

CHAPTER I

INTRODUCTION

A. Background of The Research

In this 21st century, the development information technology has made world inseparable from technology (Marta et al., 2018). In this condition, persist in education to respond to changes that occur in a positive and more adaptive way (Anwar, 2018). We can use information technology to improve the teaching quality, and it can also become a medium for transmitting teaching materials, a medium for sharing teaching materials using the internet, and as a life skill education (Cholik, 2017). In this case, face-to-face teaching can be replaced by online teaching using information technology.

The students must rely on technology to get course materials and communicate with teachers and peers; consequently, the media preferences could also be different from those of a normal classroom (Kobayashi, 2017). The term online teaching model was originally used to describe a teaching system that utilizes computer-based internet technology (Fauzi & Khusuma, 2020, Kuntarto, 2017, & Baig, 2011). In various studies on online teaching have concluded that it is effective and can be used in education, and this has been revealed in many studies (Larson & Vontz, 2018; Shelton et al., 2017; Wei & Chou, 2020). Delen & Liew (2016) stated that students will benefit immensely from the growth of online teaching as they evaluate how to apply

personal, behavioral, and environmental self-regulation strategies. Online teaching is one of the most effective ways to apply to the world of education, as it is usually applied in secondary and higher education where the students already understand the technology.

Today's technological advances take into account combining various media in online courses (Kobayashi, 2017). These days, online social networks like Twitter, Facebook or LinkedIn have gained a lot of interest due to their rapid worldwide popularity (Silius et al., 2010). Over the last few years, technology and social media have become commonplace in the daily lives of many college students and university students (Abe & Jordan, 2013). This also applies in the high school environment. Students, teachers, and educators have been interested in using online social media as a teaching and teaching tool.

Students in Indonesia are very savvy for communicating and finding information using social media. According to the Indonesian Internet Network Providers Association (APJII) (2016), the total of Indonesian internet users are 132.7 million people and 24.4 million of them are users in the age of children and adolescents (10-24 years). It showed that Indonesian children and adolescents have very high utilization of information technology (Fauzi & Khusuma, 2020). Therefore, these possibilities are applied in education, including information technology, in terms of teaching activities. Schools use technologies for educational purposes and bring social media into the classroom (Devi et al., 2019). The application of social

networking site (SNS) in the education and teaching process has positive impacts on social media recruitment and opens the door to a new era in education (Devi et al., 2019). It is simple to learn with social media because we just have to have the internet connection and smart phone or personal computer. In the certain times, teachers can ask the students to do or submit the tasks by using any kinds of social media. However, the concern that often occurs is when students are too absorbed in using social media so that they forget about assignments.

There are many ways of social media that students can use for online teaching. Several educators today believe that using social media technologies like YouTube, Wikipedia, Twitter, Facebook, Google, Google Docs, Instagram, Wattpad, Snapchat, and Blogs offer students to interact with a larger audience with whom they will express their thoughts and opinions (European Schoolnet, 2013). Also, videos and podcast are useful educational tools, and most people agree that social media sites can be useful for collaborative teaching (Moran et al., 2011). Zoom is also a media that can be used to do virtual meeting, so the situation can be the same as face-to-face teaching. Zoom is effective since it supports virtual communication, chat, recording, and easy access (Palupi & Raharjo, 2020).

Social media goes beyond the walls of the classrooms and give students the facilities to develop knowledge and share it with a global audience. Social media allows students to support classmates and other students who do not understand a certain topic or have problems teaching

the material. This ongoing teacher-student or student-student interaction not only helps in facilitating the teaching experience of students, but also contributes to the improvement of teaching methods (Faizi & El Fkihi, 2018). Students can do collaborative teaching by using social media. This collaboration held both inside and outside the classroom has the potential to improve the teaching experiences of students (Ractham & Firpo, 2011). Moreover, social media also helps students to develop their skills and their independence. Since social media has been currently used for online teaching, the researcher conducts a study with the title **“The Students Preferences Towards Teacher’s Online Teaching Media At The Tenth Grade Of SMKN 3 Boyolangu Tulungagung”**

B. Statement of Research Problem

Based on background of the research, the problems are identified into the following identification:

1. What are the students’ preferences towards teacher’s online teaching media at SMKN 3 Boyolangu Tulungagung?
2. What are the reasons of the students’ preferences towards teacher’s online teaching media at SMKN 3 Boyolangu Tulungagung?
3. What is the implication of the students’ preferences towards teacher’s online teaching media at SMKN 3 Boyolangu Tulungagung

C. The Objectives of the Research

The objective of the research was to find out:

1. The students' preferences towards teacher's online teaching media at SMKN 3 Boyolangu Tulungagung.
2. The reasons of the students' preferences towards teacher's online teaching media at SMKN 3 Boyolangu Tulungagung
3. The implication of the students' preferences towards teacher's online teaching media at SMKN 3 Boyolangu Tulungagung

D. Significance of The Research

The significance of the research has benefits to theoretically, this research is useful for readers who are interested in teaching and teaching in English, especially in students' preferences towards online teaching media. For other researcher, this study can be used as the reviews of their study. Practically, this study provides several benefits, helping researchers and readers to give an idea of how students' preferences towards online teaching media.

E. Scope and Limitation of Research

This research focused on the students' preferences towards teacher's online teaching media at SMKN 3 Boyolangu Tulungagung. The researcher analysed tudents' preferences towards teacher's online teaching media which used by the teacher. This research conducted to the tenth grade students at SMKN 3 Boyolangu Tulungagung in the academic year 2022/2023

F. Definition of Key Terms

1. Online Teaching

According to (Mohammadi, 2010), online teaching is commonly referred to as the intentional use of networked information and communications technology in teaching and teaching

2. Teaching Media

Gerlach & Ely (1971) says that if the media is understood broadly human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. Briefly media is a tool that convey or deliver messages of teaching.