

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The twenty first century is signified with Industrial Revolution 4.0 in which information technology and digitalization permeate in all aspects of human life. Most people have already used this technology, and they even use it anywhere and anytime as in the use of their smartphones. In other words, technology is one of the most important things that people need and cannot live without. The advancement of technology in Industrial Revolution 4.0 has a huge impact in every aspect of life, including in education. The good news is that technology will not replace teachers, but support them when they utilize and have knowledge about the technology so that their teaching process becomes more fun. Emphasizing this argument, Bill Gates admitted that “technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important” (1997). Teachers who are not able to embrace this advancement and utilize it will be left behind.

Gilakjani (2013), furthermore, argued that the existence of technology can change the practice of education. In developed countries, the use of online classroom and online applications for teaching and learning process is a common thing, not only formal education, but also informal education. Online courses are not only offered to local people but to people around the world. In order to face the digital era, schools must keep pace with the development of the applications and

schools can utilize the technology advancement in facilitating the learning process. This kind of phenomenon cannot be avoided and schools in Indonesia must keep up with technology advancement. Combining the classical and non-classical class by using flipped classes is one of many ways that Indonesia can implement.

In addition to technology, another important thing that people all over the world need is mastery of English. It cannot be denied that English has been widely used throughout the world, and spoken around 39 countries for their cultural, political, and economic life (Graddol, 1997). It is not then surprising that in Indonesian context, English is learned from kindergarten, to college level due to Indonesian people's awareness to master English for the Industrial Revolution 4.0. According to Cummins (2005), government policies must support the teaching of other languages in school, especially English. This is in line with what stated in Law of National Education System No. 20 Year 2003 Article 33 Verse 3, that foreign language can be used as a medium of instruction to assist students' language competence (National Education System, 2003).

By using technology, teachers can increase students' willingness to use technologies as learn and gain language skills (Costley, 2014). Some researchers (Murphy, DePasquale, & McNamara, 2003; Lam and Lawrence, 2002 and Gilakjani, 2017) stated that technology can help students adjust their learning process and they can find a lot of sources that teachers cannot provide. Because of this, they can be more active and independent because they can find a lot of sources by themselves. Technology also change the teacher-centered method to become

students-centered method, so that teacher's main job is to facilitate the students to reach the learning goals rather than showing them (Riasati, Allahyar, & Tan, 2012). This can be happen since through technology, students can gather a lot of information like images and videos (Gillespie, 2006).

In order to master English, learners need to practice their competence in all skills. Reading is one of the important skills in language learning (Kweldju, 2000) besides listening, speaking and writing. Through reading, not only do the learners get new information, but they also get new vocabulary and widen their current knowledge. Although reading has been taught extensively in teaching English as a foreign language in Indonesia, most learners feel that reading in English is not an easy thing. There are many aspects in order to master reading skills. Eldredge (2005), for example, insisted that word recognition is very important for fluency, and fluency is very important for reading comprehension.

To master reading skills, students have to practice frequently. However, the most common problem that students face is that they have low motivation to read English text (Gabriella, 2019). In Indonesia context, Syatriana (2011 as cited by Widhiatama, 2016) also stated that the understanding of English text of students are low. Furthermore, they argues that there are some methods that can be used to resolve this problem, and one of them is using Schoology as the Learning Management System to increase students' reading competence. There are some studies related to Information and Communication Technologies (ICT) that were already conducted in Indonesia. First, Widhiatama (2016) designed supplementary

reading material on Schoology. The subject of the study was students who were learning English in mid beginner level in an English course Center of English for International Communication. The result of his research was a reading material with 3 main activities; reading activities, vocabulary, and grammar activities. However, he only used some of the features in Schoology, for example, Materials, Folder, Add Texts, Quizzes. Discussion and Update. Another research that the writer found is, Crisientia (2017) examined the use of Schoology to motivate Junior High School students to learn English. She applied Schoology to junior high school students because in the previous studies, she found that the use of LMS was only implemented for senior high school and university students. The result of her research was that students were motivated by the use of Schoology in learning English, especially in writing and reading skills.

Despite the great potentials of using Schoology to improve students' reading comprehension, research in this area for high school students in Indonesia is still limited. In addition, most of research of implementing this tool also assumes that the implementation must be beneficial without really explicating the perception of the users in contrast to Watanabe and Swain's (2008) research that students' perception has impact on his/her proficiency .

1.2 Research Question

Due to the lack of students' perception about developed materials, this present research aims to fill in the gap by formulating the research question as follow:

What are the perceptions of 10th grade students regarding the developed online reading material using Schoology?

1.3 Objective

This study is expected to know the tenth grade students' perceptions on the developed online reading material through Schoology at a school in Surabaya. The objective of the study is to identify students' perception about the benefit, effect and attitude on the developed online reading materials through Schoology.

1.4 Theoretical Framework

There are three basic theories that were used as the framework of the study: perception theories, theories of ICT for language learning and teaching and reading theories.

1. Theory of Perception

This study focuses on students' perception toward the use of ICT in English class, especially in developing their reading competence. Using Montague's theory of perception, this study argues that perception affects the success of the study. When students have positive attitude toward learning, they will have many efforts to achieve. Since the perception is objective is way ICT, this study explores the possibility of its benefits. Since the purpose of my study, theory of reading competence in EFL context is also used to be the foundation.

2. Theory of ICT for teaching and learning

In using technology as learning sources, Judith and Rita (Conrad, 1999) stated that Web Enhanced Learning (Schoology) is using the internet as the support or reinforcement material to elevate the quality in the classroom, but still the main focus is face-to-face classroom.

3. Theory of Digital Reading

Hypertext was found by Theodor H. Nelson which means series of words or images that are continuously linked to make a passage of a text. Based on Gervais (2007), in digital reading, there are three main parts in reading, those are manipulation, comprehension and interpretation. The readers must master manipulation in reading. If not, it will be difficult for the reader to understand and interpret the text that they read.

1.5 Significance of the Study

This study is expected to give contribution for:

1. English teachers in Indonesia

This study is beneficial for teachers in order to know students' perceptions in using and doing the online material through Schoology. When teachers know all about it, they can improve or fix the deficiencies that happen in the application and materials.

2. High school students in Indonesia

This study is beneficial for students because it raises awareness among them so that students can know the variation of learning by using technology. By so doing, students can be more creative in using the technology for learning process. Technology also facilitates students in order to give the reinforcement in which students can study by themselves and they can study not only in the classroom, but outside the classroom.

1.6 Scope and Limitation

This study focused on finding the perception on the developed online reading material based on the 2K13 curriculum and limited for one class of 10th grade students in the first semester who enrolled in the academic year 2019-2020 at the school in Surabaya.

1.7 Definition of Key Terms

- a. Perception is a belief or opinion, often held by many people and based on how things seem (Cambridge Dictionary). As it is a belief that its truth cannot be verified, internalists believe that perception can be formed from a subject's cognition via senses while externalists believe that it is driven from the subject's environment (Demuth, 2013).
- b. Learning Management System is an application that can be used for electronic learning program and the users have to connect to the internet when they want to access it. The good Learning Management System must have

some features, such as online collaboration, accommodation of teaching and learning data.

c. Schoology is a learning management system which was developed by Jeremy Friedman, Ryan Hwang, and James Trinidad and was founded on May 1, 2009. Schoology is a learning management system for K-12 and allows users to create, manage and share materials and resources (Farmington,2014)

d. Developed material is a material that is developed to make the materials more effective.

1.8 Organization of the Thesis

This thesis consists of five chapters. The first chapter is the introduction. It explains the background of the problem, research questions, objectives, theoretical framework, significance of the study, scope and limitation, definition of key terms, and organization of the thesis. The second chapter deals with related review of literature. It explicates theories related to this study and related previous studies conducted. The third chapter contains the research methodology. It explains about the research design, the procedure of the research, population and sample, stages, data collection technique, instrument, and data analysis techniques. The fourth chapter is analysis result and discussion. The fifth chapter is the conclusion and suggestions.