

CHAPTER I

INTRODUCTION

This chapter presents: (1) Background, (2) Research Problem (3) Research Objective, and (4) Significance of the Study.

1.1. Background

English plays an important role in education, communication, and several other aspects of life. English is one of the foreign languages used worldwide in countries including Indonesia. According to Teladan (2020), English is an important language for communication, is used for Indonesian education, and has the primary objective of learning four skills to achieve communicative skills. Furthermore, Sudiran (2015) argued that English is used as a tools of communication in many countries on the world including Indonesia. Considering the value of English, the Indonesian government has realized that English is necessary for the development of the country, particularly in the effort to develop human capital (Oktaviani & Fauzan, 2017). Therefore, English is a critical language for all kinds of professional and personal purposes.

In learning English, reading is one of the most important skills for knowledge growth alongside speaking, writing, and listening. Reading enables the learners to enhance their ideas, arguments, opinions on what they feel and think to interpret in the good communication (Suwandi, Refnaldi, & Ardi, 2013). Furthermore, reading is very important for students' academic performance and achievement (Parsania & Padia, 2018). Moreover, Yukselir (2014) considers that “reading is one of the most beneficial, fundamental and core skills for students to acquire in

order to learn new knowledge, to gain access to alternate theories and interpretations and to begin the synthesis of critical assessment skills.” In addition, Hung and Ngan (2015) claimed that reading is a fundamental skill that can enhance the vocabulary, fluency, speaking and writing of students, and can ultimately help them master their target language. Therefore, it is undeniable to state that having good reading skills is essential for successful students.”

In general, one of the most frequent topics in the EFL reading classroom today is the issue of reading comprehension; however, many EFL students are still struggling to overcome their reading comprehension problems. Davoudi and Yousefi (2015) have listed a number of EFL learners’ reading difficulties and problems, such as: deficits in vocabulary knowledge and background knowledge, problems with grammatical knowledge and poor reading strategies, which are very important in terms of reducing difficulties (Samad, Jannah & Fitriani, 2017).

At this time, the world is shocked by the outbreak of a disease caused by a virus called corona or known as covid-19 (Corona Virus Diseases-19). The Indonesian government has taken a number of policies to break the chain of transmission of Covid-19. The Minister of Education and Culture, Makarim, argued that the main policy is to prioritize the health and safety of students, educators, education personnel, families, and society in general, and to consider the growth and development of students and psychosocial conditions in an effort to fulfill educational services during the Covid-19 pandemic. Nowadays, the world of education in Indonesia has experienced a significant change where previously the teaching and learning process could be carried out face-to-face, but

this is not the case in current conditions. Teaching and learning process has now switched to online system where teachers and students do not need to meet in person. Each can carry out their duties from home by utilizing certain applications such as WhatsApp, Google Classroom, E-Learning, and Zoom. E-Learning includes facilities for sharing of learning resources and easy interaction among learners and teachers (Daniels, Sarte, & Cruz, 2019).

E-Learning has developed rapidly as a result of its tremendous benefits for students and educators. According to Sutanto (2009), many advantages from the application of E-Learning especially for learning reading, such as easier to absorb, much more cost-effective, much more concise, and available 24 hours per day. Furthermore, the benefits of E-Learning have led to broad acceptance by educational institutions, enterprise and government agencies across the globe. In rural areas, E-Learning increases social and mental potential and fills the gap between developed educated cities and undeveloped rural areas (Bell & Federman, 2013). Other benefits of E-Learning include cost-effectiveness, lifelong learning, global clients, access to content, personalization and diversity just in time, collaboration and interactivity, blur of work-learning lines, enhancement of monitoring and reduction of information overload (Agariya & Singh, 2012; Gunasekaran, McNeil, & Shaul, 2002; Welsh, Wanberg, Brown, & Simmering, 2003). Therefore, E-Learning is a very important tool to assist and facilitate teaching and learning process.

Despite of its advantages, E-Learning has some limitations. According to Chen, Bai, and Xiao (2017) described the disadvantages of E-Learning, such as:

rely on the network technology, and be not conducive to face to face communication. By using E-Learning is not effective way than face-to-face in the classroom it because in the classroom lecturer and students be able something like as clarification, the process of explanation and also interpretation. So, E-Learning gave a positive and negative impact for students.

There are some activities of teaching and learning by using E-Learning. Soliman (2014) mentioned some of activities E-Learning are as follows: chat, choice, database, external tool, forum, glossary, hotpot, lesson, quiz, scorm package, survey, workshop, and wiki. This activities is easier for teaching and learning process especially for reading where students and teachers can directly interact through E-Learning platform.

Presently, at Universitas Bina Darma, the lecturers start to teach students by using E-Learning. It is also used in English Literature for reading class. The lecturer will use it as a tool to share information, material, video, also link video and assignments etc. E-Learning is a solution to solve the learning process that requires from theories. Students who learn by E-Learning will get more additional theories outside the college hours individually. In short, E-Learning is a facility in teaching and learning process for reading skills.

In relation to this, a preliminary study was conducted by interviewing one of the lecturers of English Literature of Universitas Bina Darma. This online learning started from on September 2020 in the seventh semester students. It was revealed that the lecturers of Universitas Bina Darma preferred to use Moodle-based E-Learning during Covid-19 pandemic because using E-Learning was more

efficient. Furthermore, there was an some activities of E-Learning that they used such as forum, lesson and also quiz (DPS, Personal Communication, August 1, 2020).

Additionally, there are some previous related studies to this matter. Firstly, a study conducted by Mamattah (2016) on “Students Perceptions of E-Learning” revealed that the majority of the students’ opinions of E-Learning is an innovative idea and must be encouraged. Secondly, a study conducted by Nurhasanah, Sulisty, Agustiani, and Ulya (2020) entitled “Students’ Perception on the Use of Internet as Learning Media in Reading Classroom” revealed that students had a positive response of using the internet as learning media in reading. And, a study conducted by Mulyani (2016) which focused on “Students’ Perception and Motivation Toward English E-Learning During Covid-19 (Study Case At the Tenth Graders at SMA N 1 SURUH in The Academic Year of 2019/2020)” revealed that E-Learning gets positive perception because it is flexible and effective.

Considering those condition, the researcher is interested to do research under the title “Students’ Perceptions on the Use of E-Learning in Reading Activities: A Case Study at English Literature of Universitas Bina Darma”.

1.2. Research Problem

Based on the background, the research problem’ is formulate in the following question: How are students’ perceptions on the use of E-Learning in reading activities at English Literature of Universitas Bina Darma?

1.3. Research Objectives

Based on the research question above, the objective of the study was to find out students' perceptions on the use of E-Learning in reading activities at English Literature of Universitas Bina Darma.

1.4. Significances of Study

The research expects that the finding of the research can be useful for:

1. For teachers

This study was expected to provide inspiration or ideas to teachers in teaching English through E-Learning. Teachers can use E-Learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the perception of students the teacher can know the extent of student understanding of the material delivered through E-Learning, whether there are obstacles or not.

2. For researcher

For the researcher herself, this study was expected to gain her experience in educational research, especially qualitative design.

3. For other researchers

This research was expected to provide information on students' perception on the use of E-Learning for teaching reading. Furthermore, it is expected to be used as a reference for further studies.