

Chapter One

Introduction

This chapter presents background, statement of the problem, limitation of the problem, research questions and purpose of the study. The significance of the problem is also presented in this chapter.

Background

In language learning classrooms, students need a lot of support that help them in learning a language. Innovative teaching with technology as supplementary tools is something that every teacher can do to help their students learn. Nowadays lots of students have their own gadget technology. It will be teachers' opportunity to use gadget for supporting tools such as phone, notebook, and computer. Teens all over the world are growing up in a world in which the Internet, cellphones, text messaging, television and video games, and other technologies dominate their communication and are an integral part of everyday life (Livazovic, 2011). Teachers can use every technology provided in their school, and then they can plan how they will teach their students with technology.

The use of technology in learning activity is always growing. There are a lot of schools and universities that have implemented the use of technology as their supporting tool in teaching and learning activity. According to previous research conducted by Gregoire, Bracewell, and Lafarriere (1996) on the educational technology, the benefit for students of using new technologies is greatly dependent on how teacher can collaborate with new technology. They believe that the use of technology can help students in learning activity, moreover the use of technology can also attract students' willingness in attending the class because they know the

class is interesting. As Blake (2008) argues, if computer technology is used wisely and creatively, it could play a very significant role in enhancing EFL students' contact with the target language, particularly in the absence of the going abroad option. Although many countries have done institutional efforts to modernize their equipment and spent large amounts in technology. It proved the positive effects of integrating computers in language learning (Tsou, Wang & Tzeng, 2006), still there are a lot of teachers who are not really familiar in the use of technology in their teaching practice.

Government becomes more aware on the use of technology in learning activity. Formerly in schools, students have always been thought using conventional way by teachers, and they just focus on the use of book instead of using another media like technology. In university the use of technology on learning activity is more common than in schools. They know that technology can provide many benefits and can help teachers to have some new strategies and tools in their teaching practice. There are a lot of technologies that can be used in teaching and learning activity. Teachers can choose what technology that can refer to combine their own material. As stated by Sharma (2009) the role of the instructor together with the role of the technology can lead to advance learning results.

Teachers can use Information and Communication Technology (ICT) in their teaching practice; it can make different ways in teaching and learning practice. With the rapid development of emerging technologies in recent years, the integration of ICT has begun to attract the attention of teachers (Wang, 2008). The use of ICT can help students get a lot of information from another source beside their teacher's. Students will be more active and curious about the material the teachers will explain because they have been taught with a new way. Students engage in online activities both inside and outside the classroom (Sefton-Green 2004), it is

because they have many benefits when learning with ICT or web. ICT has the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

Nowadays, teachers use ICT as a tool in their teaching practice. The one that teachers always use is web-based learning. Web-based learning can provide a lot of new strategies in teaching and learning activity. Web-based technology is a potential tool for supporting collaborative learning that is being used to support teachers enriching their teaching performance (Liaw, Chen & Huang, 2008). If teachers cannot come to the class, they can use web-based learning as their teaching media too. They can give exercises materials and information in that web-based learning media. Students will be easier to learn too. They can do learning activity outside of the class when teachers use web-based learning. However, the problem of using ICT is about the internet connection itself, when the connection is poor it can make the teachers material and the strategy fail. Then the main problem in using web-based learning is sometimes teachers are not really familiar with some web-based learnings, or they just master one of web-based learnings instead of other webs. It is supported by Stenhoff, Menlove, Davey and Alexander (2001) pointed out that teacher unfamiliarity with technology is one of the key reasons why they do not know how to promote online interactions in practice.

At English Language Education Department of private university in Yogyakarta, some of teachers are using web-based learning as their supporting tools, such as using Edmodo. Edmodo is one example of web based learning that provides educational feature. Its design looks like *Facebook*, which can make students familiar to use Edmodo too because of the design. It looks

similar to *Facebook*, but it is much more private and safer for a learning environment because it allows only teachers to create and manage accounts, and only their students, who receive a group code and register in the group can access and join the group (Majid, 2011). So that, it can make non-digital-native people easier to use Edmodo, as they are already familiar with the design, and it can be accessed with their smart phone. The use of Edmodo in learning language make teachers easy to interact with students outside of the class, so they can still can talk about lesson and teachers can give exercise anytime not only when they are in class. Edmodo is a simple computer and mobile phone based. It can be used to present the lesson contents and is common to all operation systems of smart phones. It provides useful tools for students and teachers to interact online outside class anywhere, anytime (Hourdequin, 2014). Edmodo is commonly used by the teachers at ELED of private university. The teachers see the benefits of Edmodo to help their teaching activity. Teachers commonly use Edmodo in their subject that can match with digital tools. Edmodo is used to create some exercises that can be done by digital tools such as sending exercise material, discussing, and posting information about the subject that students learning. Actually, wherever the digital tools are used to support the learning activity there will be some kinds of problem like low internet connection will interrupt the activity of sending or getting the materials subject or how many computers that students can use.

Statement of the Problem

Teachers must have some strategies to improve students' motivation in learning activity. In learning context, teachers should know how far technology is growing, because technology can serve as a supporting tool and help their teaching. Besides, in implementing web-based learning as teaching tool, teacher should have various strategies.

At ELED of private university, some teachers used web-based learning as their supporting tool for their teaching activity, for example using Edmodo. However, in the use of Edmodo the teachers and students always face same problems which are on the lack of internet connection, and sometimes some of the computers have hardware and software problem. When the internet connection is poor, it can make students late to get their materials. Also, it will make some problems toward students like lack of enthusiasm learning with web-based if the internet connection is poor.

Some of computers sometimes have problem whether in the hardware or software, so sometimes the students should share each other the computer that they used. Besides, the most important is: the activity that teachers and students can do toward the use of Edmodo. It does not matter whether the internet connection is low or some computers are cannot used, the teachers should be creative in their class and should solve the problem that face in using digital tools so the students will enthusiasm in learning with Edmodo.

Limitation of the Problem

This research focuses on the activity that students do with Edmodo. It discusses some features that are provided in Edmodo, so which features that can assist the ELED students in learning English. Then, the activities that students can do in Edmodo to make their learning more interested. There are skills that can be increased when students learn English with Edmodo, this study will also find out which language skills students think are increasing.

Research Question

The research questions of this study are:

1. Which are the features provided in Edmodo that can assist ELED students in learning English?
2. What are the activities in Edmodo that make ELED students interested in learning English?
3. What language skills are increased by the use of Edmodo in learning English?

Purpose of the Study

The researcher intends to investigate what features provided in Edmodo that can assist ELED students in learning English. Besides, , the researcher intends to investigate what activities ELED students can do in Edmodo that make them interested in learning English. Then this research also aims at finding out what language skills of students that can be increased by the implementation of Edmodo in learning English.

Significance of the Study

After this research is done, the reader can know how this research gives benefits to the researcher, students, teachers, and other researchers.

The researcher. The result of this research will help the researcher decide what technology strategies and tools that will help his teaching activity. Then he can create his own technique in learning language, and the researcher can master the Edmodo itself, so he can use Edmodo as his supplementary tool for his language learning and teaching.

Students. It provides information for students why teachers use technology as their supplementary tool for their language learning especially Edmodo. It can help the students know the benefits of using Edmodo in their class. Then students can learn more how to use the Edmodo in learning activity.

Teachers. The teachers can choose the best strategy and tool to teach their students. It provides information about Edmodo, and how to use it in teaching activity. So it can help teachers to create their own strategy when they choose to use Edmodo in their learning language activity.

Other researchers. It can provide information about the use of Edmodo as a supplementary tool for language learning. It might help them in the next research. Then it can be reference when they want to research about the use of technology in learning activity.

Organization of the Chapter

This research report consists of five chapters: introduction, literature review, methodology.

Chapter one discusses the research introduction. This chapter consists of background, statement of the problem, limitation of the problem, research question, purpose of the study, significance of the research and outline of the research.

Chapter two discusses the literature review that is related to the title. This chapter consists: definition of Edmodo, features in Edmodo, the use of Edmodo in language learning, and the activities provided in Edmodo that support language learning.

Chapter three discusses the research methodology. This research will use quantitative method, especially survey design as the research design. The research setting of the research is at ELED of private university and participants are 108 students of ELED batch 2015. For research instrument researcher used close-ended questionnaire as the data collection method.

Chapter four the researcher presents the result and discussion of this research. The result answer the three research questions proposed in this research. Then the researcher presents further information and relates the result to the theory reviewed in chapter two.

Chapter five provides summary of the research and recommendation. The recommendation is for all individuals who relate with this research.