

# CHAPTER 1

## INTRODUCTION

This chapter explains the study's background, problem identification, study limitations, description of the research question, study aims, and relevance.

### 1.1 Background of the Study

Technology has become an essential thing in daily life. Technology is a tool to provide a necessary product for the convenience of human life (Carroll, 2017). This chapter explains the study's background, problem identification, study limitations, description of the research question, study aims, and relevance. Technology is also can be seen in how it is used. According to Kumar et al. (in Wahab et al., 2012), Engineers, educators, marketers, managers, producers, and other functional sectors can benefit from technology.

Regarding the statement from Kumar et al. (in Wahab et al., 2012), one of the uses of technology is to facilitate education. In this period, technology has progressed in the field of education. As a result, technological advancements should be accompanied by an educational system focused on learning materials. On the other hand, many educational systems have added learning resources or technologies to help students learn more effectively. One of the reasons for that is the development of ways of learning to use online learning systems. One of the online learning used is electronic learning or e-learning.

E-learning is becoming popular, especially for college students, because this tool is used during learning meetings outside the classroom (Santosa, 2009). Through e-learning, students can learn and have good literacy skills by using ICTs (Information, Communication, and Technologies). E-learning is usually used to make space and time-efficient. Then students can learn casually based on material resources contained in that tool. In e-learning, Pituch and Lee (2006) utilized the example of material sources to incorporate instructional material such as audio, video, text, live chat sessions, online conversations, forums, quizzes, assignments, and announcements.

Universitas Pendidikan Ganesha (Undiksha), one of Bali's most prominent universities, supplies us with an e-learning platform based on e-learning platforms in the teaching and learning process. Undiksha Moodle E-learning portal is another learning resource offered by Universitas Pendidikan Ganesha (Undiksha). When lecturers and students study outside of the classroom, this platform plays a crucial role in the learning process. Some lectures at Undiksha, particularly those in English Language Education, utilize the Undiksha moodle e-learning platform for teaching and learning (ELE). English Language Education (ELE) is one of the departments at Universitas Pendidikan Ganesha (Undiksha), where professors and students, depending on the scenario, use this platform for blended learning or fully online learning classes. On the other hand, the Undiksha moodle e-learning platform's role significantly impacts learning activities, especially for participants. As a result, the usability of the Undiksha moodles e-learning platform influences

how students view utilizing the platform and whether it impacts strengths or weaknesses through teaching and learning.

Besides, the Undiksha moodle e-learning platform's role significantly impacts learning activities, particularly for participants. As a result, the previously mentioned rationale concerning the students' view of using the tools is undeniably crucial in the teaching and learning process. Students can express themselves and suggestions favourably or negatively during the learning process based on this view. As a result, the efficacy of the Undiksha moodles e-learning platform is determined by how students perceive the platform and whether it impacts teaching and learning strengths and weaknesses. As a result, students will understand how Undiksha Moodle's e-learning platform ensures access to learning resources and tools. Therefore, it is critical to know how to create more accommodating, inventive, entertaining, and influential learning materials. On the other hand, the guaranteed learning resources will positively impact students' ability to process their learning activities.

As previously noted, various studies on students' perspectives of using e-learning platforms have already been conducted. Students' perceptions of using e-learning platforms in EFL classes are based on Edmodo or Quipper, according to Cakrawati (2017). She also mentioned that students who desire to improve their language skills would find this helpful platform. Then, Mahajan and Kalpana (2018) investigate how students feel about using e-learning platforms to assist them with their campus teaching and learning. They also claim that employing e-learning platforms will improve students' viewpoints

and help them understand the courses better. Next, Chew and Yee (2011) recommend that students be informed about the e-learning platform, which has several advantages in the learning process, including increasing students' self-motivation, providing learning assistance, and retaining a learning process. Then Almarabeh (2015) discusses how students at the University of Jordan feel about e-learning. This study highlights students' perceptions of e-learning at the University of Jordan using the technology acceptance paradigm. The study will indicate that students accept the e-learning system for their learning process to make the system more user-friendly.

Based on prior research on students' perceptions of e-learning platforms, it was evident that e-learning platforms have various advantages and are highly useful in the learning process. Those studies will provide a reference in investigating students' perceptions of using e-learning platforms in a university field. Furthermore, this research will focus on students' experiences with the Undiksha Moodle e-learning platform for English Language Education (ELE) students enrolled in four skills courses, particularly reading and writing skills. In English Language Education (ELE), learning four skills are very rich in practice. Therefore, the researcher wants to know how they learn through an online learning platform, whether intensive or not, in English. Talking about the four skills of English course, it is necessary to know the meaning of four skills courses. According to Lorena and Sadiku (2015), four English skills play an important role because those skills can help students have communicative competence in the target language and give a master of language. In terms of competence, it is obtained from essential language

learning and training, especially in English. Therefore, the four basic skills of English are fundamental to learn, especially in the educational field.

The ability to develop the four basic skills of English certainly increases someone's competence in the language. Hussain (2017) states that the four skills in English are closely related to each other: speaking, listening, writing, and reading. Speaking is very productive, and it has many languages that are only talked with no written script (Hussain, 2017). Besides, Vandergrifth (in Liubinienė, 2009) proposed listening as a language skill that means an interactive process where listeners use their prior knowledge and linguistics knowledge to understand the messages. Furthermore, Ismail et al. (2017) reading is a vital skill and a tool of communication in written language based on the form of the text. Then there are writing skills, which relate to a productive skill in which many students can express their ideas, thoughts, feelings, and experiences in writing to readers and listeners (Nurfiryianti et al., 2014). The connection in applying linguistic competencies is obvious from the explanation of each skill. It enables students to learn the language and master it.

Furthermore, learning four basic skills in English is undoubtedly very mandatory to learn, especially for English Language Education (ELE) students. English Language Education (ELE) has twelve courses based on four skills of English. First, there are three courses in speaking skills, such as Informal or social Speaking Interaction, Formal Speaking Interaction, and Speaking for Academic Purposes. Second, there are three courses in the listening skills, such as Literal listening, Interpretive Listening, and Critical

Listening. Third, there are three courses in writing skills: Paragraph Writing, Essay Writing, and Scientific Writing. The last is reading skills. There are three courses such as Literal Reading, Interpretive Reading, and Critical Reading. The twelve courses are studied from the first semester until the fourth-semester level. The lecturers at English Language Education (ELE) teach the twelve courses in fully online learning or blended learning. Learning often uses learning sources or learning tools to provide an effective and conducive learning process. Based on the previous explanation of four skills courses, this study only uses two subjects: reading and writing skills courses. Literal reading, interpretative reading, critical reading, essay writing, and scientific writing are among the topics covered in the classes. Only these five courses use the Undiksha moodle e-learning platform as its online learning resource. Hence they were chosen.

Furthermore, it is comprehensive that many researchers have already investigated students' opinions of using e-learning platforms in prior studies about their perceptions of using e-learning platforms. However, none of this research focuses on reading and writing skills courses through an e-learning platform. Students can express themselves. This research is part of a larger project that also fills an empirical gap in examining the Undiksha Moodle e-learning platform. In solving this issue, this study will examine students' perceptions of completing reading and writing skills courses utilizing the Undiksha Moodle e-learning platform. In this study, the researcher will also investigate students' impressions of using e-learning platforms and other items and subjects.

Nonetheless, the subject of this study is English Language Education, and the purpose of this study is students' thoughts on the Undiksha Moodle e-learning platform. Students in English classes use the platform to learn about reading and writing abilities. As a result, the researcher looks into the difficulties students have when using the Undiksha Moodle e-learning platform. All of this will be viewed in the context of five features or dimensions that will become the defining characteristics of learning through the Undiksha Moodle e-learning platform, including efficacy, usefulness, strengths, limitations, and institutional support. These dimensions were adapted from Cakrawati (2017), Mamattah (2016), Isik (2009), and Zulfahmi (2018).

## **1.2 Problem Identification**

Concerning the study's context, technology has an essential role in daily life. One of the uses of technology is to facilitate the educational system. In the educational system, the learning process that uses online learning is certainly very influential on the experience and knowledge of students. Online learning that is used in academic fields is e-learning. E-learning becomes learning sources or learning tools that have high development in the educational environment. The use of e-learning has some impacts on the teaching and learning process. Therefore, many schools or universities already implement e-learning certainly gives students the perception of using it. The students will present their perceptions during the learning process by using an e-learning platform. This perception will influence the development of e-

learning, whether it is good or bad for the future. Also, it can help the learning tool or e-learning to become a better platform.

A large number of e-learning users in an institution, especially in an educational institution, invites researchers' attention in analyzing e-learning platforms. Using the e-learning platform will bring up the perceptions, especially students, in implementing the learning system. One of the universities that have already deployed an e-learning platform, the Undiksha Moodle e-learning platform, is Universitas Pendidikan Ganesha. As a result of the previous research, the researcher wishes to study students' perceptions of Undiksha moodle e-learning platforms in this study. This research will address two significant issues: no research has been conducted on reading and writing skills courses. In addition, no research has been conducted on the Undiksha Moodle e-learning platform. As a result, this research will focus on the impact of the learning process, particularly as a medium of instruction. It may be shown how the quality of the Undiksha moodle e-learning platform as students perceive a learning tool, and whether it is effective or not. The researcher also looks into the difficulties that students have with the Undiksha Moodle e-learning platform. All of this will be considered in five aspects or dimensions: effectiveness, usefulness, strengths, limitations, and institutional support, which will become learning media through platforms. These dimensions were adapted from Cakrawati (2017), Mamattah (2016), Isik (2009), and Zulfahmi (2018). Then, the focus of this study is on English Language Education students who use the platform to learn reading and writing abilities.



### **1.3 Limitation of the Study**

This study focuses on students' perceptions of utilizing the Undiksha Moodle e-learning platform and the challenges students face using the platform, as determined by the study's problem identification. All of this will be viewed from five aspects or dimensions: effectiveness, usefulness, strengths, limitations, and institutional support, which will become learning media through Undiksha moodle e-learning platforms. The researcher will then look into Universitas Pendidikan Ganesha (Undiksha) students, particularly English Language Education (ELE) students who take reading and writing skills courses in English, such as literal reading, interpretive reading, critical reading, essay writing, and scientific writing.

### **1.4 Statements of Research Questions**

The research questions are as follows, based on the study's problem limitation:

1. How are the students' perceptions about using the Undiksha moodle e-learning platform in the learning process of reading and writing skills courses seen from the five predetermined dimensions?
2. What are the difficulties faced by the students in using Undiksha moodle e-learning platform?

### **1.5 Purposes of the Study**

The study's objectives can be seen as follows, based on the research questions above.

1. Determine students' opinions of utilizing the Undiksha moodle e-learning platform in reading and writing skills classes based on five predetermined dimensions.
2. Learn about the difficulties students face when utilizing the Undiksha Moodle e-learning platform.

### **1.6 Significant of the Study**

Its theoretical and practical accomplishments determine the study's significance. As a result, the study's findings were predicted to provide benefits both conceptually and practically, as shown below:

#### **1.6.1 Theoretical Significance**

This research could add to the body of knowledge about students' perceptions of the online learning process. The research was supposed to look at students' point of view of studying reading and writing skills courses in a more specific context. It was also expected to serve as a model for the Undiksha Moodle E-Learning Platform development.

#### **1.6.2 Practical Significance**

The current study is expected to give significance for:

- a. For E-learning Provider

This study is designed to provide Undiksha, an e-learning provider, to fix the behaviour in the Undiksha moodle platform.

- b. For Lecturer

This research will help them develop their professionalism strategy, particularly when it comes to teaching reading and writing skills courses on the Undiksha Moodle e-learning platform.

c. For other researchers

Another researcher will benefit from this work because it will provide literature evaluations and ideas for future research.

