CHAPTER I

INTRODUCTION

This chapter contained the explanation related with the background of the study, problem identification, limitation of the study, statement of the problem, purposes of the study and significances of the study.

1.1 Background of the Study

English is worldwide language and it is spoken by people from the entire world to communicate each other. As a language for those who has different native languages, English is bridging this kind of phenomenon. English is considered as the international language because British principality and also the USA as global leader in any sector includes education and technology (Rao, 2019). In the age of globalization, English plays pivotal role and unite the people who interacts from different country. Rao (2019) states that in order to do international business, study abroad and travel across the world, English helps people around the globe to do those things. The function of English language is significant for the global development. In Indonesia, people speak English as a foreign language, Kachru (1990) states the circle of English can be divided into three parts, the first is inner circle, the second is outer circle, the last is expanding circle. Kachru (1990) placing Indonesia in the expanding circle because Indonesia speaks English as a foreign language. Indonesia declares using English soon after the Independence Day of Indonesia (Marlina, 2012). English as foreign language means someone who speaks

the language which is not the mother language or the second language. Besides, English as the target language is not commonly used (Marlina, 2012).

English is a prominent language that relates to several areas due to many nations acknowledge English as international language. Rao (2019) states some areas namely 1) In education where English enhance the skills in the educational area, 2) In science and technology, English makes the scientist as well as developer of technology easier to communicate during research or project, 3) In business, the fluency of English in business helps connecting globally with the business environment, 4) In tourism and hospitality management, the proficiency in English helps the staff or employees to handle the guest since English is the most spoken as international language, the success of tourism business depends on the handling the guest from all over the world, 5) In the internet, internet is source of information about everything. Teacher, students, scientist and researcher finds information through the internet, mostly internet uses English language to write or create websites. Over 56% information in the internet uses English language (Rao, 2019). From those aspects above, English is vital in all sectors in this entire world. In the field of technology and education, the integration of ICT in the learning process at school or university is common for the teacher or lecturers.

ICT or information, communication, and technology is a tool that is used by the teacher/lecturers for teaching the students in learning process. ICT promotes and facilitates teacher and students who operate the ICT. In terms of learning process in higher education, ICT is beneficial in the institution as part of the learning process. Integrating and using ICT will give an enormous impact for the quality of education, Sharma (2011) says the ICT will improve the quality of the

education. It means that the advantages of ICT are used by the teachers or the lecturers during the learning process in order to teach the students through a new learning experience. Al Muhtadi (1986) says that the use of technology during the learning process is excellent. It means that integrating ICT with the learning process is better for students as well as the teacher. The teacher in school or the lecturers in a university associate e-learning with the courses and they prepare what and how the material will be delivered to students. In this situation, well understanding of ICT or capable to operate the ICT must be acquired by the teacher or lecturer. Teacher or lecturers with well comprehension using ICT is represented by the capability on handling the application of technology toward the learning process (Sharma, 2011).

Based on previous study that was conducted by Sukyadi et al., (2018), the lecturers from Politeknik Negeri Jakarta (PNJ) combining ICT with the English learning instruction, the perceptions from lecturers as the respondent completely agree that linking ICT with the English Instruction. The reason of the lecturers' agreement applying ICT with the English instruction because it was an innovation and fun. Regarding to the study, some of the lecturers had disagreement perceptions that integrating ICT could not enhance the English learning instruction and students cannot understand the material better, some of the lecturers also stated that ICT did not help students to improve English score with the skills in communication. It means the lecturer's perceptions were various toward the ICT could improve the English learning instruction in PNJ. The lecturers from Politeknik Negeri Jakarta arrived with different perceptions through the use of ICT in English learning instruction (Sukyadi et al., 2018).

There are two problems that were found by Sukyadi et al., (2018) during the research, it categorized into 2 which was intrinsic and extrinsic problems. Intrinsic is defined as problem that is faced by the lecturers, administrator, and individual while extrinsic is defined as problem that is overlooked by the organization or an institution. The intrinsic problem such as the lecturer had problem in operating the ICT as well as bad experience they had undergone. The lecturers from Politeknik Negeri Jakarta had lack of knowledge in operating the ICT. The extrinsic problem is derived from time to practice using ICT and the internet connection, it related with the lecturers' lack of understanding because it needs a lot of practices or workshop to be able to use ICT. Using ICT as a unit of learning process in the higher education was not something new, by the late 1980s campus developed online methodologies to support distance education and use electronic mail also computer mediated learning (Williams, 1999).

In the University context, lecturers have many strategies to teach English courses for the students through various e-learning platform. In term of the courses, there are numerous of subject matter when associate with the e-learning platform. Pedagogy, literature, reading, writing, speaking and listening are several parts of the courses in university area. Pedagogy broadly defines as the teaching method from the teacher to students, LaVelle, Lovato, & Stephenson (2020) states that pedagogy considers as the theory also drill for teaching and learning activities. Pedagogy refers to the way of teacher create an approach for learning circumstances. It means that the term pedagogy goes the way of teaching during the learning process. Further, The literature course in university context refers to learn knowledge relates with the literary context, Maharsi (2016) says literary in term of

lesson learn about fictions, novels, drama, poetry. Literatures help the students to master the language from the grammar, new vocabulary as well as translation. On the other hand, in the field of teaching literature considered as the springboard in critical thinking and appreciation, this mean the student will gain authentic material from the literature course (Tehan et al., 2015).

The four others skill in English which is reading, listening, speaking and writing could associated with the ICT platform as well. The way teacher performs and delivers the course is absolutely different when using the ICT platform. Reading is a skill that needs a lot of practice to read, Støle, Mangen, & Schwippert (2020) illustrates that reading is the ability to apprehend and utilize those written language by the society. The readers also can build meaning from texts in variety of forms. It means that reading is skills that require readiness from reading to use the words or deliver the information that have read before. In different with the listening skills, listening skill more about receiving sound to our mind and trying to understand what the speaker says, Celik & Yavuz (2015) describes listening is a cognitive process that is linked by many factors, listening is different with hearing. Hearing is psychological progress on the other hand listening is receiving cognitive content to our mind and we to pay attention for what we have heard. It means that listening is more focus and we need to pay attention to the voices.

Beside reading and listening, speaking is the skill requires the knowledge and how do we deliver from our mind to our mouth. Speaking is the capability of students that show the student understand the language or not, Celik & Yavuz, (2015) overview language are spoken through the speaking, knowing the language is mostly granted as speaking the language. There are three reasons state that

speaking is the most complex skills namely it shows the learners speak the language or not, related to psychology, speaking mostly oriented with the learners. The last from four skills is writing, apart from four skills writing utilizes our hand to write information from exist source or from our mind. Seçer & Yücel-Toy (2020) says that writing is defined as the capability of person's thought in a second or in the most precisions way. It means writing drill our mind to express about the what is the information inside our mind or something that we want to convey. Writing skills require the knowledge as well as expression. Overall, those subject matter often delivers from the e-learning platform but in contrast way or with different strategies because each of those courses require dissimilar method or technique to teach.

Choosing the right ICT platform before putting the course is the first step before starting the teaching process using the platform itself. Donders et al. (2014) as cited in Sun & Keating (2016) says platform refers to the operating system, software and hardware configuration which running simultaneously on service, it signifies platform is a spot for an application to run or on an operating system. On the other hand, the lecturers need to know what characteristics of their students and adjust the situations for an interactive classroom climate since it will use the online environment. The lecturers should know what kind of teaching method, approach and technique that appropriate with the characteristics of integrating ICT for the students.

E-learning is one component of ICT platform that helps the lecturers or teacher to organize learning process. E-learning is situation where learning can be anywhere and in electronically environment (Li & Masters, 2009). The term "e" in e-learning stands for "electronic", e-learning can be done anywhere as long as the

lecturer and the students has access to the material. Li & Masters (2009) states because of e-learning using virtual environments, it uses varieties of media like video, audio, text, animation and other virtual elements. Marco & Pueyo (2006) as cited in Zulfahmi MD, Sarwo. Taknduklangi (2018) says that e-learning boosting students to be autonomous learners which students can improve their learning skills by learning independently. However, when it comes to the type of e-learning there are many types of e-learning platform that can be used by the lecturers nowadays. Starting from the websites until the application that can be downloaded to formulate online course whether on desktop or mobile devices. There are many varieties of e-learning platform and the lecturers have many options using the e-learning platform. Schoology, Google classroom, Moodle and Edmodo are the platforms that can be used by the lecturers to teach the students during the online learning process.

There are many aspects for lecturers who coupled the e-learning platform widely in the provision of education. The lecturers' perception is significant in using the e-learning platform with the English learning process The lecturers' perceptions are influenced by their belief, readiness from the lecturers itself, lecturers' personal point of view, lecturers background and many other factors. Lecturers' perception is often influenced by the limitation of knowledge in term of operating e-learning, reluctance integrates e-learning method because it is similar with the conventional learning, less adequate mastering of the e-learning, less of support from the Institution and still using the conventional learning in online classroom such as giving task and asking the students to submit it. Because of those factors, the lecturers may have different perceptions in linking the e-learning with the course in the learning process.

The perceptions from the lecturers' concern on the usefulness of e-learning in term of learning process. Prior to research that was conducted in IAIN (Institute Agama Islam Negeri) by Zulfahmi MD, Sarwo. Taknduklangi (2018) stated the lecturers still reluctant to integrate the learning process with the e-learning combination. That is why the lecturers' perception has a role for the integration of e-learning with the learning process. The use of e-learning should be explored because it will gain many benefits for those who use it. The demand from the globalization era, lecturers must learn in using e-learning in the learning process and they need to change about their perceptions. The lecturers' belief is affected by many things like their background, belief and point of view in term of using e-learning (Zulfahmi MD et al., 2018). Lecturers are unenthusiastic using the e-learning platform because they have their own intuitions in delivering the course in the classroom. Instead of using e-learning they still use the traditional learning like lectured centered learning. Different background and beliefs may influence how the lecturers use the e-learning platform as part of the learning process.

Universitas Pendidikan Ganesha or abbreviate to Undiksha is one of the University in Bali whose implement blended learning, the combination of e-learning with the learning process. The lecturers in Undiksha integrate the learning process with e-learning but use numerous kinds of e-learning platform when teaching using e-learning. Somehow, lecturers use different e-learning platform even though Undiksha has e-learning platform independently. The lecturers already apply the e-learning with lesson that they teach but use dissimilar types of e-learning platform, it will affect the flexibility for the students because they need to install different platforms from different lecturers. The lecturers which come from

different Faculties in Undiksha utilizing the course with the e-learning platform. Undiksha has been developing the e-learning platform independently, despite of many kind of e-learning platform out there, Undiksha create a platform that suit with what Undiksha needs. The e-learning platform is called Undiksha Moodle e-learning, the features from the Undiksha Moodle e-learning platform is common with the other type of e-learning.

Undiksha Moodle e-learning platform is an official of Universitas Pendidikan Ganehsa electronic learning platform, it has features like common e-learning platform for education. Lecturers in Undiksha specifically from English Language Education Department or abbreviate to ELE uses Undiksha Moodle e-learning platform, even though not all of the ELE lecturers uses the Undiksha Moodle e-learning platform. The lecturers who operate the Undiksha Moodle e-learning platform are using the platform for English learning process. The perceptions from the ELE lecturers who use the Undiksha Moodle e-learning platform will be different from one to another, there will be strength and weakness from the lecturers who apply it. Undiksha Moodle e-learning platform is developed by the institution in order to help the lecturers to bring the online learning experience. As the researcher interested with the lecturers' perceptions using the Undiksha Moodle e-learning, the researcher wants to emphasize the perceptions from the lecturers.

Undiksha Moodle e-learning currently is a new e-learning platform. It was built by the lecturers in 2014 under the supervision of Institute for Learning Development and Quality Assurance. When it promotes to online learning, Undiksha Moodle e-learning still need to be explored due to the features

and how the ELE lecturers' perceptions when operate it. It will be welfare for the developers and also the lecturers when there is a minor problem so the developer can develop the Undiksha Moodle E-learning platform. Previous researchers namely Zulfahmi et al., (2018) and Nurul, Mohamad, Salam, & Bakar (2014) had done the research which focus on the perception of lecturers on integrating e-learning with the education. Therefore, the researcher is inspired by that research to analyze Undiksha Moodle e-learning platform. There is unanswered question from the previous research regarding course that applied with the e-learning platform, so that this research will focus on the perceptions from the ELE lecturers using Undiksha Moodle e-learning in English learning process in terms of pedagogy, literature, reading and writing courses using five different dimensions aspect. The researcher will use five dimensions aspect namely effectiveness, usefulness, strength, weaknesses and institutional support. These dimensions are inspired by the previous researcher namely Cakrawati (2017), Isik (2009), Mamattah (2016), Zulfahmi MD et al., (2018) who have conducted the research regarding these dimensions . Ali, Khaled Hossain, & Ahmed, (2018) conducted research about effectiveness of e-learning among the university students, Žuvić-Butorac & Nebić (2009) concerned his research about how institution support the implementation of e-learning in high education institutions and Lopez & Louis (2009) managed research that focus on the strength in based educational approach. Based on the previous studies, there are certain studies that already conducted about the lecturers' perception on the use of e-learning and it is clear to see that the use of e-learning platform helps the learning process. Nevertheless, none of these researchers focus on the pedagogy, literature, reading and writing subject matter through e-learning.

Besides, the study strives to fulfil the empirical gap as an analysis of Undiksha Moodle e-learning platform which has not been investigated. Hence, to attain the gaps, the study further examines English language education lecturers' perceptions on the use of Undiksha Moodle e-learning platform in teaching pedagogy, literature, reading and writing. Furthermore, the researcher also investigates the challenges that are encountered by the lecturers during operating the Undiksha Moodle e-learning platform.

This research is a part from a big research, the big research intent at analyzing the lecturers' perceptions on the use of Undiksha Moodle e-learning. As part of the big research, the researcher will focus on lecturers' perceptions with using five dimension aspects namely the effectiveness, strength, weaknesses, usefulness, and institutional support that was derived from the previous researcher namely Cakrawati (2017), Isik, (2009), Mamattah (2016), Zulfahmi MD et al., (2018). This research also explores the challenges that are encountered by the lecturers in operating the Undiksha Moodle e-learning platform. The lecturers who teach pedagogy, literature, reading and writing and using Undiksha Moodle e-learning platform were count in as the participants.

1.2 Problem Identification

ICT in education is needed principally the e-learning platform for the lecturers in the University. The lecturers apply e-learning as a unit in educating the students whether blended or fully online. E-learning helps the lecturers to deliver the courses even with distance between the lecturers and students. it facilitates the lecturers in teaching the students because e-learning can be synchronous and asynchronous, e-learning provides difference environment for lecturers and for

students who receive it from their lecturers. There are several problems need to be identified as follows. The first is perceptions from the lecturers in the university who operates e-learning as part of the learning process especially in English learning process. The rising of e-learning is beneficial for lecturers in teaching English to the students, e-learning provides feature that students can learn without attending regular class. In term of using e-learning as part of learning process, e-learning platform plays important role for both lecturers and students. Lecturers will be helped if the platform suit what the lecturers need when associate the English course, it can be done with the appropriate e-learning platform. Undiksha Moodle e-learning platform is one of e-learning platform that is utilized for teaching English courses because of the features are similar with common e-learning platform.

1.3 Limitation of the Study

According to the problem identification, this study will focus on lecturers' perceptions who operate the e-learning platform which is the Undiksha Moodle e-learning platform by investigating five dimensions aspect namely usefulness, effectiveness, strength, weaknesses, and institutional support were obtained from previous researcher namely Cakrawati (2017), Isik (2009), Mamattah (2016), Zulfahmi MD et al., (2018). The implementation of Undiksha Moodle e-learning platform is focused on the perceptions and challenges from lecturers in English Language Education who teach different English courses such as pedagogy, literature, reading and writing. The researcher is highly motivated to investigate the perceptions of ELE lecturers using the Undiksha Moodle e-learning platform.

1.4   Research Problems

In this research, the writer proposes the following statements of the problems:

1. How are the ELE lecturers' perceptions in using the Undiksha Moodle e-learning platform to teach different course categories in English learning process?

2. What are the challenges that are encountered by ELE lecturers in using Undiksha Moodle e-learning?

1.5   Research Objectives

Based on the statements of the problem that have been mentioned previously, the purposes of this study are as follows:

1. To identify the lecturers' perception about the use of Undiksha Moodle E-learning platform.

2. To investigate the challenges that are encountered by the lecturers when using Undiksha Moodle E-learning platform.

1.6   Significance of the Study

The significance of the study is related to theoretical and practical contribution of this study. The significances are divided as theoretical significance and practical significance.

1.6.1   Theoretical Significance

This study is expected to be useful for lecturers that do not use the e-learning platform to use the Undiksha Moodle e-learning platform. The goals of using

Undiksha Moodle e-learning platform can be achieved through the lecturers in ELE using it as part of learning process.

1.6.2 Practical Significance

This study is expected to give significance for:

a. Lecturers

The result of this study is expected to be useful for the lecturer using the Undiksha Moodle e-learning platform in the learning process. Further, the result of this study will impact to the lecturers to use the Undiksha Moodle e-learning platform in English learning process.

b. Students

The result of this study is expected to give students flexibilities in term of using the e-learning platform, they will not have many platforms for the learning process but only one include with all the courses.

c. Further researchers

This study is expected to be advantageous for other researchers by providing literatures review. On top of that, the result of this study can be a consideration to be used in future research.