

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Covid-19 pandemic has been striking the world for almost two years. It has changed the life habits of the people all over the world. To keep on living, almost all aspects of life should be adjusted to health protocol. Education or teaching learning activities have to be also adjusted to the health protocol. It is because the national curriculum is not particularly designed for the pandemic. That is why since the beginning of the spread of Covid-19, like it or not, all the teaching learning activities had to be made completely online. Ready or not ready, both teachers or lecturers and students have to do the teaching learning online. It is the real new normal that all teachers or lecturers and students have to follow.

Like it or not, Covid-19 pandemic has made some consequences. Both teachers or lecturers and students have made themselves to be technology savvy; they have to upgrade their digital literacy themselves to enable them conduct or join the online learning activities.

As a millennial, I realized that technology now becomes our part of life. I myself also need to develop my digital literacy to make myself technology savvy. Technology becomes my best friend in doing my works. Using the technology, I feel that it helps me to carry out my works. Because of the technology, my works become more effective and less time consuming, for example when I want to send a message for people from another city, all I have to do is just text them with my gadget. I do not need to go to the post office and send the letter to them. The message is also sent in just a second. It is very simple, right? Personally, as a millennial and also a college

student of the faculty of English Language Education Study Program where I learn to become a great teacher, I discover that technology could also be used in educational field.

By using technology, the learning activities in class can be less boring for both the teacher and students. Technology also helps us to conduct learning materials easier. There are some platforms online that can be used for teaching, for example Zoom, Canva, Padlet, Kahoot, and so on. In my experience, by using the help of those platforms, I can conduct my teaching demonstration in class. The feedback that I got when I use those platforms is also superb. My friends who became my students, said that they enjoyed the use of the online platform that I used. Because of their feedback, I am more confident that technology could make the learning activities better. The activities can be varied when I use the technology and it avoids monotonous condition. Besides, it also enriches the experience of the teacher and students.

When I joined the online CALT class, I learnt a lot on how to develop online learning materials. I learnt to make an online learning material using the online learning platforms which helped me to improve my skill in developing learning materials. There are a lot of activities and exercises that I could create using online learning tools. The materials developed are varied too. The materials that I got from CALT class helped me to learn how to become a great English teacher.

Based on the theory of Cognitive Constructivism by Piaget (1939, 1950), learning is considered as an active process. There should be a communication between the teacher and students and also teamwork among the students. With technology, I believe that those goals can be achieved better. The role of the teacher as an instructor will make the students become active. They need to be cooperative in the learning process if they do not want to be left out. The teacher could also have better communication with the students since the teacher will act as an instructor

that help them. Not only strengthen the relationship between teacher and students, the collaboration among the students can be earned.

The connection among students can also be deepened while using technology. From the theory of Social Constructivism by Vygotsky (1978), knowledge is developed from social interaction too. The interaction is not only between teacher and students but also among the students. By using technology on the learning process, all of the students must collaborate whether they want it or not. In my point of view, it is easier for the teacher to ask the students to work as a team with the help of online platforms, such as playing with Kahoot.

As a teacher to-be, I need to prepare the materials before the learning activities. Preparing the materials itself is not a simple job to do. I need to have a great material development skill in order to create a good learning activity. I need to prepare all of the explanation, the tasks, and assignments to be done in the classroom. In online learning, I also need to prepare the online platform that I want to use in my learning activities. However, at the beginning of the online classes, I found it quite difficult and confusing for me to develop an online learning material and I believe many people might feel the same way as I did.

The reason why I choose this title is I am interested to share my personal experiences in learning how to develop online learning materials from online CALT class. I think that some of the teachers are not wide awake with the benefit of online learning material development skill. Other than that, I am also interested to inform what the results are from my experience joining the online CALT class.

1.2 Research Problem

The research problem of my study is the situation where the learning activities are conducted online. As a teacher to-be, I find it quite amusing to develop the online learning

materials. Luckily, the existence of online CALT class helps me to improve my online learning material development skill.

In line with the background and the title of the study, two research questions are formulated as follows:

- What did I learn from online CALT class to help me develop online learning materials?
- How did my online learning materials development skill improve after joining online CALT class?

1.3 Objective of the Study

In line with the statements of the problem above, the study intends to describe narratively:

- what I learnt from online CALT class to help me develop online learning materials.
- how my online learning materials development skill improved after joining online CALT class.

1.4 Theoretical Framework

As reflected in the statements of the problem and the objectives of the study, this research focuses on describing narratively what I learnt from online CALT class to help me develop online learning materials and how my online learning materials development skill improved after joining an online CALT class. The theories underlying this study are the theory of Cognitive Constructivism (Piaget, 1939, 1950), Social Constructivism (Vygotsky, 1978), Project-Based Learning, learning materials development, and online learning.

1.5 Significance of the Study

This research will give the readers which are English Department students of Widya Mandala and also lecturers information about developing online learning materials. I believe that this information could be useful for the readers to make an online learning material. Furthermore, in this study I will share my experience attending an online CALT class.

1.6 Definition of Key Terms

In order to avoid misunderstanding, some key terms used in this study are defined as follows:

- Experience is defined as a specific condition or activity that happens in someone's life.
- Learning material development refers to a process to conduct and produce a learning material for teaching and learning activities.
- Computer Assisted Language Training (CALT) is a course dealing with theories of CALT, principles of CALT materials development, and how to evaluate CALT materials.
- Narrative Inquiry is a qualitative research design based on someone's experiences.
- Online learning refers to internet-based courses offered synchronously and/or asynchronously (Kessler, 2018).

1.7 Assumption

This study is conducted under two assumptions. First, it is assumed that everybody has his or her own experience. Thus, individual experience is unique, meaning it is different from person to person. Second, it is also assumed that individual experience can be exposed through reflection. There always be something that can be learnt from others' experience.

1.8 Organization of the Thesis

This thesis consists of five chapters:

Chapter I is called “Introduction”. This chapter presents Background of the Study, Research Problem, Objective of the Study, Theoretical Framework, Significance of the Study, Definition of Key Terms, Assumption and last but not least Organization of the Proposal.

Chapter II is called “Related Review of Literature”. This chapter consists of two parts. The first part, Related Theories, presents theory of Cognitive Constructivism, Social Constructivism, the use of technology in educational field. The second part is concerned with review of related studies.

Chapter III, Research Method, presents the Research Design, the research data, the sources of research data, the instrument to collect the data, the data collection procedure, and the data analysis procedure.

The last two chapters are Chapter IV and Chapter V. Chapter IV presents the findings and the discussion. Chapter V contains conclusion and suggestion.