CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problem, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

1.1 Background of the Study

Learning English has become an important skill that many people should have. There are many reasons why someone decides to learn English. Akcay, Tuba, & Arda (2015) have stated in their research that the reason of young learners learn English is to communicate with foreigners or tourists, entertainment (songs, games, movies, etc.), have better grades at school, english being a global language, have better job or earning more money, live or work abroad, and enjoy learning English. It is common for people of all ages to apply to an academy or university that offers English academic programs that suit their needs.

As a language, English is a significant element that has a major influence in international communication activities. Grabe & Stoller (2002) have stated that Students make use of various parts of English skills such as listening, speaking, reading, and writing for their proficiency and communication. Therefore, the types of instructional media used by instructors to facilitate their classes are an important element in successful learning (Ahmadi, 2017). According to Becker (2000), the use of technology such as computers is an important element in the learning process

where teachers or lecturers will have easy access, lots of teaching materials, and freedom in the curriculum.

In a situation like today, the use of technology in learning English is a mandatory requirement. The pandemic that is uncertain when it will end makes teachers or lecturers have to find new ways to carry out learning activities. Online learning using internet-based technology is an effective solution that can be used to replace face to face learning activities. One form of internet-based technology for online learning is web-based technology which is used in web-based learning. Many of these web-based technology media are effective tools for language learning even before the pandemic. Pupung, Susilawati, & Wachyu (2016) in their research on the use of one of the web-based learning media (Edmodo) have stated that its use to teach writing in blended learning setting is preferred by students because of its uniqueness, newness, and attraction.

As one of the universities that provides English language education programs, IAIN Kediri strives to provide adequate learning facilities for its students. Before the pandemic, technology has been integrated into the teaching and learning process. This includes how to convey material, how to share information, how to give assignments and communicate between students and lecturers. In the classrooms the technology used by lecturers, such as computers, internet, video, software, LCD projectors, sound systems, and smartphones. However, during the pandemic, some technologies are not being used again because they do not support online learning. Therefore, the university decides to use web-based technology as a learning medium by providing E-Learning site which can be accessed at the URL

address www.elearning.iainkediri.ac.id. But in practice, the use of the E-Learning site has several obstacles, such as the servers that are often full which disrupt the learning process. In the end, several lecturers decide to use other web-based technology such as google classroom, Edmodo, Whatsapp, Telegram, etc. Harjanto & Sumarni (2019) in their research on teacher experiences in using google classroom have stated that teachers found it effective to promote collaborative learning, minimize problems, organize students' documents and save time.

Previous studies related to students' perceptions of the use of technology in learning English have been conducted by several researchers. Izadpanah and Alavi (2016) in their research on the point of view of high school students in the use of technology for learning English have stated that high school students argue that the use of technology is very helpful in their English learning process. This opinion is the same between male and female students, so the effectiveness of using technology does not depend on gender. The use of technology has also been proven to help students in understanding the materials well (Tristiana & Rosyida, 2018). Using computers and every kinds of technological equipment gives students the sense of freedom and encouragement. Monerah (2010) in his thesis to examine students' attitudes to the use of technology in English as a second language learning, it has been stated that students have a positive attitude towards the use of technology in classroom learning. Technology is considered to have an important role in the effectiveness of the language learning process.

Related to the background of the study, the researcher conducts a research entitle: "**English students' perception in the use of web-based technology for learning English Skills at IAIN Kediri".**

1.2 Research Problem

According to the background of study above, this research is formulated to analyze and examine the following questions:

What are the perceptions of English students in using web-based technology for learning English Skills at IAIN Kediri ?

1.3 The Objective of the Study

This paper aims to describe English students' perception in the use of web-based technology for learning English skills. It investigates how students perceive the use of web-based technology in learning English skills.

1.4 The Significances of the Study

The result of this research gives some useful information related to students' perceptions on the use of web-based technology in learning english skills. By knowing the perceptions of students directly, it can be used as a reference in the use of web-based technology in future language learning. The use of class technology can also be effective and on target. This research is expected to give contributions to the reseacher, reader, and students.

1. To the researcher

   By doing this research, the researcher hopes that he can study and get more information about students' perceptions in the use of web-based technology for learning english skills.

2. To the reader

   The reader can get a new knowledge from the result of this study. They also can arrange and decide what action they do when facing problems found in the students' perceptions in the use of web-based technology for learning english skills.

3. To the students

   This research provides students with information about how important the use of web-based technology is in learning so that later they will have a broader view.

1.5 The Scope and Limitation

This study only discusses the perceptions of English students of IAIN Kediri in the use of web-based technology for learning English skills. Therefore, it discusses the perceptions of students in the use of web-based technology for four skills (listening, speaking, reading, and writing) and some components in English such as vocabulary, communication, and grammar. This research also find out how students' perceptions about the use of web-based technology in learners independences, usefulness, facility, necessity, anxiety, eagerness, and attraction of learning english (behavioral and affective components). The researcher did this

research at IAIN Kediri and the respondents of this study are students majoring in English in first and third semester of the 2020/2021 academic year.

1.6 The Definition of Key Terms

To avoid misunderstanding of the part of the readers, it is important to give clarification about the terms used in this study as follows:

1. **Students' perception** is a personal interpretation and impression of information or particular object based on the students' experience, point of view and environment about system education in the midst of pandemic.

2. **Technology** is facilities consisting of hardware and software to support and improve the quality of information for every level of society quickly and with quality.

3. **Web-based technology** is a network application accessible over the internet (blogs, discussion boards, conferencing sessions tools, online multimedia and mobile technologies, online games etc.) that enable individuals to connect to each other.

4. **Web-based learning** is type of learning that uses the internet as an instructional delivery tool to carry out various learning activities.