

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the study, problem statement, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

### **1.1 Background of the study**

Perception is defined as something that is being observed and a process where someone will give an impression about someone else or something (Campbell in Ahen 2009). Based on the definition above, perception is constructed as a result of individual observation towards certain things, something or events happen around them that will produce certain perception. There is a process to organize and to interpret our impression in order to give meaning to the environment, a situation maybe same but the interpretation of that situation by two or more individual may be different.

In the study of psychology course by Williams (2015), perception can be defined as our recognition and interpretation of sensory information about something. We can think of perception as a process where we take information from our environment and we can use that information to make it into something meaningful, for example when in the first time in our course using technology and information in our process in learning, it means that it is a way to implement good infrastructure to support study. From this example we can

see that perception is an opinion that is given by looking at the events and something occurs in our environment.

Teaching English as a foreign language cannot be separated from the development of ICT (Information and communication technology). ICT is defined as the use of electronic tools especially computers to share, to analyze, and to send information (Hornby in Chinwe, 2009). The purpose of ICT in education is enhancing the process of teaching learning through the interaction of recourses material, the control of the lecturer, and the course contents of the curriculum (Nwite in Chinwe, 2009).

ICT is one of the important tools in education world. There are many advantages of using ICT in education, for an example ICT can be used by students to be more active in their learning rather than be a passive observer or listener (Saleh in Al-Harbi, 2014). ICT is also increasing problem – solving skill, fostering collaborative learning, providing flexible learning opportunities and increasing productivity (Chambers in Al – Harbi, 2014). ICT has many benefits in education, so there are many countries that provide allocation budget for ICT implementation in education.

Since the late 1990s, many governments in every country have developed strategic plan to increase the use of ICT in their education systems (Pelgrum in Al – Harbi, 2014). Furthermore, ICT is considered important to improve the effectiveness of teaching and learning process in schools or university.

One way of implementing ICT in education is E – Learning (Electronic Learning). E – Learning is one of the new ways in education world. Electronic learning is changing the way teaching and learning on university (Ahmed in Tagoe, 2012). Essentially, e-learning is usually defined as a type of learning that uses information and communication technology (ICT) via the internet, intranets, extranets or manyothers to improve the quality of teaching and learning. Other definition of E – Learning is a tool that is used by lecturer to deliver of course material via electronic media, such as internet, intranet, extranet satellite broadcast, audio or video tape, interactive TV, and CD – ROM (Selim in Tagoe, 2012). E – Learning is divided into different kinds of web, from web – supplemented course and individual web, and then they mix both of webs and finally, there is an online course (OECD in Tagoe, 2012). The function of e – learning is giving communication and interaction between lecturer and students in teaching learning process.

E – Learning is useful in teaching thesis writing class at English department, because thesis writing needs more process to understand the material such as discussion and feedback from the lecturer. E – Learning has been implemented in thesis writing class. Lecturer and students use e – learning in that subject to share material and assignment for students and to submit students' assignment and then they discuss one of students' assignments in online course. They are able to give opinion easily through internet connection and the students are able to ask question and submit their assignment through e – learning.

The development of technology and communication in education aspect has already been fast. Lecturer and students have to use technology and communication in the process of teaching learning. In University of Muhammadiyah Gresik especially in thesis writing class the lecturer and students have used e – learning in the process of learning activity. The students use e – learning in the first time in that class, because they never do learning activity through e – learning before. In this research the writer wants to know three aspects relate to implementing e – learning in thesis writing class. They are: do the students' understand about the material if the teaching learning process happens in e – learning? Does it help students to study thesis writing well or not? What is students' opinion about e – learning that has been implemented in thesis writing class? Based on the three aspects above, the researcher will know the students' perception towards e – learning. Students' perception is very important because it will show how to implement e – learning in thesis writing class, it gives evaluation that e – learning gives many advantages if learning process runs well or not and it based on the students' need in their point of view or not.

Based on the problem above the researcher is interested in analyzing students' perception towards e – learning in thesis writing class at Muhammadiyah University of Gresik. This study will focus on observing students' perception about the implementation e – learning in their class. In addition the researcher will also conduct questionnaire for all students to find

out their responses on the application of new facilitation in their teaching learning activities.

## **1.2 Problem Statement**

Related to the background of the study, the researcher wants to answer the following research question:

How is students' perception towards e – learning in thesis writing class at University of Muhammadiyah Gresik?

## **1.3 Objective of the Study**

Related to the problem statement above, the objective of the research is to investigate students' perception towards e – learning in thesis writing class at University of Muhammadiyah Gresik.

## **1.4 Significance of the Study**

This study is projected to give more involvement to both of theoretical and practical improvement on teaching and learning in thesis writing subject.

### **1.4.1 Theoretical Significance**

This study is conducted to comprehend the phenomenon of university students' view on e – learning. Moreover, it can enrich the literature of teaching and learning process through e – learning that is implemented in thesis writing class and the result of this study is hoped to

be able to use as a reference by researcher who wants to conduct a similar research.

#### 1.4.2 Practical Significance

This study will become an evaluation of e – learning implementation in thesis writing class for the lecturer and also the university because it is the first time thesis writing class used e – learning. This study also can be facilitation for students to express their opinion during teaching learning process through e – learning.

### 1.5 Scope and Limitation

The scope of this study is university students' view on the implementation of e – learning in thesis writing class. The researcher will find response of the students towards e – learning. The limitation in this study is the implementation of e – learning that have been implemented in thesis writing class. In thesis writing class, e – learning is used to share material and assignment, submit students' assignment in every task based on the deadline and then lecturer and all the students discuss it together or give comment and feedback to their assignment. When lecturer and students discuss assignment, give comment, and feedback, they are in a teaching learning time, and sometimes they are in different place. Every student who joins in e learning discussion, they haveto fill students' attendant list, but not all the teaching learning process occurs in e - learning.

## 1.6 Definition of Key Terms

In this study, it is important to know the definitions of key words to avoid misunderstanding and misinterpretation. The definitions of key terms in this study are stated as follow:

1. **E – Learning (Electronic Learning)** is facilitation on the process of teaching learning in thesis writing subject, it uses e – mail and web blog to make relation among lecturer and students.
2. **Perception** is a process of students' eight semesters to receive and analyze information about implementation of e – learning on one of the process of teaching learning in thesis writing class.
3. **Opinion** is a way of students' thinking about something, what students think about the implementation of e – learning at thesis writing class.