CHAPTER I
INTRODUCTION

This chapter presents some introductory points of the research which include background, problem identification, research limitation, research questions, research objectives, and research significance.

1.1   Research Background

As a popular tourist destination, Bali is considered a home for people from all over the world who live and work on this island. Most of them even live for years, which makes them find an international school for those tourists who has children due to keep their child's education continued. It makes bilinguals popular in Bali. Growing up bilingual is common, as almost every child is born in a bilingual environment. Many of them acquire two languages simultaneously (Adnyani et al., 2022). Moreover, many parents want their children to be bilingual due to learning more than one language is good for their future. Schools that provide multilingual education programs assist a child in the teaching and learning process. As a result, bilingualism has become a new prerequisite for anyone seeking success. Furthermore, some parents believe that enrolling their child in a bilingual school will help them enhance their child's language skills.

In this era of globalization, there are many bilingual education programs offered in educational institutions in Bali. In these schools the pupils do not only learn about the content knowledge but also the use of two or more languages. Bilingual schools are now provided from kindergarten to high school. It is because

bilingualism has become a new demand by people as a pathway to success. Bilingual schools use English in the learning process and their native language in regular classroom discourse. The national language, Bahasa Indonesia (Indonesian), constantly competes with the indigenous languages, and almost every international school added Indonesian as one of the lessons in the class. As bilingual schools aim to promote bilingualism among children nowadays, they also use technology to support the process of teaching and learning process as technology offers many benefits for the educational process nowadays (Pratama, 2018).

In line with this argument, it is undeniable that nowadays technological changes become multi-functional, people now easily get or find information about what they need. One of the benefits of technology is to find many sources or media to learn languages. According to Gilson, Wells and Tatro (2012), recently many people depend on smartphones, tablets and computers to learn a new language. Regarding the power of technology, parents and students can design teaching methods in which technology not only acts as a tool to help children read and write, but also supports students in their bilingual education (Sharon and Carmen, 2018). Hence, mobile apps have been widely used in second language learning as smartphones and tablets are available most of the time. Technology has been used to improve education and teaching methods.

During the Covid-19 pandemic period, the transformation of the global public use of digital technologies sped up more than anyone could imagine before. However, technologies are still beneficial, especially in education, even after Covid-19 is over. Pratama (2018) stated that technology has an important role in

supporting children to be bilingual. It was found that children are able to learn vocabulary through videos, songs, and books/comics, but he also emphasized that it would be good if supported by social interaction. Moreover, Hosen (2021) reported that in the case of bilingual/multilingual the usage of media and technology such as TV/YouTube programs has a great positive impact on children. Cartoons, movies, and other shows on TV and YouTube play an important role in language learning. Meanwhile, Romando (2021) found out that technology, such as YouTube and Sophisticated Features (audio-visual stimulation of the video), can support children in acquiring a foreign language English out of school. Based on these previous studies, it can be seen that technology plays an important role in the context of bilingualism. It showed that the use of technology could positively affect the teaching and learning process in the bilingual setting. Those previous studies showed that bilingualism among students could be promoted through the use of technology since technology could make students enthusiastic during the teaching period.

Concerning the importance of technology in the context of bilingualism, therefore, this study also aimed to investigate the use of technology integrated into the teaching and learning process to promote bilingualism among students in one of the international schools located in Bali. This study also investigated how teachers applied technology to conduct assessments in bilingual classes. Moreover, this study investigated the teachers' perceptions of integrating technology into the teaching and learning process in bilingual classes. Regarding the use of technology in a bilingual setting, some previous studies tended to focus on the technology that

was used by bilingual students out of school. Moreover, there was only a limited study that discussed technology integration to teach and conduct assessments and investigated teachers' perceptions of technology integration at the same time. Besides, there was also limited research discussing this topic in international schools in Bali. Thus, to fill the gap, this study provided a deeper analysis of technology integration to teach and conduct assessments to promote bilingualism in one of the international schools in Bali. This study employed a sequential exploratory mixed method design to provide a deeper analysis of this case. The study was conducted in a primary school located in Badung, namely ProEd Global School. ProEd Global School is an inclusive international global school whose mission is to be an international community celebrating diversity through daily care and respect for each other. This international school provides educational infrastructure facilities and innovative learning process development. Thus, this school organizes various learning media that involve technological tools in its practices.

As this school focused on developing innovative learning processes, based on preliminary observations, it was found that teachers integrated technology into their teaching and learning processes. This school also provides the students with extensive and accessible support for their learning, such as speech and language therapists, counselors, and expert teachers trained to offer English as a Second Language. Therefore, considering the result of the preliminary observation, the analysis of technology integration in a bilingual context was conducted at ProEd Global School due to the technological tools provided in its practices.

1.2   Problem Identification

Technologies have transformed the way people learn languages. Kiger (2015) found that the use of devices will have great benefits to the schools using them, including an increase in the use of online resources and improved access to the internet and its tools. It is also necessary to explore how learners approach language learning as individuals, outside of institutions, and with the assistance of technology. Moreover, it is also important to analyze classroom observation to know how technologies are integrated into international schools, especially to promote bilingualism among students. Furthermore, perception from the teachers is one of many important factors that can have a huge impact on the success of language learning, especially for those teachers who get the responsibility to teach in international schools. These phenomena encouraged the researcher to conduct a study to investigate teachers' perceptions and how are the strategies for integrating technology in the teaching and learning process to promote bilinguals among students in an international school.

1.3   Research Limitation

The study was limited to analyzing the way teachers integrate technology into the classroom to promote bilingualism at ProEd Global School, the way teachers conduct assessments in bilingual settings with the support of technology, and how the teachers perceived the technology integration during the teaching and learning process.

1.4   Research Questions

Regarding the issues, this study is designed to address the following questions:

1.4.1   How do teachers of ProEd Global School integrate technology into their
         teaching in a bilingual setting?

1.4.2   How do teachers of ProEd Global School integrate technology to conduct
         the assessment during the teaching and learning process in a bilingual
         setting?

1.4.3   What is the perception of teachers at ProEd Global School on technology
         integration into the process of teaching and learning in a bilingual setting?

1.5   Research Objectives

Based on the research questions, the objectives are formulated as follows.

1.5.1   To describe how teachers of ProEd Global School integrate technology in
         English classes.

1.5.2   To describe how teachers of ProEd Global School integrate technology to
         conduct the assessment during English classes.

1.5.3   To investigate how teachers of ProEd Global School perceive technology
         integration into the classroom during the English teaching and learning
         process.

1.6   Research Significance

1.6.1   Theoretical Significance

         Theoretically, the result can enrich knowledge and information for

education development, especially for bilingual education related to technology to support children becoming bilingual. It is expected that the present study can be used to enrich the existing theories that support the present study. Furthermore, this study can be used as a reference in conducting the same study to obtain a better result.

1.6.2   Practical Significance

Practically, the result will provide information to the following readers:

a.   For Teachers

This study is expected to provide useful information for teachers in implementing an effective strategy by integrating technology into teaching, especially in a bilingual setting.

b.   For Students

This study is expected to help students become bilingual in bilingual education.

c.   For the Researchers

This study is expected to be a useful reference, especially in conducting a similar focus study to investigate technology integration and teaching strategies to promote bilingual education among students.