CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reasons the researcher has in conducting the study. The problem is formulated along with the purpose of the study. This is followed by the significance of the study in order to give information about how the result will be. The scope of the study gives some limitations about what is and what is not included in this study. Finally, a list of important terms is defined to avoid misunderstanding and misinterpretation of those terms.

A. BACKGROUND

In Indonesia, English is the prime foreign language, consequently it is taught at school from elementary up to the high education level. In Indonesia's school English is a compulsory subject but it is not used for communicative purpose. This means that English is not used in daily conversation. Nevertheless, certain schools such as SBI (International Standard School) use English as a Meta language and also for daily conversation. In learning English as foreign language, students have to practice four skills that comprise listening, speaking, reading, and writing.

English teacher should be able to encourage and facilitate the students in mastering the language as good as possible. Teacher needs to create a conductive learning atmosphere for students to participate more in the English class. Students

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should be encouraged to express their feeling, thought, and opinion in order to avoid the boredom and low motivation.

There are many ways to teach English with fun strategies and multimedia technologies, including overhead projector, TV, Radio, slide program, audio tape, video recorder and any other kind of electronic equipment. However, CALL (Computer Assisted Language Learning) is a strategy which helps to create optimal classroom language learning. CALL is the way to learn and teach English using computer. Since 1970 the researcher has been developing the usage of computer in teaching process. There are some factors that caused why computer is used in language teaching process: first CALL is interactive; second, it allows learning environments to be created in which all modes of language use can be practiced; finally, CALL enables teachers to exploit their abilities to more creatively.[1] At the beginning computer is not created for educational purpose but for business and office purpose. Nowadays, many schools has used computer for educational purpose especially for language learning.

Some western countries develop a Computer Supported Collaborative Learning (CSCL) which has emerged as a new educational paradigm among researchers and practitioners in several fields, including cognitive sciences, sociology, and computer engineering. It thus constitutes a new trans-disciplinary field. Also, Collaborative Learning Development enables developers of learning

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[1] Kamal Yusuf, M.Hum, *Beberapa Aplikasi Komputer untuk Pengajaran Bahasa* presented on Seminar Using Technology In and Beyond the Language Classroom in GEMA IAIN Sunan Ampel Surabaya, 4 June 2008

systems to work as a network. Specifically relevant to E-learning where these developers can share and build their knowledge into courses in a collaborative environment. Knowledge of a single subject can be pulled together from remote locations using software systems. Moreover, based on technological optimism there is a strong tendency to distribute as much as possible technological equipment in the educational system.[2] In addition, Jochems *et el*. state that:

> "We believe that such an approach is a vital importance because there is a substantial need to make education available through E-learning in way that is effective, efficient, and attractive"

According to Jusi the usage of E-learning can improve the learning quality. It is an innovation which is used in the elementary school because it is appropriate for the development of technology and communication.[3]

As people living in one of the countries that learn English as foreign language we need to follow the development of how to teach English by using multimedia. In Indonesia, E-learning based on ICT (Information, Communication and Technology) have known since 1995. It is used by certain schools which have computers or a good language laboratory to implement these strategies. At that time, the development of the using E-learning itself is slower than other countries because of some reasons: first: budget, at that time computer is an expensive tool, only few institution have computer to help their business; second, there are only few programmers and

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[2] Jochems, Wim., Jeron van Mentrienboer. and Rob Koper , *Integrated E-Learning: Implication for Pedagogy, Technology and Organization*, (London: Routladge Falmer, 2004), p. 191
[3] Muhammad Jusi, Penerapan *E-learning dalam Pembelajaran Suatu Langkah Inovasi* (online) (http://warnadunia.com/artikelpendidikan) 2008

educators can operate computer; third, human resource. Nowadays, computer is not a luxurious thing anymore; most of people use it to help their activities. There are many educators who can operate any multimedia technologies, in this case is computer, to support the teaching process. We also have better quality of human resource than years ago.

The advantages from using E-learning in teaching learning process had proven from some researches. Mustofa said in his study is about how the application of E-learning at State University of Malang and the significant relationship between application of E-learning and student's motivation. Then the results are as follows: although the application of E-learning in this university is as new things the students were very interested with this program. They used of E-learning facilitate to support their learning process. There is significant relationship between applications of E-learning and students' motivation. It means that the students have got higher motivation in learning by using E-learning. [4]

Furthermore, ESFINDO that is E-School for Indonesia has done the training in Jakarta. The trainers are the educators and teachers from ESFINDO and the trainees are students from elementary schools. The first group is the students from national standard school and the second group is the students' usual school. The purpose is to measure the students' ability in using technologies in learning process. Before given treatment both groups were given pre test. The result of pre test showed

[4] Mustofa Alim, *Hubungan Pengaplikasian E-Learning dengan Motivasi Belajar Mahasiswa Fakultas Ilmu Pendidikan Universitas Negri Malang*, 2008

that the students' ability who studied in national standard school got higher quality. The other hand the students' ability who studied in usual school had lower quality in using technologies. Then ESFINDO gave them treatments. ESFINDO taught them the way to use computer and the way to answer the question. Then in short time, the result of post test showed that both of them showed their improvement in learning by using computer and both of them are quicker in doing the test. [5]

E-learning is kind of teaching learning process that is might present the materials to the students through internet, intranet, or computer. E-learning is usage multimedia technologies to support the teaching learning process such as mobile technologies (PDA and MP3 player) and also computer. E-learning also use teaching materials based on web and hypermedia, CD ROM or web sites, discussion forum, software, e-mail, blogs, and games.

Talking about E-Learning can not be separated from some tools that use in this learning process. These tools are better known as Authoring software or authoring tools. These allow teacher to tailor activities to suit specific learning goals and objectives. They are varied in type, ranging from software for producing individual tasks to integrated systems that can be used to manage a large portion of a course. One of the better-known authoring programs is *Hot Potatoes*, developed by Half Baked Software. *Hot potatoes* has gone through several stages of development,

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[5] *ESFINDO Akan Adakan Pelatihan Untuk siswa Sekolah Dasar*, (Kompas.com), October 23 2009

and now allows for processing several languages other than English or other European languages. [6]

As a teacher need new strategies and tools to make English teaching easier and faster. Contextual teaching and learning (CTL) helps teacher relate subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives. CTL helps students connect the content they are learning to the live contexts in which that content could be used. Students then find meaning in the learning process. E-learning carries the real world as authentic material in their learning process. Therefore, CTL is effective method in teaching learning process.

The implementation of E-learning will be very useful for learning process. Most schools around the world have been implementing E-learning to improve the quality of learning process, to motivate and stimulate students in learning process. It is good to observe the application of E-learning to improve the quality of learning process in our schools. In this study the researcher will focus on how the implementation of E-learning in English teaching.

Recently, many schools has good language laboratory which uses E-learning. One of them is SMP Negeri 4 Surabaya, an institution which is to become a National Standard School. Means that it had fulfill some requirements for accreditation. Those requirements including facilities: classrooms, library, computer laboratories and

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[6] Mike Levy and Glenn Stockwell, *Call Dimensions Option and Issues in Computer Assisted Language Learning*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2006), p. 207

language laboratories, multimedia, student activities, professional teachers, and a number of students. SMP Negeri 4 Surabaya is very concerned in the development of educational technology and educator's quality. The educators and teachers always improve their ability in teaching. For instance; they join education workshops, trainings, seminars, and any other activities. Using technology in teaching and learning is a usual thing for them, not only in English but also other subjects such mathematic, science, geography, history and language. For example the teacher uses single computer in a science class, teacher makes a slide presentation (*Microsoft Power Point*) to explain the material.

The teaching process of English at SMP Negeri 4 Surabaya has three meetings a week. It consists of two meeting in classroom and one meeting in language laboratory. In a language laboratory the students learn vocabularies, listening, and grammar. They also do many activities in the class such as games, drawing, writing listening music and watching television. These teaching processes are very pleasant, so that the goal can achieve soon. To support the education environment, the school also has a library with internet connection and varies books.

Considering to the benefit of E-learning explained above, the researcher intends to have research how the implementation of E-learning in English Teaching. Then, based on the preliminary study conducted before, this study will be conducted at SMP Negeri 4 Surabaya.

B. STATEMENT OF THE PROBLEM

Based on the background of the study, the study will try to answer the following question:

How does SMP Negeri 4 Surabaya implement E-Learning in teaching English at grade seven?

Then to answer the question above the researcher divides the general question to sub questions as follows:

1. What are the methods or techniques in teaching English by using E-learning at SMP Negeri 4 Surabaya?

2. What are the materials presented by teacher and what are the authoring tools used?

3. How does teacher assess the students by using E-assessment?

4. How do the students respond to English teaching using E-learning?

C. PURPOSE OF THE STUDY

The purpose of the study is:

Analyzing how SMP Negeri 4 Surabaya implements E-Learning in teaching English at grade seven is.

1. To analysis what are the methods or techniques in teaching English using E-learning at SMP Negeri 4 Surabaya.

2. To analysis what the materials are presented by teacher and what are the authoring tools used.

3. To analysis how teacher assesses the students using E-assessment.

4. To know how the students' responses to English teaching using E-learning.

D. SIGNIFICANCE OF THE STUDY

1. The result of this study is expected to be reference for next study.

2. The researcher conducts this study to generalize how E-learning usage in SMP Negeri 4 Surabaya for other schools.

3. This study is expected to become reference for other schools which begin to use E-learning.

E. SCOPE AND LIMITATION

This study is restricted to students of grade seven (7A) of SMP Negeri 4 Surabaya. Grade seven is the first level in junior high school so that it will be easier for the researcher to observe kinds of materials presented by teacher and how the students respond to them. The researcher observes the whole process of teaching English using computer. This study describes the teaching process both in the classroom using single computer and language laboratory that uses computer for each student.

The result from this study can be used for new schools which begin to implement E-learning in English teaching.

F. DEFINITION OF KEY TERM

To avoid misunderstanding and misinterpretation, it is important for the researcher to present the definition of key terms as follows:

1. Authoring Tools: the kind of tools/software to make digital material both online and offline used by the teacher when she/he presents the materials.

2. Blended instruction: sometimes called hybrid instruction, is mixing and matching various instructions setting to meet the learning needs of students. It is common to find blended instruction in distance learning setting.

3. E-learning: the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchange and collaboration. The usage of media electronic and internet consists of computer, television, radio, and tape in English teaching.

4. Instructional technology: is the specific use and knowledge of tools and crafts in education. Instructional technology is usually viewed from the perspective of the teacher. When the teacher uses computer, distance education hardware, or the internet for the instruction, these tools are referred to as instructional technology.

5. Learning is defined as a persisting change in capability resulting from the learner's experience and interaction with the world.

6. Media: the term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visual, video,

manipulative (object), and people. The purpose of media is facilitating communication and learning.

7. Teaching: to show somebody how to do something and give information about a particular subject, so that they will be able to do it themselves.