CHAPTER I

INTRODUCTION

This chapter presents and discusses (1) Background of Research, (2) Research Problems, (3) Objectives of the Research, (4) Significance of the Research , (5) Scope and Limitation of the Research, (6) Definition of Key terms.

A. Background of the Research

Humans cannot read other people's minds, therefore language is needed as away to communicate, as stated by Delahunty and Garvey (2010:5) that defined language as a system capable of connecting thoughts, where thoughts cannot be seen, heard, or touched, whether by sound, letters, manual signs, or tactile symbols (eg, Braille) that can be. Furthermore, Amberg and Vause (2009:2) stated that a language is a communication tool, and in a social context communication almost always occurs. This is one reason why effective communication requires understanding and recognition of the relationship between language and the people who use it.

Learning foreign languages refers to conditions where a language that is not spoken by the surrounding community so that the community learns and acquires non-native languages or what are commonly referred to as foreign languages (Fasold and Linton, 2006:434). Fatiha etal. (2014:121) stated that English language has become the international language which widely adopted for communication worldwide, as it became a tool of communication between native and non-native speakers.In Indonesia, English is a foreign language as well as a global language that must be mastered to support various aspects of life, one of which is learning in education. According to Schunk (2012:2), learning is a process of behavior change that is able to last long enough or to behave in a certain way in a capacity, which results from practice or other forms of experience. Learning can acquire and modify knowledge, skills, strategies, beliefs, attitudes, and behaviors through the process. Many people want to learn cognitive, linguistic, motor, and social skills, and this can be produced through a variety of different form.

Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). For the purpose of this literature review, both hybrid or blended learning and purely online learning are considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Purely online courses are courses delivered entirely over the Internet, and hybrid or blended learning combines traditional face-to-face.

Online learning requires the support of mobile devices such as smartphones, tablets, and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013). According to Korucu & Alkan (2011) stated that 'the use of mobile technology has a major contribution to the world of education, including the achievement of goals of distance learning". Various media can also be used to support the implementation of online learning. For example, virtual classes using Google Classroom, Edmodo, and Skype, Zoom (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018).

Internet connection offers web-based convenience features and applications through specially designed computer programs as an alternative to teaching English or English Language Teaching (ELT) based online technology. At present, the use of technology as a web-based or online learning model in this era is effectively used in combining both face to face (direct learning meetings) and online learning (online learning meetings). Blended Learning is one of the methods used by teachers throughout the world. This underlies the emergence and development of learning support applications both in the classroom and media-based learning or applications such as Edmodo, Schoology, Google Classroom, Group WhatsApp, Zoom, and Skype. The application that the researcher will test is using Google

Classroom is a free web service developed by Google. for the university that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google classroom is to streamline the process of sharing files between teachers and students.

According to Balasubramani (2014) said that "the LMS can also make it easier for students to use interactive features such as threaded discussions, video conferences, and discussion forums". In this era, the LMS application is used to assign tasks to students, assessing student skills, understanding, and material delivery. The previous studies only catered for skills related to reading and writing, with no research that assesses students' speaking performance. It will be interesting when the LMS application can practice students' skills in honing skills (speaking, reading, listening, and sharpening critical thinking) using Google Classroom. This application can be used by both teachers, students, and parents who are integrated into one application to provide student learning progress. Parents can also control their children to ensure that their children are understanding the material well. Several features in Google help teachers in distributing forms of learning such as videos, quizzes, material about words, and sending documents. Google Classroom is introduced and recommended for all teachers in Indonesia because of its advantages and ease of use. Besides that Google Classroom can provide direct scores on assignments or tests and provide input to students to minimize the use of paper (paperless).

The purpose of this study was to explore the perceptions of students at IAIN Tulungaggung who were enrolled in the online learning during 2 semesters. We were committed to uncovering the concrete issues that are important to our students and using explicit feedback to strengthen our course design and course delivery. We relied on the work of Argyris, Putnam, and Smith (1985), who emphasized the importance of moving from describing a phenomenon and determining what can be done about it to "action science" (p. 36), which involves acting in a real-life context to bring about needed change. Therefore, the study focused on the student perceptions toward web-

based instruction and what these students consider to be their expectations and experiences in the areas of course format, technological support, interaction with faculty and peers, course flexibility and pace, assessment and feedback, and overall communication. These characteristics were inspired by the Community of Inquiry (CoI) theoretical framework (Garrison & Cleveland-Innes, 2005), which was developed in the context of the literature on teaching and learning in higher education and becoming increasingly influential for explaining and prescribing the effective conduct of online learning. Arbaugh (2008) said that, the framework consists of three dynamic interdependent elements: teaching presence, cognitive presence, and social presence, all of which are of interest to us because they serve to define a successful learning climate in terms of open communication, cohesion, and interpersonal relationships. Indeed, the aforementioned components of CoI address such issues as instructor clarity, the creation of an online community, and the instructor's ability to provide information from a variety of sources.

Based on the paragraph above, the researcher was interested in carried out research entitled *"Students' Perception of Online Lraening at English Education Departement Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung"*.

B. Statement of Research Problem

Based on the research background above, several topics can be discussed. Due to several time constraints, availability, and accessibility, the researcher pays attention to the topic: students' perceptions of online learning. Then, this study specifically aims to find answers to the following questions:

What are students' perceptions of online learning at the English education department faculty of tarbiyah and teacher training IAIN Tulungagung?

C. Objectives of the Research

Based on the research statement, this particular study aimed at finding out:

To know students' perceptions of Online Learning at English Education Department Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung.

D. **Significance of the Research**

The research expects that the finding of the research can be useful:

1. For students

   Online Learning can be used as a learning medium for learning English. Students can use Online Learning to learn English material even though distantly without face to face directly in the classroom so that the subject matter is not left behind.

2. For teachers

   It is hoped that this research can provide inspiration or ideas to teachers in teaching English through Online Learning. Teachers can use Online Learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the perception of students the teacher can know the extent of student understanding of the material delivered through Online Learning, whether there are obstacles or not.

E. **Scope and Limitation of the Study**

The researcher limited the problem mainly to exploring students' perception of Online Learning. The subjects of this study were especially in the student English education department faculty of tarbiyah and teacher training of Iain Tulungagung.

F. **Definition of Key Terms**

1. **Perception**

   Perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not

just stop, but the stimulus is continued and the next process is the process of perception (Walgito, 2010:99).

2. **Online Learning**

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms.