CHAPTER I

INTRODUCTION

In this chapter, the researcher tries to elaborate certain weighty points concerning (A) Background of the study (B) Research questions (C) Objective of the study (D) Significance of the study (E) Scope and limit of the study and (F) Definition of key terms.

A. Background of the Study

In an educational environment, those who become simply good listeners in the class will not lead more comprehension than those who take action with their teacher. As the researcher quoted by Benjamin Franklin, *"Tell me and I forget, teach me and I may remember, involve me and I learn."[1]* According to this quotation, the researcher tries to draw a meaning that to comprehend a particular subject, learners need entailing themselves. Educationists are commonly called this approach as learner-centered, as Jim Scrivener expounded that this approach is engaging learners in the teaching-learning process by trusting their abilities in deciding the learned subject and the way to learn.[2] In line with this, a teacher usually develops teaching models and teaching media, which engage class members to involve, for instance utilizing technology and internet.

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[1] "Quotation by Benjamin Franklin: Tell Me and I Forget, Teach Me and I May Remember, Involve Me and I Learn," accessed March 10, 2016, www.goodreads.com.
[2] Jim Scrivener, *Classroom Management Techniques* (Cambridge: Cambridge University Press, 2012), 108.

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Along with era development, technology, and internet have been widely applied in education since they have many advantages. By using technology, a learner may interact with others in different locations. Besides, to access available references in other countries, people do not need to visit the place due to the internet connection helps to find the source. In addition, the implementation of newer technologies in teaching-learning activities can change the role of teacher in the instructional process.[3] By explaining those benefits, we can conclude that technology and internet may affect learners to be autonomous individuals. In other words, it brings learner-centered approach in the class.

Dealing with this, UIN Sunan Ampel Surabaya, particularly Tarbiyah and Teacher Training Faculty, supplies technology program to help teaching-learning process, such as CALL (*Computer-Assisted Language Learning*) in the English Education Department. The program which consists of two-degree levels, CALL 1 and CALL 2, learns about the newest technology to improve language skills. In CALL 1, the learners learn new applications non-internet bases, such as applications for creating 3D animation: Alice and Adobe Flash, and applications for creating exercises and word games: Hot Potatoes and EclipseCrossword. While those who join CALL 2, depend on the internet connection due to the class is an online learning.

By the advancement of technology, educators are demanded to be more creative and innovative. In this century, one of their attempts to cope the

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[3] David W. Chapman, Amy Garret, and Lars O. Mählck, *Adapting Technology for School Improvement: A Global Perspective* (Paris: International Institute for Educational Planning, 2004), 23, www.unesco.org/iiep.

demand is applying an online class which provides the passive ones to be active in expressing their opinion,[4] as on CALL 2 program that uses the web of *Schoology* (a learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources)[5] as a virtual class. In a semester, the class has many kinds of interactive and interesting tasks; such as video conferencing, collaborative writing, making timelines, making podcasts, etc. which must be posted in individual learners' educational blog. Besides, they are needed to do online asynchronous discussion in several sessions of the semester.

Online asynchronous discussion is discussion type that uses e-mail and discussion board as a tool to communicate.[6] According to Jeong-Mee Lee, as well as one interacts with others, this tool allows learners to communicate without limitation of time and place, to post questions, to share their opinions and queries.[7] In CALL 2, the lecturer is entrusted online asynchronous discussion task not only in the form of a single question which requires the learners to express their opinion, but he has also supplied weighty information regarding the topic, such as relevant sources. Furthermore, each session has much time to accomplish, which is Tuesday to Monday.

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[4] Mya Poe and Martha L.A. Stassen, eds., *Teaching and Learning Online: Communication, Community, and Assessment. A Handbook for UMass Faculty* (The University of Massachusetts, n.d.), 5.

[5] https://en.wikipedia.org/wiki/Schoology#cite_note-Facebook-1 accessed August 18th, 2016.

[6] Stefan Hratinski, "Asynchronous & Synchronous E-Learning - A Study of Synchronous and Asynchronous E-Learning Methods Discovered That Each Supports Different Purposes," 2008, 51–52.

[7] Jeong-Mee Lee, "Different Types of Human Interaction in Online Discussion: An Examination of Using Online Discussion Forum," 2, accessed April 22, 2016, http://onlinelibrary.wiley.com/doi/10.1002/meet.14504301232/pdf.

Nonetheless, the learners are occasionally encountered with constraints, such as the internet connection. Some pieces of literatures said that frequent problems faced by the learners in technological usage are technical problems (server crashes, network down time, etc.)[8], in which it may frustrate those who join online course.

As a new experienced task, the existence of online asynchronous discussion in the program brings the learners to face problems, such as in stating their opinion; there were learners who indicated as plagiarists due to the fact that they fully copied the sources. This happened to a learners initial LC who commented by AAR "… *you should paraphrase any article you have cited, even if you already mentioned the source*". Moreover, by observing her peers when discussion there were some learners who only commented "I agree with you", "great explanation", etc., which these comments did not bring deeper discussion. Besides, some learners seemed overdue to contribute. These facts indicated that those who joined on CALL 2 had their own challenges when they did online asynchronous discussion. Hence, based on those phenomena, the writer tries to find out learners' challenges according to their participation in online asynchronous discussion, which causes the learners act differently in accomplishing the task.

As a matter of fact, similar topics have been conducted in recent years. The first research is by Elizabeth Murphy and Elizabeth Coleman under the title *Graduate Learners' Experiences of Challenges in Online Asynchronous*

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[8] "An Introduction to Online Discussion," *Macquarie University Sydney - Australia*, accessed April 22, 2016, http://www.mq.edu.au/iLearn/resources/online_discussions.htm.

Discussions which investigates graduate learners' challenges in OAD.[9] The next research is by K. Durairaj and I. N. Umar entitled *The Motivating and Limiting Factors of Learners' Engagement in an Online Discussion Forum* which also investigates about learners' challenges in online discussion forum. Even though those studies have similar focus with the recent study that is the challenges encountered by the learners in contributing online discussion, they still have differences that are both of the previous studies do not discover the learners' efforts to overcome the challenges. Moreover, the study conducted by Durairaj and Umar also has another focus that is the learners' motivation in participating OAD. In addition, this study will not only present research finding in ten challenges as Durairaj and Umar done, it will also present the most encountered challenges by the learners of CALL 2. The third, Audrey Fried under the title *Social Network Analysis of Asynchronous Discussion in Online Learning* which investigates the relationship between different types of interaction in online discussion.[10] Notwithstanding this research has similar topic with this; they have different focus that is social network analysis, while this recent research will be focused on the learners' challenges in participating online asynchronous discussion, with the eighth semester learners of English Education at UIN Sunan Ampel Surabaya who passed CALL 2 course as the subject.

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[9] Elizabeth Murphy and Elizabeth Coleman, "Graduate Learners' Experiences of Challenges in Online Asynchronous Discussions" 30, no. 2 (2004).
[10] Audrey Fried, "Social Network Analysis of Asynchronous Discussion in Online Learning" (Thesis, University of Toronto, 2016).

This research is considered as an important issue to be conducted since the 8th semester learners of English education department experience the discussion as a new challenging task in the learning process, notwithstanding technology has increased rapidly. Therefore, the learners' challenges in online discussion and their efforts are a crucial matter to find, in order to be the criterion for the next implementation of online discussion. By knowing the findings, the lecturer is expected to use it as consideration to design and monitor online discussion activity to assist knowledge building as well as to evaluate both the quality and the quantity of students' contributions. Hence, in this thesis, the researcher is going to conduct a research entitled "Learners' Challenges in Participating Online in Asynchronous Discussion during CALL 2 Course."

B. Research Questions

In this study, the researcher addresses some specific problems as follow:

1. What are learners' challenges in participating in online asynchronous discussion during CALL 2 course?

2. How do the learners overcome their challenges in participating in online asynchronous discussion during CALL 2 course?

C. Objectives of the Study

The objectives of the study are:

1. To investigate learners' challenges in participating in online asynchronous discussion during CALL 2 course.

2. To find out learners' efforts to overcome their challenges in participating in online asynchronous discussion during CALL 2 course.

D. Significance of the Study

This study is conducted to give contribution to the instructors, the department, the learners, and further researchers as follows:

1. The lecturers

Due to the fact that this study is to provide ideas for educators who teach their learners, especially in online learning, the result is expected to be worth for designing and monitoring online discussion activity to assist knowledge building as well as to evaluate both the quality and the quantity of students' contributions.

2. The department

Since the full online class is categorized as a new matter study in the department, the result of the current study is expected to be an additional literature for the department.

3. The learners

By the existence of this result, the learners are expected to be aware of overcoming their challenges in participating other online classes, especially in online asynchronous discussion.

4. Further researches

The result of this study does not completely fix to be a new theory, so that this study needs to be revised or further research in order to be worth for

others. Moreover, this study is hoped to give contribution for other researchers who have similar topic with this to use it as comparative studies.

E. Scope and Limit of the Study

The scope of this research is investigating learners' challenges in online asynchronous discussion and their efforts to overcome the challenges. This study will be limited to learners' challenges in online asynchronous discussion theory based on the book of Hew and Cheung and Murphy and Coleman's article to analyze learners' challenges and their efforts to overcome. This study will be conducted on CALL 2 program academic year 2015-2016, in which the class is an online course, and one of the tasks is online asynchronous discussion.

F. Definition of Key Terms

These are the important keywords which need to define:

1. Challenges: something new and difficult which requires great effort and determination.[11] In this research, challenges are learners' difficulties in participating online discussion which need problem-solving.

2. Online asynchronous discussion:

   "An online discussion forum is a web-based communication tool (or activity) that enables participants to post messages and to reply to others' messages asynchronously. Unlike the real-time (synchronous) discussions of chat rooms and instant messaging the online discussion typically lasts longer and gives learners time to think about what they are going to contribute."[12]

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[11] "Challenges," *Collins Cobuild Dictionary 2006*, n.d., accessed March 31, 2016.
[12] "An Introduction to Online Discussion," *Macquarie University Sydney - Australia*, accessed April 22, 2016, http://www.mq.edu.au/iLearn/resources/online_discussions.htm.

Online Asynchronous Discussion in this research is an online discussion tool, which is one of the features of "*Schoology*", used to share learners' opinions based on topics given by the lecturer. Before posting their thoughts, the learners can build their knowledge through the existence of references provided by the lecturer or by searching on the internet.

3. CALL 2 (*Computer-Assisted Language Learning*): any process in which a learner uses a computer and, as a result, improves his or her language.[13] In this research, CALL 2 is a program in English Education Department, which learns about technology to improve language skills, and this program provides an online course.

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[13] Ken Beatty, *Teaching and Researching Computer-Assisted Language Learning*, Second Edition (Edinburg: Pearson Education, 2010), 7.