

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objectives of the study, the significance of the study, and definition of key terms.

A. The Background of the Study

The development of science and technology in the era of globalization as it is now experiencing very significant progress. Today's technology can be applied in various aspects of human's life including in education. The existence of a computer laboratory and the growing rapidly use of mobile devices like laptop, tablet, and smartphone is the evidences that technology has entered the field of education. Through the use of internet that can be accessed from computer and mobile devices, the growth of online learning is now accelerating. Internet connection is part of Information, Communication, and Technology (ICT) that allows students to do online learning. As a result, every teacher is required to master technology applications both in offline and online learning environment. Therefore, with modern technologies, hopefully teaching and learning activities would become more innovative and make the environment not monotonous.

Online learning (also known as e-learning) is gaining popularity as a cost-effective alternative to pricey lectures that does not require the use of a classroom.¹ E-learning, blended learning, and remote learning are all terms used to describe online learning. Despite the fact that the four words have various meanings, they are all connected. Learning takes happen on learning-supporting digital technologies such as computers and mobile smartphones. The computer is a tool for students and teachers to communicate. In the learning process, this connection is crucial. Because not only computers, mobile devices, and TVs can now connect to the internet, the term online learning may now be expanded to cover learning via

¹ Lynda R Wiest and Heather Glynn Crawford-Ferre, "Effective Online Instruction In Higher Education," *The Quarterly Review of Distance Education*, Vol. 13, no. 1 (2012), 13.

computers and other electronic devices connected to a network, allowing students and teachers to communicate.²

Online learning system has been likely more and more popular since the early 2020. Coronavirus pandemic has affected educational systems worldwide including in Indonesia so that the government has closed all of schools, universities and colleges. Learning activities that were previously done by the face-to-face method in the classroom switched to the online learning system. This type of learning and teaching is not new, but many teachers find it difficult and the teacher's role changes during the crisis. Teachers are required to be more creative and innovative to continue teaching so that students are well informed about proper education and teaching. Moreover, a learning process that is conducive, fun, and not boring for students in online learning environment is needed so that the aims and objectives of teaching in the learning process can still be easily achieved. Here, the teachers, lecturers, and learning technology developers have a very important role in terms of developing innovation, ideas or ideas for the application of technology in online learning activities.

A good teacher must also apply him or herself as a command in learning. It is called command that means teachers are able to condition a class such as making the student active and preventing them to get bored in online learning environment. Moreover, the researcher also thinks that many students feel bored in accepting lesson. It is likely because of some factors such as students do not like the lesson, they do not like the teacher, and the online environment itself. As a result, the material delivered by the teacher cannot be absorbed optimally by students. In this case, the effectiveness of learning is not achieved. To overcome this, the teacher must be able to manage the online classroom so that its conditions become comfortable and beneficial for students. This online classroom conditioning can be done by teachers by using and utilizing platforms and content that can support the English learning. Teachers can conduct out English teaching activities for students

² Ahmad Fikri Zulfikar et al., "The Effectiveness of Online Learning with Facilitation Method," in *Procedia Computer Science*, vol. 161 (Elsevier B.V., 2019), 35.

such as explanations, demonstrations, group discussions, and evaluations using a variety of ICT sources and media, such as internet-connected PCs, laptops, and even smartphones.

As a result, educational support system teachers must be able to focus on emphasizing deep student knowledge and engagement with data and real-world applications. Teachers must be able to incorporate the use of supporting technologies, problem-based techniques, and higher-order thinking abilities into their teaching strategies. They must establish an environment in the classroom that encourages 21st-century teaching and learning. Technology must be integrated with curriculum and pedagogy by teachers. Through the efficient use of information, communication and technology (ICT), students are engaged in collaborative work and are able to solve real-world challenges in the twenty-first century.³

According to Hwee, Koh and Chai, 21st century learning is characterized by students' ability to develop social skills for collaboration, conflict resolution and multicultural communication, cognitive skills for critical thinking to engage in complex innovation and problem solving, and meta-recognition, knowledge of learning, independence and self-reliance, productivity skills to organize work effectively, and technical skills to use ICT tools appropriately.⁴ Therefore, teachers must be able to develop the capacity to utilize technology creatively to fulfill the educational demands of their students. Teachers and students can utilize technology resources to aid language acquisition since language learning should not be limited to the classroom. Teachers should encourage students to utilize their phones to engage in relevant learning activities.

In English classes, there are various activity can be applied in online learning. For instance, teachers can ask students to post multiple photos on their

³ Laxmi Mustika Cakrawati, "Students' Perceptions on the Use of Online Learning Apps in Efl Classroom," *English Language Teaching and Technology Journal (ELT-Tech Journal)*, Vol. 1, no. 1 (2017): 25.

⁴ Hwee, J., Koh, L., & Chai, C. S. (2016). "Teacher professional development for TPACK-21CL: Effects on teacher ICT integration and student outcomes." *Journal of Educational Computing Research*, 16. <https://doi.org/10.1177/0735633116656848>

Instagram with English text or other social media like Facebook and Twitter. Furthermore, teachers can also make YouTube contents with various learning materials made by themselves or by other content creator for more engaging material. However, for the main educational purpose, teachers must use an online learning media which is usually called as e-learning platforms, e-learning tools, or e-learning platforms. Thus, in the e-learning activity they have to encourage students to be more active like questioning and answering, sharing their opinions about something, and discussing the materials.

Several teachers have used e-learning platforms, particularly Learning Management Systems (LMS) such as Edmodo, Google Classroom, Quipper, and others, to integrate technology into the classroom teaching process. E-learning platforms support inquiry-based learning and self-directed learning by allowing teachers and students to engage even when they are not in the same physical classroom. Its free and simple social learning app offers students a set of features, including the ability to engage and work with teachers and classmates, as well as access teacher-led courses. Teachers may give homework, specify due dates, and keep track of their students' progress. Furthermore, the online platform allows parents to keep track of their children's growth.

Several studies on the implementation of online learning platforms have been undertaken by previous scholars. Edmodo is popular with students at Al Ain University in the United Arab Emirates, according to a survey. They think Edmodo is a lot like the social media apps they use on their phones and tablets. This allows students to connect outside of the classroom and use social media. Students who will adopt technology in the classroom rely on four key qualities, according to research: attention, relevance, trust, and satisfaction.⁵ Furthermore, Yildiz et al. revealed that student opinion was significantly associated to Moodle LMS (Learning Management System) as a good e-learning tool in an online educational

⁵ Mohammad Bassam Mustafa, "One Size Does Not Fit All: Students' Perceptions about Edmodo at Al Ain University of Science & Technology," *Journal of Studies in Social Sciences* 13, no. 2 (2015), 135.

learning environment in another study.⁶ However, the social media can also be used as an e-learning tool. A study conducted by Sanad found that online learning platforms using social media Facebook as a learning environment get strong and positive perceptions from students. Students always have a strong positive attitude in the teaching and learning process using Facebook.⁷

In Indonesian Context, a study by Cakrawati shows that students who take part in e-learning allow them to communicate with lecturers and friends outside the classroom and perceive online learning platforms as friendly learning resources. In addition, students also agree that it is useful at the learning stage because it saves time and effort from using electronic learning tools.⁸ Another research conducted by Saptani, involving three English teachers in Semarang, Central Java, found that Quipper School had a wealth of alternative material that may be used in a variety of learning activities. It also enables for interaction between students and teachers, which boosts student enthusiasm in the classroom. As a result, the teachers who took part in this survey thought Quipper School was an excellent e-learning platform for teaching English.⁹

As stated from the introduction followed by some previous findings above, indicate that teachers can utilize online learning platforms or learning management systems (LMS) such as Edmodo, Quipper, Moodle, Google Classroom to bring technology into the virtual classroom. Because learning and teaching activities are carried out online during the Covid-19 pandemic, the use of these e-learning platforms is becoming more frequent than before. Therefore, the goal of this study attempts to investigate how the students' use and views on the use of online learning platforms in English classroom during covid-19 pandemic. Thus, the researcher is

⁶ Ezgi Pelin Yildiz, Murat Tezer, and Hüseyin Uzunboyu, "Student Opinion Scale Related to Moodle LMS in an Online Learning Environment: Validity and Reliability Study," *International Journal of Interactive Mobile Technologies* 12, no. 4 (2018): 101.

⁷ Hanan Ahmed Elsayyedsanad, "EFL Students' Perceptions and Attitudes towards Facebook as an Educational Learning Tool," *International Journal of Humanities and Social Science Invention* 5, no. 9 (2016), 15

⁸ Cakrawati, "Students' Perceptions on the Use of Online Learning Platforms in Efl Classroom." 22

⁹ Dewi Amalia Saptani, "Teachers' Perception towards the Use of Quipper School in Teaching English". *Conaplin* 9, (2017): 233.

interested in conducting research entitled “Students' Views on the Use of E-Learning Platforms during Covid-19 Pandemic: A Survey Study of Senior High School Students Level in Kediri.”

B. Research Problems

According to the background of the study above, the researcher formulates the research question as follows:

1. How do the students use e-learning platforms during the Covid-19 pandemic?
2. What are the students views towards the use of e-learning platforms during the Covid-19 pandemic?

C. Research Objectives

According to the statements of the problem the study above, the objectives of this research are:

1. To explore how the students use e-learning platforms during the Covid-19 pandemic.
2. To find out students' views on the use of e-learning platforms during Covid-19 pandemic.

D. Significance of the Study

1. Theoretical Benefits

This research will provide insight on how e-learning platforms are utilized in e-learning classrooms, particularly in English classes. This research also has descriptive benefits for future research that intends to look at the same case. Hopefully, it becomes helpful information for future research.

2. Practical Benefits

a. For English teachers

Researchers hope that the results of this study are useful for other teachers in implementing English e-learning platforms. Thus, by knowing how students use and view e-learning platforms, teachers will know how to

teach English to be more active, effective, and efficient with suitable e-learning platforms.

b. For students

The researcher expects that by employing the correct platforms and tactics in e-learning, students would enjoy the teaching and learning process. Students will not feel tempted to learn English, but will be pleased to study whenever and wherever they choose using e-learning platforms.

E. Definition of Key Terms

1. E-learning

E-learning, also known as online learning or electronic learning, is the process of acquiring information via the use of technology and electronic media. In simple language, e-learning is defined as "electronically activated learning".¹⁰ E-learning is typically conducted through the Internet, with students having access to their learning materials at any time and from any location as stated in Cambridge dictionary, e-learning is "learning done by studying at home using computers and courses provided on the internet."

2. E-learning Platform

To run e-learning, of course, it requires some kind of, platforms, tools, or applications which of course there are various forms and models. An online learning platform is "a space or portal filled with educational content and or live instruction on a particular subject or many different topics".¹¹ It is intended to establish a virtual learning environment in which courses may be delivered, administered, and monitored, as well as a variety of facilities and arrangements.¹²

3. Covid-19 Pandemic

¹⁰ "What is E-Learning?", <https://e-student.org/what-is-e-learning>, December 21, 2019. Accessed on January, 26 2021.

¹¹ <https://www.idtech.com/blog/what-is-an-online-learning-platform>, accessed on January 26, 2021.

¹² <https://www.igi-global.com/dictionary/e-learning-platform/8801>, accessed on January 26, 2021

Coronavirus disease 2019 (COVID-19) is a kind of virus (SARS-CoV2) that was found towards the end of December 2019 and is believed to have originated in Wuhan, China. The novel virus was termed Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2), and the sickness was named SARS-CoV-2 by the World Health Organization (WHO).¹³

F. Organization of Graduating Paper

This study contains five chapters: introduction, literature review, research methodology, research findings and data analysis, and closure:

1. Chapter I: Introduction

This chapter contains the background of the study, problem of the study, objective of the study, significance of the study, definition of key terms, and organization of the graduating paper.

2. Chapter II: Literature Review

This chapter presents the theoretical framework which will be the basis of the research, and also consist of the previous research studies.

3. Chapter III: Research Methodology

This chapter talks about the research design, variable, population and sample, instrument of the research, and technique of data analysis.

4. Chapter IV: Research Findings and Data Analysis

This chapter consist of the data presentation and data analysis about the students' views on the use of e-learning platforms during covid-19 pandemic.

5. Chapter V: Discussion

This chapter contains discussions which consist of answering the research problem, interpreting the findings, integrating the findings to previous related researches, etc.

6. Chapter VI: Closure

This chapter contains the conclusions of the study and suggestions.

¹³ [https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-\(covid-2019\)-and-the-virus-that-causes-it](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance/naming-the-coronavirus-disease-(covid-2019)-and-the-virus-that-causes-it), accessed on January 26, 2021