

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

This globalization era is marked with the increasing competitiveness from all sectors so that the demand for humans to have better quality abilities in the field is also increasing. Everything is developing right now due to the advancement of science and technology. It becomes hard for humans to be able to survive in his life if they do not have any knowledge and skills in those areas. Only high quality human will win in the tight competition of life. One of the qualities that must be mastered in facing the era of globalization is the ability to communicate with English due to its role as an international language.

For the young generation, learning English is a must in this globalization era so that English has been introduced in classes. Many parents believe that the younger a kid starts to learn English, the better the result in competence will be. To answer the demands, schools offer English classes in formal settings that may even be introduced from kindergarten. However, the problem of teaching English in formal context is that teachers ignore the main role of learners. According to Horne and Pine (1990), learning English is a process of actively constructing knowledge. They stated that one of the richest resources for learning is the learner him/herself. The discussion should draw on the teachers' involvement as well as on the learners' involvement too. It is likewise imperative to give the students a chance to share their earlier learning, stories, data, information, etc. to enrich the learning process. To add, discussion also can encourage free sharing inside the classroom (Horne and Pine, 1990

in Corpuz and Salandanan, 2007). That aspect shows that learning English in Indonesia context is far from this ideal situation.

Problems in teaching English in classical classes still ensue until now, even though there are also some attempts to make it better. One of the problems in classical class is that most English teachers focus on teaching grammar and ignore the basic feature of language as a means of communication. Mastering grammar itself is not enough in learning the target language (Lightbown & Spada, 1995). Certain teachers behold the belief that learning grammar is more important than using them as a communication tool which makes learners able to utter what they want to say even though they have abundant words in their vocabulary (Oktasari, 2017). After all these years, with hundreds of research studies, the practice of language teaching in Indonesia has not changed at all. The goal is still focusing on how to make the language learners able to use the target language for daily life communication. In order to do so, teachers need not only focus on grammar, but also in how to develop learner's entire language skills with a new way of teaching which is easier and more efficient.

Many teachers are still using face-to-face communication in the traditional classroom instead of adopting the advancement of technology. The reality is that type of communication is slowly replaced by communication via email, Skype, or other communicators. People have been aware that we are in the era of the Industrial Revolution 4.0 (Kagermann et al. 2013). Moreover, with the assistance of computerized world, and the mechanical developments and headways it has brought, everyday public activities and accessing information become effortless than it was previously. Technology provides positive impact not only on the lifestyles but also on education field. Some terms such as - 'digital learning' (Akyuz and Yavuz 2015) and 'Information and Communication

Technology (ICT) learning' (Alemi 2016; Markauskaite' 2003) have occupied a prestigious place in education. Acquiring Digital and ICT methods of teaching and learning are effectual in accelerating students' education (Kayimbasioglu et al. 2016).

The implementation of learning in the classroom is one of the main tasks of the teacher which can be interpreted as an activity intended to teach students. In the learning process, it is still often found that there is a tendency for students to be more passive so that they wait for the teacher's instructions rather than searching for and discovering for themselves the knowledge, skills or attitudes they need. The implementation of multimedia learning is necessary in the scope of senior high schools, because there are many obstacles faced by adaptive, normative and productive subject teachers in delivering subject matter to students. There has been a lack of interest of students in adaptive learning especially English lessons because they assume that English lessons have a high level of difficulty and understanding (Surjono and Susila, 2013).

The problems might still exist somehow, but the opportunities will also arise to help the teachers to achieve the better quality of teaching. One of the essential things as a teacher is a good communication with their students, which is to achieve an information exchange between both sides. ICT has potential to solve the problems above.

In education, ICT can be used to disseminate information to students. Furthermore, uploading teaching materials makes them readily available and enables students to use them on numerous occasions, updating them is quicker and more efficient what is important in the times of changes that occur regularly and are difficult to anticipate (Sokół, 2007).

As English is a means of communication, spoken language is also essential in developing the students' competence. To maintain good communication, they should be able to listen to utterances and produce replies in spoken form. In order to meet the need of listening materials, there should be huge efforts in developing listening materials which does not only cater the need of senior high school students, but also incorporate the use of ICT which prepares them to be ready in the job markets of the 21 century.

While there have been efforts to incorporate ICT in teaching English, there has been a disappointingly slow progress in school (Cox et al, 1999; Passey & Samways, 1997 in Mumtaz, 2000). The similar situation also occurs in Indonesian context. While this awareness of using ICT in English teaching in Indonesian context has been robust, its implementation in senior high school level is still limited.

English is one of the subjects included in the curriculum in senior high schools, but the process of learning English still cannot achieve the results as expected. This has been proven by the fact that there are still many students who are still unable to communicate using English even though they have learned it from entering elementary school to high school or equivalent. The condition of this learning requires that the teacher be active and creative to get around, find and choose the most appropriate learning strategies to achieve learning goals related to the learning process and results.

One of the opportunities provided is the use of *Schoology*, a free web-based education application which allows teachers to give lessons to students digitally. *Schoology* is adopting *Facebook* as an interface and features for ease of use (Manning et al., 2011). Students simply access [www.schoology.com](http://www.schoology.com) on the computer or download *Schoology* from *PlayStore* or *Appstore* on smart phone to use this application. *Schoology* implements a Learning

Management System (LMS). LMS is a management system that allows teachers to provide teaching materials, organize the learning process, and evaluate the learning process (Rahman, Ghazali, & Ismail, 2010). While this free facility exists, it does not abruptly push senior high schools in Indonesia to implement it. It needs more efforts to invite English teachers to do so. Looking at this situation, the researcher is interested to do a research and implement an online listening material in incorporating *Schoology* in teaching listening in English classes.

## **1.2 Research Question**

In line with the background of the study, and to answer the researcher's intrusiveness about the implementation of an Online Listening Material for 10<sup>th</sup> grade students at Private Senior High School in Surabaya, the question is formulated as follow:

What are the perceptions of 10<sup>th</sup> grade students regarding the developed online listening material using Schoology?

## **1.3 The Purpose of the Study**

With the background and the question that emerge from the problem, this study has two objectives. First is to find out the students' perception of developed online listening material for the 10th graders through Schoology to support the quality of teaching and learning in the classroom. Second, this study will help teachers in Indonesia to raise their awareness toward variation of online learning sites and application. From here, we can expect an improvisation from teacher in making learning material using technology in the future.

## 1.4 Theoretical Framework

There are two theories that were used as the framework to support the study: perception theories and online listening material theories.

### 1. Theory of Perception

This study concentrates on students' perception toward the use of ICT for ESL students in English class and focuses more in developing their listening competence.

According Roth in Call (2017), perception is defined as the process acquiring information via the sense organs is transformed into experiences of objects, events, sounds, tastes, etc.

### 2. Theory of Online Learning

The use of the Internet includes the access to learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. Online learning can present challenges to educators, as the tools and opportunities to discover students' preconceptions and cultural perspectives are often limited by bandwidth constraints, which limit the users' view of body language and paralinguistic clues (Ally, 2005; Anderson, 2008).

### 3. Theory of Learning Management System

Ryann (2009) defined LMS as an application which has specific purposes such as administration tool for e-learning program as well as for documentation and tracking.

LMS is a web-based interface application which becomes a tool for educators to log in into a single space without having to use different services (Thien, et al, 2013).

#### 4. Theory of Listening

In her research on listening comprehension, Feyten (1991) finds that meaning is constructed, by speakers as well as listeners, through communicative exchanges that include linguistics, such as spoken words; paralinguistic, such as tone of voice, intonation and pitch; and via nonverbal communication, such as body language.

##### **1.5 Definition of KeyTerms**

- Perception: Perception can be defined as a thought, belief or opinion, often held by many people and based on how things seem (Cambridge Dictionary). Perception also can be defined as an individual's recognition and interpretation of sensory information from our environment.
- Online Learning: The use of the Internet to access learning materials; to interact with the content, instructor, and other learners to acquire knowledge, to construct personal meaning, and to grow from the learning experience.
- Learning Management System: An application which has specific purposes such as administration tool for e-learning program as well as for documentation and tracking.
- *Schoology*: A learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allow users to create, manage, and share content and resources.
- Listening: The ability to actively understand information provided by the speaker, and display interest in the topic discussed with through communicative exchanges that include linguistics, such as spoken words; paralinguistic, such as tone of voice, intonation and pitch; and via nonverbal communication, such as body language.

## **1.6 Significance of the Study**

The result of this study concern four points. First, it provides students' perceptions about online listening material through *Schoolology*. The second significance is to make teachers aware of online learning for teaching class. Third, this research provides information to help teachers have insights about what students need in online listening material in addition to classical classes. Fourth, is also provides other researchers some inputs for their research.

## **1.7 Scope and Limitations of the Study**

The limitation of the study is to avoid problems and to help the researcher more focus on the research. The study will focus on finding the students' perception on the developed online listening material. The application that has been chosen for this research is *Schoolology*. The study conducted on 10<sup>th</sup> grade students of Private Senior High School in Surabaya. They are expected realize and perceive technology the digital era and apply the usage of the internet in their daily lives.