

CHAPTER I

INTRODUCTION

Chapter I presents the introduction of this study that is consisted of 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 this 21st century, technology takes an important role in every field of human life (Santosa, 2017). As one of the examples is the internet, it provides information and means. Moreover, the internet can be accessed on everyone's palm in order to make everything easier. The development of Information and Communication Technology (ICT) is highly increased in some aspects of life (Sandiyasa et al., 2013) such as letter and media of information are replaced by the use of the internet.

In the field of education, teaching and learning process are improved. Formerly, teachers' role was providing learning material the educator, controller, and facilitator of learning for students and known as teacher-centered. However, teachers nowadays tend to be facilitators or helped students if they faced difficulties in comprehending the learning materials. This type of learning is known as student-centered instruction (Ratminingsih, 2014). In other words, the learning process is dominated by students; they can take the role of teachers like preparing and delivering material to the other students. However, students still need their teacher in comprehending the learning material (Mestriani et al., 2018).

In teaching and learning nowadays, teachers or educators also conducted a new type of learning besides face-to-face learning that is online learning. Almost all university in Indonesia already combines those types of learning and it is being popular as Blended-Learning. In fact, some universities in Indonesia also provide journal articles from websites and videos as learning resources (Zainuddin & Keumala, 2018). As one of the impacts, students are available to access the material unlimitedly. So, the learning process is more flexible (Krasnova & Ananjev, 2015).

Universitas Pendidikan Ganesha (UNDIKSHA) is one of the universities in Indonesia that is already implemented Blended-Learning. Specifically, most of the lecturers in the English Language Education Department, Faculty of Language and Art collaborate face-to-face learning with online discussion as part of online learning or online course. It is a part of the institution's policy that allows lecturers to conduct online classes as much as 40% from 16 meetings (Pedoman Studi Program Sarjana dan Diploma Universitas Pendidikan Ganesha, 2017). Hence, if the lecturers cannot attend the class, students learn through online learning or having an online discussion forum. So, the learning process runs as usual as lectures' assessment. In addition, the institution has a requirement as a scoring rubric for lecturers to give students' final scores. It derived from their participation as much as 60%, middle test 20%, and also 20% from their final test.

Through the requirement that is given by the institution, students are expected to be more active and engage in the learning process as their contribution to learning. In this case, student engagement involved students' participation, motivation, and effort. However, in fact, students have different motivations in

learning (Lin et al., 2017). It impacts their participation during learning activities as a part of their effort to master the learning material and then pass the course. Heflin et al (2017) stated that an effort or activity that promoted someone to share or participate can be defined as a part of the engagement.

In teaching and learning, the instructor needs to prepare the learning strategy and also the activity for students to help them to reach the goal of learning even when it is held through an online platform. Besides, students also should be ready in the implementation of a new strategy of learning except traditional learning such as face-to-face learning. In this case, both instructors and learners faced certain challenges (Baghdadi, 2011). The implementation of a certain learning strategy, students might have obstacles as limitation factors; however, they should engage themselves in every activity of learning in order to reach the goal of learning (Nilsen, 2017). In this case, every student might have their own reason to persist in learning as they support factors.

Moreover, in this pandemic era, educational institutions in the whole world use the internet as one of the supporting tools. Higher education institutional scrambled to move the engagement of students, faculty, and all academic community into online learning (Giridharan, 2020). Hence, all type of learning strategy and the activities which are included should be adjusted with the situation in this era where is not allowed people to be together. It is linked with The Government's policy which is required students to work from home on *Surat Edaran Kementrian Pendidikan dan Kebudayaan No. 36962/MPK.A/HK/2020 tentang Pembelajaran secara Daring dan Bekerja dari Rumah dalam Rangka Pencegahan Penyebaran Corona Virus Disease (COVID-19)*.

Hence, it is important to conduct an investigation of university student engagement on the use of online discussion in the EFL context, student limitation, and supporting factors in conducting the online discussion as part of blended-learning. The impact of online learning on educational outcomes is becoming clearer; however, the literature on its connection with student engagement is sparse (Paulsen & McCormick, 2020). Hence, it is used as a reference by the other researchers in conducting similar research. Moreover, this study conducted as expected to help lecturers as facilitators in designing appropriate learning activities for their students.

1.2 Identification of Problem

According to the curriculum that is used by UNDIKSHA in *Pedoman Studi Program Sarjana dan Diploma Universitas Pendidikan Ganesha 2017*. Students derived 60% of their final score from their participation and the rest 40% from the tests. In this case, students' participation is derived from face-to-face and the online meeting. In addition, lectures are allowed to conduct online meetings as much as 40% of the total meeting requirement amount of 16 meetings. Hence, the educational institution has an expectation that student to be more active during the learning activities which are provided by the lecturers in order to increase their final score. However, (Lin et al., 2017) stated that students have different motivations or engagement in giving their opinion or participated in the learning process as their contributions. In this case, students of English Language Education have different reasons in behaving or faced online meetings, especially in the online discussion as part of Blended-learning. Therefore, the study about

university engagement, student limitation, and supporting factors on the use of online discussion in the EFL context in North Bali was conducted.

1.3 Limitation of The Research

This research was limited to investigate university students' engagement in the use of online discussion in the EFL context in North Bali and also student limitation and supporting factors during the use of online discussion in the EFL context in North Bali.

1.4 Statement of Research Question

1. How are university Student Engagement on the use of online discussion in EFL context in North Bali?
2. What are university student limitation and supporting factors in the use of online discussion in EFL context in North Bali?

1.5 Purpose of The Research

1. To analyze university Student Engagement on the use of online discussion in EFL context in North Bali.
2. To describe university student limitation and supporting factors in the use of online discussion in EFL context in North Bali.

1.6 Significance of The Research

a. For the lecturers

The result of this research is expected to help the lecturers in designing an online discussion that is appropriate for their students in learning English as a Foreign Language. Hence, the relation between lecturers and their students must be connected by considering Student Engagement and their limitation and supporting factors during the use of online discussion as one of ways in learning.

b. For Other Researcher

The result of this current study can be a reference for other researcher in conducting the similar research.

