

CHAPTER 1

INTRODUCTION

This chapter represents background of the study, problem identification, scope of the study, research questions, objectives of the study and significance of the study.

1.1 Background of the Study

Technology has broadly developed including in Indonesia. Technology has also influenced the education sector which affects the way of the learning process done (Aboderin, 2015). As the rise development of technology, E-learning becomes an option to do the process of teaching and learning. E-learning itself is a tool to do the process of teaching and learning empowered by Information and Communication Technology (ICT) and also it can be accessed whenever and wherever people wants (Thakkar & Joshi, 2017). Seeing how flexible it is to reach is one of the positive aspects of E-learning.

E-learning is considered as a substitute for a face to face learning process. According to Surayatika (2019), E-learning is defined as the use of utilization of the ICT which allow people to access the content material and resources through online. Mayerová and Rosická (2015) also explained that E-learning is described as a learning process done electronically. It proves that E-learning is supported by the use of ICT. Liu and Wang (in Surayatika, 2019) stated that E-learning involves internet, global sharing and network courses which lead to flexibility of learning to overcome problems of time and distance. In this case, E-learning is done in order to make the learning process becomes more effective and efficient.

E-learning has several positive impacts. First, E-learning is suitable for distance learning and also a timesaving for discussions between teacher and students (Lenar et al., 2014). E-learning proposes a wider learning content (Mayerová & Rosická, 2015). It shows that the students can independently access and download the sources and exercises. It can increase the students' willingness to learn the subject. However, those students who have no high motivation to study tend to fail to follow the teaching and learning process through E-learning (Soeparno & Muslim, 2018). It is also explained that the lack of the knowledge and literacy to the use of ICT will also become a problem for both teacher and students. It proves that E-learning also has some negative impacts. E-learning requires an internet facility; meanwhile not all places provide a good internet facility (Aboderin, 2015). This shows that E-learning have both advantages and disadvantages. Despite the influence of technology in Educational aspect, the educator needs to be able to keep up with the development. In order to reach the goal of the learning process, implementing E-learning might be the way to achieve it.

A preliminary observation was done in SMKN 1 Busungbiu. It is found that the English teacher teaches the students through e-learning. The teacher uses Google classroom in order to give tasks for the students. Based on the interview done with the English teacher, it is found that there are students who are late to submit their tasks in limited time given. It is a must for teacher to have a good knowledge to implement E-learning, however it is also needed to know the students' response toward it. The students' response can determine whether the

students are able to follow the learning process or not (Nugraha et al., 2013). The students' response will help the teacher to implement a better learning process.

There are several studies done about the E-learning. Sakkinah and Patmanthara (2017) analyzed the success of e-learning system applied in SMK Negeri 1 Malang and showed that e-learning in SMK Negeri 1 Malang was done successfully. Thakkar and Joshi (2017) analyzed students' attitude towards the use of E-learning and proved that the students gave highly positive attitudes toward the use of E-learning. The attitudes were not affected by differences in gender, locality or social category of student. Aboderin (2015) described challenges and prospects of E-learning. All of the previous studies used E-learning as the object of the study; therefore it shows that E-learning is relevant to be the object of the study. However, none of them studied about students' response toward the application of E-learning yet. In this case, this study described the students' response toward E-learning. The students' response will differentiate the study from the previous studies.

Based on the explanation above, this study identified the modes of E-learning and students' response to E-learning in SMKN 1 Busungbiu. It is hoped to give contribution in facilitating and enhancing theory about E-learning.

1.2 Problem Identification

E-learning requires a good internet facility. However, not all places have a good internet facility. SMKN 1 Busungbiu is located far from the city, it is in Telaga village. There might be some obstacles in implementing E-learning based on its location. This might be a challenging thing to do for both teacher and

students in doing E-learning. Indeed E-learning shows advantages, but it requires knowledge and skill about ICT to implement E-learning. The teacher needs to have a good knowledge about E-learning so the teacher can teach successfully. On the other hand, the students' response also plays an important role for to improve the teaching and learning process through e-learning. In this case, the teacher needs to know the response of the students to improve their teaching through e-learning.

1.3 Scope of the Study

This study identified the modes of E-learning and students' response toward the use of E-learning in SMKN 1 Busungbiu. Moreover, the data was collected by questionnaire, observation checklist and interview.

1.4 Questions of the Study

Based on the research background above, the research questions of this study can be stated as follows:

1. What are the E-learning modes applied by teachers in SMKN 1 Busungbiu?
2. What is students' response to E-Learning platform in SMKN 1 Busungbiu?

1.5 Objectives of the Study

Based on the research question above, the objective of this study can be formulated as follows.

1. To investigate the E-learning modes applied by teachers in SMKN 1 Busungbiu
2. To describe students' response to E-Learning platform in SMKN 1 Busungbiu.

1.6 Significance of the Study

1. Theoretical Significance

The result of the study will enrich the theories about E-Learning in the context of teaching English as foreign language.

2. Practical Significance

The result of this study is expected to give advantages for all of the readers in regular practice of education especially for educators and other researchers.

1. Educators

EFL teachers will be benefitted as they could improve their way in teaching English through e-learning.

2. Government

It helps to provide information about how the teaching and learning process happens in school in regard to the efforts teachers put during this pandemic of Covid-19.

3. Other Researcher

Future researchers can use this research as reference in conducting similar study. Thus, they are able to have better understanding and result while conducting the study.

1.7 The Definition of Key Term

1.7.1 Conceptual Definition

1. E-learning

E-learning is supported by the use of ICT. Liu and Wang (in Surayatika, 2019) states that E-learning involves the internet, global sharing and network courses which lead to the flexibility of learning to overcome problems of time and distance. According to Rosenberg (2001), E-learning is considered as learning practice under the usage of internet and technologies which provides wider solutions to increase performance and knowledge.

Based on explanation above, E-learning is known as learning practice which is done with the involvement of ICT. It is expected to give solution about problem in the Educational aspect.

2. Students' Response

A response is known as someone's reaction or reply to question or something done. Paulina (in Sumilia et al., 2019) explained that response is defined as a reaction or reply which occurred due to stimulus given.

The students' responses help the teacher to be able to know what the students need and also what obstacles students faced. Sumilia et al., (2019) explained that students' response

can be used to improve the teaching and learning process by creating more engaging and innovative learning. Students' responses play a role to help the teacher conduct a better teaching and learning process.

1.7.2 Operational Definition

1. E-learning

According to Rosenberg (2001), E-learning is considered as learning practice under the usage of internet and technologies which provides wider solutions to increase performance and knowledge. E-learning in this study referred to E-learning modes applied in SMK Negeri 1 Busungbiu. It was found that SMK Negeri 1 Busungbiu applied asynchronous and synchronous E-learning.

2. Students' Response

Paulina (in Sumilia et al., 2019) explained that response is defined as a reaction or reply which occurred due to stimulus given. The stimulus here is in the form of experience of E-learning modes done in SMK 1 Negeri Busungbiu using WhatsApp Group and Google Classroom. The students' response in this study referred to the students' response toward E-learning applied in SMK Negeri 1 Busungbiu. The students' response involves cognitive response, affective response and conative response.