# CHAPTER I

# INTRODUCTION

This chapter presents the discussion on the background of the study which also tells about the importance of the use of technology as an educational tool. Then, the research problem, and the specific purpose of the study, significance of the study, definition of key terms, the previous research, and scope and limitation of the research are also discussed briefly in this chapter.

## A. Background of the Research

Recently, technology has become part of everyone's life. The use of technology cannot be separated from some one's life since people are facing Industrial Revolution (IR) 4.0 era [1] now. It can be said that one of the central factors of IR 4 is the emphasis on the digital revolution. It refers to as the digital revolution due to the fact of the proliferation of computer systems and the automation of files in all fields [2]. It is the generation that manufacture is integrated beneath web control.

Moreover, why we should prepare our students in facing industrial revolution 4.0. This is because one task of education is preparing our students to face their world later.[3] Today's teachers should be aware with the students' environtment. Students were born in the era that since they were kids, they are familiar with the technology. For example, teens who are very close to devices and or clever devices since they had been from babies. They are normally referred to as digital natives. While many teachers know devices

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[1] Norazah Nordin & Helmi Norman, "Mapping The Fourth Industrial Revolution Global Transformations on 21 Century Education on the Context of Sustainable Development", Journal of Sustainable Development Education and Research | JSDER Vol. 2, No.1, pp. 1-7(2018)

[2] Afrianto, " Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practices". **ELTAR ISSN 2614-1108** (2018)

[3] Aida Aryani Shahroom & Norhayati Hussin, "Industrial Revolution 4.0 and Education", International Journal of Academic Research in Business and Social Sciences ,Vol. 8, No. 9, Pg. 314 – 319, (2018), DOI: 10.6007/IJARBSS/v8-i9/4593.

and other units as digital immigrants. It is an undertaking for teachers to expect this situation in their studying process in the closeness of students with technology, such as gadgets, in the learning procedure in the classroom. Otherwise, our instructions will be boring.[4]

Furthermore, Teacher now should realize that he or she is not the only source of knowledge. If students do not understand about the teacher explanation, they can easily find for the more detail explanation from internet.  As it is now in their hands; mobile phone.[5] The integration of internet with a phone as we know with android phone become a phenomena, because it is a tool that can be filled with many application, such as, social media, softwares [6], and  hardwares. As this tool can be filled with many facilities, therefore, this tool can become an alternative for teacher to integrate the technology in teaching learning process,[7] as almost all of students are having it right now.   Some facilities that can be found  in almost every mobile phone that can be used in teaching learning process  is social media that is used in our daily life now, for example facebook,[8] edmodo [9]  and

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[4] Afrianto, " Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practices",p.7.

[5] Silih Warni, Tian Abdul Aziz and Dimas Febriawan, "The Use of Technology in English as a Foreign Language Learning Outside the Classroom: an Insight into Learner Autonomy", LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 21, No. 2, October 2018, DOI**:** doi.org/10.24071/llt.2018.210203.

[6] Wang, Q., & Woo, H. L. "Systematic planning for ICT integration in topic learning". *Educational Technology & Society,* 10(1), 148-156, 2007

[7] Simin Ghavifekr, Wan Athirah Wan Rosdy, "Teaching and Learning with Technology:Effectiveness of  ICT Integration inSchools", International Journal of Research in Education and Science Volume 1, Issue 2, ISSN: 2148-9955

[8] Rodliyah, R. S**.**"Using Facebook Closed Group to Improve EFL Students' Writing". *TEFLIN Journal,* 27(1), 82-100, 2016.

[9] Okumura, S. "The use of an educational social networking site for English language learning beyond the classroom in a Japanese university setting*".* Retrieved from https://mukogawafrom.repo.nii.ac.jp/?action=repository_action_common_download&item_id=686&item_n o=1&attribute_id=22&file_no=1, 2016.

whatsapp [10]. That is why teacher should integrate their teaching learning process by using technology. [11] They can use internet, for example to teach, to guide, to train, to explain, to evaluate and to score. Beside that, another example of technology that can be integrated in teaching learning process are online dictionary, learning websites, email, you tube video, ipods, and ipads, smart board and laptop.[12] .

However, in spite of the role of teacher in transfering knowledge that can be replaced by daring mode, virtual laboratory or robotics, the role of teacher in transferring knowledge, teaching the value, the norm, the culture, the experience, the wise, the empathy and the toleration can not be replaced by any kinds of technology[13]. On the other side, some skills that should be achieved by students in facing 21st century e.g.; critical thinking, problem solving, creative, competency and character can not be achieved without teachers' support. Therefore, teachers will always be needed in teaching learning process, no matter how advanced the technology. Because the role of teacher is very important, it can be stated that teacher is the key in teaching learning process, because teacher is the one that is going to guide how to use the technology in teaching learning process and to help the students preparing their future[14].

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[10] Alsaleem, B. I. A., "*The effect of "WhatsApp" electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi Students"* Harvard: 21st Century Academic Forum Conference Proceedings. 2014, URL: http://www.readwritethink.org/lesson images/lesson782/Rubric.pdf

[11] Zoheb Hazarika, "Exploring the Impact of Technology in Teaching English: Tesol in the Context"*,* European Journal of English Language and Literature Studies Vol.5, No.10, pp.19-28, 2017, URL : www.eajournals.org.

[12] Elena Andrey, "Technology in Teaching English Language Learners: the Case of Three Middle School Teachers", TESOL Journal (2016).

[13] Supriano. "Di Era Revolusi Industri 4.0, Peran Guru Tak Guru Tak Tergantikan, Tapi.*."* 2018, URL: https://edukasi.kompas.com/read/2018/11/28/17550091/di-era-revolusi-industri-40-peran-guru-tak-tergantikan-tapi.

[14] Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media Technology*",* Procedia - Social and Behavioral Sciences 47, 2012, P. 924 – 929. doi: 10.1016/j.sbspro.2012.06.758.

For the reasons above, integrating technology in English class is a must, as some previous researchs have found that integrating the technology can improve the quality of teaching learning process,[15] Besides, it can improve the students' language learning skill because by using the technology they will be more motivated and interested wth the materials[16]. It shows that the use of technology in teaching learning process can grow the students confidence, improve their ability to communicate, make them get closer to their culture, make teaching more qualified, make students more comfort with the teacher and make the course mare flexible, as students can use the technology everytime and every where[17], it also develop students' thinking skill and make the activity in the class become students centered[18] because students can learn actively during the lesson. And for the more specific result, in writing class, the use of technology can save the teachers' time, as the technology can score the students work[19]. Therefore, technology is very helpful for both, teacher and students.

At the same time, teacher should also prepare themselves well before using the technology in the classroom, as some problems usually also arise when teachers use the technology in the classroom, some common problems are lack of time, Professional Development, Facilities, technical Support and Lack of Competence and Confidence[20]. The first is lack of time. The teacher

[15] Ting Seng Eng, "The Impact of ICT on Learning: A Review of Research", *International Education Journal*, 2005, 6(5), 635-650. ISSN 1443-1475, URL: http://iej.cjb.net..

[16] Mohammad Reza Ahmadi, "The use of technology in english language learning: A literature review". *International Journal of Research in English Education*, Volume 3, Number 2, 2018, p 115-126, DOI : 10.29252/ijree.3.2.115.

[17] Hazarika, "Exploring the Impact of Technology in Teaching English: Tesol in the Context", p.19.
[18] Ahmadi, "The use of technology in english language learning: A literature review" p.115.
[19] Fei Victor Lim dan Jean Phua, "Teaching Writing with Language Feedback Technology", Computers and Composition 54 (2019) https://doi.org/10.1016/j.compcom.2019.102518

[20] Sitti Hadijah dan Sholawati," Investigating Teachers' Barriers to ICT (Information Communication Technology Integration in Teaching English at Senior High Schools in Pekanbaru", Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5) P-ISSN: 2580-1287. P-ISSN: 2597-6346, 2017.

seemed having restricted time to prepare all the things wanted when educating by using the use of technology due to the fact they had been busy with some other each day routines work at school. The second is professional development, Based on the information from the survey, most of the teachers mentioned that there was no longer everyday education in time period of bettering the teachers' competence in ICT. When they got training, they just received surely coaching of using ICT equipments. The particular coaching of ICT integration in time period of English language educating context was hardly ever organized. Therefore, they encountered difficulties in choosing and making use of fantastic hardware or software. And the subsequent is facilities, such as lack of physical resources, bad first-class of resources. confined access of ICT for teachers. Insufficient range of computers and different gadgets to assist the English language educating technique have been nonetheless determined by using the instructors in the classroom. And then, technical supports. To combine the ICT is now not an easy job for the teachers, the teachers are not solely required to be succesful in deploying the devices, however they also want to be skillful in fixing some technical problems appear. When the teachers can not use the technology in the classes, someone to help when some thing get incorrect is surely needed. Finally, the lack of competence and confidence. The teachers who are unexperienced with the technology will feel that utilizing technology is difficult, this thought then makes teachers not so confident to deal with the technology.

Furthermore, according to Ertmer[21], another barriers of technological integration are extrinsic and intrinsic barriers. Extrinsic barriers deal with teachers' problems dealing with technological access, support and time. It means that the source of the problem are the tools and everything outside of the teachers. While the intrinsic barriers deal with the teachers' beliefs about teaching, technology, classroom practice, and willingness to change. In

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[21] Ertmer, P., A., "Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration?", ETR&D, Vol. 53, No. 4, pp. 25–39 ISSN 1042–1629, 2005.

addition, teachers' motivation in integrating the technology is a big problem in this part. Bingimlas discovered some main components that hinder the effective deployment of ICT by the teachers; low confidence, limited competence, and scarcity of access to resources. Where as limited classroom management skills, poor administrative support and funding, and insufficient curriculum appear as minor components.[22] Moreover, according to Afrian,[23] some teachers also emphasizes the overload work problem. Some teachers said that administrative task such as making report card, reporting attendance report, and filling the work report book make them feel difficult to manage the time in doing the task. While they also have to focus on students' examination and syllabi. They afraid that they can not finish their task in time. Those problems make them reluctant to use the ICT tools in the classroom. In addition, they also refuse to use ICT in a large number student class. Moreover, teacher perception about the use of technology, whether it can give benefit for teaching-learning process also become a problem for teacher. [24]

Those common problems make some teachers feel reluctant to use the technology in the classroom, especially when the school does not help them to overcome those problems. While on the other hand, when teachers do not integrate the technology in classroom, it means they still use traditional method. Mofareh[25] recommended the uselessness of traditional teaching method, his research showed that students are more active and enthusiastic when the teacher use the technology in teaching learning process. So it is clear that integrating technology is a must. Therefore, the minimum

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[22] Bingimlas, K., A., "Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature", Eurasia Journal of Mathematics, Science & Technology Education, **5**(3), 235-245.

[23] Afrianto, " Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practices",p.7.

[24] Adi Suryani "Ict in Education: Its Benefits, Difficulties, and Organizational Development Issues", *jsh* Jurnal Sosial Humaniora, Vol 3 No.1,p.106-124, 2010.

[25] Alqahtani Mofareh A "The Use of Technology in English Language Teaching, Frontiers in Education Technology", Vol. 2, No.3. 2019, URL : www.scholink.org/ojs/index.php/fet.

knowledge about the technology should not become the barriers for teachers[26], but they should have a willing to overcome these barriers. As Ghavifekr[27] suggested that there are two things that should be considered by teachers in using the technology, the first is teachers' well known technology preparation and second professional development training programs for teachers. When teachers have prepared the use of technology well before teaching, it means that teachers should have additional time for planning the subject [28] as it can minimize the mall-function of the technology used. Beside from teachers, the barriers in in using the technologyin teaching learning process can be avoided by the support of the school[29], and local government.[30]

The use of technology can not be avoided, eventhough teachers are still reluctant to use them in the classroom due to the barriers above. That is why it is important to know the fact how actually teachers integrate ICT in teaching learning process. In fact, eventhough teachers have known the advantages of technology to improve teaching learning process, they still do not make any improvement in integrating the technology, therefore, knowing the reality of teaching learning process is very important. It can be used as a information how the real activity done by teachers in the classroom. When teachers use the technology in the classroom, it means that the teacher can be

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[26] Reuben Dlamini and Khanyisile Mbatha, "The discourse on ICT teacher professional development needs: The case of a South African teachers" union", International Journal of Education and Development using Information and Communication Technology (IJEDICT), Vol. 14, Issue 2,2018 pp. 17-37.

[27] Simin Ghavifekr, Wan Athirah Wan Rosdy, "Teaching and Learning with Technology:Effectiveness of ICT Integration inSchools" p. 175.

[28] Elena Andrey, "Technology in Teaching English Language Learners: the Case of Three Middle School Teachers".

[29] Dlamini. "The discourse on ICT teacher professional development needs: The case of a South African teachers".

[30] Salasiah Ammade, Murni Mahmud, Baso Jabu & Suradi Tahmir, " Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia" International Journal of English Linguistics; Vol. 8, No. 6; ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education, 2018.

a part of an innovative teacher, but if the teacher is still using traditional method without using the technology, it means that the teacher still a a part of traditional teachers.

Based on the background above the writer is going to have a research about how far the teachers of Islamic senior high schools in Nganjuk have integrated the technology in English teaching learning process, what kind of ICT they use and what problems faced by them in integrating ICT in the classroom. Furthermore, Nganjuk is a small city in east java, many researches have been done about the use of ICT in teaching learning process, however, many of them are done in big cities where the facilities and the stakeholders of the school strongly support the integration of ICT in the classroom, while in Nganjuk as a representative of a small city, where not all of the schools have provided the facilities needed to support the the use of ICT in teaching learning process, as many Islamic Senior High schools are located in the countryside, besides, many of them are also part of boarding school who are avoid stricly the use of ICT for their students. that is why a study is needed to know whether The ICT is already integrated in small city as well as in big cities.

## B. Statements of the Problem

From the background of the research, the writer determines the statement of the problem as follows:

1. To what extend do English teachers of Islamic senior high schools in Nganjuk integrate the ICT in the classroom?
2. How is teacher perception about the use of ICT?
3. What kind of ICT are used?
4. What are the problems faced by teachers in integrating ICT in the classroom?

## C. The Purpose of The Research

Some purposes which become the aim of this research are:

1. To find out how far the teachers in islamic senior high schools in Nganjuk integrate the ICT in the classroom.
2. To find out teachers perception about the use of ICT.
3. To find out what kind of ICT used by teachers
4. To find out the problems faced by English teachers in integrating ICT in the classroom.

## D. Significance of the Research

These are the research significance :

1. Theoretical Significance

   It is hoped that this research can give knowledge or a brief description about the fact of how English teachers integrate ICT in teaching learning process, as there are many advantages on integrating the ICT in English teaching.

2. Practical Significance

   a. For the Teachers

   The writer hopes that the result of the research can give information about the implementation of ICT in teaching learning process, especially for the teachers in senior high school in Nganjuk, so that it can be measured how far they integrate the technology in their class.

   b. For the school stakeholders

   The writer hopes that school stakeholders can take consideration in taking a policy to develop the use of ICT in the classroom.

   c. For the students

   It is hoped that the students will be more motivated after the teachers integrate the technology in English teaching.

### E. Definition of Key Terms

Below are some explanations related with the title of the research.

1.The Importance of Integrating ICT in English Teaching

The Integration of Information ad Communication Technology (ICT) is the process of using the technology to be integrated with something else. It means that teachers do not teach by using traditional method but they use modern method that in their teaching method they involve the use of technology in teaching learning process.

2. Kinds of ICT in English Teaching

There are some alternative technologies that can be used in English teaching, suh as computer, LCD, smartphone, softwares, blogging, whtas app, Video, You tube, and websites. Since the ICT is keep on developing so the possibility of having the new technology that can be used in English teaching is still opened.

3. Teaching English in 21st Century

Teaching English is the process of tranferring the knowledge of English materials. In this process teacher is the key role, because he or she is the center who decides what material is going to be taught, what method is used and how the evaluation will be held. For this process four skilss are involved, they are listening, speaking, reading and writing. Therefore, students should master those four skills to be able to master English materials. Then, because we are now in digitalizes era of 21st century, therefore the method and the strategy of teaching should be designed to prepare our students to face their future.

### F. The Previous Research

The researchs about integrating ICT in English teaching learning process have been done previously by Some researchers. Some of them are

the research done by Sudiran[31], Hadijah and Salawati [32], and Ammade [33]. Their researchs showed that the use of technology has positive effect towards students improvement in english.

The first research was done by Sudiran, his study was done in Batu, Malang city. The study showed that teachers have positive attitude toward the use of ICT as English learning media[34] .

The next research is about the barriers to ICT integration in teaching English at senior high schools in Pekanbaru, in 2017. The research done by Hadijah and Shalawati showed some problems got by teachers in integrating ICT in the classroom. They are the accessibility of ICT, time, professional development, and technical support[35].

Moreover, the study about the use of ICT, also has been done by Ammade et al, in 2018, their research showed that the integration of ICT can improve the experience of teacher and student and improve learning for students[36].

While Alqahtani[37] who did a research in 2019 in Saudi Arabia found that the use of modern technology make 90% of the students more

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[31] Sudiran, "Sikap Guru dan Tingkat Penggunaan Teknologi Informasi dan Komunikasi di Kelas Sebagai Media Pembelajaran Bahasa Inggris di SMA 3 dan SMK 1 Muhammadiyah Kota Batu". JINop (Jurnal Inovasi Pembelajaran), Volume 1, Nomer 1, Mei 2015, p.98-112.

[32] Hadijah ," Investigating Teachers' Barriers to ICT (Information Communication Technology Integration in Teaching English at Senior High Schools in Pekanbaru".

[33] Salasiah Ammade, Murni Mahmud, Baso Jabu & Suradi Tahmir, " Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia".

[34] Sudiran, "Sikap Guru dan Tingkat Penggunaan Teknologi Informasi dan Komunikasi di Kelas Sebagai Media Pembelajaran Bahasa Inggris di SMA 3 dan SMK 1 Muhammadiyah Kota Batu".

[35] Hadijah ," Investigating Teachers' Barriers to ICT (Information Communication Technology Integration in Teaching English at Senior High Schools in Pekanbaru".

[36] Salasiah, " Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia".

[37] Alqahtani Mofareh, A., "The Use of Technology in English Language Teaching, Frontiers in Education Technology",  Vol. 2, No. 3. 2019 URL : www.scholink.org/ojs/index.php/fet .

enthusiastic and interactive because they use modern technology such as smart boards, computers, and display screens.

## G. Scope and Limitation

The scope of this Research is to know whether  the teachers in Islamic senior high schools in Nganjuk   have integrated the technology in English teaching learning process. Then, the technology that is usually used in the classroom, and problems faced by teachers in integrating ICT in the classroom.