. Moreover, it can be implied that online

learning makes the learning activity possible even though the teacher and students do not have face-to-face meetings.

**Teaching practice** : According to Bloom and Santoro (1999), teaching practice is an essential component of teacher because it gives educators hands-on experience in all parts of the profession. They can improve their teaching skills, gain confidence, and gain a deeper understanding of their subject matter in their practice teaching. In relation to this study, the researcher would like to figure out the way teacher implement web-based courses in her teaching practice to help the students learn better in the classroom.

**Consideration** : according to Ibrahim and Franklin (1995), consideration is the action of attentively thinking about anything that has the potential to influence others. This word is used in this study to stress the factors that teachers should consider when integrating web-based courses in traditional classrooms.

**Benefit** : the term benefit as stated by Kerr and McKeachie (2009), benefits is closely related with any advantages or rewards that people can get from something. In the learning process, benefits can be achieved from activities and experiences. Those two things allow the students to get the essential things which are useful and helpful for them. In this study, the researcher will focus on what benefits of implementing the web-based courses in the learning process.

**Challenges** : Referring to Bloom (1985), challenges are dealing with obstacles that may hinder people from getting a full comprehension towards particular information, explanation, and instruction. In relation to the process of teaching and learning, challenges, as stated by Erlenmeyer and Beier (2004), encourage teacher to reflect and think about better strategies applied in the classroom to promote successful learning. In relation to this study, the challenges meant will be focusing on any obstacles found in the web-based courses implementation.



## **1.7 Organization of the Study**

This study is divided into five chapters; Chapter I, Introduction, presenting the background of this study followed by the aims and research questions. Then, the scope, significance, and also organization of the study is added in this chapter. Meanwhile, the literature review is presented in Chapter II. It covers post-covid 19 learning activities, definition of web-based courses, kinds of web-based courses, the difference between web-based courses and Learning Management System, the benefits and challenges of web-based courses, considerations for using web-based courses, and teachers' and students' attitudes toward web-based courses. Move to Chapter III, it provides information of the research design as well as the participants, sites, and methods for gathering data, such as questionnaires, observations, interviews, and document analysis. Then, Chapter IV covers the findings and discussions of the study. It has three sub-sections; The practice of Web-based Courses, Teacher's Considerations for Using Web-based Courses, The Benefits of Web-based Courses, and The Challenges of Web-based Courses. All sub-sections are intended to answer all research questions of the study. The last chapter, Chapter V, includes the conclusion and recommendation of the study.