

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The advance in communication technology has encouraged the use of Internet in education. At the moment, there are a great number of universities in the world that have implemented e-learning. In Indonesia, e-learning or distance education has been encouraged since 2011. The definition of e-learning in Indonesia refers to the definition given by Keegan (1998) that e-learning or distance education is the process of teaching where interaction between teachers and students is limited because teachers and students are separated in terms of time and space. According to The Decision of the Ministry of National Education (Kemendiknas) No: 107/U/2001, e-learning or distance education is the education program by using the learning process conducted in a long distance through the use of some communication media.

The e-learning has started almost half a century ago in other countries, notably in the England and United States. In England, e-learning has been implemented in 1970 and developed rapidly until now. In the United States, e-learning is also the choice of millions of people. The 2011 Survey of Online Learning reveals that the number of students taking at least one online course has now surpassed 6 million. Now nearly one-third of all students in higher education are taking at least one online course (Going the Distance: Online Education in the United States, 2011). The number of universities that offer e learning in the

lectures has increased rapidly. For example, Harvard University has opened in the e-learning system with a variety of programs, from education to medical (<http://www.harvard.edu/faqs/distance-learning>)

In e-learning or distance education, the place of the teacher and the learners are separated but the teacher and the learners can use Web-Based instructions. On the other hand, classroom learning often referred to „traditional learning“ can be defined as learning refers to face-to-face, classroom-based teaching typically occur between student/teacher, student/student, student/content, teacher/content (Anderson, 2002, as cited in Conrad & Donaldson, 2011). Both e-learning and classroom learning have to follow the principles of good practice in education Chickering and Ehmman (1987) states The Seven Principles for Good Practice in Undergraduate Students Online education. These Seven Principles are : (1) Encourage Contacts between Student and Faculty (2) Develop Reciprocity and Cooperation Among Students (3) Use Active Learning Techniques, (4) Give Prompt Feedback (5) Emphasize Time on Task (6) Communicate High Expectations, and (7) Respect Diverse Talents and Ways of Learning.

The above principles have to be observed when Indonesian universities try to implement e-learning in order to achieve the national target of Angka Partisipasi Kasar (APK) 30% in 2015. APK refers to the percentage number of university students compared to the number of people who have graduated from senior high schools. Therefore, APK means that 30% of graduates from senior high schools have to be able to study in universities.

In order to achieve the APK target, universities in Indonesia need to implement a variety strategies. One of the strategies purposed by Directorate General of Higher Education (DIKTI) which began in 2011 is the application of “learning innovation which allows expansion of opportunities of university enrollment through e-learning or distance education by utilizing of information and communication technology” (Belmawa 2011: 1). This strategy has been positively responded by the English Department, Faculty of Humanities, Universitas Airlangga to preparing a quality e-learning system.

According to Freeman (2012), the three main factors that affect the quality of the preparation of the program are students, teachers, and curriculum. All three of these factors would need to be considered in the preparation of e-learning or distance education. These factors are also taken into account when designing the e-learning program at the English Department.

There are several studies that discuss the comparison between e-learning and classroom learning. The studies that are related to this thesis are Kwary (2006), Awadh (2010), and Alharabi (2012). In Indonesia, Kwary (2006) made a study comparing the results of e-learning and traditional learning on Reading IV subject at D-III in English Diploma Program at Universitas Airlangga. The result shows that traditional and e-learning can increase the ability of the student understanding in English texts. From the result of T-test shown that the increase in traditional learning is significant, but in e-learning shown that the increase is not significant.

In Durham University, there is a research conducted by Awadh (2010) which discuss about the effectiveness of using e-learning and traditional learning. This study focused on students' achievement and attitudes. The result shows that there is a statistically significant difference (at the 0.05 level) between the three methods in term of students' achievement favoring blended learning method, while no statistically significant differences exist (at the 0.05 level) between e-learning and traditional learning in term of students' achievement.

The other study about e-learning is written by Alharbi (2012) who made a comparative analysis of student perceptions and performance through an Arabic language lessons. He found that student performance was enhanced through the use a Blended learning environment.

Given the recent popularity of e-learning, it is necessary to conduct a research on it in the Indonesian context. This research focuses on the comparison between e-learning and classroom learning in Indonesia. In particular, the research is conducted at the English Department, Faculty of Humanities Universitas Airlangga. At this department, the e-learning system has been implemented for the Introduction to General Linguistics classes. However, the system of e-learning has not been tested and compared with classroom learning system. Moreover, there should be a research to compare the result of e-learning and classroom learning system in order to maintain the quality of the education. The result of this research can be the basis of English Department and Universitas Airlangga to refine the e-learning system. It can also be the reference to the implementation of e-learning in

other faculties at Universitas Airlangga, or even to be the role model for other universities in Indonesia.

As mentioned above, e-learning has been applied in the subject called Introduction to General Linguistics. The researcher chooses Introduction to General Linguistics because this subject has a big number of students and this subject is a compulsory subject. In addition, it has got a license from DIKTI in 2012 to apply e-learning. In 2013, the number of the students who attended this class was 77 students who were divided into four classes. From the four classes, two classes were chosen because they were taught by the same lecturer. This is necessary to avoid the bias in the teaching styles of different lectures. In the two classes selected, the research focuses on the topics of phonetics and phonology. The rationalizations for choosing these topics are explained in chapter three.

1.2 Statement of the Problems

Based on the background of the study, the researcher formulates the research problems as follows:

1. What is the result of the phonetics lecture conducted through the e-learning class?
2. What is the result of the phonetics lecture conducted through the classroom learning class?
3. What is the result of the phonology lecture conducted through the e-learning class?

4. What is the result of the phonology lecture conducted through the classroom learning class?
5. Is there any significant difference between the results of e-learning and those of classroom learning class?
6. What are the opinions of the students about the e-learning lectures?

1.3 Objectives of the Study

Referring to the research problems mentioned above, the objectives of this study are the following:

1. To find out the result of phonetics lecture conducted through the e-learning class.
2. To find out the result of phonetics lecture conducted through the classroom learning class.
3. To find out the result of phonology lecture conducted through the e-learning class.
4. To find out the result of phonology lecture conducted through the classroom learning class.
5. To determine whether or not there is a significant difference between the results of e-learning and those of classroom learning class.
6. To gather the opinions of the students about the e-learning lectures.

1.4 Significance of the Study

This study is expected to give both theoretical and practical contributions. For the theoretical contribution, the study is expected to give valuable contribution to researchers who want to know the comparison between e-learning and classroom learning system. The writer also hopes that the result would be helpful as guidance for the readers who are interested in researching online education. In addition, this research can be used as additional information sources for other writers who are interested in investigating the similar topic, especially the comparison of the results of e-learning and classroom learning system.

While for the practical contribution, the writer hopes that this study will provide the information about the impact of the e-learning system when compared with the classroom learning system in undergraduate education. This will help the management of the university in deciding whether to implement the e-learning system or not. Lecturers who want to practice e-learning in their classes will know the opinions of the students in order to improve the qualities of the system. Finally, this thesis is expected to be an input regarding the government's policy in implementing e-learning as an effort to increase APK.

1.5 Definitions of Key Terms

The following are the definitions used in connection with the key terms that are often mentioned in this thesis:

E-learning system : e-learning or distance education is the education program by using the learning process conducted in a long distance through the use of some communication media (Kepmendiknas, 2001).

Classroom learning system : often referred to „traditional learning“ can be defined as learning refers to face-to-face, classroom-based teaching typically occur between student/teacher, student/student, student/content, teacher/content (Anderson, 2002, as cited in Conrad & Donaldson, 2011).

Blended learning : as mixture traditional learning and online learning (William, 2002; Osguthrope & Graham, 2003).

APK : The percentage number of university students compared to the number of people who have graduated from senior high school.