

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Technology is a crucial part in human life. Technology contributes its advantages and disadvantages in every aspects and human's activity. Technology is derived from the Greek word "*techno*" which means the willingness, skills, knowledge of the ways, rules, tools and "*logos*" which means science, word, learning and mental state (Stosic, 2015). Many research findings show the positive effects of using technology, one of them is in the field of education. Technology has a big role in building the quality of education. Fatimah and Santiana (2017) argued that as the latest instructional media in this globalization era, technology contributes good benefits in the educational sector, especially in teaching and learning process such as, helps the students to have new authentic and meaningful learning experiences, provides more fun and effective learning atmosphere to engage their effort and behavior, allows the students to work collaboratively and easily access the information that can increase their learning experiences.

Particularly in language learning, Kranthi (2017) stated that technology has been used to assist and enhance the learning process. Teachers can integrate various forms of technology to support their

teaching, engage students' motivation and participation in the learning process, provide authentic examples of the target culture, and connect their classrooms. To enhance the language learning experience, some technology tools enable teachers to differentiate instruction, adapt classroom activities and homework assignments in facilitating and mediating the language learning.

Technology is synonymous with the existence of "*communication and information*". Therefore, the term ICT (Information and Communication Technology) exists. Nowadays, ICT has become an essential part of humans' personal and social lives and also influenced humans' professional career (Golshan & Tafazoli, 2014). Mafuraga and Moremi (2017) also stated that in educational aspect, ICT can lead to increased student learning and improved teaching methods. However, the challenges in using ICT emerged such as lack of experience of teachers with technology compared to students, lack of local e-learning resources to administer real-time classes and electronic assessments, lack of procedures for monitoring and evaluating ICT use, insufficient equipment or provided facilities, inappropriate attitudes, insufficient training and insufficient capacity building (Tonui, Kerich, & Koross, 2016)(Soussi, 2015)

Swandewi (2017) argued that ICT has been widely used in 21st century learning and considered as one of significant factor in the success of learning process. Thus, in 21st century, it is a must for teacher to have skill or ability in integrating the use of ICT in the teaching and learning process. The stakeholders in education must be aware and concern to the

integration of technology in teaching and learning process to minimize the problems or challenges so the integration of technology itself will give meaningful and effective learning for students. Moreover, Wahyuni (2018) stated that in the 21st century the term Industrial Revolution 4.0 emerged. Industrial Revolution 4.0 emphasizes on the digital economy, artificial intelligence, big data, and robotic. In this case, the educational sector is required to be able to construct creativity, developing critical thinking, mastering the technology and digital literacy capabilities. Teacher as one of the stakeholders who directly have an interaction with the students in learning process are required to have five competencies as a preparation to deal with Industrial Revolution 4.0 namely, educational competence, competence for technological commercialization, competence in globalization, competence in future strategies, and counselor competence.

Referring to requirements of 21st century learning and Industrial Revolution 4.0, Indonesian educational system applied 2013 curriculum that focuses on the integration of ICT in each subjects as learning sources and media. 2013 curriculum is emphasized on students centered learning, where the students are expected to be active and exploring the knowledge independently under the monitor of the teacher. The whole learning process should be interactive, enjoyable, challenging and motivating the students to learn. Therefore, technology based learning is one of the main strategies in the process standard of 2013 curriculum. Based on Permendikbud No.22 Tahun 2016, some standards of curriculum 2013 should be implemented. One of them is the use of Information and

Communication Technology (ICT) to improve the effectiveness and efficiency of the learning process.

According to the requirements of curriculum 2013 described previously, teaching and learning process of English as a foreign language (EFL) in Indonesia must be adjusted to the existing regulation. The integration or the use of ICT in English learning must be well implemented so it is expected to improve the quality of English learning as well as throughout the educational aspects, the English proficiency of Indonesia students can be increased, because in 2019, the English proficiency index of Indonesia is in low stage (EPI, 2019). Hence, teacher can use various strategies that integrate the use of ICT in teaching English to make the learning process more meaningful, students centered and technology based.

In language learning, ICT can be implemented or integrated by using various strategies. There are three major categories of learning types integrated with information and communication technologies namely, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and Technology Enhanced Language Learning (TELL). According to Genc-Ersoy & Ersoy (2017) CALL is more considered as tools to assist language learning, while TELL is more about the use of technology in supporting language learning. For the MALL term, it was considered as the offspring of CALL. Kranthi (2017) believed that the use of multimedia and internet is the characteristic of these three strategies. Multimedia computers can provide an accurate

interpretation of the target language and provide control and feedback for learners.

Referring to all of those research findings, this recent studies focused on investigating Technology – Enhanced Language Learning (TELL) used in teaching and learning process at EFL context. In this case, TELL can be defined as technological means or tools used in any language learning activities for efficiency, motivation, and learning style flexibility (Zhou & Wei, 2018). Several TELL tools usually used in a certain activity in learning English namely, dialog (audio), video or film, audio recording playback and online journal (text). Those kinds of technology can be used to practice students' pronunciation and grammar, to enrich vocabulary and help the students comprehend the context and communication aspect in learning a language (Radhakrishnan, 2017).

In this study, TELL is defined as the instructional situation or environment where the learning process are assisted through computer, internet, and the other technologies which supporting the language learning. In Indonesia, TELL is one of the effective options that must be applied in learning a new language especially English as a foreign language because a full online learning cannot conducted in Indonesia. On one side, the government in educational sector tries to implement or integrate technology in teaching because of the existence of Industrial Revolution 4.0, the development of the era and curriculum 2013. However, in reality the learning process is different with the requirements. The implementation of ICT in educational sector of Indonesia was not

maximal. It was caused by the two important factors namely, the lack of infrastructure and the lack of human resources. Therefore, in the teaching and learning process, both of teacher and students must have a skill in using technology. Furthermore, the school institution, the government and all of the stakeholders are also required to improve the quality of education in Indonesia by utilizing technology properly.

Based on the preliminary observation done by the researcher, SMA Negeri Bali Mandara is one of the schools in Buleleng Regency, which already implements the use of ICT as the media in teaching and learning process. SMA Negeri Bali Mandara applied 2013 curriculum and it is E – learning based school. The school implemented technology in every subject, starting from the system credit semester of the students, the teaching and learning process and the evaluation. This is appropriate with the vision of this school namely *“Excellence in implementation of ICT”*.

The students of SMA Negeri Bali Mandara have their own laptop and use it as a medium in all subjects, one of them is in English teaching and learning. Not only by using their laptop, the English teacher mostly conduct the English teaching and learning at the multimedia laboratory. The teachers applied various TELL to support and enhanced the learning process, for example, computers and laptops as the hardwares, Microsoft Office (Words, Excel and Power Point), audios, videos, songs, e-mail, Google classroom, pictures (applied in UKBM Site) and also combined with the kind of texts such as books, articles and journals. UKBM (Unit Kegiatan Belajar Mandiri) is a kind of book consisted of the summary of

the material and the exercises compiled directly by the English teacher. There are two types of UKBM namely UKBM Site and Manual UKBM). This is one of the characteristic of this school in teaching and learning process.

By using all of those TELL, the English teachers want to make the teaching and learning process more interesting, meaningful and easy to be understood by the students. The teacher tried to fulfill themselves with technological skills. On the students' side, they feel more motivated in learning English. Some argued that they like to learn English by the help of technology. They feel joyful, the learning process is more interesting and easier. However, some students also stated their difficulties or challenges in using those TELL, such as the connection problem, time allocation and technical problems.

Because of the variety of the students' opinion about TELL related to the benefits and problems they found in applying or using TELL in their English learning, this study focused on two issues namely, the students' perception and English teachers' perception regarding the TELL used in their English learning to enhance and support the learning process. The general purpose of this study is to investigate how teachers and students of SMA Negeri Bali Mandara perceived the used of TELL as well as investigate the challenges they found and the solution to overcome their challenges in using TELL in enhancing English teaching and learning.

1.2 Identification of the Problem

In accordance with the development of the era, entering the Industrial Revolution 4.0 and the existence of 2013 curriculum, SMAN Bali Mandara is one of the schools which have implemented the use of Technology-Enhanced Language Learning (TELL) in their teaching and learning process, including in English subject. The English teacher used the tools as a medium in teaching English to support and enhance the learning process. From the used of the TELL, students proposed their own opinion related to their feeling and usefulness as well as challenges they found in using TELL to learn English.

Considering all of the phenomenon in SMAN Bali Mandara related to the variation of students' opinion towards the use of TELL and the English teacher perception towards TELL have never been studied by other researchers, the researcher is interest in investigating about how the English teachers and students of SMA Negeri Bali Mandara perceive the use of TELL in their English lesson as well as the challenges and solutions they found in applying Technology-Enhanced Learning Learning.

1.3 Scope of the Study

In this study, the researcher focused on investigating English teachers and students' perception towards the used of TELL (Technology-Enhanced Language Learning) including the challenges they found in English teaching and learning process at SMA Negeri Bali Mandara and the solution on how to overcome the challenges. This study was

investigated by using UTAUT (Unified Theory of Acceptance and Use of Technology) framework. The perception of English teacher as the instructor and utilization of technology in teaching English and the students who utilized technology for their English learning was described by using this theory.

1.4 Research Questions

Based on the background of the study above, the problem was formulated as follows:

- 1.4.1. How do English teachers of SMA Negeri Bali Mandara perceive the use of TELL in their English teaching and learning?
- 1.4.2. How do students of SMA Negeri Bali Mandara perceive the use of TELL in their English teaching and learning?
- 1.4.3. What are the challenges and solutions in using TELL in English teaching and learning based on teachers and students' perception?

1.5 The Objective of Study

Related of the research questions above, the purpose of this study were:

- 1.5.1 Investigating the English teachers' perception towards the used of TELL in English teaching and learning process at SMA Negeri Bali Mandara.
- 1.5.2 Investigating the students' perception towards the used of TELL in English teaching and learning process at SMA Negeri Bali Mandara.

- 1.5.3 Investigating the challenges and solutions in using TELL in English teaching and learning process based on teachers and students' perception.

1.6 The Significance of Study

This study is significant for the teacher, the students, the school and other researchers, as described below:

1.6.1 For the English Teacher

This study is expected to give obvious information for the teachers regarding the real situation of their English teaching and learning process from the students' opinion or feedback, then teacher can take a decision for maintaining and improving their teaching so it can be called as a success technology-based teaching and learning process.

1.6.2 For the Students

This study is expected to give additional information and advantages for the students that technology, especially TELL can be very beneficial for their English learning.

1.6.3 For the School

This result of this study is expected to give a reference for the school in maintaining, improving the learning system, and facilitating the learning process, so the teaching and learning process will be technology-based and suitable with the demands of Indonesian educational system.

1.6.4 For the other Researchers

The result of this study is expected to give relevant information and empirical evidence for the other researchers in order to conduct their own research.

