

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses the background of the research, statement of the problem, the objective of the research, the significance of the research, scope of the research, and operational definition of the research.

### 1.1. Background of the Research

In the last year, there was a significant increase in the use of digital platforms in distance learning. This is because of the COVID-19 outbreak, all face-to-face learning had to be changed to online learning. During the COVID-19 pandemic, SMA Negeri 3 Pati also conducted online learning.

As we all know, when we learn face-to-face, we always get the learning material directly through lectures, games, and so on. However, learning from home (online learning) requires the use of media as a learning aid. Teachers continue to teach students, but not directly, but through online classes, so teachers must find or select some media for online learning. The most prominent characteristic of learning online is providing convenience and flexibility for teachers and students especially for determine online learning schedules without prioritizing time and location (Bower, et. al., 2015).

In the previous study by Cakrawati (2017), it was found that students think that using online learning platforms in the learning process is effective since it saves time and effort. Students also think that online learning is environment-friendly because it can save paper used for assignments.

Meanwhile, Mannong (2020) described how the use of application in English language teaching and learning can be a media reference for the teacher to support online learning. The teacher can choose the appropriate application based on the learning subject, teaching material, and teaching and learning activities.

Besides, Ermawati (2020) shows that the application used in online learning during the midst of the COVID-19 pandemic was efficient because the application became an alternative way to conduct learning activities from home.

While Nakhriyah & Muzakky (2021) described how teachers argued that the teaching media became more interactive through many online teaching platforms such as Zoom, Google Meeting, Google Classroom, and WhatsApp. Then, teaching via teleconference improves teachers' skills as well as their confidence because they can present the teaching material and classroom activities creatively.

Moreover, Majid et al. (2022) state that the use of online platforms should be used to help lecturers manage their teaching and learning processes. The lecturer can use the online platform as a learning tool to help students develop their studies.

The use of various digital platforms cannot be separated from the online-based learning. Google Classroom, Google Meet, WhatsApp, and Zoom Meeting are some platforms that have been used. The teacher can select media based on the needs of the students and what media is effective for online learning. Because every digital platform has advantages and disadvantages. Based on Astri (2018), as quoted by Abubakar et al. (2021), students have dissimilar levels of motivation, different attitudes about teaching and learning, and diverse responses to specific classroom environments and instructional practices. The utilization of an appropriate platform that students can easily access may help them enjoy the online learning process. Digital platforms are frequently used in online classrooms for the teaching and learning process. However, the preferences of students towards the digital platforms used during online learning are still unknown and must be investigated. The transition from face-to-face classrooms to online learning may have an impact on the overall teaching system. Based on Hodges et al. (2020) as quoted by Amin & Sundari (2020), students' attitudes towards online instruction can affect the perception of the success of teaching and learning.

According to the discussion above, the researcher was conduct an analysis of students' and teachers' preferences towards the digital platform used in English Language Teaching at SMA Negeri 3 Pati.

## **1.2. Statement of the Problems**

Based on the background of the research above, the researcher formulated the statement of the problem as follow:

1. What are the students' preferences towards the digital platforms used in English Language Teaching at SMA Negeri 3 Pati?
2. What are the teachers' preferences towards the digital platforms used in English Language Teaching at SMA Negeri 3 Pati?

## **1.3. Objective of the Research**

Based on the background of the research, the researcher has objectives of the research as follow:

1. To find out the students' preferences towards the digital platforms used in English Language Teaching at SMA Negeri 3 Pati.
2. To find out the teachers' preferences towards the digital platforms used in English Language Teaching at SMA Negeri 3 Pati.

## **1.4. Significance of the Research**

By conducting this research, the researcher has the significance of the research, they are:

1. Theoretically: The researcher hopes that the research will be useful as a reference for the future research.
2. Practically:
  - a) For Teacher

The researcher expected that this research would be useful for English teachers in choosing a digital platform for online learning.

- b) For Students

The researcher hopes that this research can help students in learning English to be better through an effective digital platform.

### **1.5. Scope of the Research**

This research focuses on students' and teachers' preferences towards the digital platforms used in ELT. Google Classroom, Google Meet, WhatsApp and Zoom Meeting are some of the most commonly used digital platforms for English Language Teaching at SMA Negeri 3 Pati during the pandemic.

The participants in this research are tenth grade students of MIPA and the English teacher at SMA Negeri 3 Pati in the 2021/2022 academic year.

### **1.6. Operational Definition**

Based on the title of the research, the researcher define several terms, they are:

1. Students' Preferences

Students' preferences are the act of preferring a particular liking by students. In this study, the preferences refer to students' preferences regarding the use of digital platforms in English Language Teaching.

2. Teachers' Preferences

Teachers' preferences are the act of preferring a particular liking by teachers. In this study, the preferences refer to teachers' preferences regarding the use of digital platforms in English Language Teaching.

3. Digital Platforms

A digital platform is any online-enabled application used in English language teaching. Google Classroom, Google Meet, WhatsApp and Zoom Meeting are some of the most commonly used digital platforms.

4. English Language Teaching

The purpose of English language teaching is to enable the students to use the language for communication fluently and appropriately both in oral and written forms.