

CHAPTER I

INTRODUCTION

A. Background of the study

Language is a tool that can connect us with others. With language, everything can be delivered, so language is very needed by everyone. In addition, language can connect one country to other countries; can connect differences that exist in the world. In modern era, people are no longer using the tools of war to show their power, but now people show their power with arguments, not empty argument without clear direction and purpose.

Language is a necessity, to have and continues to develop what has been held, so the language is a valuable asset for human beings. Moreover, in this era, it really needs to learn and to know English language because English is an international language in the world, and can be used wherever and whenever.

English language is needed in Indonesia. In Indonesia, English is a foreign language. Many people are very interested in learning English, but many are not interested to learn although English has been taught since elementary school. Some have difficulties to understand and assume that English is a complicated language, even for the students who are in English department. So, to make them interested, a lecturer or lecturers should have experience and know other skills in the field of his or their profession. Lecturers could take the advantages of what can be found

around them or new things to be used as a tool to make teaching more interesting that needed by students especially in teaching English.

Teaching English needs special appropriate ways to overcome some troubles and difficulties because English is different with our native language and sometimes regarded as not important to learn. The students regard that they are Indonesian, not American, Australian or European. So, they are not serious and lazy to learn English. The evidence shows that many students in Indonesia get some troubles, whereas as we know in this era, people should compete, demand the capability to speak English.

In English, the difficulties in learning called language disability, is a disability or a condition where the students could not study normally, due to a threat, obstacle or impairment of learning that include the understanding and the use of language or writing (Syah, 2013). Many obstacles or difficulties are faced by students during teaching and learning process, one of them is English subject. There are some things that make the students get the difficulties in learning English. First, English's pronunciation is different with other languages. Second, not many people are able to memorize the vocabulary in short time, because English vocabulary has a lot of meanings (<http://EzineArticles.com>). For example, the word "make" can be translated into "*membuat*", but it also means "*menyebabkan*", the word "get" can be translated into "*mendapat*", but it also means "*menyuruh*". Third, conversation in English sometimes is confusing for some students. They are difficult to combine one word to another one. Sometimes they misinterpret the word. After knowing three of the difficulties mentioned above, as an educator, the lecturer must find the

solution how to overcome the issue in order to assist students in teaching and learning process.

Many ways to overcome the difficulties in learning English, one of them is using media. The word of “media” comes from Latin, and it is plural form of “medium”. It means message accompanier from sender to saver of message, so it stimulus thought, feeling, and interest of the students to make learning process maximal. Media can be used to handle boring situation for students. If the students are interested in their learning, they will enjoy their learning process (Sadiman, 2010).

The role of media is very important in teaching and learning process. Interested media will make the students to be motivated in learning, so the lecturers must know what media that are appropriate and closed with the students’ lifestyle. One of an appropriate media for students today is technology. In this era, sophisticated technology is increasing. A lecturer would have to take it as well as possible to assist in learning process because the lecturer’s role is very important in teaching and learning process.

Based on experience that learning English is not easy. English is often seen as a difficult subject to learn but to be acquired. Especially in Indonesia, English as a foreign language, and then to master English is something hard. So, the role of the lecturer as an educator is very needed to assist the students in learning and mastering English. In IAIN Antasari Banjarmasin, especially in English department, almost all the lecturers know the technology, but only a few of them that really take advantage of technological advances. While others only use a power

point even though power point is boring and uninteresting, some seldom use other technology media such as utilizing social media, edmodo, E-learning, etc. However, the use of technology is very important, even in teaching and learning process.

Technology is considered very important in helping students to understand the lesson, especially in English. However, all sciences including technological sciences in the world and in the hereafter are set in the holy Quran, Allah says in surah Ar-Rahman verse 33 as follows.

يَا مَعْشَرَ الْجِنِّ وَالْإِنْسِ إِنَّ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ

وَالْأَرْضِ فَانفُذُوا ۚ لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

Based on this verse, Allah said, science is very important for humans. Humans can do anything with science. Allah gave intelligence to the humans. Intelligence must be honest, empowered by learning and working. Moreover, Allah had explained to Jinn and humans, that they can penetrate the heavens and the earth with science (technology), but it is only limited unless get the permission of Allah because there is no capable force of rivaling the power of Allah.

Technology is a tool that can change the nature of learning. No one accepts definition of what technology is. The term is used very loosely to describe a variety of ways computers are integrated into the learning process. Simply, technology is a word that is used to describe different things to different people. Technology is a

term that is used by many to describe, study, and evaluate the various ways. Computers are integrated into education, both within and beyond of classrooms. The reality is that technology is a complex, dynamic, and ever-changing part of our society and world today. It is important to have an informed approach towards its role within our own sphere of influence. Instruction is the way we teach and technology is what we use to help us to teach. Instruction can take place with or without technology. However, technology can be used to facilitate instruction. Technology can be anything that is used as a means to help us, but it does not necessarily have to be electronic. A good definition of technology should include “the systematic application of scientific and other organized knowledge to practical tasks”. Technology is designed to make a person's life easier (Moursund & Bielefeldt, 1999).

Technology development in teaching gets a positive impact. It is increasingly massive and very important role in the dissemination of information and knowledge, including languages. In fact, English could not be separated from technology, even English is most widely used in technology. Many studies support the importance of technology in supporting teaching and learning process. Many researchers and lecturers believe that technology has benefits as well as the positive impact, for example technology can add more information, improve leaning ability, facilitate access to learning, and improve the interesting in learning.

Driven by the belief that technology is very effective to help students to learn English better, a lot of English lecturers choose technology as both instructional media and complementary tools to improve students' ability within

and beyond classroom. It is shown in a study by Sadiq Abdulwahed Ahmed Ismail, Abdurrahman Ghaleb Almekhlafi and Mohamed Hatem Al-Mekhlafy (2010). They conducted research entitled “Teachers’ Perceptions of the Use of Technology in Teaching Languages in United Arab Emirates’ Schools”. The result showed that teachers confirmed the unavoidable impact of technology on their own teaching practices, which in turn may promote students’ learning, and that teachers showed willingness to accelerate the integration of technology in their classes to improve language teaching and learning.

In another study by Chan Nim Park and Jeong-Bae Son (2009), conducted research entitled “Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers’ Perceptions and Perspectives”. The result showed that the teachers have positive and favorable attitudes toward the use of the computers. They consider computer technology as a useful teaching tool that can enhance ways of teaching by offering learners a variety of language inputs and expanding learners' learning experiences in real and authentic contexts.

The writer has some similarities and differences with both of previous researchers. The similarities have the same subject that is about teachers or lecturers and the object that is technology. The differences are methodology in collecting data, both of previous studies used questionnaire and interview, while the writer used observation and questionnaire; the first previous researcher combined quantitative and qualitative approach, while the writer and second previous researcher used qualitative approach. The purpose of the first previous study was to investigate the perceptions of both teachers of Arabic and teachers of English about

the use of technology in their classes in United Arab Emirates (UAE) schools. The purpose of the second previous study was to investigate factors affecting English as a foreign language (EFL) teachers' use of computers in their classrooms and to find out EFL teachers' perceptions of computer-assisted language learning (CALL) and ways to improve CALL practice in school settings. Moreover, the writer focused on lecturers' perception about using technology in teaching English in the classroom.

Based on the background above, the researcher is interested to describe the perception of English lecturers using some technologies in teaching English within and beyond classroom. The writer then takes the title "*Technology Utilization by English Lecturers in Teaching English at IAIN Antasari Banjarmasin*".

B. Statements of Problem

1. What are the lecturers' perception about using technology in teaching English in the classroom?
2. What are the factors that influence the lecturers' perception?

C. Purposes of the Study

The study is directed

1. To know the lecturers' perception about using technology in teaching English in the classroom.
2. To know what factors that influence the lecturers' perception.

D. Significance of the study

The result of this study is expected to give its worthy contribution for the science in English teaching and learning process, especially for lecturers in the use of technology in teaching and learning in the classroom. So, with this information, it is expected that lecturers can use technology as a learning medium to make learning more interesting. By the use of technology it is expected to further help lecturers and most importantly the students in teaching and learning process.

In practically, the writer hopes that the result of the study can be useful as follows.

1. For the lecturers, to increase better techniques in English teaching process.
2. For the students, to help them to be more receptive to learning that is given by the lecturer, and to make them active in the classroom.
3. For the writer, to develop some techniques of teaching as a teacher candidate.

E. Scope and Limitation of Study

1. Scope

The scope of study focuses on technology utilization by English lecturers in teaching English at IAIN Antasari Banjarmasin.

2. Limitation

This study does not discuss whether the use of technology can improve the students grade, does not discuss the technology is effective to teach English,

but this study only discusses how the English lecturers' perception in using technology in the classroom. Also it does not discuss specific media use in the classroom, but how the lecturers utilize technology in general likes audio, edmodo, E-learning, facebook, power point, video and, website.

F. Definition of Key Terms

a. Utilization

Utilize is used to what you have or what is available, and it is a three-syllable word meaning the something as the one syllable "use".

b. Technology

Technology in this research is technology utilization by English lecturers in teaching English.

c. Teaching

Teaching is transmission of knowledge from teacher to students. Teaching in this research is teaching English subject in English department, Faculty of Tarbiyah and Teachers training.

Thus, the meaning of the title is that the use of technology by lecturers of English Department to transfer of knowledge while teaching English subject within and beyond classroom.

G. Writing Organization

This research is divided into five chapters as below:

Chapter I, contains introduction, which consist background of study, statement of problem, purpose of the study, significance of study, scope and limitation of study, definition of key terms and research paper organization.

Chapter II, the writer talks about theoretical review on related subject, that consist definition of technology, kinds of technology in teaching English, the role of technology in teaching English, advantages of technology in teaching English, definition of perception, kinds of perception, lecturer's perception toward technology and influencing factors of perception.

Chapter III, method of the research that contains research design, research setting, subject and object of the study, data and source of data, method and instruments, and data analysis procedure.

Chapter IV, is the report of the research result which consist findings and discussion.

Chapter V, is closure which consist conclusions and suggestions.