

CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings 1) background of study, (2) definition of keyterms, (3) research question, (4) significance of study, (5) definition of keyterms. Each of them is discussed clearly as follow:

A. Background of Study

Human life has come to depend on language. In order to communicate with others, people use language. The means of communication cannot be used without language. There are numerous languages spoken throughout the world, and each nation has its own national tongue. All people in the world are connected by the English language, which is the only truly universal tongue. According to McKay in Acar (2009) as saying that English is used internationally both in a local sense as a language of greater communication within multilingual societies and globally for international communication between countries. English's status as an international language has increased the importance of language use, as was already mentioned. English is used to communicate with people from other countries, so it is crucial. Thus, from kindergarten through university, students are taught English as one of their subjects by the Indonesian government. Four skills, they are listening, speaking, reading, and writing must be mastered by students in order to learn English.

English language learning is now occurring at a rapid and unpredictable rate throughout the world. The impact of globalization may be to blame for this.

In this age of globalization, we have everything at our fingertips, making it seem as though the entire world is at our fingertips. The process of learning any language has also evolved as a result. As a result, using technology also known as information and communication technology or ICT in education is one way to learn English in the age of globalization (ICT).

ICT, or information, communication, and technology, refers to a variety of technological tools and resources used to create, communicate, store, manage, and share information, according to UNESCO (2020). ICT is the application of computer technology, which includes hardware, accessories, media, and software (Alkamel & Chouthaiwale, 2018). Additionally, Hennessy et al stated that definition of ICT includes hardware like computers and laptops or other digital equipment, software, telecommunications infrastructure, and information systems like the internet and intranet.

Teaching with technology, according to Ertmer & Ottenbrat (2010), necessitates that teachers broaden their understanding of pedagogical practices across various facets of the planning, implementation, and evaluation processes. For instance, when using technology as a teaching tool, teachers must be able to manage computer hardware and software, choose the best computer applications to meet the instructional needs of the curriculum, and create plans for teaching software to students. Utilizing technology in the field of education, particularly during the teaching and learning process.

The use of ICT in teaching languages, especially English, has an important role in assisting the learning process. This is in accordance with the

results of Deviani's research (2021) entitled "The Role of Technology in Language Learning on Students' Experiences at the English Education Study Program of UIN Sultan Thaha Saifuddin". The results of this study indicate that technology has three important roles that dominate the process of learning English, including: (1) Assist students need in learning English. (2) Increasing students' learning motivation. (3) Make learning easier to understand. Therefore the use of technology has a big influence on learning, especially learning English.

In teaching English using technology in education or ICT, Teachers can use a variety of technological resources. These include videos, audio, films, the internet, digital dictionaries, Power Point, and Microsoft Word. e-mail, websites, blogs, and other web-based technologies, as well as non-web-based ones like computers, LCD digital projectors, videotapes, and audio cassettes like tape recorders and sound systems. Reading instruction can make use of these features. Teachers can decide whether they want to use web-based or non-web-based technology to make learning materials engaging.

SMK Negeri 4 Banjarbaru has used ICT in their teaching and learning process. The use various ICT tools to teach English in the classroom.

Based on the background of study above, The researcher is curious about the use of ICT in teaching English which focus on types of ICT used by the teacher in teaching English, how the teacher teach English using ICT, what challenges that they faced in teaching English using ICT. So the researcher is

interested in conducting research with the title "The Use of ICT in Teaching English at SMK Negeri 4 Banjarbaru ".

B. Definition of Key Terms

1. The use of ICT

ICT which stands for Information Communication and Technology is a various of technological tools and resources used to create, to communicate, to store, to manage, and to share information. In this study (Ghasemi and Hashemi, 2011). ICT in this research refers to the devices (laptop and smartphone), applications (Whatsapp, Zoom, etc), and Websites (Google Classroom, etc). The use of ICT that the researcher means here is the use of ICT by the teachers in teaching English that focuses on types of ICT used by the teacher and how teachers implement ICT in teaching English and what challenges they face while teaching English using ICT in the classroom.

2. Teaching

According to Brown (2000), teaching is an activity where the teacher educates or teaches a knowledge to the student that can provide knowledge or skills. It can be said that teaching means the process of imparting knowledge to students through learning activities to improve their knowledge and skills. Teaching that means by the researcher in this research is teaching english language that only focuses on teaching reading skill using technology in the classroom.

C. Research Question

In this research there are three research questions that will be investigated by the researcher, they are :

1. What are the types of ICT used by the teacher in teaching English at SMK Negeri 4 Banjarbaru?
2. How do the teachers implement ICT in teaching English at SMK Negeri 4 Banjarbaru?
3. What are the challenges in using ICT faced by the teacher in teaching English at SMK Negeri 4 Banjarbaru?

D. Objectives of Study

Based on the research question, the objectives of this research are divided into three objectives, they are :

1. To find out what types of ICT used by the teacher in teaching English at SMK Negeri 4 Banjarbaru
2. To find out how the teachers implement ICT in teaching English at SMK Negeri 4 Banjarbaru.
3. To find out what are the challenges in using ICT faced by the teacher in teaching English at SMK Negeri 4 Banjarbaru.

E. Significance of Study

Researchers hope that this research will provide the following benefits;

1. Theoretical Benefits

It is hoped that the results of this study can add insight to educators in implementing ICT in teaching in the classroom, especially in English

subjects. In addition, the results of this study are also expected to add reference material to the library science of the Antasari State Islamic University.

2. Practical Benefits

- a. To add scientific insight and become a reference for other researchers to examine the use of ICT in teaching English in the classroom to enrich, strengthen and compare with their findings.
- b. As an alternative or solution for teachers in carrying out teaching and learning using ICT, especially teaching English in the classroom

F. Previous Study

Several earlier studies that are nearly identical to this one exist. Deviani have completed the initial research. Under the title "The Role of Technology in Language Learning on Students' Experiences at English Education Study Program of UIN Sulthan Thaha Saifuddin" she carried out this study in 2021. The purpose of this study is to examine how technology is used in the English education study program at UIN Sulthan Thaha Saifuddin. According to the study's findings, technology plays three key roles that are particularly prevalent during the learning process: Help students with their English-learning needs, boost their motivation for learning, and make learning simpler to comprehend. Additionally, students' experiences with technology during the learning process have both strengths and weaknesses, and the classroom contains a variety of learning media and multimedia.

The difference between this research and mine lies in the research objectives, this research aims to examine the role of technology in learning English while my research aims to examine the use of technology in teaching English, namely about the types of ICT used, how teachers implement the technology and what are the challenges faced in using technology in teaching English

Salmah conducted a study in 2017 with the title “The Use of Educational Technology Aids in Teaching English at The Tenth Grade For State Senior High School 1 Tamban (SMA N 1 Tamban) in academic year 2016/ 2017”. The purpose of this study is to describe how educational technology is used to help teach English. The study's findings indicate that the use of educational technology improves English instruction in the tenth grade at State Senior High School 1 Tamban by allowing students to apply their reading, writing, speaking, and listening skills while using media like Powerpoint, audio, video, email, and Whatsapp. This research is different from my research because this research examines the use of educational technology in English in general, while my research focuses on examining the use of technology in teaching English which focuses on teaching reading.

In journal that write in 2018 by Ullah and Yesmin with the title "Using Technology in Teaching English at S.S.C Level” The findings of this journal showed that using technology in teaching has both the positive and the negative impacts. Although teachers enjoy using technology in the classroom, there are time constraints, a lack of training, and technical support from the authorities

that make this method of instruction difficult. In a classroom where technology is used, the students also feel at ease, but occasionally they struggle to understand the material because they lose focus because the teachers aren't properly involved in the lesson. The difference between this research and my research lies in the focus of the research, this research focuses on examining the impact of using technology in teaching and learning English while my research focuses on how teachers use technology in teaching English which focuses on types, implementation and the challenges faced by teachers in using in teaching.

G. Systematic of Writing

The systematic writing of this thesis is divided into 5 (five) chapters, in order to provide a comprehensive picture, namely:

Chapter I : Contains an introduction that discusses the background issues regarding the use of ICT in teaching English. after that the researcher determines the formulation of the problem, research objectives, research significance, definition of terms and previous research and closes with writing systematics.

Chapter II : Contains theoretical studies which contain theories related to the use of ICT in teaching English.

Chapter III : Contains a discussion of the methodology that will be carried out by researchers consisting of research design, research settings, participants, data and data sources, techniques of data collection and data analysis.

Chapter IV : Contains research results and discussion based on the findings obtained from the research process that has been carried out by researchers.

Chapter V : Contains conclusions and suggestions which are the final part of the research.