

CHAPTER I

INTRODUCTION

This chapter aimed to describe the background of the research, problem identification, research questions, purpose of the study, significant of the study, the scope of the study, and research assumptions and limitations.

1.1. Background of Study

English as an International Language has been taught to create a competent user of English and connecting users from various backgrounds and cultures (Matsuda, 2018). English as an International Language often been defined as 'International English' in which focuses on the type of English (e.g Australian English or Singaporean English) that is used to communicate (Ubaidillah, 2019). Despite the definition and opinion of English as an International Language, the importance of English as a facilitator in communication and transferring knowledge across the countries showed that English needs to be learned more. TEIL or Teaching English as International language never been detached from the teacher, teaching relies on teachers (Luke et al., 2008).

Teachers had an important role in transferring knowledge. In teaching English, teachers have to manage the users to approximate the standardization of ideal native-speaker English and effectively communicate using English across its variety (Dogancay-aktuna & Hardman, 2018). So that in teaching English has to be emphasized on the content of the ideal English and the process of English used in everyday life. The other thing that has been uttered by Ubaidillah, (2019) that the most appropriate English teacher is not a native speaker but more to someone who could provide a multilingual trained and guides the students to the culture of the

region. It would create the students who could use English but still being adaptable based on their region culture. Local multilingual is the appropriate English teacher for ASEAN because it will help them to learn (Ubaidillah, 2019). Thus, giving an appropriate way and method for the learner was also a focus of teachers in reaching an effective way to make the students learn.

The students this day were dominant from the 21st-century generation in which the characteristics different from X generation. They characterized as a generation who work as cooperative team youth that multitasks and connects by using ongoing text, instant, voice, or video messaging (Pletka, 2007). Technology which often be operated by them facilitates those things that happened. It also added by Mulford, (2013) that they face constant change in which knowledge becomes very quick and can succeed as being productive. It started from the wave of information that can be accessed rapidly and the intense communication between them through social media. That environment creates 21st-century students' generation as an expert on communication, collaboration, and technology skills (Larson & Miller, 2012). As it was found, the curriculum designed was being adapted with an emerging era that has to be following the world development. The curriculum designed to make the learners reach and grow at their greatest potential (Barkatsas & Bertam, 2016).

Curriculum 2013 was an innovation of a new implementation of a curriculum that has been applied in Indonesia with some of the aspects such as communication skills, ready to work-oriented, critical thinking, morals and attitude sharpened, and living in a globalization environment were going to be prepared for the future (Kemendiknas, 2014). Those were the reasons for designing the new curriculum model in Indonesia, remaining the challenge of the future global world will be as quick as the knowledge being developed. It added that this 2013 curriculum concept is

balancing between hard-skill and soft-skill which aim to create the students who are productive, creative, innovative, and effective integrated (Kemendiknas, 2014). Thus the purpose of designing the 2013 curriculum was for developing better human resources. It is added by Ahmad, (2014) that the 2013 curriculum is oriented to build character which faithful to God, confident success in learning and responsible. Those developments are being encouraged by the effect of a lack of moral and decreasing levels of students' attitude. Three dimensions can't be separated from the 2013 curriculum, those are planning, learning process, and learning evaluation (Khasanah, 2015), in which the process of learning is also measured to value the students' work.

Regarding building a better human resource which in this case is the students there must be the teachers who could train them in the best manner (Jaedun, Hariyanto, & Nuryadin, 2014). The teachers must follow the policies of the 2013 curriculum by training the students to reach the indicators' goals which have been stated there. Teachers have to bridge the gap between the curriculum and students' experiences and teach the significance of making the students' life experience becomes meaningful (Peters & Besley, 2013). The teachers must be mastering the 2013 curriculum to make it applied properly by relating the material with the life experiences of students for making the learning process meaningful. The successful implementation of the 2013 curriculum is dominantly affected by the teachers' role in preparing and implementing the learning process (Jaedun et al., 2014).

Indonesian teachers who get in used to operate KBK and KTSP found some differences on the 2013 curriculum. Some changes from the previous curriculum are deliberated more to cognitive aspects, every lesson in the schools stands by itself and it is the development of theoretical aspects (Kemendiknas, 2014). Compare to 2013 curriculum it designed to integrate each lesson to create a strong base for students'

knowledge, it considered that a meaningful lesson can be formed by designing a collaborative lesson study and relatable material to the students' daily life. This growth of the curriculum is created to adjust the learners' greatest potential (Barkatsas & Bertam, 2016) have to get along with this 21st-century potential. It added that technologies have been used to enhance education continuously supporting the educational movement, it is started from printing technologies, multimedia technology until internet-based technology (Gosper & Ifenthaler, 2014). It was showing that technology has been popular in the educational era and internet-based technology is having a big potential to be developed nowadays.

The use of technology to improve education created a new learning environment that couldn't be made with only using the traditional method. It provides the opportunity for learners to do interaction intensively and increase the possibility of accessing resources abroad and updated which is provided by the devices (Anjana, 2018). One of the methods which could be supporting education through technology is internet-based technology. Internet which usually settled up as a media that is connected with everyday objects is integrated delivering material for supporting the teaching and learning process. Some inventions of using the internet to support education such as task-based distance learning, vocabulary learning using a blended learning environment, integrating online reading materials, and personalized mobile English vocabulary learning system (Popescu, Lau, & Hutchison, 2014) that showing better results rather than using traditional learning. It was showing that e-learning is promising to improve education in Indonesia.

The term e-learning can be defined as the use of technology to improve the learning of learners in education (Chiu et al., 2013). The use of this method is using the internet, communication devices, and connection to process teaching and learning

environment. It seems effective to be applied because it enables learner to gain new knowledge and learn skills without being constrained neither spatially nor temporally especially the access via a mobile device (Popescu et al., 2014). It was not requiring the teaching and learning process to be held in the classroom, it can be outside the class. It also showed that the limitation time allocation for learning in the school will not be a barrier to do the teaching and learning process. As it is been stated that e-learning promotes social interaction because e-learning platforms provide a space for the students and teachers to communicate more intensively (Chiu et al., 2013) which is improving the students' social culture. Communication between students and teacher was an important thing to be improved especially in reviewing the materials which have been taught, intensive communication will develop a better learning environment which is effective for the learners.

The implementation of e-learning which was still in a stage of training and learning needs to be provided by the readiness of the e-learning users. The success of implementation is supported by the readiness of the users (Jaedun et al., 2014). A readiness would maintain a result in which the more ready the more possibilities for reaching success. The users of e-learning for teaching and learning environment are teachers and students. As it is been claimed, teachers' readiness is one of the focuses because they are the ones who are going to adopt technology as the tools for doing their teaching activities (Retnowati et al., 2019). Teachers had important roles such as designing the material, uploading the tasks, and creating a virtual learning environment as effectively as possible. Moreover, the students who also users have to maintain readiness to make a method of learning easily to be applied (Zigler, Hinson, & Walker, 2014) in this case was focusing on e-learning. Student which was one of the instruments involved in the teaching and learning process, the less they were ready

for using e-learning the little possibility of the method of learning successful. Both teachers' and students' readiness were importantly measured to gain the maximal result for e-learning in use.

E-learning readiness is a people's propensity to embracing and using new technology to be integrated into education (M. A. Nugroho, Susilo, Fajar, & Rahmawati, 2018). The intention of people in operating technology for learning was a basic component of being categorized as ready in doing e-learning. Furthermore it defined as the mental and physical preparedness of users to gain e-learning experiences or actions (Akaslan & Law, 2011). E-learning readiness was occasionally important to be measured as a part of preparedness for gaining successful e-learning implementation. So that the result of e-learning readiness could vary depend on the subjects' experiences and opinions. It is provided some researches which have been conducted that measuring e-learning readiness.

As the study that has been conducted in the Department of Management, the University of Hacettepe by Ünal, Alır, & Soydal, (2014) that the measurement of e-learning was needed to maintain the students' preparedness to build solid and effective e-learning system. In the other researcher which has been conducted in Kuala Lumpur by Salman & Abd, (2015) there found that the readiness of people in the Klang Valley is still in average levels in operating technology. Whether they were categorized as ready but in some paths of technology they still need to be improved. Meanwhile in Nigeria in the Department of Community Medicine at the University of Nigeria Teaching Hospital by Obi et al., (2018) it was found that the students' have a very low attitude toward the use of e-learning reaching under the average expectation for categorizing as ready. But in the result of readiness was reaching above the ready

level with 3.7 from 3.4 (ready level score). It showed that, the readiness for adopting and using technology in education especially for conducting E-learning was very low.

Regarding the researches found about the e-learning readiness measurement which has been applied in the schools, the researcher tried to do a preliminary interview at the school in Singaraja. It was crucial to know the field situation before conducting research. There were 3 teachers who had been interviewed and the result of E-learning implementation was still rare. The teachers stated that this 2013 curriculum would be better to apply by using e-learning as a medium to support the teaching and learning environment but in the fact the implementation of e-learning in the schools was very rare. It was very obvious to see from their arguments that E-learning was a new method to be applied in the school especially for an English lesson.

Based on these various research results, educational development that intended to be improved by the Indonesia Government, 2013 curriculum is trained to be applied. To support the implementation of the 2013 curriculum, the use of e-learning became a solution to create a more effective learning environment. To receive the successful e-learning implementation, the measurement of teachers' and students' e-learning readiness was necessary to be discovered. In this case, the teachers and students who were being studied are from Public Vocational High Schools in Singaraja. They were from SMK N 1 Singaraja, SMK N 2 Singaraja, and SMK N 3 Singaraja. The level of teachers' and students' readiness and the factors that affecting e-learning readiness that faced by the teachers and students from those Public Vocational High Schools in Singaraja would be a focus on the research.

The focuses of the research were discovering the readiness of teachers and students of Public Vocational High School in Singaraja and the factors which affect the teachers' and students' readiness. It would be essential to take action of the method that should be applied by the schools or reconstruct the police which will be applied in the school. Thus, it will be useful to create a better learning environment for teachers and students to reach effective learning results.

1.2. Identification of the Problems

The implementation of the new curriculum in Indonesia, the 2013 curriculum was causing a problem in teaching and learning process especially in English lesson in term of time allocation and material. The time allocation to learn English is only 3 x 45 minutes in a week meanwhile the complexity of the teaching and learning process and the material in this new curriculum increased. Thus, time allocation became a problem because it was not suitable for transferring equal materials to the students. In Indonesia was considerable that some holidays might be faces in the middle of the date which automatically cutting the time allocation for doing the teaching and learning process in the school. The teachers were being accused to find out the solution of managing the effective learning environment in the class which dealing with a very thin allocation of time.

The other thing emphasized by the teachers is the problem that in Vocational High School was more about practice but the 2013 curriculum emphasized more about the theoretical side that should be mastered by the students of Public Vocational High School. It added that to do both theory and practical things with that time allocation would be hard to be done in the class. Thus, the teachers felt that there was no balance of time given and the role that has to be implemented to make the students learning especially for Vocational High Schools.

The schools and teachers were already glanced at the new technological invention which beneficial for managing time allocation of teaching and learning processes. It considered to be applying e-learning to support the learning environment that would be effective if the study can be conducted inside and outside school. But there was some worriedness regarding the implementation of e-learning. Whether the use of the internet became a usual thing nowadays but the way of operating e-learning was more complex for them. Beside that the users' consistency in operating e-learning also became an important thing to be considered.

Based on some problems faced by the teachers and schools regarding the implementation of 2013 curriculum, thus the needs which tried to be resolved by applying E-learning creates a new problem to achieve the effective result while operating E-learning such as worried of successfulness in operating it. As it has been said, E-learning readiness was a part of preparedness in which could help to observe more to prepare a better learning environment for users.

The role of using technology for supporting this implementation of the 2013 curriculum seems to be matched. The benefit of E-learning which could be accessed whenever and wherever is the invention that is needed by the teachers to improve teaching and learning quality. The use of e-learning would provide a space for teachers and students to intensively communicate through comments and interactional chats. Optimizing the use of E-learning would create an effective learning environment in the class. The learning outside the class could be added using this E-learning method in which would optimize the learning process result.

E-learning implementation was rarely implemented in Public Vocational High Schools Singaraja. The teachers stated that the method of learning still using

traditional methods in which more comfortable for them to operate. Some components such as, the skills of operating technology and the availability of devices still become worried for teachers to implement E-learning. Thus problems became a barrier for successfully implementing E-learning in Public Vocational High School in Singaraja.

For gaining a maximum result in implementing E-learning which considered having some aspects which still become a barrier for directly implementing E-learning, preparedness needed for at least gaining a better result of it. A part of preparedness that will be observed in this case is the E-learning users' readiness. This observation will provide a ratio of students' and teachers' readiness through e-learning in which would find a conclusion to see the users' experiences, opinions, and attitudes toward the use of technology especially in creating a teaching and learning environment.

The measurement of e-learning readiness which could define the teachers' and students' attitude towards e-learning would derive the conclusion of the users' readiness of operating e-learning, thus for further implementation, it seemed that the factors which influence their readiness levels needed to be discovered. Thus, the readiness factors could be varies based on the environments, culture, and experiences. In order to develop a better way of using e-learning in Public Vocational High School Singaraja, the influence factors that affecting e-learning level consider to be discovered.

1.3. Research Questions

According to the background that has been proposed above, there are two research problem formed:

1. What is the Public Vocational High School students' level of readiness through the implementation of e-learning?

2. What is the Public Vocational High School teachers' level of readiness through the implementation of e-learning?
3. What are the factors that influence the Public Vocational High School Students' level of readiness for e-learning?
4. What are the factors that influence the Public Vocational High School Teachers' level of readiness for e-learning?

1.4. Purposes of Studies

The purpose that is needed to be achieved:

1. Determining the Public Vocational High School students' level of readiness through the implementation of e-learning.
2. Determining the Public of Vocational High School teachers' level of readiness through the implementation of e-learning.
3. Determining the factors that influence the Public Vocational High School Students' level of readiness of e-learning.
4. Determining the factors that influence the Public Vocational High School Teachers' level of readiness of e-learning.

1.5. Research Significances

The study conducted to define the e-learning readiness level of Vocational High School students and teachers in Singaraja. This study also emphasized analyzing the consideration that the success of the method is decided from the readiness in operating e-learning. The result of the study would be measuring whether or not Vocational High School in Singaraja students and English teachers were ready to implement e-learning and the factors which affect their e-learning readiness.

1.5.1 Theoretical Significance

The result of the study expected to contribute to providing supporting information for the following researches which was about e-learning and the readiness of Indonesian

students and teachers through the use of E-learning especially in Bali Public Vocational High School.

1.5.2 Practical Significance

The result of the research would help the school to take the following action. The measurement of readiness would help to decide whether e-learning could easily be organized or not in the school. While if the results were too low, so the school could train the students and teachers to define the better result of using e-learning. The additional result which observing the influencing factors of e-learning readiness results could be provided the solution to develop a better teaching and learning process.

1.6. Scope of Study

Determining the students' and teachers' e-learning readiness in blending it would be conducted among the students and teachers in Vocational High School in Singaraja, such as SMK N 1 Singaraja, SMK N 2 Singaraja, and SMK N 3 Singaraja. The students and English teachers would be chosen randomly.

1.7. Research Assumption and Limitation

1.7.1 Assumption

In society, the issue of conducting e-learning always considered a hard thing to be done because of the full control of the technology which rarely been conducted in Indonesia. The new circumstances which deliberating the improvement of materials in the 2013 curriculum need to be supported by e-learning to improve learning environment effectiveness. To maintain the better result of e-learning using the preparedness aspect which in this case was specifically on e-learning readiness will be discovered. Beside on users' e-learning readiness measurement, the influencing factors have to be found to support the better way in improving the teaching and learning process.

1.7.2 Limitation

The research was limited by the budget and allocation of time. The limited budget causes the scope of the study would be about the Public Vocational High School around Singaraja only. The limited-time caused by the scope of the study only focused on analyzing the readiness of the students and teachers and the factors affecting it.

