

CHAPTER I

INTRODUCTION

Chapter I explains the introduction of the research which includes the background of the study, identification of the problem, limitation of the problem, research problem, research objective, and significances of the study.

1.1 Background of the Study

In 2013 Curriculum, the subjects of Information and Communication Technology (ICT) for primary and secondary schools are no longer included. With the implementation of the 2013 curriculum, ICT subjects are integrated into all subjects. Even though ICT subjects were no longer listed, the skill to utilize ICT equipment was approved to be used to facilitate the learning process (Ulfiarahmi, 2013). So, it is important for teachers and students to utilize technology effectively as teaching media or to find information for their teaching and learning material that appropriate for the purpose of the 2013 Curriculum. One of the examples in utilizing technology in learning is by using online resources besides using the textbook. Because in using online resources, we need to use electronic tools such as computer, laptop, and mobile phone which are the examples of technology tools.

Online Resources are the data that is supported by any available software in online (PCMag, 1981). There are also some other names for online sources, such as electronic sources, web sources, and Internet sources (Study.com, 2003). According to Susanti, Siswanto, & Yupianti (2015), online is a term which usually used to explain the situation where the computer or electronic tool is connected to the internet. It can be concluded that online resources are the data, documents, and information that provided in online. It is also indicated that online resources and internet are related each other.

Internet or Online Resources have some benefits for students such as it can expand students knowledge, it can be used as a communication tool and online learning tool, it also makes finding information become easier, and it can be used as a media to exchange information with other people (Faruq, 2015). A study from Thienthong & Lian (2015) showed online resources such as Google, YouTube, and Facebook were the three dominant resources used for language instruction. The result of this study indicates that online resource allow language teachers to increase communication with students and to find an additional material quickly. That is why, these days many teachers and students use Google, YouTube, and Facebook to find the material, communicate, and give the homework when they are not at school when they use it in online directly.

The online resources are also useful for the English teaching and learning activities in online, for the example using Online Learning Platforms such as Edmodo and Quipper in online. Based on the study results from Cakrawati (2017), as a result, Online Learning Platforms such as Edmodo and Quipper are effective and efficient to be used for teaching and learning acitivities. Because it can help

students to practice language skills, to receive new vocabularies , and to increase the understanding of students on the lesson contents. Moreover, a study conducted by Saeed, Ejaz, & Ward (2017), the result of their study showed that internet (online learning resources) could improve academic self-confidence, academic self-reliance, and student-lecturer connectedness of the students. However, online learning resources also increased the gap in student-lecturer expert relationship.

Other studies also showed the negative effects of Online Resources. Online resources affected the quality and reliability of research became negative because people who conduct the researches do not provide any consideration in writing research, (Elsaffi & Ahmed, 2020). Hooman (2016) also stated that students who viewed Online Course as efficient exhibit, in fact they have lower sentiment towards course and instructors. Besides that their academics was weaker than other students.

It showed that online resources had positive and negative effects for the teachers and students. Based on those previous studies above, it is important to investigate the perception of English teachers who have used online resources directly in online while teaching English as a foreign language at public senior high schools in Singaraja. This study will be used to verify the result of previous studies that showed the advantages and disadvantages of using online resources for the teachers. Therefore, the researcher is interested in investigating English teachers' perception on the use of online resources for teaching English after they have implemented it. Each teacher might have different perceptions about the use of online resources because they have different experiences in teaching. This is

supported by Radwan (2006) who states that people might have different perception because their beliefs come from their past experiences.

In addition, based on the result of preliminary study or observation which had been conducted by the researcher in the form of an interview guide, it was found that all of English teachers at private senior high schools and public senior high schools in Singaraja have used online resources for teaching English. But, only the English teachers of public schools used online resources frequently and intensively, meanwhile English teachers at private schools did not use it frequently and intensively because of limited facilities.

Based on the result of the observation above, the researcher chose all public senior high schools in Singaraja as the places to obtain the research data because the facilities at public schools were available and supported by the government. Besides that, all public schools in Singaraja have implemented the 2013 Curriculum that encourages the teachers and students to utilize the use of technology to gather information and communicate effectively. The use of online resources and technology in learning is emphasized for the schools that implement the 2013 Curriculum. The public schools that were chosen include vocational schools and non-vocational schools such as SMAN 1 Singaraja, SMAN 2 Singaraja, SMAN 3 Singaraja, SMAN 4 Singaraja, SMKN 1 Singaraja, SMKN 2 Singaraja, and SMKN 3 Singaraja.

1.2 Identification of the Problem

Based on the background of the study above, the problems which are identified in this research as follows;

1. There are some results of previous studies which showed that the online resources have some positive effects. However, there are also some studies which showed that the online resources have some negative effects.
2. The teachers also might have different perceptions about the use of online resources because they have different experiences.

So, it is needed to investigate the teachers' perception towards the use of online resources in teaching EFL at senior high schools in Singaraja.

1.3 Limitation of the Problem

This research was limited to investigate the English teachers' perception towards the use of online resources while they using it in online directly, especially for them who have used online resources for teaching at senior high schools in Singaraja.

1.4 Research Problem

Based on the background of the study above, the problem of this study is:

1. What is the perception of the English teachers who have used online resources towards online resources usage?

1.5 Research Objectives

Based on the problems above, the objectives of the study will be focused on:

1. To analyze the perception of English teachers who have used online resources towards the use of online resources in online directly.

1.6 Significances of the Study

Based on the background of this study and considering the problem and object of the study above, this research was expected to be able to provide some benefits of theoretical and practical significance. The theoretical significance is presented for other researchers who interested to conduct a similar study and to discover more related variables. Meanwhile, the practical significance is presented for the teachers and schools.

1.6.1 Theoretical Significance

Theoretically, the result of this study is expected to be a reference to the perception of English teachers that have used Online Resources about its usage in the EFL learning and this study is expected to give a contribution to English teaching strategy. Especially, constructivism strategy from Piaget and Vygotsky theory as cited in a journal from Dagar & Yadav in 2016 who stated that constructivist learning strategies can be implemented by using some principles of social constructivism. One of those principles is using multimedia/teaching aids to create a constructivist learning environment. The example of using multimedia is

by using internet resources online such as YouTube, Online Learning Platforms, etc.

1.6.2 Practical Significance

1.6.2.1 For Institutions

The results of this study are expected to give contributions on the thoughts and work as a reference assessment, the diversity of the teachers' perceptions towards the use of *online resources* and to add references to the Ganesha University of Education library (UNDIKSHA) and other students in writing scientific papers.

1.6.2.2 For other Senior High Schools and Teachers

The results of this study are expected to inspire the teachers to use online resources effectively to make the learning process more interesting and to make the teachers consider how interesting the online resources are, based on the teachers' perception. This research also expected to be positive inputs for schools that have not implemented the system of online resources to implement it.

1.6.2.3 For Researcher

This research is expected to give a new experience for the researcher in conducting research that able to provide information about the teachers' perceptions of online resources usage and it is also expected that the results of this study can be used as references for the next similar studies.