CHAPTER I

INTRODUCTION

This section manages some points such as the background, problem statement, purpose, scope, limitation and definition of the key terms of this study.

1.1 The Background of the Study

In English Language teaching, Electronic Learning (E-learning) is an innovation teaching technology which has a big contribution in students’ learning. Referring to the statement of Connolly and Stansfield (2006), three generations are differentiable in E-learning. In the first generation, there are a lot of passive internet users even though online sources were so easy to reach. This was a generation from 1994 to 1999. In 2000-2003, the second generation occurred as the internet grew as a better connection, streaming, increased resources, material coupled with virtual learning, communication and student services. The third, the enormous amount of cooperation, the development of socialization, project-based learning, and reflective practice, through online media such as E-portfolio, networking, BlogSpot, Wikipedia, social networking, bookmarking and online simulation are the hallmarks of the third generation even it is developed by the development of mobile computing. Nowadays, E-learning makes learners easier to access additional material. Dziuban, Hartman and Moskal (2004); Osguthorpe and Graham (2003) gave a statement related on the efficiency of time or even place. E-learning is not regardless with a website. Website is one the important part to gain the effectivity of E-learning. From that statement, a platform web-based support E-learning with its contribution especially in English teaching.
Schoology is the platform of E-learning which possess excellent features. Pomeroy (2011) states that with Schoology, the students and the teachers can develop deeper into content faster and easier than they could have before. These advantages can be found in some features such as courses, group, sources, blog and some others features. Learning resources have been created to represent digital units of exchangeable materials that the teachers and learners can pull from in order to support the learning processes (Libbrecht, 2015). It is compatible especially for additional learning. It will be very essential to help teachers to understand students’ perceptions toward additional learning English media language via Schoology. As we know that University of Muhammadiyah Malang nowadays move toward innovative learning paradigm for all subjects and all faculties and departments.

Particularly, the researcher already has preliminary data in this study. The result shows that 94.6% from 92 students of student academic year from 2014 up to 2017 have used Schoology during their learning and around 42.4% of the participant never used Schoology out of the classroom time. Furthermore, 29.3% of the participant never get any kind of information from outside the classroom meetings.

Dornyei (2001) argues that perception has a big role in determining success or failure in any learning situation. To create a teaching-learning effectivity between teacher and students, a teacher should know the students’ opinions and expectations. Entwistle (1991) believes that students’ expectations have an important value in understanding students’ learning and improving the quality of higher education. Perception gives a clear communication and better learning
environment, and it can help teachers shed a light of what good and appropriate teaching-learning process.

1.2 Research Problem

Based on the problem occurs in the previous section, the research question stated as follows:

“What are the English Language Education Department students perceptions’ toward additional English learning resources via Schoology at English Language Department University of Muhammadiyah Malang?”

1.3 Research Objective

The purpose of this present study is knowing students’ perceptions toward additional learning English learning resources via Schoology by English Language Education Department students of University of Muhammadiyah Malang.

1.4 Scope and Limitation

The scope is the students’ perceptions toward Schoology as the additional learning for the students. Since University of Muhammadiyah Malang build E-learning, many subject in this campus use Schoology. The limitation of this study is only in English Language and Education Department students who has already used Schoology.

1.5 Research Significance

In accordance with the study background, the researcher supposes that this study can contribute on the mentioned below:

a. For teachers and lecturers
Teachers and lecturers can use Schoology for alternative strategy to increase students’ knowledge and English skills.

b. For Students

Students will get the information about the appropriate learning media for the students to learn English without depending on class schedule, time and rooms and it can be accessed anywhere as long as there is an internet connection.

c. For the next researchers

Providing some theoretical understanding about Schoology especially on the perceptions of the users. Moreover, it will be an inspiration for the next researcher to examine the perception of the students if there is the newest popular teaching media.

1.6 Definition of Key Terms

The mentioned terms utilized as a part of this proposition should be characterized to maintain a strategic distance from error. The terms are defined as follows:

1. E-Learning

E-Learning is The North Carolina Education Cabinet and office of the governor states that outside on conventional classroom, e-learning is learning by applying electronic technologies to access educational curriculum.

2. Schoology

Schoology, based on the official website of Schoology https://www.schoology.com state that Schoology is the only learning management system (LMS) that connect, all the people, content, and systems that fuel education.
3. Perception

Perception in this study is students’ opinion or experiences of using about using Schoology as the Additional English Language.

4. Learning Resources

Learning resources have been created to represent digital units of exchangeable materials that teacher and learners can pull from in order to support the learning processes (Libbrecht, 2015). So, learning resources in this research means something which including the material that the teachers and students can pull in order to support their learning process.