<center>**Chapter One**</center>

<center>**Introduction**</center>

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of research, identification of problem, delimitation of problem, research question, objective of research, and significance of research. In the last part of this chapter, the researcher mentions organization of the chapter.

Background of the Research

The development of highly advanced technology in the modern era and globalization enables various activities carried out quickly and efficiently. The development of technology has a lot of influences on the way of life, and one of them is in the field of education. Regarding the development of Information and Communication Technology (ICT), various concepts have been developed to replace the traditional learning methods, and one of them is the concept of Elearning. According to Stockley (2003), E-learning is the delivery of learning programs or education related to the use of computers or electronic devices. Besides, E-learning can be used as an alternative for problems in the field of education which comes as an additional complement or substitute for existed learning activities.

In addition, there are two types of E-learning namely full online learning and blended learning. Sener (2015) stated that a full online learning is a process of learning which is fully conducted in online way. In this case, Learning Management System (LMS) is used as the main tool for learning. A learning management system (LMS) is an application software for the administration, documentation, tracking, reporting, and delivery of educational courses. Following this, another way to use E-learning is blended learning. Singh (2003) defined that blended learning comes as a combination of online and offline learning. Besides, online

learning is conducted using internet, and offline learning is conducted in traditional class or face to face meeting.

E-learning has contributed in the teaching and learning process. One of the contributions of E-learning is able to help the teachers and students to offers flexibility of time and place. Besides, when the teachers cannot attend the class, there are some teachers who will give a task to the students to do at home as a homework. By implementing E-learning, the teachers who cannot attend the class can use the online learning as an alternative solution for the teaching and learning process. As the reason, the teachers and students do not have to go to campus because learning can be done online. What teachers should do is only to make time agreement with the students to do online class. Hence, by using E-learning, the students can also work on their own pace and time, so that they will also be able to do it anytime and anywhere before the due date.

Many universities in Indonesia have applied E-learning, and one of them is English Language Education Department (ELED) of a private University in Yogyakarta. Based on the researcher's observation and informal interview, the ELED of a private University in Yogyakarta has applied the blended learning course. The students who have used E-learning in teaching and learning process can get good or challenging experiences. Besides, some students did not find any difficulties in doing E-learning activity, and they probably did not have any challenges when doing online activities. However, some students seemed to face some challenges. Based on the researcher's informal interview with the students, the researcher found several challenges that students faced. The first challenge faced by the students in doing online learning was related to the consuming of the time. For example, some students felt that the use of E-learning required a lot of time while the teacher usually gave a short amount of time. The second challenge of online learning was related to the communication between the students and teachers. Some teachers usually provided little

information in the online activities which lead some students to face the difficulty to ask question. For the reason, the students cannot ask directly to the teacher. The third challenge of online learning was the technological issue in which not all students were interested in learning with the use of technology.

From some issues mentioned above, it can be concluded that E-learning is able to give the students some challenging experiences in learning process. That way, it is crucial to conduct the research on the students' perception towards Elearning activity. Therefore, the researcher is interested to investigate further the ELED students' perspective on the benefit of E-learning activity. By conducting this research, the majority of people will be able to know the challenges faced by the students in doing E-learning activities. As the reason, they might take action or find solutions to overcome these online learning challenges.

Identification of the Problem

Based on the researcher' experiences, some students can focus more if they are controlled by the teacher when studying. By implementing E-learning, the students can study on their own without getting controlled by anyone. From the statement mentioned, it makes their work easily distracted. For the reason, when there is no one who controls the students, they get easily distracted.

In addition, E-learning also forces the students to understand the material which has been given by the teachers without any prior explanation. E-learning activity is usually done in a set and limited time with the same number of activities for all students such as quizzes and discussion forum. Regarding the statement mentioned, all students are expected to understand in the allocated time.

From the students' point of view, this will be a challenge for the students to understand the materials in limited time even though they need their own time to understand more. For this reason, the students need face-to-face learning followed by the teacher's explaining.

Another problem faced by ELED students is the ability to use technology or technological issues. For the students who are good in using technology, they will not find difficulties in learning through E-learning. However, for some students who do not have the capability in using technology, they will find that Elearning comes as a difficult aspect to do. Therefore, there are some significant differences between students who have good technology skills and students who do not have good technilogical skills towards the learning process.

Delimitation of the Problem

The researcher focuses on investigating the students' perceptions on the benefit of E-learning activity in learning process and the challenges faced by the students in doing E-learning activities. This research took place at ELED of a private university in Yogyakarta. The research participants were students of batch 2016 at ELED in semester 7 who have taken at least 6 subjects integrating the technology and applied E-learning in the form of blended learning. Therefore, the findings of this research present the perceptions of ELED students towards the use of E-learning activities not from different departments of the university.

Research Questions

This research is intended to answer the following questions:

1. What are ELED students' perceptions on the benefit of E-learning activity in the learning process?

2. What are the challenges faced by ELED students while doing E-learning activity in the learning process?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. to identify ELED students' perception on the benefit of E-learning activity in the learning process.

2. to know the ELED students' challenges in doing E-learning activity in the learning process.

Significances of the Research

This research is aimed to give positive advantages for some parties such as students, teachers, and future researchers.

For the students. Every student has their very own speculation and impression about E-learning. That way, this study provides the information for the students to discover progressively about E-learning and can have an impact in the teaching learning process. Besides, this study can also be helpful for students to know about the benefits and challenges when using E-learning activity particularly for ELED students. In addition, this research can be consideration for the students to use E-learning and how to anticipate the challenges when using Elearning activity.

For the teachers. This research is expected to inspire the teachers to use E-learning so that they can apply it well to their students. Following this, other consequences of this research also lead the teachers to make teaching and learning process to be more interesting by using E-learning. Besides, the teachers can also know the good and bad considerations of problems faced by students in using Elearning and how to anticipate them. Additionally, this research can be useful for the teachers as a reflection to their teaching.

Future Researcher. The final results, findings, theories and limitations of this research can be useful for future researchers to examine other problems which manage the

use of technology innovation in language classes. Besides, the other researchers can use the findings of this research as the theoretical overview of other research on the same topic and might become recommendation of further research. As another benefit for future researchers, they can utilize this study as one of their sources if they conduct a comparable study about E-learning.

Organization of the Chapters

This research report comprises of five chapters. The first chapter is introduction. This chapter explains background of the research, identification of the problem, delimitation of the study, research questions, objectives of research, and significance of the research. At the end of this chapter, the researcher informs clarification of main terms and organization of research.

The second chapter of this chapter is literature review. This chapter provides all the information and basic theory which cover a topic discussion of Elearning activity. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers definition of E-learning, types of Elearning, E-learning activities, benefit of using E-learning activity, challenges of E-learning activity. In the following of the chapter two, it includes the review of related studies.

In the chapter three, it discusses the research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology such as research design, research setting, research participants, data collection method, research instrument, data collection procedure, and data analysis.

Chapter four, discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the

data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.