

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Learning in the 21st century is not only about sitting and listening to the information delivered in the classroom by a teacher. Technology has changed the way people learn. Prasasti, Solin, Hadi (2019) stated that the use of technology gives teachers and students the benefits to access learning materials and engage directly in the classroom, as well as an online classroom. With technological advances, it is now possible to implement technology in educational processes. One of the improvements of technology in the education sector is the use of information and communications technology (ICT). The improvement of ICT advances broadens the number of potential strategies that can enhance inputs and results for teaching and learning. Pardede (2012) states that with internet access ICT provides a wealth of tools for creating and distributing audio-visual goods, interactive displays, visual resources and end-user applications that could quickly be used to build innovative learning and teaching activities.

The implementation of ICT in educational systems has opened the door to modern and innovative teaching and learning approaches. Yusuf (2005) said that the area of education has been influenced by ICT, which has certainly affected teaching, learning, and research in traditional and distance education institutions. It is also supported by the findings of Ghavifekr & Rosdy (2015) showing that teaching and

learning based on technology are more effective than the traditional classroom. It confirms Pardede's (2020) study showing the participants had a positive perception of ICT use regarding educational values, their interest, and motivation. It can be concluded that technology brings the educational systems into a good change.

Present technologies enable the creation of virtual classrooms using the Internet. In recent years, advances in Internet-based technology have made it possible to make the e-learning paradigm an important element in distance learning (Ghazal, Samsudin, & Al-dowah, 2015). Cojocariu, Lazar, Nedeff, & Lazar (2014) stated most of the terminology such as online learning, open learning, web-based learning, blended learning has in common the ability to use a computer connected to a network which provides the potential to learn from anywhere at any time, with all rhythms.

Alvarez (2001) stated that online learning allows students to overcome the limits commonly observed in traditional classroom settings, in which learners' performances are judged through exam evaluation and they are hesitant to voice their opinions and issues in class directly to the lecturer. Students will have the confidence to communicate the obstacles they face in the virtual classroom to the lecturer through online, which is a situation they have never done before when they meet the lecturer face-to-face in a real classroom environment. Pardede (2020) argued that ICT plays an important role in the integration of the 4Cs integrated language skills. According to Soo & Bonk (1998), distance learning can be categorized as synchronous and asynchronous learning. Virtual classrooms, Web conferences, Webinars, and online presentations are a variety of names for synchronous e-Learning. Yang, Yu, & Chen

(2019) argued synchronous learning is when a classroom can connect the teachers and students from a remote classroom in a real-time class virtually. Bhowmick, Khasawneh, Bowling, Gramopadhye, & Melloy (2007) added that synchronous learning with all the students in a course meeting at the same place at the same time.

In English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia, Jakarta, the use of Synchronous learning in the learning process has been already applied for all subjects and it is more extensively used when the world is affected with Covid-19 because teaching and learning cannot be conducted in the traditional way. As mentioned on the study of Naibaho (2021) that English Education Department at Universitas Kristen Indonesia have been applied an online learning and showed the online learning used is in good criteria. Bagata, Umamah, & Fikri (2020) stated how the reality of covid-19 motivates lecturers and students to acquire technology in order to apply it in the teaching and learning process. He added that online learning technology plays a significant part in the success of the teaching learning process itself. Cakrawati (2017) showed that when a teacher employs technology in English teaching and learning, it successfully ignites students' attention and excitement. Since synchronous learning can be used to deliver materials, share information, and exchange ideas. The teacher can use it to ask students to participate actively in the learning process virtually.

Several pieces of research have been conducted to investigate the student's perception of synchronous learning. The study of (Oka & Suardita, 2018) revealed that half of the participants were motivated by video conferencing lectures and more than

60% of participants had problems with video connection because of internet problems. In the same line, Ghazal et al. (2015) study revealed that the participants had negative perceptions about technical faults such as delay in sound, voice interruption, video problems. Cennet (2015) study revealed that the participants had some positive and negative views on synchronous learning. They had the opportunity to review the materials again from the recorded videos and a vast majority of participants think that video conferencing does not help the students to learn English better. Thus, the study of Perveen (2016) showed more than half of the participants agreed that synchronous learning helps them to improve their English.

Some educational institutions have already used synchronous learning as a choice for online learning or distance learning, but with the changes of participants, further investigations about EFL students' perception of synchronous learning use in language skills development are necessary. This research aims to investigate Students' perception of synchronous learning use in language skills development at the English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia, Jakarta.

## **B. Research Question**

Based on the background mentioned above, the researcher identified the problem as “How is EFL students' perception of synchronous learning use in language skills development at English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia?”

### **C. Research Objective**

Thus, the goal of this study is to investigate students' perception of synchronous learning use in language skills development at English Language Education Study Program Faculty of Letters and Languages, Universitas Kristen Indonesia.

### **D. Significance of the Study**

This research hopefully can be beneficial to the followings:

#### **1. Students**

This study will provide information on students' perception of synchronous learning use in language skills development.

#### **2. Teachers**

This study will provide necessary information for developing their teaching strategy by using synchronous learning use in language skills development.

#### **3. Other researchers**

Furthermore, it can also be used as reference for those who want to conduct further research related to synchronous learning.

### **E. Research Scope**

This study was set to investigate the students' perception of synchronous learning used in language skills development. Thus, this study has limitations during conducting this study, the limitation of time, budget, and the participants involved

in this study were limited to the students from batch 19 and batch 20 of the English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia, Jakarta. In addition, the data was collected through a survey (an online questionnaire) in May. And because of the limitation of the researcher, thus these findings cannot be generalized to other conditions of students in other institutions or schools.

