



CHAPTER 1

INTRODUCTION

This chapter discusses the research introduction. It elaborates the research background, problem identification, research scope, research problems, research objectives, and research significance.

1.1 Research Background

Information and communication technologies or ICTs has been broadly developed around the world. The ICTs are used in many sectors, as it is also used in education. E-learning is a process that is supported by ICT. There are benefits in applying E-learning in education, such as better information access, greater communication; cost-effectiveness; pedagogical improvement through simulation; virtual experiences; and graphic representation (Aboderin, 2015). E-learning is also beneficial for learners because it provides necessary skills for today's global knowledge economy.

E-learning is applied to make the teaching and learning process more effective. It aims to support a face to face learning process or be an alternative if face to face learning cannot be done. Surayatika (2019) states that E-learning is defined as using ICT, which allows people to access the content material and resources online. Mayerová and Rosická (2015) also explain that E-learning is a learning process that is done electronically. It shows that ICT empowered the application of E-learning. According to Liu and Wang in Surayatika (2019), E-learning involves the internet, global sharing, and

network courses, leading to the flexibility of learning to overcome problems of time and distance. Thus, E-learning is implemented in order to make the learning process to be more effective and efficient.

E-learning has some advantages. First, E-learning is suitable for distance learning, and it can be a timesaver between teacher and students when doing a discussion (Lenar et al., 2014). (Mayerová & Rosická, 2015) state that E-learning provides a wider content for leaning. E-learning gives the students chance to be independent in accessing and downloading sources for exercise. It also can increase the students' motivation in learning. However, students who do not have high motivation to study tend to fail to follow the teaching and learning process through E-learning (Soeparno & Muslim, 2018). Lack of knowledge and skill to use ICT will also become a problem for both teacher and students to conduct E-learning. E-learning requires an internet facility; meanwhile, not all places provide a good internet facility (Aboderin, 2015). It shows that E-learning also has several negative impacts. Thus, E-learning has advantages and disadvantages.

Covid-19 pandemic becomes one of the reasons that E-learning has been applied intensively in the last year. The effect of Covid-19 pandemic is starting to spread to the educational world (Abidah et al., 2020). However, some schools in Bali are not ready to conduct E-learning. Most of the reasons are an unstable internet connection, device unavailability, etc. As the news reported by IDN Times BALI (2020/3/19), students, especially in Karangasem regency are struggling with the online learning system. Based on the interview with some students, they were not ready with E-learning because the lesson

that is explained directly in face-to-face instruction by the teacher is easier to understand . The news also reported that not all places are available with a good internet connection. The success of E-learning is determined by infrastructure availability and teacher students' readiness. However, some students living in a rural area struggle to get an internet connection, which is important to support E-learning activities.

As education influenced by technology, teachers are obligated to adapt to the situation. English has been taught starting from elementary school until university in Indonesia as a foreign language. Learning English will give the students chance to get wider sources from around the world and have a chance to follow current information development (Leo, 2013). By learning English, students will be able to use English functionally and open their mind to the world. Implementing E-learning might be the way to achieve the goal of the learning process.

A preliminary observation was done at SMP Negeri 2 Selat. It is found that the English teacher teaches the students through e-learning. The teacher uses Google classroom, WhatsApp groups, and Google meet to give tasks for the students. An interview was also done with the English teacher. It is found that there are students who are late in submitting their tasks in the limited time given with varied reason.

There are several studies done about the implementation of E-learning. Sakkinah and Patmanthara (2017) analyzed the success of the e-learning system applied in SMK Negeri 1 Malang and showed that e-learning in SMK

Negeri 1 Malang was done successfully. Thakkar & Joshi (2017) analyzed students' attitude towards E-learning and showed 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 the challenges and prospects of E-learning. All of the previous studies used E-learning as the study's object; therefore, it shows that E-learning is relevant to be the object of the study. However, this study will focus on E-learning types, problems in e-learning that the teachers face, and how they solve them. Those will differentiate the study from the previous studies.

Based on the explanation above, this study examined the implementation of E-learning by English teachers at SMP Negeri 2 Selat. It is hoped to give a contribution in facilitating and enhancing theory about E-learning.

1.2 Problem Identification

Applying E-learning requires a good infrastructure such as internet facility and the availability of gadget for teachers and students. However, not all places have a good internet facility. SMP Negeri 2 Selat is located far from the city. It is located in Selat village, Karangasem regency. There might be some obstacles to implement E-learning based on those problems. Both teacher and students might be challenged in doing E-learning. Some studies proved that E-learning has advantages, but it requires knowledge and skill in ICT to effectively implement E-learning. The teacher needs to have good knowledge of E-learning so the teacher

can teach successfully. So, it is needed to know how the teachers solve the problems faced during E-learning implementation.

1.3 The Scope of the Study

This study identified types of E-learning, teachers' problems and how the teachers solve the problems towards the use of E-learning in SMP Negeri 2 Selat.

1.4 Questions of the Study

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

- a. What are the types of E-learning used by English teachers at SMP Negeri 2 Selat?
- b. What are the problems that are faced by the teachers?
- c. How do English teachers solve the problems?

1.5 The Objectives of the Study

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

- a. To determine the types of E-learning used by English teachers at SMP Negeri 2 Selat.
- b. To find the problems faced by the English teachers.
- c. To find the solution to the problems faced by English teachers.

1.6 The Significance of the Study

a. Theoretical Significance

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

b. Practical Significance

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

1) Educators

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

2) Other Researcher

Future researchers can use this research as a reference for conducting a similar study. Thus, they can have a better understanding and result while conducting the study.

1.7 The Definition of Key Terms

1.7.1 Conceptual Definition

a. E-learning

The use of ICT supports the implementation of e-learning.

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 a learning practice under the internet

and technologies, which provides wider solutions to increase performance and knowledge.

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

b. Types of E-Learning

There are two types of E-learning, Asynchronous and Synchronous. According to Shahabadi and Uplane (2015), Synchronous happens with the involvement of interactions in real time. Meanwhile, Asynchronous is not limited by time, place, or classroom restriction (Khan, 2007). It shows that it still happens even when the students are offline

c. Instructional Problem

In teaching and learning process nowadays, teachers might face several problems. According to Oxford dictionary, problem is a thing that is difficult to deal with or to understand. An instructional problem or challenge is a difficulty that faced by the students or teachers when they try to reach a specific learning outcome. Instructional problems or challenges can be motivational, cognitive or even logistical. Students' motivation is one of the challenges that teachers faced in learning, especially online learning. Panisoara et al. (2015) stated that students' motivation in online learning is varied according to the media that used by the teacher. Another issue in today's teaching and learning process is

mastery of ICT. According to Umar et al. (2014) indeed many teachers have not mastered technologies that used in carrying out online learning. Besides mastery of technology, availability of signals is also a problem. Yang and Merrill (2015) said that the availability of signals is the first factor inhibiting the online learning process. For students who are from a low income family, availability of gadget is also a problem both for students and teachers. Gonzales (2016) states that gadget are very essential and even able to support online learning especially in this covid-19 period. Another issues according to Bunn (2001) instructional issues are determining the instructional needs, resource availability, curriculum design, course development, and faculty capacity and incentive for effective delivery of distance education.

Based on explanations above, instructional problem is a difficulty faced by the teachers in learning process including motivation, mastery of ICT, signal and gadget availability. In terms of instructional, the problems are instructional needs, learning resource availability, curriculum and course development, and faculty capacity.

d. Instructional Solution

Every problem has its own solution. According to Oxford dictionary solution is a way of solving a problem or dealing with difficult situation. As an issues stated by Panisoara et al. (2015) about motivation related to media, the solution given was the teacher had

tried to implement more innovative learning and used more interesting media to increase students' motivation. The solution of mastery of ICT which were stated by Umar et al. (2014) teachers can learn how to operate applications that are used in online learning with other teachers so that there is interaction to help each other and others. The solution about internet availability is that registering students to get learning quota from Ministry of Education and Culture. This concept is supported by a research from Tranos & Stich (2020) which said the availability of the internet will encourage students to be more enthusiastic in carrying out online learning. From the definition of instructional problem we can conclude that instructional solution is the way the teachers solve the problem that they faced during the teaching and learning process.

1.7.2 Operational Definition

a. E-learning

In doing the learning process, English teacher at SMP Negeri 2 Selat implemented E-learning. This study is about the application of E-learning in SMP Negeri 2 Selat.

a. Types of E-Learning

In the application of E-learning, teachers in SMP Negeri 2 Selat use both Synchronous and Asynchronous types of E-learning.

b. Instructional Problem

When the E-learning is applied, teachers in SMP Negeri 2 Selat might face difficult situation. In this study researcher will find the problems that the teachers have during the application of E-learning.

c. Instructional Solution

Instructional solution is the way teachers solve the problems that they faced during the application of E-learning in SMP Negeri 2 Selat.

