

CHAPTER I

INTRODUCTION

In this chapter the writer will present the background of the study, statement of the problem, objectives of the study, significance of the study, theoretical framework, scope and limitation of the study, assumptions, definition of key terms, and organization of the thesis.

1.1 Background of The Study

Technological developments that are increasingly advanced from time to time influence the world of education. With this technological advance, distance learning has become possible when the world is experiencing a pandemic caused by the corona virus. According to Muntoha (2010), technological development in the world of education has made a change from face-to-face learning method to using learning media.

The use of learning media can make it easier for students to understand the lesson. Besides that, learning media also can arouse the desire, interest, motivation, and stimulation of students in the learning process. As time goes by, learning media used in the world of education have also developed. At first, the learning media that was often used was printed media in the form of a book and then developed into using audio-visual media that can be accessed online using the internet network.

In this era, Learning Management System (LMS) is used by many institutions to manage E-learning service. In addition, many third parties also provide e-learning freely. One of the most popular learning management systems in this modern era is *Moodle*. *Moodle* is widely used because it is very useful to help the teaching and learning process. By using *Moodle*, the lecturer can save or deliver learning material in the form of text, audio, or video. Besides that, in *Moodle*, there is a facility that allows lecturers and students to have a synchronous or asynchronous discussion. *Moodle* can also be used to evaluate the learning that has been done. The result of research by

Marikar and Jayarathne (2016), reveals that the use of *Moodle*-based e-learning at General Sir John Kotelawela Defence University Srilanka receives a positive response from its users and can improve students achievement.

Widya Mandala Surabaya Catholic University has a *Moodle* called Bella. Bella has two websites that can be accessed: bella.ukwms.ac.id and bella.wima.ac.id. Bella has been used by lecturers in the English education department, both in the form of uploading documents such as learning material, discussion, and assignments. *Moodle* which is owned by this university can also be used by lecturers to make quizzes, games, etc. To find out how learning through *Moodle* those students want, it is necessary to conduct a more in-depth study by looking at students' perceptions on the application of learning through *Moodle*.

This study aims to find out the English study program students' perceptions on Bella (*Moodle*-based) Implementation. To achieve the objective of the study, the writer chose English Department students in the academic year 2017-2019 as research subjects because those batches have had the opportunity to make use of Bella as a *Moodle* in their learning process.

1.2 Statement of The Problem

From the background of the study, the problem that the writer wants to answer is stated as follows:

- What are the perceptions of the English study program students in the academic year 2017-2019 on Bella (*Moodle*-based) implementation?

1.3 Objectives of The Study

Based on the statement of the problem, the objective of this study is to find out the perceptions of English study program students in the academic year 2017-2019 on Bella (*Moodle*-based) implementation. The writer is very enthusiastic about knowing the students' perceptions on Bella (*Moodle*-based) implementation, whether their response is positive or negative.

1.4 Scope and Limitation

The subjects of this study are English Study Program students in the academic year 2017-2019 of a private university in Surabaya. The reason the writer chose students in the academic year 2017-2019 because the students already have the experience and opportunity in applying Bella. Meanwhile, the object of this study is the students' perceptions on Bella (*Moodle*-based) implementation.

The writer will collect the data using the questionnaire. The questionnaire data fill in by the students will be used as a survey and reference. By that strategy, the writer would be able to find out the English Study Program students' perceptions on Bella (*Moodle*-based) implementation.

1.5 Theoretical Framework

This study only focuses on students' perceptions on Bella (*Moodle*-based) implementation. Several basic theories will be used in this study. The writer uses the theory of perception to understand the concept of perception in finding students' perceptions, theory of learning management system (LMS), and theory of *Moodle*.

1.6 Significance of The Study

The writer expects this study will be useful for the English Department, students, and future researchers.

1. The English Department

The writer expects that by knowing students' perceptions through this study, the department can understand what students need in the learning process. The result of this study is expected to be used as input to the department in developing and supporting learning using Bella.

2. Lecturers

The writer expects by knowing students' perception through this study, lecturers or educators can add knowledge to provide teaching using Bella. By knowing the result of this study, lecturers and educators can make innovations in teaching using Bella so that the learning process is not monotonous.

3. Students

The writer expects students to gain a lot of knowledge about the extent of English Study Program students' perceptions on Bella (*Moodle*-based) implementation and also as input for students to be more enthusiastic when following the learning process using Bella through this study.

4. Future Researchers

The writer expects this study can be useful for other researchers who are also interested in researching English Study Program students' perceptions on Bella (*Moodle*-based) implementation as a reference. By using this study as a reference, the writer hopes future researchers can do more in-depth research on Bella.

1.7 Definition of Key Terms

To inform the key terms used in this study, the writer put several definitions below:

1. Perception

According to Nugroho (2012), a process in which a stimulus is received by the five senses then the five senses compile and interpret to gain an understanding of what a person has sensed is called perception. Perception in this study refers to The English Study Program students' perceptions on Bella (*Moodle*-based) implementation.

2. Learning Management System (LMS)

According to Eilis (2009), Learning Management System or LMS is software used for online learning activities. The learning process using LMS is usually in the form of training or activities that use the internet.

3. Moodle

Moodle is software that functions to create internet-based training and the design is developed to support the social construction framework in the world of education. *Moodle* is included in the Computer Assisted Learning (CAL) + Computer-Assisted Teaching (CAT) model called Learning Management System (LMS).

4. Bella (<http://bella.ukwms.ac.id/>)

Widya Mandala Surabaya Catholic University has a *Moodle* called Bella. Bella has two websites that can be accessed: bella.ukwms.ac.id and bella.wima.ac.id. Bella has been used by lecturers in English Department, both in the form of uploading documents such as learning material, discussion, and assignment. Bella can also be used by lecturers to make quizzes, games, etc.

1.8 Organization of the Thesis

This thesis consists of five chapters:

Chapter I explains the background of the study, statement of the problem, objectives of the study, significance of the study, theoretical framework, scope and limitation of the study, assumptions, definition of key terms, and organization of the proposal.

In chapter II the writer presents the related literature and previous studies. Chapter III explains the research design, procedure of collecting data, and data analysis technique.

Chapter IV explains the data that the writer obtain from distribute the questionnaire.

Chapter V describes the conclusion of this study according to the data and also the suggestion from the writer for the students, lecturers, and future researchers.