CHAPTER I

INTRODUCTION

Seven subheadings are presented in this chapter namely background of the study, research questions, objectives of the study, significance of the study, scope of the study, clarification of terms, and organization of the paper.

1.1 Background of the study

Rapid technology advancement presents significant impacts in many life aspects including in education domain. The existing educational practices nowadays have attempted to incorporate technology as a way to cope with this technology development. Another impact can also be seen from educational researchers who are interested to investigate how technology can be incorporated into education to see its processes, opportunities, and impacts. Those practices and research keep progressing in order to figure out various alternatives and perspectives regarding the practice of technology integration in education.

Technology integration in education, or also known as technology-integrated instruction (TII), denotes how technology is operated as a learning tool which assists the acquisition of new skills, knowledge, or conceptual understanding (Masingila, Foley, Khatete, Ndethiu, Maundu, & Twoli, 2018). A crucial characteristic of TII to remark is that its implementation should be based and made relevant to curriculum goals and demands which can be distinguished according to each subject. Also, it is remarkable to mention that the focus of TII is not on learning the technology itself but learning the subject knowledge by means of particular technologies. As TII aims to assist learning process to meet curriculum goals, technology involvement is meant to provide beneficial impacts instead of interfering effect.

The practice of TII has been dealt with various science domains such as medical science (Chen, Liao, Chang, Hung, & Chang, 2019), social science (Wake, Dysthe, & Mjelstad, 2007), and linguistic field (Huang, 2019; Darling-Aduana & Heinrich, 2018). These practices explore the employment of technology in classroom context to support successful learning of the related subject.

Technology integration has also been applied in different levels of education started from primary (Goh & Lai, 2018; Nguyen & Bower, 2018), secondary (Ghanizadeh & Hosseini, 2018) and university level (Han, Shin, & Ko, 2017; Huang, 2019). Technologies can be included in each of these levels by considering students' cognitive level and development.

As TII continues to be implemented, worldwide researchers are also immersed in this topic by conducting investigation and exploration in various focuses of TII. Some experts examine different learning environments involving technology such as flipped classroom (Koskinen, Lämsä, Hämäläinen, & Viiri, 2018), blended learning (Huang, 2019), and online learning (Healey, 2018). Other researchers pay attention to benefits and challenges of TII (Mali, 2016; Sadikul, Shadare, & Musa, 2017; Gönen, 2019). Elaboration on actual implementation of particular technologies is also presented in studies conducted by Koskinen, et al. (2018), Darling-Aduana and Heinrich (2018), and Roblin, Tondeur, Voogt, Bruggeman, Mathieu, and van Braak (2018). These studies provide insightful perspectives in TII and trigger other researchers to inspect the same areas more deeply and explore other areas of TII.

Among ample studies addressing the implementation of TII, a research conducted by Puttick, Drayton, and Karp (2015) generates a finding which can be further explored. During the research, a teacher respondent found herself in confusion within a digital environment context as she could not do much in her own classroom. This was reflected in her saying "I felt like they didn't need me. I think I have to explore what is my role. .... What do I do, keep circling like a shark? Is that my role, just an auxiliary? I didn't expect to feel so useless" (Puttick, Drayton, & Karp, 2015, p.15). Furthermore, several research findings figure out that some challenges in TII cover limited time constraint (Sadikul, Shadare, & Musa, 2017; Lubis, 2018), inadequate facilities (Mali, 2016; Lubis, 2018), and personal factor (Lubis, 2018). This means that teachers are required to explore their roles more to be able to tackle these existing challenges so that those issues do not create unnecessary interruption during the instructional process.

In other cases, several researchers try to formulate and define teachers' roles in digital era (Amin, 2016), changing teachers' roles to cope with 21st century environment (Sharma, 2017), shifting roles of teachers when using technology in general (Richards, 2015), teachers' roles when integrating digital technologies (Wake, Dysthe, & Mjelstad, 2007; Healey, 2018), teachers' roles in online learning context (Huang, 2017), and comparison of teachers' roles in between face-to-face and online learning contexts (Huang, 2019). Within the context of technology integration in education in Indonesia where technology integration is suggested (Kemendikbud, 2017) but various challenges in multilayer levels still exist (Mali, 2016; Lubis, 2018, Karimah & Muslim, 2019), topic of teachers' roles in such context has not been explored yet. Thus, this study borders its investigation within junior high school level, EFL teachers, teachers' roles, and technology-integrated instruction in face-to-face classroom. It attempts to fill in the existing gap. Junior high school level is chosen as in Indonesia, English is started to be formally taught in this level (Lie, 2007) and curriculum suggests the use of technology as one of prominent strategies to support teaching and learning practices (Kemendikbud, 2017). Besides, while most other studies employ observation and interview, this research manages to include another data collection technique namely lesson plan analysis. It is expected that the data gathered in this research enable the researcher to generate more comprehensive findings and discussion.

In short, this study aims at investigating EFL teachers' roles within technology-integrated instruction. The discussion will be preceded by teachers' reasons for integrating technology in their classes and contributing factors behind the selection of the respective technological products.

1.2 Research questions

This study aims at answering the following research questions:

1. Why do EFL teachers decide to integrate technology in their teaching?
2. What considerations underlie teachers' selection of particular technology features to be integrated into EFL learning activities?

3. How do those teachers play their roles in EFL technology-integrated instruction?

1.3 Objectives of the study

Referring to the research questions on the previous section, this study attempts to elaborate teachers' reasons of incorporating technology in their English teaching. It also includes teachers' underlying considerations in selecting particular technology features and the teaching procedure while incorporating the technology. The other focus of this study elaborates teachers' practice of their roles within TII; how they actually play their roles during technology integration practices.

1.4 Significance of the study

Referring to the researcher's quest on current research on the topic of teachers' roles within EFL technology-integrated instruction, there is not much research addressing the corresponding topic. Thus, the implication of this study is expected to fulfil the following ideas.

Theoretically, this study is expected to present description on why teachers choose to apply technology integration, the underlying considerations of selecting technology features, and their practical uses. It will also enrich theories addressing roles of teachers while incorporating technology in EFL classroom. Findings put specific attention to the roles of EFL teachers when administrating teaching in a TII process which can be either constantly staying, shifting, or extending.

In practice, the researcher hopes this study presents new insights for those teachers who wish to include technology to support their EFL teaching. Specially addressing teachers' reasons in technology integration, it may inspire those teachers to start incorporating technology in their teaching for those who have not. Findings on considerations in technology selection can function as a reference for teachers to improve their implementation of TII. The use of some beneficial technology features is also clearly elaborated. More importantly, the findings can function as a guidance for teachers in general and EFL teachers in particular on

how to play their roles properly and appropriately while incorporating technology into their teaching.

1.5 Scope of the study

This study involves two junior high school English teachers in Indonesia who integrate technology in their classrooms. The technology is specified to digital technology and both educational and non-educational technologies are addressed as long as the use is driven by pedagogical purposes. The two relevant respondents were purposively selected to meet the qualification of intensively involving technology in their teaching. Students also participated during observation and interview. Data were obtained from lesson plan analysis, observation, and interview to both teacher and students. The analysis focuses on teachers' reasoning of technology integration and technology selection, and EFL teachers' roles within technology-integrated instruction. The context of this study is the integration of technology in face-to-face English classroom in junior high school level in Indonesia.

1.6 Clarification of terms

Technology-Integrated Instruction (TII)
The definition of TII used in this research refers to teaching and learning process involving technology in which the learning activities are assisted by the use of technology and the technology use itself is bounded by curriculum goals and demand. This particular study specifies the use of digital technology in face-to-face classroom in junior high school level.

EFL Instructional Process
EFL instructional process is defined as teaching and learning process of English as a foreign language in Indonesia. The process relevant to this research only covers activities which integrate technology taking place in junior high school level.

Teachers' Roles
This research addresses teachers' roles as what the teachers do during the teaching and learning process in the classroom which deal with their duties as teachers.

Teachers' roles in this research cover their actions in terms of classroom managerial, cognitive, affective, technological, and professional aspect.

1.7 Organization of the paper

The arrangement of this thesis is made of five chapters. The chapters are arranged sequentially and focus on different issues which correlate and complete each other.

The first chapter gives a brief description on the whole framework of this study. It is divided into seven subheadings labelled as background of the study, research questions, objectives of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

The second chapter elaborates relevant theories, concepts, and previous studies related to this research topic. The frameworks used to analyze the data in chapter four are also included in this chapter.

Chapter three concerns on the methodology of the research identified as research design, subjects and site, data collection technique, data analysis, and timeline of the study. They contain the details of how the research is done, how data are collected, and what or who are involved in it.

Chapter four is intended to answer the research questions. It is divided into several sub-chapters respecting the research questions. It consists of description of data or is generally called as findings and the discussion regarding the gathered data. Data description and analysis are based on lesson plan analysis result, observation field notes, and interview transcripts.

The last chapter summarizes the result of the overall research displayed in a sub chapter namely conclusion. Another sub chapter called as recommendation proposes a suggestion for further research by considering the limitation of this research and insightful inputs for relevant parties usually involved in TII practices.