

CHAPTER I

INTRODUCTION

1.1 Background

One of the factors for a country's development is the number of adults who continue lifelong learning (European Commission, 2011). As supported by Aylazyan & Obdalova (2014) who state that well-educated adults have been one of the vital elements of a country's development as adults are the leaders and the representative of the country. An adult learner is defined as an individual that has reached specific age and carries a lot of responsibilities at home, in the office, or the society with their ideas and values (Myers, Conte, & Rubenson, 2014).

In promoting lifelong learning for adult learners, several problems might occur. The problem that is often faced is adult learner's availability, either time or distance, or even both (Hampel, 2009; Kuong, 2011). Moreover, in the middle of the Covid-19 pandemic crisis, adult learners found it hard to go outside due to the physical distancing protocol (Firmansyah, 2020). Therefore, Allen & Seaman (2013) believed that to overcome the limited time and space of adults and the high demand for certified and non-certified post-graduate education, innovation in education has to be effectively utilized. Hence, online learning might be a solution to the problem (Shirode, 2011).

Nowadays, in light of the recent pandemic and the rapid growth of the ICT industry, not only universities but also the number of online courses has provided education services to promote lifelong learning and postgraduate education (Bradford & Wyatt, 2010). One of the most anticipated online learning platforms is a webinar (Artino & Stephens, 2009; Dahalan, Omar, Hassan & Atan 2012; Lee, Choi, & Cho, 2019). Furthermore, the use of online learning has been widely utilized since the school is closed and physical interaction activities outside are limited as the result of the Covid-19 outbreak (Friedman, 2020).

In Indonesia, according to the latest publication of the Indonesian Central Bureau of Statistics (2018), internet users in Indonesia are 39,90% of its population.

Furthermore, WeAreSocial and Hootsuite, big companies from the USA (The companies have approximately more than 16 million users in over 175 countries-wearesocial.com) release the newest statistic of Internet users all around the world, including Indonesia. Based on WeAreSocial (2020), 64% (devices used based) of Indonesian are already utilizing the internet. Hence, the most visited websites are social media and google. For online learning through webinars, the number doesn't even reach 3%, before the COVID-19 outbreak.

In English language education, online learning is utilized as well. As stated by Mounika. & Thamarana (2018), speaking skill is the most demanded courses among adult learners in an online learning environment, since the communication is essential for their work. This is because of the goal of teaching speaking skills that aimed to make the learner communicate effectively. However, in teaching speaking for adult learners online, several problems are occurring (Mounika & Thamarana, 2018). Li and Irby (2008) stated that adult learners often have limited exposures to practice their speaking skills. Therefore, with the utilization of the webinar, adult learners hopefully would have sufficient exposure to both time and partner to practice their speaking proficiency (Lee, Choi, & Cho, 2019). The next problem is that the number of adult learners who quitted and also unsatisfied with the teaching and learning of speaking in webinars is relatively high. One of the reasons might be that the characteristic of adult learners hasn't been considered well (Gravani, 2015). The characteristics of adult learners are unlike young learners or intermediate learners (Brookfield, 1986; Knowles, 1985; Jarvis, 2012; Merriam, 2001). So, Cercone (2008) recommended a suitable correlation between adult learners and a set of online learning designs for them. Designing online learning for adult learners while considering the characteristic of adult learners is highly essential.

It can be concluded, in Indonesia, that the problems in online learning have been popping up and give most Indonesian challenges to conduct well-design speaking skill classes in webinars. Therefore, a model of well-prepared and structured online speaking classes for adult learners might be helpful as insights. Thus, this study had

observed a case of one online course that provide services of English learning for Indonesians, specifically, speaking skill. To find out the suitable design, process, tools of webinars, and adult learners' responses toward the utilization of webinars in improving as well as supporting lifelong learning in Indonesia.

1.2 Research Questions

This study was conducted to answer the following problems related to the utilization of webinar in teaching speaking for adult learners in Indonesia:

1. How are the lesson plans prepared to improve adult learners' speaking skills?
2. What are adult learners' motivations to join the webinar?
3. How were adult learners engaged in the teaching and learning process?
4. What are possible improvements proposed by teachers and learners to the utilization of a webinar?

1.3 Aims of the Study

1. To observe the prepared lesson plan to improve adult learners' speaking skills with the utilization of a webinar in Indonesia.
2. To find out the motivation of adult learners in learning speaking through a webinar in Indonesia.
3. To find out how adult learners were engaged in teaching and speaking learning through a webinar in Indonesia.
4. To find out possible improvement proposed by teachers and learners toward the utilization of a webinar in the teaching and learning of speaking for adult learners in Indonesia.

1.4 The significance of The Study

This study is expected to provide benefits in the significance of the theory and practice of webinars in teaching speaking in Indonesia. Theoretically, this research tended to cover and enrich the theory related to teaching speaking in a webinar for adult learners. In the 21st century, being able to combine teaching and technology is necessary for teacher and adult learners' development, specifically in terms of lifelong

learning. Then, in terms of practical benefits, the results of this study are expected to give some insight for both adult learners and teachers to adapt and be able to utilize webinars effectively in teaching and learning speaking. Furthermore, this research also aims to provide perceptions of participants' responses toward the implementation of the newest technology, so that those who want to conduct the course able to understand what are the expectations needed, including the higher and post-education.

1.5 Clarification of Key Terms

a. Adult Learner

Gravani (2015) states that adult learner is more than just age, but also some aspects has to be considered. Adult learner has to deal with many responsibilities at home, on the workplace, in the community and many places they often interact.

b. Webinar

Webinar refers to one specific distance education format that involves courses and degree programs accessed through means of audio and/or video and interactive tools via Internet technologies (Johnson, 2004; Ludlow, Collins, & Menlove, 2006, Bower & Hardy, 2004; Kanuka & Conrad, 2003).

c. Adobe Connect

Adobe Connect is described as a web conferencing software service that offers immersive online meeting experiences for collaboration, virtual classrooms, and large-scale webinars (Adobe, n.d.)

d. Speaking Skills

Speaking is defined as the ability to use language to communicate and transfer ideas of the complex structure of words to express feeling, interest, idea, or even desire (Goh & Burns, 2012).

e. Motivation

Motivation is the internal drive to facilitate the individual to willingly do something (Ryan & Deci, 2000).

f. Adult learner Engagement

Adult learner engagement is the attention and focuses given by the adult learner to the activities in the class (Kong, Wong & Lam, 2003).

