#### **CHAPTER I**

#### INTRODUCTION

# A. Background of The Study

This chapter presents the background of the study, the problem, the objective, the hypothesis, and the significance of the study. The scope and limitation of the research and the definition key terms used in this study are also presented. Each section is presented as follows.

In the globalization era, the progression of internet technology especially the World Wide Web and virtual learning situations has developed quickly. It has affected asynchronous communication technologies, featuring tools that facilitate important discourse between learners and teachers significantly. Moreover, Duffy and Cunningham characterized that important discourse as a process of developing information, exchanging ideas and different perspective. Likewise, constructivist learning supports important discourse by enabling students to build information through reflection, prior knowledge and experiences. <sup>1</sup>

Furthermore, the online environment has provided more chances for learners to participate in collaborative technologies. For example, e-mail, discussion, chatrooms, whiteboards, and announcements. Gilberts and Dabbagh stated that these

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<sup>&</sup>lt;sup>1 1</sup> Jonassen, D. H., & Land, S. M.Preface. In D. H. Jonassen & S. M. Land (Eds.), "Theoretical foundations of learning environments", New Jersey: Lawrence Erlbaum 2000, pp. 3–9

asynchronous communication tools have enhanced learning in the online environment over the globe, as well as augmented classroom online discussions by supporting reflection social negotiation and knowledge development.<sup>2</sup>

Nowadays, online education can be defined as an approach to teaching and learning that utilizes internet technologies to convey and collaborate in an educational context. This includes technology that used in traditional classroom training with web-based components and learning environments where the educational process is experienced online.<sup>3</sup>

In spite of the fact that internet technology as developed the method of online learning, the origins of distance education emerged in the early 1900's. Prewitt stated that Universities of Pennsylvania and Chicago were the first which utilize the United Postal Service to introduce universal free delivery of educational resources.

Recently, many universities, colleges, secondary, and elementary schools and also business and vacation schools have taken advantage of this new method of online education. Besides, according to Beldarrain distance education has developed from correspondence schools to delivery mechanisms such as independent study, computer-based instruction, computer assisted instruction, video courses, video conferencing, web-based instruction and online learning. Moreover, Pritchard stated

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<sup>&</sup>lt;sup>2</sup> Wishart and Guy, "Analyzing Responses, Moves, and Roles in Online Discussions," pp.1–2.

<sup>&</sup>lt;sup>3</sup> "Educational Benefits of Online Learning," pp. 1.

that since the conception of the World Wide Web, web-based education is becoming a new method for best practices in teaching quickly.

Since online learning has positive impacts for learners, some course of English education department at UIN Sunan Ampel Surabaya implemented webbased applications for their course, such as PeerWise in Classroom management course, Schoology in speaking course, Edmodo in reading and Morphology course, and youtube & blog in CALL course. A web-based application that described above deliver mechanisms such as independent study, computer-based instruction, computer assisted instruction, video courses, web-based instruction and online learning. Here, the writer chooses one of web-based application PeerWise that was implemented by Classroom management and Language testing course as the research subject.

PeerWise is one of web-based application which designed to apply principal of pedagogy in order to learners are able to contribute their learning. Initially, College of Auckland made PeerWise as learning instrument to encourage students learn computer programming and web-based application.

At present, PeerWise emerges at UIN Sunan Ampel Surabaya and used in Classroom management and Language testing course. Students who attended Classroom management and Language testing have to create, answer and rate question on PeerWise. Moreover, the researcher used PeerWise as subject research because the result of the research will offer many advantages to the theory of

learning through technologies by using online learning method and the research result will give clear concept as the reference for the next researcher who wants to conduct a research on the same or similar strategy as in this research.

By this day, there are researches on PeerWise but only limited on students' perception. The first is research by Lenandlar Singh, the title is "Technology enhanced peer learning with PeerWise: Experiences and perceptions from a developing country". Singh discussed about the students' perception of PeerWise and reports on experiences of using PeerWise. Evidence from this review suggests that most students were able to contribute to PeerWise and that approximately 25% of students contributed much more than was expected.

Second, "PeerWise-The marmite of Veterinary Student Learning" by Amanda Sykes, Paul Denny and Lesley Nicolson, Student Learning Service, The University of Glasgow. They focuses on student engagement of the class with the tool and their perception toward PeerWise. Thus, we can conclude that both research focus on student perception of PeerWise. Moreover, the writer believes that the research of PeerWise will gives new contribution in education especially for online learning and preferences for the next research that used PeerWise as issue.

The research of PeerWise is important because this research has commented on student-generated multiple choice questions (MCQs) on PeerWise. The students earn badges based on accumulated scores which they get from participation's metrics through social interactive tool. PeerWise give a lot of activities to students such as

create questions, answer, review, comment and earn badges. Therefore, we can assume that two category of students toward the participation of PeerWise include active students and passive students. The active students have to be diligent because they contribute a lot of create questions, answer, review, comment and they got many badges from PeerWise as appreciation. On other hand, the passive students just create few questions, answer, rare to give review, not at all for comment. Since two category of the final examination score include high and low score, the writer concludes that active students will get high score and passive students will get low score. The statement above only ideas or opinion which not rely on valid theory and precise research. Hence, the statement have to proven. Is there any significant correlation or not between two variables.

Until this research carried out, we do not know yet is there significant correlation or not between students' participation and their examination score in PeerWise online learning. Thus, the writer will examine is there any significant correlation between two variables or not by doing the research. Moreover, the writer wants to know how the participation and their eaxmination score of students in PeerWise online learning not proven yer. This is the first research to have PeerWise as the main topic with the correlational design.

### **B. Statements of The Research Problem**

Based on the reason above, the research questions in this study are:

1. How is students' participation level on PeerWise online learning?

- 2. How is students' level of examination score on PeerWise online learning?
- 3. Is there any significant correlation between students' participation and their examination score in an PeerWise online learning?

## C. Objectives of The Study

The research is conducted to find out whether each students' participation correlates with their course examination score in PeerWise online learning

## D. Significances of The Study

### 1. Theoretical Benefits

- a. The result of the research will offer many advantages to the theory of learning through technologies by using online learning method.
- b. The research result will give clear concept as the reference for the next researcher who wants to conduct a research on the same or similar strategy as in this research

### 2. Practical Benefits

- a. Through the result, the students know and comprehend of the demonstrate positive attitudes and inclinations toward technology integration in their learning experience using PeerWise in online learning.
- b. By the result, the teacher has a new view on technology integration of students learning experience for CSP (Contributive Student Pedagogy) approach.

### E. Research Hypothesis

The statement of the hypothesis of this study is as follow.

The statement of the hypothesis of this study is as follow. The hypothesis of this research is there is positive and significant correlation between students' participation and their examination score PeerWise online learning.

## F. Scope and Limitation

The research will focus on the correlation between students' participation and their examination score in PeerWise online learning at English education departement, UIN Sunan Ampel Surabaya. It is limited to describe: (1) Students' participation level in PeerWise online learning, (2) Their examination scores level in PeerWise online learning and (3) Students' participation and their examination score in PeerWise online learning, at English education department, UIN Sunan Ampel Surabaya. This study does not discuss the influence of each variable. It is focused to find if there is any correlation between variable or not.

# G. Definition of Key Terms

1. Correlation: a shared relationship. It can also be defined as close relationship between two things or two variable. In this study, the correlation is about students' participation (X variable) and examination score (Y variable). Correlation aims to find out is there any correlation or not, if there is relation between variable how tight it is.

2. Online Learning : Online course are those in which at least 80 percent of the course content is delivered online. Online learning is a way of studying for an internationally recognised qualification without needing to attend classes on campus.

3. Students' Participation : Participation is a complex process of taking part and maintaining relations with others. The work of Jaldemark indicates that participation is belonging to a community. Central aspect of community called when learner participating in and feeling that they connected or attached to a group. People who have a strong attachment to a group are tend to participate and help others. Conversely, Wellman & Gulia have opinion that when people participating and helping others, it means that they run group attachment. Likewise, Pallof and Pratt have argued that collaboration and community are dual processess. Thus, the importance of group attachment should not be forgotten when researching online learner participation. In this case, students' participation on PeerWise online learning include some activities such as making question, answering question, giving

comment and giving review. Notwithstanding many activities that students have to

participate in PeerWise but the researcher only takes two main activities which have

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high influence toward students' examination score.

<sup>&</sup>lt;sup>4</sup> Allen and Seaman, "Changing Course", pp.11.

<sup>&</sup>lt;sup>5</sup> Stefan Hrastinski, "A theory of online learning as online participation" Uppsala University, Computer and Systems Science, Department of Information Science, Sweden., pp. 78 – 82

4. PeerWise : PeerWise is a powerful, free tool that allows student to create their own multiple chioce questions, provide a rationale and explanation for their 'correct' choice, peers can complete the questions and provide feedback on the options. Questions can be rated in similar manner to the Amazon.com starring system, students learn how multiple choice question work, and learn the content through the creation of challenging questions and explanations, and by completeting others' questions. Instructors can see the questions created and correct misconceptions if they choose to, or let the students correct each other and only intervene if the students get away of track.