

CHAPTER 1

INTRODUCTION

1.1 Background

In this technological era, the teachers or the lecturers are projected to facilitate the learning environment inside the classroom and also outside the classroom, online or offline. To build a good environment the lecturers have to prepare technology which has become a fundamental aspect of the young generation. In this regard, the implementation of e-learning as an integral part of the whole learning process and methods in higher education specifically in Indonesia has been increasing rapidly in the last decade (Rahayu, 2020). Since the students often use technology in their daily activities, the lecturers can offer any platform to help the students get a wonderful experience when they learn outside the classroom, so they can improve their knowledge anytime and anywhere. For example, the lecturer can provide LMS to facilitate the students in the learning process.

The phenomenon that was being investigated in this study also used LMS as a platform to help the students in the learning process. The implementation of technology happened in one of the universities in Tasikmalaya with the major English education department specifically in the Additional Language Development course. During the pandemic, the lecturer in that course often used a platform called Vclass (Virtual Class) that was specially designed by the university to help the students in an online learning activity. By using Vclass the lecturer can facilitate the students with some learning activities. For example, the lecturer asked the students to read the material that had been provided on this platform. Besides, the lecturer often gives the assignments to the students through Vclass, and the students can also submit their assignments back on that platform. Moreover, the students can also have a discussion on Vclass about the material determined by the lecturer.

The use of Vclass helped students simplify their learning process. In line with a statement by Simanullang and Rajagukguk (2020), the LMS allows users to build and manage learning based on their objectives. The students can be more independent in managing their activities during this course. The students can also overcome the challenges of enthusiasm and interest to learn English independently (Kurniawati, 2019). Nevertheless, we also need students' opinions regarding the use of media in the learning process. Students' perception is a substantial aspect that impacts the learning experience (Petegem et al., 2007). In addition, Davis (1989) states that a person's view of the use of technology can affect their acceptance and utilization of technology. Students' perceptions play an important role in evaluating the effectiveness of learning because students are the main subjects in the educational process. Students' perceptions can provide an overview of whether the learning media supports them in achieving the learning objectives set. Students will learn and improve their learning if they have a positive perception of the learning medium being used (Febriyanti et al., 2024). If students feel that it does not help them achieve the expected understanding, this is an indication that the method needs to be reviewed.

Understanding students' perceptions and obstacles during online learning can inform the design of educational technology to support active learning (Araka et al., 2021). The lecturers and academic institutions can evaluate the effectiveness of learning, not only based on exam results or formal assessments but also through direct experiences and responses from students. This will help create a better, more relevant, and more appropriate teaching and learning process for students. Moreover, this can be a consideration for lecturers in using this platform for further learning. Besides, this research can also be useful for educational institutions that develop this platform in order to improve the system used to be even better. Thus, in this research, the researcher wants to focus on the student's perception toward the use of Vclass which is made by the university specifically for the students in their learning process.

1.2 Formulation of the Problem

The formulation of the problem in this research is: What are the students' perceptions of the use of Vclass in the Additional Language Development course?

1.3 Operational Definition

1.3.1 Students' perception: Students' perception is students' opinion about something related to their learning experience. In this case, the students' opinions about the use of Vclass in additional language development course are discussed in this research.

1.3.2 Vclass (Virtual Class): Vclass is an LMS platforms designed by one of the universities in Tasikmalaya that can help students in their online learning activities. The researcher will focus on Vclass as a platform used in the Additional Language Development Course that is used for submitting assignments, downloading material, and discussing.

1.3.3 Additional Language Development: Additional language development is one of the courses that uses Vclass as a teaching medium. In that course, students often use Vclass for various activities such as uploading discussion assignments and accessing materials that has been provided by the lecturer. Additional Language Development itself is a course that focuses on understanding the acquisition of a second language (English), especially in the four areas of language development, namely phonology, morphology, syntax, and

pragmatics. The students are required to understand several theories of language acquisition such as nativism theory, learning theory, and integrationist theory, and its implication on learning English.

1.4 Aim of the Research

Based on the formulation of the problem above, the objective of the research is to find out the students' perceptions of the use of Vclass in the Additional Language Development course.

1.5. Significance of the Study

1.5.1 Theoretical Contribution

The results of the study are expected to support theories and enrich the literature review dealing with the LMS which is Vclass, as the platform in English learning activity viewed from the student's perspective.

1.5.2 Practical Contribution

The results of the study are expected to give brief information to English teachers or lecturers in using Vclass effectively and use it as a reference in English learning activities.

1.5.3 Empirical Contribution

The study will provide empirical knowledge into how the students think about Vclass as the platform for English learning activity during the online education system.