CHAPTER 1

INTRODUCTION

In this chapter, the introduction divides into six parts, they are: research background, research questions, research objectives, scope of the research, research benefits, and definition of terms.

1.1 Research Background

The impact of information technology and communication in education is in line with the development of teaching method from a conventional method like face to face learning in class into the open method with media. Globalization in education can be set into the open and two ways concept, diverse, multi-disciplines, and related to productivity and competitiveness in the field.

Along with internet technology development, e-learning starts to expand. E-learning is the use of internet technologies that offer learners control over content, learning sequences, time and often media, allowing them to tailor their experiences to meet their personal learning objectives. It can be used in distance learning or conventional learning which depends on its necessity and as a complement in conventional learning. Sloman (2002) mentioned that e-learning is delivery of learning or training using electronically based approaches, mainly through internet, intranet or web. Through the e-learning, students can access teaching materials or structured tasks independently without being limited by time and distance.

E-learning also refers to the use of internet technologies to deliver solutions that enhance knowledge and performance. E-learning can be used by educator to improve the efficiency and effectiveness of educational interventions in social field, scientific and pedagogical challenges. Koohang (2004) on his journal article states that e-learning is an educational delivery (all activities that relevant to the learning and teaching) through various electronic media. He states that the proper instructional design principles and theory which include learning are critical to the success of e-learning.

Developing the e-learning method not only provides the learning materials into the internet but also needs to logically consider about principles of learning. As well as the simple, personal, instant and include online evaluation of design development. Innovation in e-learning technologies is a revolution in education, allowing learner to be individualized learning (adaptive learning/self study) enhancing learner's interaction with peers (collaborative learning) and transforming the role of teacher as facilitator. The e-learning can facilitate the learning method from traditional instructor-centered teaching into a learner-centered model that puts the learner able to control their own learning. It can emphasize the learning outcomes of education.

College students are expected to master English as a lingua franca to communicate and to support their academic purpose they can be ready to compete in all fields of works and education in future. It can be concluded that the primary goal of English teaching is to enable students to communicate using English both spoken and written forms. Writing is the one of the language skill that should be taught besides the other skills. According to Daniels & Bright (1996) writing is defined as a system of more or less permanent marks used to represent an utterance in such way that can be recovered more or less exactly without the intervention of the uttered. Writing is a productive skill that aims in assisting students in expressing their written idea. This skill requires a lot of practice. In reality, students have less opportunity and time to practice writing English in class cause of the limitation of time. The time consume in class mostly used for teacher explanation and discussions, whereas the students need more time and focus to develop the sentences.

The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write. One of the solutions in teaching writing is by the e-learning where through it, students can access teaching materials or structured tasks independently without being limited by time and distance. The implementation of e-learning in teaching writing gives benefit to the teacher where they can easily access the student's tasks and directly give feedback. First, teacher can easily give feedback to students' writing. Second, teachers do not have to meet the students to give

respond of the writing task and students can directly see the feedback from the teachers online. Feedback is the most important stage to improve the students writing skills. The feedback from the teachers and peers' respond, also important to increase students' motivation to do the tasks.

According to Oshima & Houge (1997) there are some steps in writing process, pre-writing, writing, revising and proofreading. Prewriting stage can be the most important stage in writing; this is a process on how the information gather and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming and categorizing information.

The actual writing stage is essentially only an extension of the prewriting process. The students transfer the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take. Writing also involves helping a student choose topics for writing based on their personal interests.

Revising or editing is usually the least favorite stage of the writing process, especially for beginning writers. Critiquing one's own writing can easily create tension and frustration. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas.

Proofreading is a chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling. It is important that they gain proofreading skills for themselves as this improves a student's writing over time. And because students want their writing to be effective, this can actually be the most opportune to teach some of the standard rules of grammar and punctuation. When students learn the rules of mechanics during the writing process they are much more likely to remember to use them in the future.

The problem that might occurred when conducting writing English subject in a conventional class is the limit of time, since writing need a lot of efforts to work on for both students and teachers. On students' sides, they need more time to developing the ideas, finding the proper vocabularies and developing the structure

as well. On the other sides, teachers also spend a lot of time to checking and giving feedback on the writing task that done by the students. Both learning activities can conduct outsides the classroom by using technology as e-learning platform that designed to help the learning process of writing.

The implementation of e-learning in English matriculation program for the 1st year college students is a suplementary program in developing students' writing skills in Department of Environmental Engineering. This implementation of this platform could be one solution for teacher to apply the practicing in self-study or individualized learning both enhancing learners' interaction with peers since they have limited time of face to face conventional learning session. The limited time in conventional class cannot fully support the learning process of writing maximally since learning writing process is complex, the students need time to developing ideas, combining words into a sentences and focus to the grammatical aspects. The problem of limited time of learning in class because their tight schedule in the first of semesters. This platform could be a tools to support the learning process and also the application of e-learning platform used in this program support both necessity.

1.2   Research Questions

Based on the background information, the identifications of the problem in this study are:

1.   How can e-learning be the solution for teacher to solve the problems of limited time in face to face meeting or conventional class in writing class?

2.   How can e-learning be a media to interact between peers, students, and teachers without time and distance problems?

3.   How can e-learning be a solution for teacher to deliver the writing tasks in applying the self study enhancing the writing skills for students?

1.3   Research Objectives

The objectives of this research are:

1.   To find out how the e-learning can be the solution for teacher to solve the problems of limited time in face to face meeting or conventional class in delivering the teaching materials.

2.   To describe how the e-learning can be a media to interact between peers and teachers without time and distance problems.

3.   To find out how e-learning can be a solution for teacher to deliver the writing tasks in applying the self study enhancing the writing skills for students.

1.4   Scope of the Research

The scope of this study is limited to the implementation of e-learning as a complement program in enhancing the students' writing skills through the analysis by the number of tasks done by the students and the feedback from teachers and peers, and also the result of questionnaire and interview from the students and teacher. The record of data serve by the result process of the implementation of e-learning platform which are also considered in English matriculation program of Environmental Engineering Department.

1.5   Research Benefits

This research is expected to have the benefits in the implementation of English learning through the e-learning especially in improving the writing skills of the students. There are two kinds of benefits in this research.

1.   **The theoretical benefits**

This research hopefully can be the reference for conducting the similar research in future. This research gives information on how e-learning implemented in writing skills which is also useful to reduce the lack of time and distance in giving feedback from the teachers as well as the peers. This research also can be a reference in applying Computer Assisted Learning Language (CALL) in writing.

2. **The practical benefits**

   This research hopefully gave the data of the result from students' tasks submitted in writing subject and also the teachers and peers' feedback in responding the writing tasks to see how the implementation of e-learning apply in writing skill.

1.6   Definition of Terms

   This section is given to make a clear perception for some terms used in this study to avoid readers' misunderstanding. Some terms that used as follow:

1.   *Implementation*. According to Koohang (2004) definition of implementation is the action to carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

2.   *E-Learning* Bhalausesa (2013) stated that e-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program, or degree delivered online. It also can be inferred as delivery of learning or training using electronically based approaches, mainly through internet, intranet or web.

3.   *Writing* is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

   Based on those definitions mentioned, the implementation of e-learning in writing skills is the action or method in learning process to learn how to communicate and deliver the ideas and concepts in words on paper using electronic technology.