

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses introduction. It consists of four sub chapters namely Background of the study, Problem statement, Objectives of the study and Benefits of the study.

A. Background of the Study

English Language is an international language that widely used by all the countries in the world. Eoyang (2004) stated that English is used for international business and capitalist development. Besides it used for international business, English language also used in all aspect of this life, such as in education, science, technology, communication and etc. Based on those statements, that is why Asian people thought that English language is important requirement to be successful in their education, career, occupations, and fulfill those standard. Nguyen and Hudson (2010) also stated that in Asian country, commonly is easy to find school that make English language asrequired subject that taught at school. However it is related with the fact in Indonesia, English as Foreign language that also taught in Indonesia. It is one of important subject and taught from kindergarten until in the university.

An English courses should have a specific purpose on the programs, that known as English for Specific Purposes or ESP program. It is a course that different with English for General purposes or EGP, which help their students to acquire the language for general purposes or communication. Chien Lee and Kao (2008) stated that ESP is a course that needs to develop professional studies in English language, and make the students able to use the language based on their needs in their specific field. It can be concluded that English for Specific Purpose (ESP) is a variety of english in specific context of use and justified by the learners needs. In most of University in Indonesia especially in English Department already taught ESP.

In this Globalization era, it is hard to separate technology and education. Related to technological advance, teacher should be creative in teaching, improving and providing material. Fraser (2000) stated that teacher needs to be

provided with courses material to make the teaching process to be more effective. Ibrahim (2008) stated that nowadays because of technology and internet brought a new way in learning and everyone are digital native. By using technology and internet the learning process do not become monotonous, be more attractive and interactive. In this modern era all people especially learners are supported by technology. It is supported by Smaldino et al (2012) stated that by using technology learners are easy to get information, and cut the distance, whether they are far away they can easily communicate by using technology. Based on the statements above, that is why teacher should pay attention to the technology in improving, preparing the material and method for teaching. Because technology can help them to teach the students, not only face to face in the class with the students, but also out of the class through the social media or Website, or generally called as e-Learning.

The meaning of e-learning itself is divide into two, “ e” which means as “*electronic*” and “*learning*”, it can be concluded that e-learning is a learning that use an electronic device as their equipments (Soekartiwi, 2003). Electronic media has variety of features makes a learning process more dynamic and fun. Electronic media also effective for the teacher to solve their students difficulty in understanding abstract concept. In this case e-learning must be developed not only insert the learning materials, but more comprehensive, e-learning should be able to accommodate learning system and control the lecturer and the students role, use as learning sources, to control learning process, evaluation systems and monitoring. That is related to Siahaan (2004) stated that electronic learning (e-learning, online instruction, web-based learning), has three main functions, namely optional function, complementary function, and substitution function in learning activity in the classroom. In this case integrated e-learning as learning systems is really needed.

Based on Global state of digital learning Survey 2017, United States of America, included in The first rank of Top Ten Countries used Learning Management System (LMS). For example, in a certain country (big country) Midwestern virtual Highschool that use LMS shows that, the students time that they spend at LMS is effective for their score in the class, it is not related to the

effectiveness of the used of LMS rather than traditional teaching or face to face (Schlager,2016). Here integrated e-learning or learning management system (LMS) is really needed.

In Indonesia the use of LMS platform is have been started since 2010 in many universities. It is based on the government regulations number 17 in 2010, on the chapter 48, 59. In the education of young learner, the students claimed as mature enough and independent in learning process, that is why they suggest that they able to do online learning. Nowadays lecturers in higher education used technology media and application as. For example learning online classes such as digital classes, and distance learning (Cauley, 2017). Here the lecturer must develop in receive technology called Schoology.

Not all program used by teacher or lecturer such as Moodle, telegram and Schoology. Schoology is the popular one. Schoology is one of Learning Management System (LMS) formed as social and offer a free learning and it easy to use (Putri et al, 2014). Schoology combine social networking features with LMS (Learning Management System). By using Schoology students can socially interact and study at once. Schoology is look like Facebook based on the basic version. Amiroh (2013) stated that Schoology has complete specifications rather than Moodle and Edmodo. Schoology is provided with various learning media and tools like in the teaching and learning process in the reality, from check attendance, tests, quiz, and also colleting students' assignments. Schoology is suitable media to support teaching and learning in the University or school.

Schoology operate by using phone or computer. It can use everywhere without waiting to meet face to face with the lecturer. The students need to download Schoology application and make their account to sign in. They must choose students categories and fulfill personal information then join the group (Berger, 2017). Then students just follow the instruction in an activity like what the lecturer wanted. By using this application the lecturer and the students can connected each other even the lecturer was unable come to the class, he still can gives material in Schoology.

Schoology has several function for the lecturer and student. Sophia (in Schlager, 2016) stated that by using Schoology students also can get three most frequent positive advantages, namely accesibility,ease for use and opportunity to access important class and material such as, notes, worksheets, and link for helpful resources. Based on the result of Global state of Digital learning survey (2017) stated that digital learning positively impacts both the students achievement 95% and teaching effectiveness 92%. Based on the explanation above it can be conclude that Schoology is really needed for the students and also the lecturer.

In Universitas Muhammadiyah Surakarta, especially at Department of English Education, most of lecturers in any subject use Schoology as learning media since the university adopted e-learning in 2017. UMS in LJM has socialized the used of e- learning especially Schoology to support teaching and learning process (FKI, 2017). ESP subject in Department of English Education also make use of Schoology as learning media to support learning and teaching process. Besides Schoology, the ESP lecturer also use face to face meeting in the class.

However, by realizing that Schoology is kind of new media, the problems are what kind of challenges faced by students in using Schoology and how are the procedure of the Schoology use in teaching and learning process. Based on the explanation above the researcher is interested in studying about the use of Schoology in teaching ESP at Department of English Education of Universitas Muhammadiyah Surakarta.

This research use descriptive qualitative research to collect the data. In this research the researcher is conducted interview with the lecturer and the students of ESP subject at Department of English Education in Universitas Muhammadiyah Surakarata for the data. Then the researcher will analyze the data to get the conclusion of the research. The title of the research is ***“THE USE OF SCHOLOGY IN TEACHING ESP AT DEPARTMENT OF ENGLISH EDUCATION OF UNIVERSITAS MUHAMMADIYAH SURAKARTA 2018/2019 ACADEMIC YEAR”***.

B. Problem Statement

Considering the background above, this research is aims to study about:

1. How are the procedures of Schoology use in teaching ESP at Department of English Education of Universitas Muhammadiyah Surakarta 2018/2019 Academic year?
2. What are the challenges of Schoology use in Teaching ESP at Department of English Education of Universitas Muhammadiyah Surakarta 2018/2019 Academic year?

C. Objectives of the Study

The research has two objectives of the study, they are:

1. To describe the procedure of Schoology use in teaching ESP at Department of English Education of Universitas Muhammadiyah Surakarta 2018/2019 Academic year.
2. To describe the challenges of Schoology use in teaching ESP at Department of English Education of Universitas Muhammadiyah Surakarta 2018/2019 Academic year.

E. Benefits of the Study

From these research objectives of the study, the research is expected to have significant benefit such as:

1. Theoretically
 - a. This research hopefully can be Shed a light in the study about the use of Schoology in teaching ESP at Department of English Education. By using descriptive qualitative approach.
 - b. This research hopefully can be a resource of bibliography for who wants to conduct the same research in the future.
2. Practically

This research hopefully can contribute to the other researchers who want to research the same field of the study of The Use of Schoology in Teaching ESP at Department of English Education