CHAPTER I
INTRODUCTION

This chapter will describe the background of the study, research questions, research objectives, significances of the study, rationale, and related previous studies.

1. Background

Technology mainly becomes the leading contribution in education. Louis Lange (1921) in his Nobel speech once said, "technology as a helpful assistant but also a main deadly maker" (Roy, 2019, 414.). In this era, particularly in pandemic situations, videoconference platform media learning has become a requirement rather than an alternative to be used among educators (Alfadda & Mahdi, 2021). Henry and Shellenbarger (2021) has provided various overview and comparison among favored videoconferencing tools as it is functioned as English speaking teaching learning platform media; Google Meet, Cisco Webex Teams, Skype, Zoom and Google Meet. Zoom as one of English digital platform media is choosen since it is in line with the focus platform media of this study.

Online learning has been on the rise in recent years. The data of literature are increasing rapidly point out the use of online learning around the world as the impact of Covid-19 disease. According to Mutambik (2018), there is found not only the literature about learning application but also the literature of videoconference tools to maximize the persistence of speaking online learning in a pandemic situation. The roles of online learning are to stimulate students, create purposeful activities and increase students' learning outcomes (Harandi, 2015). Besides, she also stated online learning being a good way for students as they can experience in a colossal classroom, and they still able to involve in interactive learning supported by a variety of technology features.

Many platforms could be used for speaking online learning, in particular Zoom. Zoom is a videoconference platform enabling students and teachers to interact with each other through Meetings and Webinars in real-time supported

by an internet co nnection (Guzacheva, 2020). Zoom becomes the leading online learning tool with many users in this pandemic situation since it has many beneficial features which are different from other videoconference tools such as meeting recording, breakout room features, etc.oom videoconference is chosen as it is used as a speaking learning tool in English Salman Course (ESCO) for up to six periods. Besides, Zoom videoconference usage is familiar already by the course tutors. In pandemic situation, it is necessary to speaking class tutor to use media such as Zoom during speaking learning activity. But there are found several obstacles regarding to speaking teaching learning. One of the obstacle is dealing with students' attitude which affects to students' class participation. Thus, to review Zoom classes, students' attitudes are promising to study. Students' attitude means an outcome of students' learning experience which is shown by responses, actions, or behavior (Prastiwi & Suharso, 2018). On the other hand, students' attitudes can change in order to be consistent with their behaviors that have performed. The knowledge about students' attitudes becomes necessary to all educators at any level to measure students' potential and students' enthusiasm to learn (Oroujlou & Vahedi, 2011). Moreover, students' willingness to learn from online learning is decreased by the presence of Covid-19 disease (Adnan, 2020).

Several previous studies have investigated students' attitudes toward online learning. For example, Alfadda and Mahdi (2021) argued that ICT media used in online learning constantly influences students' attitudes. Both positive and negative outcomes have been linked to online learning. Knipe and Lee (2002), Basaran and Yalman (2020) stated students of online learning feel empty because they cannot meet in person and make eye contact with their friends and instructors. Thus, the students are not able to adjust the new system because of a lack of self-readiness in online learning (Bertea, 2009). Moreover, Liaw and Huang (2011) stated that self-productiveness and learning desire are serious predictors of learners' behavioural purpose in online learning usage.

The former related studies inspire this present research to investigate students' attitudes on Zoom speaking classes. This research is conducted in

speaking class at English Salman Course ITB Bandung. This site is selected based on the results of the researcher's preliminary observation. Based on the investigator's pre-experience at one of the English Foreign Language Classroom in Bandung, there is a problem dealing with the entire English learning processes particularly students' attitudes. Digital platform media Zoom is used for online teaching-learning process tools as it is purposed to involve more students from various places in Indonesia and provide opportunities to professional tutor in English to participate as well in person. The reality shows the vise-versa that students did not participate and engage well in online learning activity using Zoom media. In hence, it might be affecting by some factors then directly affecting the persistence of students' participation. The researcher had observed in the last three periods of the program and found students' participation during the course show the reduction time by time. The preliminary data records students' participation within twelve times classroom meetings in a period. Most of the students are attending the classroom with some of them take permissions in the first meeting. In the sixth classroom meeting, the reduction of students is seen, and in the last meeting, there are just a little amount of students who keep their persistence in joining the class. As a result, the investigator asserted the trouble as a crucial issue to explore as long as it gives a serious impact on students' learning outcomes. Therefore, based on the discussion above it is a necessity for the investigator to conducts the study.

2. Research Questions

According to the description above, the research question particularly can be formulated as follows:

1. What are the factors that affect the continuation of students' attitude in Zoom learning activities?

2. What are the factors that affect the reduction of students' attitude in Zoom learning activities?

3. Research Objectives

As the research questions attached above, the study aims to reveal several points:

1. To discover the factors that affect the continuation of student's attitude in Zoom learning activities.
2. To discover the factors that affect the reduction of student's attitude in Zoom learning activities.

4. Significances of Study

The study outcomes can contribute to some beneficial improvement for the educators, the scholars, and the readers. This research expects not only giving fruitful insights to the teacher but also providing a distinct consideration about digital learning media zoom usage based on the necessity of the learning media. Also, this research can also help the teacher to discover the factors affecting students' attitude toward their participation in digital learning process as well as motivating the effectiveness of learning process. In particular, this research will represent how the proper way is to behave and to assimilate into the usage of digital learning media zoom as a learning tool for the students. Finally, the research presence to provides the readers a reference to determine an appropriate digital learning media or used as a comparative study toward the other digital learning media tools.

5. Rationale

Online learning becomes an alternative for educational purposes since pandemic Covid-19 spreads rapidly around the world. Online learning defines as delivering materials using technological tools supported by the internet in the form of distance education (Baytiyeh, 2018). Besides, James, et al. (2009,p. 6), Meidasari, (2016) online learning capable of access toward smartphones, personal digital assistants (PDAs), PC Tablet, or computer with an internet connection. Sharples et al. (2005), Al-Emran, Elsherif, & Shaalan (2016) added that it is must involve 3 elements in implementing such as online learning; the pupil, the instructor, and the

machinery in implementing any educational technology. In short, this study is conducted in synchronous classes in which the students study at assigned times once a week.

Zoom is a platform of videoconference launched in Delaware, United State of America in 2011. The term Videoconference means a system where two or more participators with separate areas can communicate in actual time (Loranc-Paszylk, 2015). Also, Zoom videoconference defines as a cooperative, cloud storage-based videoconference assistant providing some innovation such as meeting virtually, colossal chatting assistant, and record the meeting in one period of time. Also, Henry and Shellenbarger (2021) added that Zoom has many favorable features, it provides English teachers to deliver their materials in distinct ways. Zoom provides a "Share screen" feature to engage students by showing presentations, articles, etc., and to develop students' intercultural skills. In addition, Zoom could administer a small separated discussion among participants in a group by using the "Breakout rooms" feature (Guzacheva, 2020).

Attitude in the learning process becomes crucial moreover it presences informed educational technology. According to Prastiwi and Suharso (2017) attitude is a regular impulse to respond in a specific way whether positive response or negative response toward a matter or social object. Getie (2020) argue that students' attitude probably influencing by their motivation to learn and the factors will different each learner. Besides, attitude also found in gender, female students had a positive attitude in interest than the male, she adds that students' attitude differed towards their teachers too (Gömleksiz, 2010). In several cases, attitude influences students' achievement in the learning process, and the unneglectable effects of the attitude in language learning are the persistence of students' participation following the class regularly (Bakar et al., 2010).

6. Related Previous Studies

In recent years, many studies investigate students' attitudes towards online learning. There are five significant studies related to the topic, which are most relevant to this present-research concerns.

First, Dwi and Lika (2021) conducted research involving 312 students of physics education at the University of Jambi. The study used mixed methods with a sequential explanatory design. The results show that students' perceptions, attitudes, and awareness in carrying out their assignments online are in a good category. The fact shows a significant effect of perceptions and attitudes on students' awareness of doing assignments online. Wijaya, Zhou, Purnama, and Hermita (2020) chose students in West Java, Indonesia as the population of the study. The data of the research obtained by 16 questionnaires. The results show online learning during Covid 19 pandemic is far from effective as students have low interest in online learning. The research also vocals about the way to solve the bad internet connection by using video learning media made by the teacher.

Besides, Mahfouz and Salam (2021) conducted quantitative research with a questionnaire design aimed to investigate Jordanian university students' attitudes toward online learning. The sample of the study is 195 students of English Language and Literature Department at the University of Jordan – Aqaba. The results of the study revealed that the study using online learning is generally negative, students mostly prefer traditional learning (face to face). Moreover, the study concludes by proposing some pedagogical recommendations. Marija, Kostic, and Ema (2017) conducted research involving 286 students as participants of the study. The questionnaires method used to collect the data regarding factors that influence attitudes towards online learning. The research reveals all factors (e-learning usefulness, ease to use, and content design) have a crucial influence on attitude towards learning where the usefulness of online learning give an impressive impact on students' intention.

In addition, Peytcheva-Forsyth, Yovkova, and Aleksieva (2018) conducted research aimed to determine the influence and dependencies of

different factors on the attitudes of the students to online learning. The population taken from 590 undergraduate students at Sofia University. The method used a survey with 24 items. The results show the students' skills and experience to work with specific technologies and web applications in an educational context are a significant predictor of their attitude towards online learning. Overall, the research tries to introduce online and distance learning at Sofia University as long as many students give a positive attitude towards the use of such an educational technology. However, this research has a different focus from the previous studies. This research focuses on how digital platform learning media Zoom affects student's attitude particularly about students' persistence in following the class regularl