CHAPTER I

INTRODUCTION

1.1 Research Background

Education 4.0 is part of Education in 21st century transformation and it is caused by economy changing from industry 1.0 to 4.0 right now (Luanakew, 2016). Formally, there are some of criteria indicates education 4.0 transformation; consists of leadership, collaboration, creative, digital literacy, effective communication, emotional intelligence, entrepreneurship, global citizen, problem-solving and teamwork. Education 4.0 requires educational administrators, teachers and students to use technology for the advancement of learning and teaching.

Nowadays, educational activity is closely to the use of internet for more particular social networking sites (Subrahmayam, et al. 2008). Internet is a wide variety of web-based tools and specially- design computer programs have added a new dimension to English Language Teaching (ELT) and learning there by enriching the alternatives in ELT. Language teacher and learners have been provided with many different resources and applications in addition to the ordinary means used in the traditional pedagogy, such as course book and board. It is essential to revise the teaching approaches, tools, learning environment, interactions patterns, teacher and students' roles in the pedagogy of 4.0 era.

It is part of Instructional Computer Teaching (ICT) is a design computer programs as the alternatives in English Language Teaching (ELT) with combining traditional pedagogy and 21st century pedagogy (Kayaizmir, 2012). ICT is the one

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of platform to foster teaching language, but it need to combine both instructive and constructive approaches in connecting of platform in learning process. ICT in education 4.0 is essential to support educational global changing, so in teaching language we have to considering the instructive and constructive approaches to gain learning purposes (Poulova & Simonova, 2015). There are items that developed by Poulova & Simonova (2015) that indicates instructive and constructive.

The instructive approaches steps are 1). Fixed syllabuses and standards, 2). Learning by drilling, 3). Everybody does the same, 4). Testing and grading, 5). Teacher is the highest authority, 6). Teacher is a source of information. While the constructive steps are 1). Thematic learning plan, 2). Learning by understanding the connections, 3). Individual or team assignment, 4). Verbal evaluation, 5). Teacher as facilitator and coach, 6). Anybody can be a source of information.

Edmodo and Schoology can be used to activate constructive learning process based on ICT and related to Indonesia's education goal with the new curriculum (Kurikulum 2013 revisi 2016 or K-13) that mentioned about C4 (Critical Thinking, Creativity, Collaboration, and Communication). Those are the essential aspects related to new curriculum that has been classified by Kementrian Pendidikan dan Kebudayaan (Kemendikbud). On the other hand, Indonesia's teacher have difficulties to use technology or applications on teaching. Few of teachers have been using aplications for helping their works, and more than 50% teachers still immovable on conventional learning process. The most difficult for English teacher is to teach speaking skill to students. Speaking is a complex skill

because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension.

That condition which I found in MAN 2 Semarang which learning process in this year only teaching by face to face learning and not tend to use technology for teaching, in previous year the teacher tried to use application but it was not effective. It is contrast to the goal of the running of curriculum that activating autonomous learning to students based on curriculum K-13. English teacher in MAN 2 Semarang still confused and had difficulties to teach students for assessing speaking skill to students. Based on Hosni (2014) mentioned factors that cause difficulty in speaking, and they areas follows; 1). Inhibition, Students are worried about making mistakes, fearful of criticism, or simply shy. 2). Nothing to say, Students have no motive to express themselves. 3). Low or uneven participation, Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.4). Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

1.2 Reasons for Choosing the Topic

I choose the effect of Edmodo versus Schoology on students' speaking performance as the topic of this research with the following considerations:

1. Indonesian teachers rarely use and tend to use conventional teaching not use technology or modern learning which is relevant to 21st century era

and 4.0 era right now. Teacher should be creative to build interactive learning on their class in order to make learning process straightforward for students. Technology stimulates the students to learn enjoyable, enthusiast, and activate autonomous learners, it becomes one of the important things to be taken by all teacher.

2. I interested to find out more about online platforms, students' speaking performances and students also enjoy to learning technology especially application that useful for the education development.

3. Students' speaking performance is a part of English skill that should be practiced by students intensively.

4. Developing learning media pertained to interactive multimedia is very necessary for teacher to promote their pedagogical competence. Related to the teaching interactive multimedia which use online platform applications, there are only few teachers who receive the technology development and apply it on the learning process for the effectiveness of teaching and learning. When it is used in learning world, it is possible for teacher and students understand to make it fun.

5. Based on the experiences, English teacher in MAN 2 Semarang still confuse to use technology for teaching especially speaking. And it is contrast to the education goals that adjust to K-13 *(Kurikulum 2013)*.

6. The students of MAN 2 Semarang have difficulties to speak English.

Based on that problem mentioned, I would like to find out the effect of applications both Edmodo and Schoology that is effective to use in teaching

English on students' speaking performance in Indonesia. Thus, it is important to know the effectiveness of online platform such as Edmodo and Schoology in proper way in teaching and learning.

1.3 Research Question

I am curious about the comparison between Edmodo and Schoology as online learning platform effect on students' speaking performance. Therefore, I propose these two statements of the problem:

1. How effective does teaching using Edmodo platform to foster students' speaking performance?

2. How effective does teaching using Schoology platform to foster students' speaking performance?

3. To what extent the students' perception toward practicality of the application speaking ability after getting the treatments from Edmodo and Schoology?

1.4 Research Objectives

Based on the problems stated above, this research is aimed to:

1. Scrutinize the effectiveness of using Edmodo platform in learning English, especially speaking.

2. Scrutinize the effectiveness of using Schoology platform in learning English, especially speaking.

3. Describe the students'perception toward the use of Edmodo and Schoology for assess speaking ability.

1.5 Significances of the Study

There are two kinds of significances of this research. They are theoretical significance and practical significance of the research.

The first is theoretical significance of the research. It is hoped that this research enhances the theories of the usefulness by online learning platform in education terms for teacher and readers; especially English teacher to imply on learning process to give the easier ways of technology. This research also becomes a reference of researching and learning online platform which can be used to assess students' speaking performance. Hopefully, this study gives the direction or the describing to the teacher for learning in education 4.0 in this era.

The practical significance of the research is aimed to give information about the online platforms in order to enhance students' speaking performance. This research also reveals the quality of students' speaking and students' comprehension learning via online media Edmodo and Schoology. By knowing the quality and find out which one online platform that can be received by students easily for support learning process in speaking class. So that students can improve their speaking skill by using learning media.

1.6 Scope of the Study

    The investigation focuses on scrutinizing the effectiveness of Edmodo and Schoology in teaching speaking to the students at MAN 2 Semarang in academic year 2018/2019. This study to find out the effectiveness teaching speaking by using applications Edmodo and Schoology which conduct for four weeks.

1.7 Definition of Terms

    a. Yagci (2015) mentioned that Edmodo is an application that has applied in Indonesia and more users friendly.

    b. Ardi (2017) mentioned that Schoology is social networking to interface leveraged of interaction and collaboration for English Academic Purposes (EAP).

    c. Boonkit (2010) Speaking Ability is an interactive process for creating, producing, receiving, and processing the information that are often spontaneous, opened, and evolving.

1.8 Outline of the Study

    Outline of the study consists of five chapters. In chapter I, Introduction contains of research background, reason for choosing topic, research question, research objectives, significances of the study, scope of the study, definition of terms, and outline of the study.

    Chapter II, Literature Review contains of literature that support the research about Edmodo, Schoology, Speaking Performance, and Learning

Management System which subtopics contains of previous studies, theoretical review, learning management system (LMS), edmodo, schoology, speaking, and speaking assessment.

Chapter III, Research Methodology contains of research design, research subject, research setting, method and instrument of data collection, data analysis, and research procedure.

Chapter IV, Findings and Discussion contains of research result, the analysis of tryout test (validity and reliability), the analysis of normality and homogeneity, the result of test (pre and post- test), the result of questionnaire, and another information about the application.

Chapter V, Conclusions and Suggestions.