

CHAPTER 1

INTRODUCTION

This chapter contains several sub parts such as the explanation background of the study, which at the same time covers the identification of the problem, limitation of the study, statement of the problem, purposes of the study and significances of the study.

1.1 Research Background

Education is an important part in ones' growth. Al-Shuaibi (2014) states that education is the key to success in the future and to have many opportunities in life. It means that education gives benefits to people, especially for students. For instance, it illuminates the students' minds and thoughts, which can help them plan for a future job or proceed to the next level of education after graduating from school. Padmadewi (2014) also argues that education will make people gain competence and skills which are needed to develop selves, society, and nation. Regarding the statement from Padmadewi (2014), it can be said that education is important because it helps people to gain competence and skills in order to reach a success. Surely, education is an important need for human's life. To gain the competence and skills, education needs several support systems or tools to support the learning. One of the crucial support systems needed is technology. Technology is needed to assist and facilitate the teaching and learning process.

The use of technology in education has been proven to make teaching and learning process run smoothly. According to Keller & Cernerud (2002), in the

1980s to support campus-based and distance education, online methodologies were developed. Since the 1980s text-based systems, audio graphics and video conferencing have been used regarding distance education. Mason (1998) states that the computer-based learning system leaned on synchronously, while others can be accessed in asynchronously. Regarding the statement of Mason, asynchronous delivery of learning material is independent (from time and place) It gives students time to reflect and mull over ideas, while synchronous communication is an important motivation factor for distance students and provides quick feedback. Based on those experts, it can be said that the use of technology is not a new thing in education, as it is defined in the previous ideas of synchronous and asynchronous learning systems.

There are certain types of technology in education that are available today, which include electronic learning or e-learning system. E-learning is well known as an effective form for distance education today. As in Stern (n. d), Electronic learning or e- learning meets the needs of an ever-growing population of students who cannot or prefer not to take part in traditional classroom settings. These students include those students who unable to attend the traditional classes, students who cannot find a particular class at their chosen institution, students who live in remote locations, students who work full-time and only can study after or while working, and those who simply prefer to learn independently. E-learning provides an excellent method of course delivery, time and location unbinds it, which allows accessibility to instruction at anytime and anywhere. Thus, e-learning system is a distance learning that allows the students to learn in their chosen situation.

Electronic learning or e-learning provides certain access or opportunities for the students to learn. E-learning integrates text, audio and video, and provides a means for both real-time communication and asynchronous interaction (Mason, 1998). Regarding to the Mason's statement, it provides the tools for students to be in contact with peers and teachers outside the classroom. It also requires the student to manage their own learning in the most appropriate way, based on each individual. Students learn through many ways (discussion, reading, watching, exploring, research, communication, interaction, collaboration, and learning by sharing) (Mason, 1998). Through e-Learning, students can have several accesses and opportunities into a wide range of learning sources. Regarding Mason's statement, e-learning provides certain access and opportunities that will affect students' perception towards the use of e learning. The students have their own perception based on their experience in using e-learning. It can negative or positive perception, and it will be expressed as comment, suggestion, or critics. From the perception of the students, the researcher will know the challenges encountered by the students in using the e-learning. Indeed, this perception will help the providers and also the teachers to improve the use of e-learning in the online learning (Mason, 1998).

Speaking of perception, there are certain studies that already conducted about students' perception of using e-learning platform. Cakrawati (2017) investigated the students' perception about the use of e-learning platform in EFL classroom by considering the use of Edmodo or Quipper as the e-learning platform in English teaching and learning. In addition, Cakrawati (2017) also mentioned that this platform could help them in practicing language skills and their understanding of the lesson. Almarabeh (2014) discussed the students' perceptions of E-learning

at the University of Jordan. The purpose of this study was to check the students' perception regarding E-learning at the University of Jordan-based on Technology Acceptance Model. The students were highly qualified and accepted the E-learning system with the desires or the needs to use it in a more advanced manner. Isik (2009) examined the perceptions of the students and teachers of METU Development Foundation Schools about the use of e-learning / sharing portal technology in their educational activities. From this study, the result showed that the students and teachers perceived that e-learning / sharing portal technology was useful and also easy to use.

Regarding the study about e-learning platform in the educational field, Ganesha University of Education or Universitas Pendidikan Ganesha (Undiksha) is one of the University in Bali which implements the combination of e-learning within the learning process (Ganesha, 2017). Universitas Pendidikan Ganesha has one e-learning platform namely Undiksha Moodle E-Learning platform. This Moodle provides not only the learning process, but it also can share and get some related administration in the university. Undiksha Moodle E-learning platform has been used for several years in learning process since Undiksha not only it applies face-to-face learning but also applies blended learning system (Ganesha, 2017). English Language Education (ELE) is one of departments that some lecturers are using Undiksha Moodle E-learning platform. Throughout implementing the e-learning in Undiksha, it raises various perceptions from the users (lecturers and students). Here, ELE students and lecturers are most of the Undiksha Moodle E-learning platform users to determine the occurring perception. In this research, the

researcher further emphasizes the ELE students' perception in using Undiksha Moodle e-learning platform.

English Language Education (ELE) is supposed to be one of the education departments in Undiksha that has goals to form educators who have high pedagogic and scientific skills in English, able to manage a learning in creatively, innovative, challenging, fun, and also mastering the concepts of English in linguistics (Pedoman Studi Program Sarjana Dan Diploma Fakultas Bahasa dan Seni, 2017). Regarding the goals of English Language Education (ELE), there are four categories of courses available in ELE curriculum such as Skill, Literature, Linguistics and Pedagogy. The first category is Skill, which consists of four basic skills in English, such as Listening, Reading, Writing, and Speaking. Introduction to Literature, Poetry, Drama, and Prose Fiction are categorized in Literature courses. Another category that can be found is Linguistics, which contains eight courses such as Introduction to Linguistics, English Phonology, English Morphology, English Syntax, and Introduction to Pragmatics, Introduction to Semantics, Introduction to Sociolinguistics, and Introduction to Psycholinguistics. The last category is Pedagogy that consists of *Perkembangan Peserta Didik, Wawasan Kependidikan, Belajar dan Pembelajaran, Telaah Kurikulum*, Classroom Management, *Strategi dan Desain Pembelajaran*, ICT-Based Media for ELT, *Asesmen dan Evaluasi Pembelajaran*, TEFL, E-learning for ELT, *Pembelajaran Mikro*, Research Methods on Language and Teaching, Materials Development in ELT, TEYL and Seminar on ELT.

This research specifically focuses on the use of Undiksha Moodle E-learning platform in Literature courses. Lott (1988) states that literature in English

involves the reading and analysis of written from different materials, including fiction and non-fiction written works in English. Hismanoglu (2005) also argues that literature is an authentic material in education, which means literature could expose students to new themes and unexpected language. Furthermore, Literature has some benefits that provide chances for the students to experience a lot of language including unfamiliar words from reading literature stories. In addition, there are four subjects of Literature courses which are inserted in the learning process of Universitas Pendidikan Ganesha, especially in English Language Education (ELE). The four subjects are Introduction to Literature, Poetry, Drama, and the last is Prose Fiction. In the learning process of these courses, the lecturers are using Undiksha Moodle E-learning platform as one of their platform to deliver the material.

Based on the previous studies, there are certain studies that already conducted about student's perception in using e-learning platform and it is clear to see that the use of e-learning platform is very helpful in the learning process. However, none of these researches focus on Literature courses through e-learning. Besides, this study attempts to fulfil the empirical gap as an analysis of Undiksha Moodle E-learning platform which has not been much explored. Further, the current situation (pandemic Covid-19) makes the learning processes of Literature courses are having significant changes from offline to online learning using an online platform called Undiksha Moodle e-learning platform. Learning through online learning is a new learning environment for the students and they need to adjust the way of learning from offline to online learning. In the offline class, the students usually conduct a lot of practices, analysis, discussions, conduct a drama

and these activities are carried out online. Therefore, to fulfill the gaps, the study further analyzes students' perception in using Undiksha Moodle E-Learning Platform, especially in the context of learning Literature courses. In addition, this research investigates students' challenges in using Undiksha Moodle e-learning platform.

This research is actually a part of a big research. This big researcher aims at analyzing the perception of lecturers and students in using Undiksha Moodle E-Learning platform. As part of the big research, this study focused on investigating students' perception in learning Literature courses in using Undiksha Moodle E-Learning platform with the approach of 5 dimensions namely effectiveness, usefulness, strength, weakness, and institutional support. These five dimensions are adopted from some previous researches such as Cakrawati (2017), Mamattah (2016), Isik (2009), and Zulfahmi et al., (2018). The study also investigated the students' challenges in using the mentioned platform. Throughout this study, English Language Education (ELE) students who learn Literature courses using Undiksha Moodle E-Learning platform were involved as the subjects of this research.

1.2 Problem Identification

There are many technologies available in the circle of education field today, this includes the existence of the e-learning system. E-learning is a well-known and used form of distance education today. It provides wider chances for the student to learn at anytime and anywhere. It also requires the student to manage their own learning in the most suitable way it suits them. This phenomenon allows the emergence of various perceptions about the usage of e-learning by the students as

users. This perception appears based on students' experiences in using e-learning, technology acceptance and learning style. It can be positive or negative perception, which is described in comment, suggestion, or criticism. Hence, the recorded perspectives will help improve the e-learning technology to become better and more innovative.

Universitas Pendidikan Ganesha is the university that already has an electronic learning platform, which is called as Undiksha Moodle e-learning platform. This platform is commonly used for blended learning or full online learning, depend of the needs and circumstances of the course. There are several studies that have been conducted regarding students' perception in using e-learning platform. However, few researches cover about students' perception in the context of learning literature through e-learning platform. Pandemic Covid-19 changes the learning processes of Literature courses from offline to online learning using Undiksha Moodle e-learning platform. This is a new learning environment for the students and they need to adjust the way of learning from offline to online learning. In the offline class, the students usually conduct a lot of practices, analysis, discussions, conduct a drama and these activities are carried out online. Therefore, the researcher was highly motivated investigating the students' perception in the use of Undiksha Moodle E-Learning platform throughout the online learning process of Literature courses. The researcher also investigated the students' challenges in learning Literature courses using Undiksha Moodle E-Learning Platform by using the approach of 5 dimensions namely effectiveness, usefulness, strength, weakness, and institutional support. These five dimensions are adopted

from several previous researches such as Cakrawati (2017), Mamattah (2016), Isik (2009), and Zulfahmi et al., (2018)

1.3 Research Limitation

Based on the problem identification of the study, the study focuses on the students' perception about the use of Undiksha Moodle E-Learning platform in the online learning process of Literature courses through an investigation of 5 dimensions namely effectiveness, usefulness, strength, weaknesses, and institutional support. This study also investigated the challenges encountered by the students in using Undiksha Moodle E-Learning Platform throughout the learning of the Literature courses. The subjects of this research are English Language Education (ELE) students who learn Literature courses using Undiksha Moodle E-Learning Platform. There are four Literature courses that have been inserted in ELE curriculum, namely Introduction to Literature, Poetry, Drama, and Prose Fiction.

1.4 Research Questions

This study focuses on two major problems, which further discussed in the following chapters. The research questions can be seen as follows:

1. How do the students perceive Undiksha Moodle E-Learning Platform for Literature Courses?
2. What challenges are faced by the students in learning literature through Undiksha Moodle E-Learning Platform?

1.5 Research Objectives

Related to the statements of the problem, this study aims at two major results that could be gained. The following statements are the aimed results of the study:

1.5.1 General Objective

The general objective is to analyze the perceptions and challenges faced by the students in using Undiksha Moodle E-learning platform.

1.5.1 Specific Objective

The specific objective is to get an understanding or verstehen about student perceptions in learning literature using an e-learning platform and identifying the challenges faced by the students.

1.6 Research Significances

The significance of the study is related to theoretical and practical contribution of this study. The results of the study were expected to be beneficial theoretically and practically, that can be seen as follows:

1.6.1 Theoretical Significance

The result of this study which showed that ELE students' perceptions and also the challenges encountered in operating Undiksha Moodle E-learning platform could enrich empirical reference regarding students' perceptions on the use of online learning since Undiksha Moodle e-learning has not much explored yet. This study also uses 5 dimensions as the main theories in conducting this research. Through the 5 dimensions, the researcher could observe the online learning from its effectiveness, usefulness, strengths, weaknesses, and also institutional support. In addition, these 5 dimensions could be used by other researchers as a reference to investigate the use of online learning. Furthermore, it is expected to be a reference for the development of Undiksha Moodle E-Learning Platform.

1.6.2 Practical Significance

This study is expected to be helpful for:

- a. E-learning Provider

This study could give information to the provider of Undiksha Moodle E-Learning Platform in order to improve the existing weaknesses related to Undiksha Moodle E-Learning Platform. Therefore, the provider could find out the way how to fix the weaknesses of this platform.

b. Students

Knowledge and understanding of weaknesses and challenges in learning Literature courses through Undiksha Moodle E-learning would help them in decreasing some barriers in learning because of some technical constraints. They could find out the best provider that supports a good internet connection that suitable with their environment.

c. Lecturer

The perceptions of the students could give an image about what the students perceive from the use of Undiksha Moodle E-learning platform. Besides, this study could be beneficial for the lecturers in building their professionalism strategy, especially to find other plans for solving the challenges encountered by the students while teaching through Undiksha Moodle E-Learning Platform.

d. Other Researchers

This study is expected to be beneficial for other researchers by providing literature reviews, which can be used as a consideration for future research.