

CHAPTER I

INTRODUCTION

A. Background of Study

Educational materials that have been effectively designed will facilitate the achievement of desired learning outcomes for students. The students, therefore just practice their English only in classrooms and teaching is relatively challenging for teachers as well at university level. The large classes with mixed-ability students influence both language learning and teaching out-of-class activities should be implemented to provide opportunities for students to practice their English skills.

In the 21st century, autonomous learning should be promoted. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. The role of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometime as co-learner (Low, 2017)

Effective design of electronic learning materials relies on instructional design processes that reflect the absence of or reduction in face-to-face instruction. This change in learning context is an important factor in distinguishing online or e-learning from traditional instruction, and therefore requires different educational design considerations such as that are outlined in this research.

The effects on student learning of changing from traditional to e-learning contexts have been widely researched, and a qualitative summary of these findings has been presented by Shakar and Neumann (2003), who conclude that “e-learning programs can, but do not always, deliver improved learning outcomes.”

Up until the late 1980s most experiments on computer-supported education of the first and second generation were based on a solo-learner model, and the opportunities to individualize learning processes were supposed to be the crucial feature of computer-aided instruction. Instead, more recently Computer Supported Collaborative Learning (CSCL) has attracted the attention of experts of different disciplines because it enables both independent as well as group learning. CSCL is based on the contributions of cooperative and constructivist learning theories, which focus on social interdependence and maintain that students consolidate their learning also by teaching one another (Alavi, 1994; Benbunan-Fich & Hiltz, 1999).

The application of cooperative and constructivist models online was made possible by the new technologies offered by software platforms, which include multiple communication modalities that can facilitate social interaction between teacher and students, and among students. Computer technologies have been configured to facilitate both collaborative learning and collaborative argumentation, as well as a variety of other knowledge-building methods that emphasize collaboration. (Solimeno, Minou, & Manuela, 2007, p. 109)

The Internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009). Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001).

The objectives have been teacher- rather than student-focused, with an evaluative objective aimed at investigating the pedagogic worth of e-learning innovations. There are good reasons why this should be the case. E-learning is relatively new and, with respect to learning in general, under-researched. (Sharpe & Greg, 2005).

Follow the modern era like one of them by using e-learning is needed in the world of education for the achievement of the purpose of teaching learning process. This is in line with Allah's command in surah ar-Rahman: 33

يٰۤمَعْشَرَ الْجِنِّ وَالْإِنسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمٰوٰتِ وَالْأَرْضِ فَانْفُذُوٓا۟
لَا تَنْفُذُوْنَ إِلَّا بِسُلْطٰنٍ ۝۳۳

33. O assembly of the jinn and the men! If you are able to pass through the regions of the heavens and the earth, then pass through; you cannot pass through but with authority.

The above verse for the last fourteen centuries has given the immanent gestures to Jinn and Man, that they have been invited by God to explore in space as long as they have the ability and power; The forces referred to here as

interpretations by scientists are science or technology, and this has been proven in today's modern era, nations that have made advances in science and technology. The progress achieved by developed countries (western societies) in science, science and technology in this modern tradition has been developed by medieval Muslim scientists.

E-learning, in this case, is a form of scientists technology which is very supported in islam. Technology itself always improving every time by everyone in this world as a millennial era and one of the effect of improving technology is e-learning. There are diverse ways of classifying the types of e-learning, there have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction, divided e-learning into two basic types, consisting of computer-based and the internet based e-learning (Algahtani, 2011).

Computer-based learning involves the use of a full range of hardware and software generally available for ICT use and each component can be employed in either of two ways: “computer-assisted-learning” and “computer-managed-instruction”. Internet-based learning according to Almosa (2001) is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors (Almosa, 2001). Zeitoun (2008) classified this by the extent of such features use

in education, mixed or blended more, assistant mode, and completely online mode (Algahtani, 2011).

One kind of e-learning that many university use is Schoology. Schoology is a learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources. Also known as a course management system (CMS) or virtual learning environment (VLE), the cloud-based platform provides tools to manage any classroom or blended learning environment.

Schoology is visually familiar to users of Facebook and other popular social networking websites, the service includes attendance records, online gradebook, tests and quizzes, and homework dropboxes. The social media interface facilitates collaboration among a class, a group, or a school. Schoology can be integrated with existing school reporting and information systems and also provides the added security, filters and support that school districts may require (Daugherty, 2018).

Schoology is offered to educators free of charge. Revenue is generated with a fee-based Enterprise product that includes premium add-ons such as customized branding, advanced analytics, single sign on (SSO), and data integration with existing student information systems (SIS). Native mobile applications are available for iOS, Android, and Kindle devices.

In a research entitled Integrating Mobile Technology in English Language Learning: A Study at Writing Class of English Department UIN Antasari

Banjarasin. Murtiana (2017) found out that research the majority of students have a positive habits in doing their writing task through mobile technology using Schoology application. therefore, the writer is interested to go deeper to investigate the implementation of e-learning in teaching writing.

In this era, we are constantly re-envisioning the role that educational technology can play in writing instruction. Teachers tell us that their students often operate with a “one-and-done” approach to writing essays. When they do revise, this revision involves a cursory grammar check rather than a profound content change.

Only 29% of students revise their essays at least once before turning them in. However, it’s a common premise that students don’t grow as writers when their first draft is also their final. Teaching students to break from routine and approach writing as a process rather than a finite task requires a fundamental change in mindset.

For a generation of students where every text message, Instagram post, and Snapchat is drafted, sent, and received within seconds, separating the writing process from the sense that one draft is sufficient is akin to a tectonic shift. When writing and posting are seen as a single act, instead of a process, it can feel instantly gratifying (Hand, 2017).

In this case, the writer is going to find out how the implementation of e-learning especially Schoology can engage students in the writing process while

also teaching them. Because this is one of the most recent teaching methods recently applied as an internet-based learning media and application. In addition, the authors chose the fourth semester students of English Department in UIN Antasari Banjarmasin.

Based on the explanation above, the writer is interested in conducting a research about **THE IMPLEMENTATION OF E-LEARNING IN TEACHING WRITING AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF UIN ANTASARI BANJARMASIN**. By conducting this research, the writer expects that the result can be consideration to provide alternative technique in teaching and learning English in fun way if the result shows positive thing.

B. Statement of Problems

The research questions are determined as follow:

1. How is the implementation of e-learning in teaching writing at the fourth semester of English department of UIN Antasari Banjarmasin?
2. What are the problems of the implementation of e-learning in teaching writing at the fourth semester of English department of UIN Antasari Banjarmasin?
3. How are the students' response of the implementation of e-learning in writing class at the fourth semester of English department of UIN Antasari Banjarmasin?

C. Objective of Study

Based on the problems above, this research objective of this study are:

1. To find out how is the implementation of e-learning in teaching writing at the fourth semester of English department of UIN Antasari Banjarmasin
2. To find out the problem of implementation e-learning in teaching writing at the fourth semester of English department of UIN Antasari Banjarmasin
3. To know the students response of the implementation of e-learning in writing class at the fourth semester of English department of UIN Antasari Banjarmasin

D. Limitation of Problem

Because of the limitation in terms of time, human resource, and also finance, in this research, the writer narrow the e-learning applications into one application only that is Schoology, along with its problems in and response toward the implementation of e-learning in writing class.

E. Key term Definition

To avoid misinterpretation or misunderstanding toward the tittle, the writer provides the definition of key terms as follows:

1. Implementation: Often used in the tech world to describe the interactions of elements in programming languages. In Java script, where the word is frequently used, to implement is to recognize and

use an element of code or a programming resource that is written into the program.

2. E-learning: E-learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two mode (OECD, 2005).
3. Schoology : Schoology is a learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources
4. English Writing Skill : is an ability to express the idea, opinion or feeling in the written form beginning from the simplest one to the advanced level on a certain medium using English appropriately based on some general components of skills such as language use, content, style, etc.