

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The world has now entered the industrial revolution 4.0, in which technical developments have happened at such a quick pace that they have had an influence on education sector. As a result, many educational institutions are adopting digital technology into their classrooms. As Rey (2018:116) states that preparing instructors for the twenty –first century requires a close analysis of what it means to teach and learn in increasingly knowledge based technology -rich and digital classrooms. Therefore, it is very important for a teacher to understand the principles and factors that influence the effectiveness of technology in learning. Teachers are required to utilize of online-based technology media to be used in the teaching and learning process which is able to motivate students to achieve satisfying learning outcomes. Lifelong learning is a requirement for everyone so that their knowledge and skills are maintained even though the changing times occur so fast and dynamically.

In relation with the industrial revolution, a competent teacher must continue to study and develop himself in order to master the fields that are required. The ICT sector is one of the most important area. A learning teacher must be eager to learn, have some knowledge about ICT, and use it as part of the learning process. This is because the world of education today with all its processes has used a lot of ICT as a support for smooth activities in schools.

Starting from the learning process, administration, to reporting learning outcomes. The development of information technology and communication has given significant impact to the world today, particularly to education system. This development has assisted teaching learning process become easier and more interactive. It can be shown that today's teaching learning process is not only limited in the class but also can be conducted through online learning or internet.

Online learning is learning that takes place over the Internet. It uses electronic media (usually a computer) for a variety of learning purposes to access the learning materials, to interact with the instructor and with other learners. Online learning is placed into two categories, namely synchronous and asynchronous, Gudea (2008:5). Synchronous form requires participants to interact in real and connecting instructors and students via streaming audio or through a chat room. Meanwhile, asynchronous lets students' access prepackaged software on their own time, working at their own pace and communicating with teacher or other students through e-mail or social media.

Currently, many applications can be accessed free of charge to support the good learning process which is intended for learning such as Zoom, Google meet, etc. Beside, social media are often used for learning purposes include Telegram, WhatsApp, Instagram, Facebook, Messenger, etc. Using those applications as online learning tools as well as a good internet network is part of important factor for effectiveness online learning.

According to Webster and Hackley in Olson (2005:237), students' performance measured (marks) by faculty represents a key aspect of teaching

effectiveness. They suggested that effectiveness encompasses: students engagement and participation, technology self-efficacy (Example: belief that one is capable of interacting with a given technology), perceived usefulness of the technology employed, and the relative advantage or disadvantage of online delivery. Furthermore, Northrup in Gorsky and Blau (2014:6) emphasize that the most successful online courses are those in which teachers to students engagement is both frequent and productive.

Engagement is crucial to student learning and satisfaction in online courses. According to Martin and Dorris (2018:206), engagement strategies are aimed at providing positive learner experiences including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, etc. In online learning, students have less chance to engage with the institution than in traditional. This is become a challenge for teachers to create an active class by engaging students during the learning process. Engagement and interaction are closely related and even used interchangeably. There are 3 types of interaction in learning process, they are: Learner-Content Interaction, Learner-Instructor Interaction, and Learner-Learner Interaction, Moore (1989:2).

Apart from the interaction, another essential factor is fast access to the internet. The internet has been used extensively in education for information sharing and communication purposes. The effects of the internet are observed in different settings especially in the field of online learning. Next, effective communication is one of the most important elements of a successful online course. Effective communication in online learning can improve students'

outcomes and satisfaction. Therefore, teachers must make good communication with students during online learning, and it is one of concern both teacher and students to have good interaction during the learning.

Beside, teaching techniques have main role in learning process. Every teacher has used various techniques on their teaching. Teaching technique is the ways of carrying out a particular task in the teaching and learning process. Every technique has their each strengths and weaknesses. Therefore, teacher must be selected in choosing the suitable technique for their teaching learning needs. Having good technique in teaching will help teachers in delivering their material, and the students will be more interested to learn.

In Indonesia, there are still many teaching and learning activities that prioritize face to face meetings in class. However, with the Covid-19 outbreak that is widespread in Indonesia at 2020, all activities must be carried out from home. The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning that carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home. (*“Belajar dari rumah melalui pembelajaran jarak jauh dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi siswa, tanpa terbebani tuntutan menuntaskan seluruh capaian kurikulum*

*untuk kenaikan kelas maupun kelulusan. Aktivitas dan tugas pembelajaran belajar dari rumah dapat bervariasi antarsiswa, sesuai minat dan kondisi masing-masing, termasuk mempertimbangkan kesenjangan akses / fasilitas belajar di rumah, Surat edaran No 4 tahun 2020.)*

By that condition, online learning is the best choice for education amid the Covid-19 outbreak. Konig, J et al (2020:611) emphasize that the COVID-19 situation requires not only knowledge and skills but also confidence regarding success in online teaching. It found that information and communication technologies (ICT) tools, especially teachers' competency and chances to develop digital competence are essential in adapting to online teaching during COVID-19 school closures. Therefore, there is encouragement or motivation from teachers themselves to demonstrate teacher beliefs about their ability to succeed in certain situations.

Here is the activities of online learning can be seen in this following conversation during the teaching learning process:

Teacher : Here is another example (teacher showed a purple mattress). This is a purple mattress. What is this? (Then teacher showed some pink cupcakes).

Student : Pink cake.

Teacher : Yes, Pink cake. What is this? (Teacher showed picture of ice cream). Ice cream or what is this? It looks like ice creams, right?

Students : Yes Sir

Teacher : Pink ice creams.

In this data, teacher showed some pictures of pink cupcakes. Then, he asked the students what are the pictures and its color. Asking question in learning is one of teacher ways to facilitate the learning to keep the discussion going. After giving the question, the students respond it by saying “*pink cake*”. Here, responding for question is one of teacher ways to make an

effective communication between teacher and students during the learning process.

According to the previous study, ICT tools, especially teachers' digital competence and opportunities to increase it are essential for adapting to online learning. However, it is not clear from this research how to engage students in online learning. Some teachers claimed that it is still very challenging to implement online learning. It presents a challenge for those teachers to teach students online since they have to learn new things related to the method, technique, media, technology, etc. The writer wants to look into how the teacher engaged students in online learning after reading the explanation. Therefore, the researcher conducted a study titled "Engaging Students in Learning Descriptive Text through Online Learning."

## **1.2 The Problems of the Study**

In relation to the background, the problems of the study were formulated as follows:

1. How are the students engaged by the teacher in learning descriptive text through online learning?
2. Why are the students engaged by the teacher the way they do in online learning?

### 1.3 The Objectives of the Study

In relation to the problems, the objectives of the study were:

1. To describe the way the students engaged by the teacher in learning Descriptive text through online teaching.
2. To elaborate the reasons in engaging students in online learning.

### 1.4 The Scope of the Study

This study focused on how teachers engaged students to learn descriptive text through online learning, which included topics of describing people and describing things. It was conducted at a junior high school St. Paulus Sidikalang grade VII, second semester of academic year 2020/ 2021. This research was focused on teacher's utterances while their students were studying. The researcher observed the teacher's activities from the beginning to the end of the lesson, as well as how he engaged the students in their learning and improved the efficiency of the teaching process.

### 1.5 The Significances of the Study

The findings of this study were expected to be useful theoretically and practically:

1. Theoretically, the findings were expected to enrich the knowledge of teaching in engaging the students to learn descriptive text through online teaching.
2. Practically, the findings of this study were expected to be useful for:
  - a. For the students

This research was expected to help students to compete in the world of education which is increasingly advanced and more independent in learning descriptive text through online.

b. For the teachers

This research was expected to help teachers to improve teachers' ways in engaging students to learn descriptive text through online learning, as well as making it easier for teachers to help students in using the online learning well.

c. For the researchers

This research was expected to add knowledge and became a source for other researchers to improve the teaching of descriptive text through online learning.

