CHAPTER I
INTRODUCTION

1.1. Research Background

The fourth Industrial Revolution (IR 4.0) has changed the landscape of educational innovation. Students do not only get information or knowledge from the teacher but, they have to correlate and apply different knowledge on various skills needed for their future jobs. Communicating skills, facing complex situations to develop critical thinking & problem solving, and learning how to be flexible, adaptable, imaginative and creative are skills that need to be developed. Besides, with the advancement of technology, they need to know the role of technology and its implications for society. Moreover, they need to be ready to face the challenges caused by technology. In consequence, this kind of skill requires a new approach to education. Finding innovative solutions and techniques for improving student performance becomes a challenge for educators and the educational system. The change will not wait for us: business leaders, educators, and governments all need to be proactive in upskilling and retraining people so everyone can benefit from the Fourth Industrial Revolution (Alex Gray, 2016)

The coming age of generation Z as a "technological age" causes a generous amount of difficulties in teaching and learning experience. This happens because the Z generation was born with advanced intelligence and digital ability because they grow up with computer and internet exposure. Shahroom & Hussin

(2018) stated that Z generation may not completely understand because they were computerized genre. Their manners of understanding and articulation were different. Therefore, educators or instructors should take technology a step further by creating and developing online learning material through a platform to facilitate and suit our Z generation students' needs in the learning process.

Combining technology and education will be a way to approach students' learning needs to achieve skills for their future jobs. With technological innovation, learning can no longer be divided into a place and time to acquire knowledge. In his book, Schiltz (2015) stated that "learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us". Based on Constructivism Theory (Yilmaz, 2008:162), "knowledge is not passively received from the world or authoritative sources, but constructed by individuals or groups making sense of their experiential worlds". Constructivism lends itself well to lifelong learning as it brings together learning from many different sources including life experiences. Indeed, students can learn from experience through an online platform in which students' critical thinking and communication skill will progress because they can get involved in giving feedback and discussion.

The use of online learning for education is growing. It is time for technology to be used optimally in education. Brown and Feasey in Siahaan (2003) stated that online learning is a learning activity that utilizes networks like internet, LAN, WAN as a method of delivering, interacting and facilitating that

supported by various other forms of learning services. The use of internet for educational purposes are expanding especially in developing countries like Indonesia. One of the Indonesia national agendas is to improve the quality of human resources as a whole to be able to produce capable human beings in carrying out sustainable national development. Developing the educational information systems based on technology and information is one of the objectives of Government Regulation number 17 in 2010 Articles 48 and 59. By using online learning, educational systems or concepts that utilize technology and information in teaching and learning process can be achieved.

In addition to the change of employing ICT into education, another dramatic change over the past decade was the growing importance of English as an international language. According to Crystal (2012) English is chosen as a priority in foreign language teaching in some countries. English is widely used to communicate worldwide, both as a means of communication among non-native speakers and with native speakers of English. Because of its significant role in communication, speaking English become an important skills to be mastered when learning a foreign language besides listening, reading, and writing.

With the growing communication between people of different linguistic backgrounds, some people argue that speaking needs to be emphasized than other language skills (Brown, 1987). They claim that the goal of learning a foreign language is the ability of language learners to express their ideas orally (Rakhmania and Kusumanigrum, 2017). That means that the speaker and the

listener need to understand each other through speaking and use the language appropriately in social interactions. However, teaching speaking as a foreign language often find difficulties and problems. Brown (2002:285) stated that students are aware that English is very important for their future, students lose their motivation to practice speaking due to their experience that they need to expand their pursuit of goals. This lack of motivation in learning occurs from the classmates' judgment in class. According to Miller (2003), students often experience discrimination from their classmates because of their lack of language competency. Therefore, most students might suffer more fear, anxiety, and worry when they want to produce the target language.

Since learning speaking is not easy, teachers should find an effective approach to gain students' interest and motivation. Online learning is one of the alternatives that can help learners learn speaking effectively. Through an online learning platform, students will be more independent to study anywhere and anytime. These qualities match the nature of online learning platform which can be used as a key strategy to solve the Z generation needs. Online learning platforms can facilitate the students in online speaking materials in addition to classical or face to face classes. Thus, they can do it outside the class because it is flexible in terms of time and place. Some schools use flipped classroom and blended learning, but there has been only a small number of research about online learning in Indonesia.

There was a study conducted to incorporate ICT into teaching Speaking in Indonesian context. Ginola and Magdalena (2016) from Bandar Lampung University made research about the implementation of flipped classroom by using Schoology in a speaking class of English Education Study Program of Teacher Training and Education Faculty in Bandar Lampung University. They wanted to know how flipped classroom can actually influence the students' activeness and achievement in speaking class. The result was, the students could express what they knew according to the topic of the material to solve the problem through online class. Furthermore, they perform better by blending the information found on the internet with their own knowledge. In addition, the researcher added that the students became interested in joining the class because they experienced new learning environment, so they were challenged during the learning process.

In this era, there are lots of examples of free platform products that can facilitate teachers, such as *Schoology*, *Edmodo, Moodle, Blackboard, Sakaki, dotLRN, Dokeos,* and *Claroline*. In this research, the researcher would like to use *Schoology* as an enrichment to teach speaking. *Schoology* is a web-based social networking service for K-12 (schools and higher education institutions) that allows users to create, manage, and share academic content (Farmington, *Schoology* 2014). Online learning products based on *Schoology* also gives teachers and students access to record attendance, submit assignments, do exercises and share other learning resources media that can be accessed anytime and anywhere. With those advantages, students are expected to have a better understanding of the learning materials especially in speaking skills.

In this case, *Schoology* has a very great potential as it can be used as a learning media in teaching Speaking. Online learning in this research is one alternative that can help learners learn speaking effectively. Through *Schoology*, students can practice independently anytime and anywhere. This strategy will suit the needs of students in the millennial era because they were born with the internet and digital exposure. Looking at the advantages of *Schoology* to incorporate into teaching speaking, it is surprising that the study is still limited. This draws the researcher's interest to dig students' perceptions of the developed online speaking materials for high schoolers through *Schoology*. By so doing, the researcher can identify the students' conditions as well as investigate the benefits of *Schoology*.

1.2. Research Question

Based on the background of this study, the researcher then formulated the problem as follows: "What is the 10th grade students' perception on the developed online speaking materials through *Schoology*?"

1.3. Objectives of the Research

In line with the statement of the problems, this study is intended to identify the 10th grade students' perception of developed online speaking material through *Schoology* at St. Stanislaus Catholic Senior High School Surabaya. The researcher would like to investigate students' perception of three aspects namely: the benefits, effect perceived, and students' behavior on the developed speaking material through *Schoology*.

1.4. Research Significance

From the objectives above, the research is expected to have significant advantages for:

1. English Teachers

    This study is aimed to motivate English teachers to be more creative in making speaking materials or teaching activities. Moreover, it is beneficial if the teachers know the students' perceptions after they experience doing speaking material through *Schoology*. Also, the teacher may feel the benefit of using online learning and help their students to be more motivated to speak English inside or outside the classroom.

2. High School Students

    The goal of this research is to help students study English, especially in speaking skills. Moreover, through this research, the students will know a new method of the learning process by using technology which is suitable for their learning needs. The students can experience online learning where they can be creative in doing assignments, giving feedback, and doing quizzes. Besides, they can express their ideas freely based on the topics given.

1.5. Theoretical Framework

1. Theory of Perception

Through this research, the researcher would like to identify the students' perception of their experience after they used ICT (*Schoology*) as an enrichment especially to develop speaking competence in English classes. Walgito (1991, p. 11) theorized that perception links the external stimuli with the perceived objects based on each person experience that produces a unique meaning of the perceived objects. Therefore, he or she can create meanings out of them.

2. Theory of ICT for teaching and learning activities

Naris and Ukpere (2012) stated that teachers need to enhance their skills to provide the students with ICT resources to consider designing new ways that will enhance students learning. It is important to upgrade teachers' quality because everything that they deliver to the students has an impact on students' learning. This is related to Draper (2011), he stated that teachers with advanced technological and pedagogical content knowledge can use ICT effectively and can add the greatest value to teaching and learning. For this study, the researcher used ICT as the reinforcement material to improve and support the quality of teaching and learning in the classroom. The main activities are face to face in the classroom, this theory called Web Enhance Learning by Boettcher J. and Rita (1999).

3. Theory of Speaking

Cameron (2001) stated that speaking is the active use of language to express meanings so that other people can make sense of them. This means that through speaking someone able to express his or her ideas, emotions and feelings to other people. Also, speaking is a skill that a student needs to give more attention to a foreign language because it is an interactive process between two people.

1.6. Scope and Limitation

This research titled "The 10th Grade Students' Perception on The Implementation of Developed Online Speaking Materials through *Schoology*" is focused on investigating the perception of developed speaking materials which was conducted on one social class of the 10th graders students in St. Stanislaus Catholic Senior High School Surabaya. There were 40 students in the academic year of 2019-2020 who were studying based on the 2K13 curriculum and books.

1.7. Definition of the Key Terms

Reader's perspective may be different. Therefore, the researcher lists the important terms used in this study:

1. Perception

   Perception is defined as a process of perceiving something as a result of a reaction to a stimulus on a person after having used his or her sensory to

react to it and the result of which is an interpretation or identification of the perceived objects. (cf. Robbins, 2003, p. 160)

2. E-learning

E-learning is a learning system based on formalized teaching, but with the help of electronic resources. Roberta G. (2014) stated in her book that e-learning is a computer based educational tool or system that enables students to learn anywhere and at any time. While teaching can be based in or out of the classrooms, the use of computers and internet forms the major component of E-learning.

3. Online Learning

Online learning is the use of internet to access learning materials to interact with the content, instructor, and other learners. It obtains support during the learning process, to acquire knowledge, to construct personal meaning, and to grow from the learning experience. (Ally, 2004, p. 7)

4. Learning Management System (LMS)

LMS provides a place for learning and teaching activities to occur within a seamless environment, one that is not dependent upon time and space boundaries. (Ullman & Rabinowitz, 2004). These systems allow educational institutions to manage a large number of fully online or blended courses using a common interface and set of resources. In this research, the LMS selected by the researcher is *Schoology*.

5. Schoology

Schoology (www.schoology.com) is one of the examples of free platform of Learning Management System designed to facilitate a teaching and learning process. It was developed by Jeremy Friedman, Ryan Hwang, and Tim Triniad in 2007. *Schoology* is a web-based social networking service for K-12 (schools and higher education institutions) that allows users to create, manage, and share academic content (Farmington, *Schoology* 2014).

6. Speaking

Speaking is one of the productive skills in the four main skills of language. According to Brown (2001) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking involves some components of language (spelling, pronunciation, vocabulary, and punctuation).

1.8. Organization of the Research

This research consists of five chapters. Chapter 1 is the introduction which presents research background, research question, objectives of the research, research significance, theoretical framework, scope and limitation, definition of the key terms, and organization of the research. Chapter II is a review of related literature that contains theory of perception, theories of speaking, ICT for learning, online learning theories, Learning Management System (LMS) and related studies. Chapter III contains the research method containing research design, procedure of the research, technical stages, research setting, research

participants, instruments and data collection technique, data source, and data

analysis techniques. Chapter IV explains the analysis result and discussion.

Chapter V describes the conclusion and suggestion