

# CHAPTER I

## INTRODUCTION

### A. The Background of The Study

The development of technology and internet had brought major changes in many areas of life such as social, economic including education. Many companies and organizations have created applications or software by using internet to facilitate needs and improve work-efficiency. In the field of education, technological developments create digital teaching media that can help teachers on encouraging active interaction during the teaching learning process and create interesting and fun learning atmosphere. Salavati (2013) stated that digital media helps teacher to engage active interaction during learning. For students, these digital learning media can help them expand access to learning materials, providing flexibility in learning by connecting inter-student communication to unlimited distances so that students can discuss with other students abroad.

Because of its varied types, digital teaching media can be combined depending on the learning purpose and teaching media purpose to help teachers in teaching. Geertsema (2014) argued that the goals of lesson and the nature of material will determine how well teachers utilize digital technology. Therefore, on using digital teaching media, teachers should consider the availability or readiness of the digital teaching media and their ability to use the digital teaching media. Thus, teachers can carry out interactive learning activities or combine them with independent learning that will be carried out by each student. By using digital learning media, teachers can enhance the independent learning ability of students

to deepen their understanding of the lessons given by school teachers. Teo et al (2010) stated that student perceptions show that combining learning with technology has a positive impact in improving students' independent learning abilities. Moreover, Geng et al (2019), found out that digital learning media also shows positive impact on students' independent learning skills, where it helps broaden students' learning sources and provide tools to study complicated lesson. Therefore, it can be concluded that digital learning media has a positive impact on the ability of students to learn independently. Thus, students not only receive lesson materials at school, they are also motivated to study themselves at home to increase their understanding of the lesson material.

Furthermore, digital teaching media can enhance student learning motivation. Teachers should be selective in choosing truly interesting learning media by selecting the media based on student class level, student character, and ease of access and how the media is used. Cheon et al (2012) found that students showed positive behavior in the adaptation of digital learning media during the teaching learning process. Moreover, Liu and Chen (2014) found that the use of digital teaching media shows different in students' learning outcomes from those of students who don't.

Human have different ways in perceiving things. According to Walgito (2004) in perception, individuals organize and interpret the received stimulus which can be affected by object that is perceived, sensory organs, nerves and central nervous system and attention. Venkatesh (2003) stated that human behavior in choosing and using technology is influenced by two main aspects:

performance expectancy and effort expectancy. Another theory of different human perception from Chee and Phaik (2002) stated that human perceptions are influenced by mental awareness, knowledge, social interactions, motivation and past experience. In order to ensure that digital teaching media achieves its functional objectives, teachers need to take into account the learning objectives and student perceptions of the used digital learning media. Sternberg and Grigorenko (2000) stated that there are lots of factors that affect students' different perceptions such as learning style (visual, auditory, kinesthetic). These factors influence how students receive and process information and eventually cause different perception on the same object. Furthermore, Venkatesh (2003) developed a theoretical model used to determine the two differences against a technology called the Unified Theory of Acceptance and Use of Technology (UTAUT).

To obtain the preliminary data, researcher has conducted interviews with English Education Study Program related to their experiences both problems and advantages in using the digital learning media. Here are the interviews between Researcher (R), Students 1 (S1) and Students 2 (S2):

#### **Interview with Students 1**

*R: Selama menggunakan media pembelajaran digital di kelas, apakah anda merasa dipermudah dalam memahami materi pelajaran yang diberikan?*

*S1: Mempermudah atau tidak itu menurut saya memang salah satunya tergantung kecocokan media pembelajaran dengan gaya belajar, bagi saya sendiri saya bisa memahami materi pelajaran yang diberikan oleh dosen kepada*

saya, untuk yang kurang mungkin mengenai cara penggunaan medianya, misalnya google classroom yang hanya digunakan untuk mengumpulkan tugas-tugas atau mengirimkan materi yang perlu dibaca oleh mahasiswa.

R: Apakah media pembelajaran digital tersebut pernah mengalami gangguan sehingga mempersulit selama kegiatan belajar mengajar?

S1: Untuk media pembelajaran digitalnya terkadang mengalami freeze ketika proses belajar, misalnya dosen sudah memanggil nama saya tapi karena permasalahan itu saya tidak mendengar suara dosen saya yang memanggil. Mungkin karena diperlukan optimalisasi lagi atau handphone atau laptop saya yang kurang kompatibel dengan media digital yang digunakan.

R: Selama menggunakan media pembelajaran digital tersebut apakah anda merasa nyaman berinteraksi dan berdiskusi dengan teman ataupun dengan dosen?

S1: Untuk berinteraksi seringnya dipengaruhi oleh permasalahan aplikasi tersebut atau masalah sinyal, misalnya ketika selesai berbicara ada jeda waktu hingga suara saya bisa didengar teman saya. Tapi fitur-fitur seperti breakout room di Zoom, menurut saya cukup membantu untuk berinteraksi dengan teman, selain itu ada fitur sharescreen yang juga cukup membantu, mungkin dikarenakan sinyal, ketika saya sudah menampilkan powerpoint audiens lain belum melihat powerpoint saya.

## **Interview with Students 2**

R : Apakah media pembelajaran digital yang saat ini digunakan bisa lebih membantu anda dalam memahami materi yang diberikan oleh dosen?

S2 : Bagi saya sendiri, media pembelajaran digital yang digunakan masih kurang membantu saya dalam memahami materi pembelajaran karena mungkin walaupun sudah memakai media pembelajaran digital seperti Zoom atau Google Meet, dosen menyampaikan materi masih dengan cara konvensional atau ceramah.

R : Selama menggunakan media pembelajaran digital tersebut, apakah anda pernah mengalami gangguan sehingga menghambat proses belajar?

S2 : Gangguan selama menggunakan media itu biasanya karena sinyal. Karena media pembelajaran digital itu bergantung pada koneksi internet jadi saya sering mengalami sinyal hilang tiba-tiba, suara yang tidak terdengar, dan ketika saat presentasi, powerpoint yang saya tampilkan tidak bisa dilihat oleh mahasiswa yang lain. Untuk gangguan dari luar mungkin lingkungan yang kurang kondusif seperti suara anak-anak bermain, kendaraan atau hal lain yang mengganggu selama belajar.

R : Selama menggunakan media pembelajaran digital tersebut apakah anda merasa nyaman berinteraksi dan berdiskusi dengan teman ataupun dosen?

S2: Pengalaman berinteraksi dengan teman selama menggunakan media pembelajaran digital tersebut saya rasa sama dengan ketika berjumpa tatap muka, seringnya karena masalah sinyal jadi sedikit terganggu ketika berinteraksi selama belajar.

Based on the preliminary data gathered through interview with English Education Students, the students faced several problems regarding the use of

digital media during teaching learning process. Some of the problems are the digital media cannot fully help students to understand the lesson and sometimes students feel difficult to use and master the digital teaching media. In learning process, lecturer has used digital learning such as zoom meeting or google meeting to start the classroom yet teacher-centered method is still applied where lecturer dominantly explains most of the part conventionally while students receive the explanation from lecturer. The other problem found is because the media depends on the internet, signal problem have become the most common disturbance faced by students during teaching learning process and sometimes the features do not work properly which might be caused by less optimization or the compatibility with the students' devices.

### **B. The Problem of The Study**

Based on the previous background, the research questions are formulated as follows:

1. How are the students' perceptions on the use of digital teaching media at the English Education Study program?
2. Why do the students perceive the use of digital teaching media the way they do?

### **C. The Objective of The Study**

Based on the research question, the research objectives are aimed as follows:

1. To investigate students' perceptions on the use of digital teaching media during online learning at English Education Study Program.
2. To find out the reason behind the students' perceptions on the use of digital teaching media

#### **D. The Scope of The Study**

Regarding the research problem, the researcher has scoped this research. There are various of digital media appear in technology era, therefore this study is limited on the perception of digital teaching media used during online learning at English Education Study Program. Researcher focuses on analyzing students' perceptions on the use of digital teaching media used to conduct the online class.

#### **E. The Significance of The Study**

The significances of this research are expected to give benefit both theoretically and practically:

1. Theoretically
  - a. The result of this study can be used as reference or input in the online learning class to vary media that can be used by teacher.
  - b. The result of this study can be used as a reference for researcher who conduct researches related to students' perception of teaching media used during online learning.

## 2. Practically

### a. For the researcher.

The result of this study is expected to inspire other researcher to do further research about the other teaching media which used during online learning.

### b. For teacher and lecturer

The result of the study is expected to bring fresh perspective about media which are used in online learning class and teaching media which is preferrable by students to use during online learning.

### c. For students

The finding of this study is beneficial as reading material for students to understand the process in learning through recent technology. To enrich their knowledge in writing thesis.

