CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Chapter I, the researcher presents the background of this study, including the identification of the problem, limitation, research questions, purpose and significance of this study.

1.2 Background of Study

Nowadays, in the modern era, the growth of technology rapidly affected so many aspects of our life, especially in education. At this time, people engage the technology in many aspects of their life, make the technology become regular things that affect our life. Hani (2014) stated that technology has become universal and it also affects many aspects of our life including in the educational aspect. By having a closer look at technology in this modern era, there is no exception that technology has widely spread and affect the educational sector until this moment.

By considering the existed phenomena where technology was taking apart on every sector especially in education. According to Müller (2018) in industrial Revolution 4.0, the improvement of technology was also growing up. It affected the real-time access using the internet connection, make technology capable of connecting people, machines, objects or even the information instantly. As a result, make the technology and internet more valuable and integrated for human.

At some points, the human resource also had an important role in industry 4.0 because they will face the challenge from the industry 4.0 itself. As a first requirement, the human resource must adapt with technology in order to fill the basic criteria in industry 4.0. Santosa (2017) stated that, for some reasons, the people that were born around the 1990s is straightly different from those who were born below the 1990s. We called them as Gen-Z because for the reasons of their technologically advanced and understandable was more advanced than the people who were born below the 1990s. In other words, the Gen-Z was already familiar with technology since they were all living alongside them. These conditions made them get more available sources faster directly by using their own personal devices such as a smartphone or laptop.

The use of technology, in this case, was becoming the tools which could help the user perceive issues or even obtaining the knowledge around them with multiple points of view. According to Koehler and Mishra (2015), TPACK (Technological Pedagogical and Content Knowledge) was a model to approaching, expressing as well as combining three main disciplines they were: first is technology, the second is the pedagogy and the last is content knowledge. Meanwhile, According to Sanje (2014), the way of the teacher delivers their material may different from others. It refers to the special appearance of the teacher behaviors, performances, beliefs, needs or even the professionalizing of the teacher or their background knowledge about the classroom environment. At some point, the teaching style has a vital role in the student learning process. It happens because the learning process itself was the natural differences in learning patterns. Indeed, Zhou (2011) stated that the learning style could be defined as the

consistent ways of functioning which reflected the underlying causes of learning behavior. As a result, the learning styles from each person could internally depend on their characteristics, in order to understand the new information.

However, todays education should give students' the opportunity to conduct related to their interest-based on independent investigations, make the learning process are based on the students not only the teachers. Westberg (2017) stated that Authentic Learning was a representation of instructional experience in which the students explore the real problem or events in purpose to make the learning relevant. Even more, authentic learning could positively give students a chance to increase their intrinsic motivation, as a result, authentic learning can somehow developing the students' creativity, as well as enhancing their productivity.

Furthermore, motivation was linked to psychological elements which the one that accommodates behavior and the choice-making. While Engagement could be defined as energy that was linked with different activities and also tasks. In fact, learning should be fun and have a good flow because, El-Sherif (2016) stated that, Fun could be a good reason for representing the outcomes of physical education. As well as the impact of the student who ranked fun could be the main objective in order to participate in physical education. The teachers also hoped that if the students were having class during the course their participation and some point their engagement would increase as well. In the definition of Fun, it could be interpreted as active involvement with others and a feeling of control, including the theme of fun and enjoyment which was conduct from both students and teachers.

For some reasons, fun could also represent as a personal perspective and made the words fun could be fun for not only one student but not fun for the others, make the teachers need to be able to position themselves among the students. Challco (2016) also stated that the learning and teaching process must have a good flow in order to maintain the student interest along the teaching and learning process. In order to, gain interest the students in learning, the teacher must find a new way in order to conduct a fun and good flow in the teaching and learning process.

In order to make teaching and learning more fun and enjoyable, the teachers should adapt to the latest technology exist in today's era. Since the students nowadays were advanced and already familiar in the use of technology. According to Johnston (2017), Virtual Reality (VR) could enhance the learning process, as well as Virtual Reality, could have a main focus for technological, including the way it becomes technology-based and could possibly stimulate the environments by using the main device such as goggles. In addition Virtual Reality itself also comes with 3D graphics that could stimulate the situation for the user in order to enhance the user cognitive ability and learning. Resulting the user had experienced more about the world after they use the device. For some cases, the technology itself could possibly change the future of regular applications.

By following the current phenomenon, Virtual Reality (VR) could represent a realistic vision or even the replica of the world exist, Rebelo (2012) explained that Virtual Reality (VR) is the way of transporting a person to reality in form of the virtual world. Virtual Reality could somehow accommodate the

student to understand more about the information. Like for example a train that could help people to reach their destination. As a result, they would have a chance to obtain more information from various point of view, analyze it with their personal point of view, then construct new knowledge with a deep understanding.

Together with, it is important for people to understand about the use of virtual reality. Virtual Reality is able to perceive the student and also develop their process while learning English inside the classroom. Also, this topic is new on this regency which means it wasn't yet implemented by the teacher inside the classroom. Several arguments come from many cases, they arguing that it was hard to implement by the teacher, or even for students. Meanwhile, less of the equipment also comes as the main part of this research as a casual issue.

Since it was new in this country the author was hoping that the use of Virtual Reality could become a trigger for the teacher in order to discover more about the various ICT tools that had a potential for future learning. Therefore, it is very important to investigate about perception of Virtual Reality (VR) as learning media in school, because some of the research also give some result that also argue and positively trust that Virtual Reality will represent more about the context related to the material given by the teacher for the students and yes if there was an issue appear, it would become a challenge for author and also the future researcher in order to make this research more advance and better at some point.

This research is purposed to identify the students' perception of the use of Virtual Reality as a teaching media in SMA N 4 Singaraja. As a result, the use of Virtual Reality as teaching media can be new things. However, the students' may have different opinions which make the use of virtual reality could really help

them or not at all. Every student with a different perspective may have different response also which could be the main issue for this research. Furthermore, the understanding of students perception related with the Virtual Reality (VR) as learning media in the classroom also important in order to determine the data, whether the Virtual Reality is proper to use or it somehow difficult to apply. Based on the observation conducted by the researcher in SMA N 4 Singaraja this school was already complete the facilities in integrating with technology. Since the use of ICT media sometimes use by the regular teacher but no quite often at that time. Also, all of the students were allowed to bring their smartphone to the school in purpose to help them get involved in ICT-based learning.

1.3 Limitation of Research Problems

This study is aimed at the perception of students in senior high school on the use of Virtual Reality as learning media. During conducting the present study, there was a limitation due to the time limit. This study was conducted in small size participants. However, further study should involve larger participants.

1.4 Research question

1.4.1. How do the English Students perceive the use of Virtual Reality as a learning media?

1.4.2. How do the English teachers perceive the use of Virtual Reality as a learning media?

1.4.3 What potential problems will students face when learning English aided by Virtual Reality as a learning media?

1.4.4 What potential problems will teacher face when learning English aided by Virtual Reality as a learning media?

1.5 Purpose of the Study

1.5.1 To find how the students perceive the use of Virtual Reality as a learning media

1.5.2 To find how the teachers perceive the use of Virtual Reality as a learning media

1.5.3 To find out the problems faced then figure out the solution while Virtual Reality is used as learning media

1.6 Significance of the study

This study has two significance namely theoretically and practically, as follows:

1.6.1 Theoretical Significance

This study is used in order to investigate the 10th students' perception of the use of Virtual Reality in learning English.

1.6.2 Practically significance

Some of Practically significance also explains as follows:

1.6.2.1 Institution

This study can be used as a guideline of what should the future research if the Virtual Reality would likely to be applied for the school institution, avoid the problem related with Virtual Reality application during the English learning and teaching.

1.6.2.2 Researchers

This study also deepen the researchers' knowledge related with the students' perception of using Virtual Reality as learning media, including of how students perceive about the use of Virtual reality, then, related with the teacher perceive related with Virtual Reality in teaching and learning English.

1.6.2.3 Further Research

This study can be sued theoretically and empirically for further research that would like to conduct a study which was relevant to this topic.