

CHAPTER I

INTRODUCTION

This chapter explains several essential points such as research background, problem identification, study limitation, research questions, purpose, and significance of the study.

1.1 Introduction

Many aspects of human life have been influenced by the growth technology (Genç & Köksal, 2021). The development of technology can help people with social conditions, economics, communication, transportation, and education, as well as influence the character of the new generation (Fatimah & Santana, 2017; Mosca, Curtis, & Savoth, 2019). Currently, the sociologists have been classified the human generation based on the social pattern. Based on this classification, the generation classify into five groups, namely Traditional, Baby Boomers, Generation X, Generation Y, and Generation Z. All of these generations grew up in different economic, cultural, and social conditions (Poláková & Klímová, 2019).

The fifth generation is Generation Z (Santosa, 2017; Fatimah & Santana, 2017; Mosca, Curtis, & Savoth, 2019). Gen Z refers to individuals who were born between 1997 -2012 (Schwieger & Ladwig, 2018; Mosca, Curtis, & Savoth, 2019). Gen Z was born and raised with accessible technology (Santosa, 2017; Fatimah & Santana, 2017). This generation has various nicknames, such as Net Generation, Digital Generation, Viral Generation, or the Google Generation

(Poláková & Klímová, 2019; Szymkowiak, Melović, Dabić, Jeganathan, & Kundi, 2021). However, since they are connected with technological evolution and digitalization, "Digital Natives" suits this generation (Iftode, 2020; Santosa, 2017; Mosca, Curtis, & Savoth, 2019).

Many studies have investigated the characteristics of digital natives. Carter (2018) mentioned that the digital native generation is more financially conservative than the previous generation. They can make money through their social media account, YouTube applications, social media, and other technological tools. Another characteristic of the digital natives is that they prefer to communicate using technology rather than direct contact with people (Poláková & Klímová, 2019). With the advancement of technology in multimedia, such as social media, smartphones, tablets, and other technological tools, young people of Gen Z can always be connected with all people worldwide.

Moreover, Thompson (2013) mentions that native digital students have various unique characteristics, such as having short attention spans and expecting instant feedback. Poláková & Klímová (2019) also mentions that the digital native generation has a limited attention span. It is because they really close with the digital media. Further, Poláková & Klímová (2019) explains that the average attention span of digital native students in the classroom is around 7-10 minutes, and they want to read quickly and want to get the point effortlessly. Shatto & Erwin (2016) also found that digital native students can spend 9 hours daily streaming video on their phones. The result of their study found that the digital native students learned better through observation and practice. Also, they were frustrated if they need clear and instant answers or explanations.

At present, digital native students are the ages that range from 10 to 24 years old. In the Indonesian Education system, they are enrolled in elementary school up to university levels. In Indonesia, technology integration in education is encouraged in the regulation of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 56/M/2022. This regulation is about the new curriculum implementation guidelines in the learning recovery framework, or it is familiar with the term "*Implementasi Kurikulum Merdeka (IKM)*." This regulation mentions that teachers should determine fun and meaningful learning activities. Also, teachers can use modern technology to encourage their teaching performance and help students in the learning process. Thus, the teachers can optimize the learning process.

Further, the development of technology and the pandemic caused by the Covid-19 virus recently encouraged people worldwide, regardless of their age, to live in the digital environment (Çimen & Hangül, 2021). In the last three years, many individuals have been affected by the respiratory syndrome named coronavirus or Covid-19. It has affected many sectors, including educational system. To prevent the spread of the virus, several countries adopted social distancing, including Indonesia. The Indonesia government implements regional quarantine in various regions in Indonesia. This policy is also implemented in educational field to protect students, teachers, lecture, staff, and reduce the spread of Corona virus (Supriyanto et al., 2020). Therefore, it is very likely that the current school-age generation has a sophisticated literacy in technology. Those phenomena, industrial and technological evolution, require teachers to optimize the use of technology in the classroom (Muji, Ambiyar, Aziz, & Hidayat, 2021).

Moreover, many studies have investigated the benefit of integrating technology in English classes. Many researchers mentioned that integrating technology could promote students' learning motivation (Azmi, 2017; Isnani, 2019; Pardede, 2020a; Kasami, 2021). Pardede (2020a) found that motivation influences the teaching and learning process and students' learning achievement. This statement was in line with the statement proposed by Triarisanti and Purnawarman (2019), who stated that learning outcomes and achievement are determined by students' motivation. Some studies also found that using technology in English classes could help students promote learning autonomy (Wiwin, Widiati, & Tarisman, 2022; Nguyen, 2021). According to Begum (2019), learning autonomy is a dynamic process in which students take responsibility for their learning process. Autonomous learners must know *what, when, and how* to learn. Nowadays, teachers and students can use various technologies to support learning, such as smartphones, computers, YouTube, websites, and other applications. Students can easily access these learning sources. Thus, students can be more autonomous in obtaining information to support their learning process (Joshi & Poudel, 2019).

Azmi (2017) also mentioned that technology could help teachers conduct assessments. Many online assessment tools could be used by teachers, such as Quizizz and Kahoot (Junior, 2020; Yoestara, Putri, Keumala, & Idami, 2020)). Further, there were numerous studies investigating the advantages of using online assessment. Rahmawati (2021) found that online assessment platform was easy to use. Teachers could use online assessment tools for free, and students could access unlimited quizzes. Further, online assessment could reduce students'

stress and anxiety levels during the test (Zuhriyah & Pratolo, 2020). It could instantly report students' final scores (Darmawan, Daeni, & Listiaji, 2020). Also, Ahmad, Mahmud, Jabbar, & Iqbal (2020) found that online assessment tools can promote students' enthusiasm to learn the target language. Also, it could create a fun, interactive, and engaging environment (Yunus & Hua, 2021).

Based on the previous studies above, the use of technology in English classes has numerous beneficial impacts. It can be concluded that technology integration could significantly improve students' English skills during its processes. Then, many studies also have reported on the benefit of integrating technology into language learning.

Regarding this issue, the researcher's preliminary observation found an interesting phenomenon in SMAN 1 Gianyar. In this case, the English teachers of SMAN 1 Gianyar integrated technology into the classroom. Also, they have been integrating technology in teaching for 3-5 years. Based on the teachers' explanation, they commonly used technology to deliver the material and give learning instruction and assessments. They also explained that they learned about the use of technology for teaching by watching tutorials on YouTube, asking their colleague, or sometimes asking their students how to use specific technological tools. Further, there was a policy to integrate the technology in teaching and learning process especially for conducting an assessment. This school used ThatQuiz to create daily quiz and final test

From the above explanation, technology is widely used in the learning process because it has many benefits. Apart from that, the situation during the pandemic also makes teachers and students use technology to support teaching and learning process. However, currently the pandemic has ended. After more than three years of covid-19

pandemic, the Indonesia government has decided to revoke the pandemic status on Wednesday 21st of June 2023. This decision was taken in line with the World Health Organization or WHO policy. Since the pandemic status was lifted, students are now studying offline. Therefore, this study intended to explore the use of technology in English language learning when the pandemic is solved. This study focused on technology used by teachers and the way teachers used kinds of technology for teaching. Also, this study explored the way teacher and students perceive the use of technology in English language learning.

1.2 Problem Identification

Digital native students enroll in nowadays classrooms starting from kindergarten up to the university level. In this case, digital native students have a high level of ability to use various technologies. As a result, they prefer to use online resources than printed resources. In other words, students nowadays expect their teachers to use various kinds of technology as learning media during classroom practices. Thus, their learning outcomes will be optimized. Moreover, the pandemic Covid-19 has affected education sector, particularly in the way teachers and students interact and the way students learn certain subject. The situation during the pandemic also makes teachers and students use technology to support English language learning proces. However, currently the pandemic has ended. The Indonesia government has decided to revoke the pandemic status. Therefore, the researcher intended to explore the use of technology in English language learning after the pandemic status has been lifted.

In this regard, the researchers' preliminary observations revealed an interesting phenomenon in SMAN 1 Gianyar. All of the English teachers at this

school had been using technology in their classrooms for the past 3-5 years. They used this technology to deliver teaching materials and provide study instructions and assessments. They indicated that they learned about using technology in the classroom by watching YouTube tutorials, asking peers questions, and sometimes asking students how to use specific technology tools. Teachers at this school held workshops to integrate technology into the academic process, include teaching. Workshops were held regularly. It usually took place during the semester break. Additionally, the school had policies that require teachers to use technology in the teaching and learning process. This school required teachers to use her ThatQuiz to create daily quizzes and final tests.

Based on the brief description of the phenomenon in the school above, it was then interesting to explore the use of technology in English classes in this school. This research involved English teacher and students in SMA Negeri 1 Gianyar as the subjects of the research to describe several aspects, such as the kinds of technology used by the teacher, the way teachers used the technology for teaching English, teachers' perception and students' perception toward the use of technology in English classes (see details in Chapter 3).

1.3 Limitations of the Study

This study was limited to the kinds of technology used by the teacher, exploring how teachers use technology during the teaching and learning process and describing the way teacher and students perceive the integration of technology to optimized English language learning proess.

1.4 Research Questions

Based on the research background above, four research questions are formulated.

1. What kinds of technology are used by English teachers in SMA Negeri 1 Gianyar?
2. How is the technology used for English language learning in SMA Negeri 1 Gianyar?
3. How does the English teacher perceive the use of technology for English language learning in SMA Negeri 1 Gianyar?
4. How do students perceive the use of technology in English language learning in SMA Negeri 1 Gianyar?

1.5 Research Objectives

Based on the research questions above, this study has four research objectives.

The objectives of the research are explained as follows.

1. To explore the kinds of technology used by the English teachers in SMA Negeri 1 Gianyar.
2. To explore the technology used for English language learning in SMA Negeri 1 Gianyar.
3. To describe teachers' perception regarding the use of technology for English language learning in SMA Negeri 1 Gianyar.
4. To describe students' perceptions of using technology for English language learning in SMA Negeri 1 Gianyar.

1.6 Significance of the Study

This study was expected to give the reader beneficial contributions theoretically and practically. Its significance can be described as follows.

1.6.1 Theoretical significance

The findings could be an opportunity to develop more literature on English language learning. A new perspective on how technology is used to teach and learn English could enrich the literature. The finding will also serve as a resource for learning about technology, particularly that which supports the English language learning. The findings more discuss the types of technology employed by the English teacher, how that technology was integrated into the English language learning, and how both teachers and students perceived that technology.

1.6.2 Practical significance

This study has practical significance for teachers, students, stakeholders, and further researchers.

1. For Teachers

The results of this can be used by the English teachers to enrich the references to get information regarding the technology integration to support the teaching and learning process. Teachers can have a deeper understanding of selecting appropriate modern technology for their English classes. Therefore, English teachers can optimize technology

integration in their English classes. Also, they can create an exciting learning environment and a meaningful learning process.

2. For Students

This study is expected to be able to enrich students' knowledge regarding the various modern technologies to support their English learning. Students can have knowledge that technology is not only used for entertainment but also it can be used as a medium to support their learning process, especially in English learning. In addition, students can also realize how important the role of technology is in the learning process which can affect their learning achievement.

3. For Education Stakeholder

Furthermore, the government can use the result of this study as a guideline to provide the appropriate equipment to support the integration of technology for education.

4. Future Researchers

This research is expected to be considered in conducting similar focus studies and further research on implementing various technologies to support the English language learning process.

1.7 Definition of Key Terms

In order to clarify the key term used in this study, the researcher classifies the definition into two parts, namely conceptual definition and operational definition.

1.7.1 Conceptual Definitions

1. Technology in English Learning

Technology can be in the form of hardware and software such as multimedia devices, multimedia content, and social media (Alqahtani, 2019). Multimedia devices are tools that are used for creating multimedia content (Thamarana, 2016). Ted-Ed, Canva, PowerPoint, Online Quiz application/website (Kahoot, Quizizz, ThatQuiz),, and PowToon are examples of multimedia devices (Fu'ad & Sam, 2021). Multimedia content refers to any type of content that combine more than one element: text, graphic, animation, sound, and videos (Thamarana, 2016). Further, technology can be in the form of social media accounts such as Facebook, Instagram, WhatsApp, and YouTube (Woods, Gomez, & Arnold, 2019).

2. The Integration of Technology in English language learning

Technology in language learning refers to modern technological tools such as multimedia devices, multimedia content, smartphone, and social media which are used to design, manage, and evaluate teaching and teaching process (Gao, 2021). Bebell, Russell, & O'dwyer (2004); Poudel (2022); Poudel (2022) classify the use of technology in teaching into seven dimensions. First, technology is used to prepare the learning material. Second, technology is used to communicate with students and parents. Third, the technology is used to deliver the learning material and instruction. The fourth point is that teachers use technology to facilitate students based on their needs. Lastly, the

teacher integrates the technology to finalize the assessment process and give feedback.

3. Perception

According to Robbins & Judge (2013), perception is interpreting something through the human senses. Some factors influence perception according to Robbins & Judge. First, perceiver refers to the individual who perceives the target (something/someone). The perceiver is influenced by personal characteristics such as attitude, personality, motive, interest, experience, and expectation. The second is the target. Target refers to the object which the perceiver perceives. The other aspect that can influence someone's perception is context. Context refers to the situation in which an individual sees the object. The situation can be categorized into three aspects, namely, time setting, work setting, and social setting. Further, Azli, Shah, & Mohamad (2018) argues that how a person perceives a particular object is influenced by perceived usefulness and ease of use. Perceived usefulness is person believed that using technology can improve their performance. Perceive ease of use is a person's belief that using technology can simplify their work.

1.7.2 Operational Definition

1. Technology in Language Learning

Technology in English language teaching can be defined as modern technology used by the tenth-grade English teacher in SMA Negeri 1

Gianyar. Modern technology includes multimedia devices, smartphones, audio/visual applications, and social media to promote an effective and comprehensive learning process.

2. Technology Integration in Language Learning

Technology integration in this study refers to using technology to support the English language learning process at SMA Negeri 1 Gianyar. First is the use of technology for preparing the English lesson. Second is the technology used for communicating with students. Third is the use of technology for delivering English learning and instruction. Fourth is the use of technology to accommodate and facilitate students' needs during English language learning process. The last is utilizing technology to finalize the assessment and give feedback.

3. Perception

Concerning the operational definition above, this study's perception refers to how English teachers and tenth-grade students at SMA Negeri 1 Gianyar perceive the use of technology in English classes. The investigation focuses on two aspects adapted from (Azli et al., 2018): perceived usefulness and ease of use.