

CHAPTER 1

INTRODUCTION

1.1. Chapter Overview

The first chapter of this dissertation introduces the background of the study, which includes the relevant issues in the area of teaching and learning language with technology integration. The purposes of the study are then elaborated along with the research questions and supported by previous research reports to enhance the objective of the study. The significances of the study are then explained and the key terms of the dissertation are clarified to provide more understanding about the focus of the study.

1.2. Background of the Study

The growth of technology has been very massive nowadays. Its growth has affected all fields in human's life, including the field of education. Traditional teaching methods are often deemed insufficient and considered as dull and monotonous by students, especially if the pupils are teenagers, who are characterized as digital natives. In other words, technology has rapidly changed students' expectation about learning as well as students' learning habits (Gunuç & Babacan, 2017).

Regarding technology integration in language learning, many studies revealed the potentials of technology integration in the context of teaching English as a second language (ESL) and English as a foreign language (EFL) (Ahmadi & Chalak, 2018; Balacan & Gunuck, 2017; Bax, 2003; Blake, 2016; Felix, 2008; Garrett, 2009; Godwin-Jones, 2015; Hong et al, 2016; Jones et al., 2017; Kessler, 2018; Kern, 2006, Reinders & White, 2016; Warschauer & Meskill, 2000). Technology integration is regarded to enable multimodal language activities in which 4 (four) language skills are integrated thus adapting the strengths of different learners (Blake, 2016; Felix, 2008).

In addition, it is also believed that technology integration will minimize language learning anxiety (Hong et al, 2016) and increase motivation and engagement (Felix, 2008; Kessler, 2018), for example: through game-based activities and creative opportunities, such as mashups and interactive storytelling (Kessler, 2018). Moreover, technology integration is also assumed to be able to stimulate learners to work together, develop awareness together and create communities (Kessler, 2018; Reinders & White, 2016).

Technology integration also enables learners to create a new social identity online that can give them confidence in communicating with native speakers, i.e. finding a bridge between their first language and the target language (Blake, 2016; Garrett, 2009; Godwin-Jones, 2015; Kern, 2006; Kessler, 2018). Technology also enables teachers to access big data such as corpora (large authentic language collection), which teachers can use to build authentic learning experiences (Godwin-Jones, 2017a & Kessler, 2018). In addition, technology also can develop learners' control (Kessler, 2018; Reinders & White, 2016) and empowers learners through informal learning interactions (Adams Becker et al., 2016; Godwin-Jones, 2017b; Jones et al., 2017).

Moreover, technology also allows learners to explore and participate in substantive, authentic language practice with native speakers through computer-mediated communication (CMC) tools (Blake, 2016; Garrett, 2009), such as texting, messaging, email, online forums, blogging, wikis, and web-based word processing, e.g., Google Docs (Kessler, 2018). In other words, the use of technology has offered English teachers unlimited resources for language teaching (Bull & Ma, 2001).

In the context of English Language Teaching (ELT) today, technology has continued to grow as one of the important tools to help teachers in conducting learning process. Many English teachers use technology in their teaching learning process to facilitate students' learning. By integrating technology into language teaching, teachers can adapt classroom activities to enhance students'

learning which is suitable for students' needs and expectations (Chalak & Ahmadi, 2017).

Some studies have also been reported the use of technology in ELT in Indonesian context. The studies investigated the potentials of using certain technology features in teaching learning process. Purnawarman, Susilawati, & Sundayana (2016) investigated the use of Edmodo in teaching writing skills. While Rodliyah (2016) studied the use of Facebook in ELT, Ilonasbonia & Syafei (2013) examined the use of Twitter in ELT and Sari (2014) investigated the use of blog in ELT, Sumakul (2014) elaborated the process of teaching grammar through Facebook, Suarcaya (2011) examined the implementation of teaching listening through web-based materials and Kusmaryani et al (2019) investigated the influence of mobile application on students' speaking skills.

Other studies have also explored the prospect of using technology for teaching content courses (Lie, 2013), using technology as an alternative in language teaching (Mali, 2016), using technology for global links (Alberth, 2013), and using technology for teachers' professional development (Dewi, 2019; Silvia, 2015). Other research has also been administered to explore the use of technology in assessing students' English performance, such as Basuki & Hidayati (2019) who investigated the use of Quizizz and Kahoot! in doing formative assessment. Damar (2016) also studied the use of Kahoot! as an ice breaker in a movie interpretation class. Similarly, Fathan & Syafii (2018), Mada & Anharudin (2019), Masruroh (2019), Putri (2019), Susanti (2017) also explored the potentials of Kahoot! as the media platform for learning English.

In spite of some research about potentials of using technology in language learning process, some studies were also conducted about some factors affecting technology integration in EFL classroom (Aslan & Zhu, 2016; Albugarni and Ahmed, 2015; Almutlaq, Dimitriadi, and McCrindle, 2017; Akbiyik, and Seferoglu, 2012; Anwaruddin, 2015; Dastjerdi, 2016; Hur, Shannon & Wolf, 2016; Mirriahi, Vaid, & Burns, 2015; Gregory & Lodge, 2015; Ghavifekr,

Kunjappan and Ramasamy; 2016). All the study above revealed that there are eight factors affecting the successful implementation of technology integration in language learning, namely: teachers' competence, accessibility, lack of training on technology use, school necessity, space and resources, budget, perceived usefulness, and academic workload.

Seeing from students' perspectives, majority of students nowadays are typically very familiar with the use of technology. Students who are born and live in the twenty first century are usually called 'digital natives'. They are born when technology is already available for them (Bennet et al, 2008). Because of students' upbringing and experience in using technology, digital natives usually have learning styles which are relatively different from their earlier generation. Table 1 below describes the result of several research (Prensky, 2001; Trapscott, 2009; Thompson, 2015; and Sarkar et al, 2017) which investigated general characteristics of digital natives.

Table 1: General Characteristics of Digital Natives

(Adapted from: Prensky, 2001; Trapscott, 2009; Thompson, 2015; and Sarkar et al, 2017)

	CHARACTERISTICS	DESCRIPTION
1	Technology Infused Learning Environment	They expect technology to become a part of the learning environment. They also like learning in an environment where technology is used to allow them to gain information, be more connected and be more efficient.
2	Flexible Schedule	They like to learn in flexible, customized and tailored timetables. They prefer an informal learning system, so their learning is time- so space-free.
3	Short Attention Span	They have a short period of attention. They have a desire for speed, and an inability to tolerate a slow-moving environment.
4	Immediate Feedback	They are expecting positive reviews and an attempt to "pay off."
5	Collaborative Learning	They like to learn in an environment where they work together. They show a preference for teamwork and peer communication.
6	Active Learning	They prefer learning through activities rather

		than reading or listening.
7	Mobile Devices	They show a near-universal acceptance of mobile devices such as cell phones, tablets, laptops, etc.

From Table 1 above, integrating technology in teaching EFL classes, especially when students are digital natives, offers a number of creative ways to involve them in and out of the classroom to become engaged, self-sufficient and motivated learners. It can be used to facilitate the acquisition, discussion and problem solving of information while at the same time enabling students to monitor their learning through self-paced activities accessible according to their versatile learning lifestyle. The instructional technology thus extends the learning area beyond the classroom and provides the student's flexible schedule with preparation and focus on material interaction.

The current curriculum in Indonesia, which is called the 2013 Curriculum emphasizes on learning process using scientific approach with three learning methodologies: discovery learning (DL), problem based learning (PBL) and project based learning (PJBL). Since there is no more information technology (IT) subject at school in the 2013 Curriculum, IT should be integrated into all subjects, including in English subject. All learning processes should be based on IT which can make learning process more interactive. The role of teachers in the 2013 Curriculum as facilitator for learning, therefore teachers should guide students to solve problem based on IT. Teachers must be able to choose learning media which are suitable for students learning characteristics as digital natives.

In many schools in Indonesia, the accessibility to technology is one of the biggest challenges. Many students especially in rural and suburb areas have very limited access to technology. For example, the schools only have limited number of desktop computers for students. Not every student needs a desktop computer, but every learner needs a supported digital device to stay engaged in the lesson. Another challenge is the weak internet connectivity which can frustrate students as well as teachers. With a strong network connection, teachers can ensure that all of the students have instant access to websites or applications. Regarding these challenges, there is Indonesian Government Rule No 19/ 2005 about the standard

of school facilities (chapter VII verse 42) that every school is obliged to have basic facilities which cover: educational tools, teaching aids, and learning facilities which can support the teaching and learning process. Moreover, every school must have some supporting school facilities which can support teaching and learning processes, which cover classroom, teachers' room, principal's room, staff room, library, laboratory, production unit, canteen, sport center, prayer room, and other facilities for learning and teaching process (Hananta, 2018). Mahmud (2008) also mentions some criteria for ICT implementation at schools, for example: access to digital technology (such as computers, laptops, CD, DVD, projector) and internet for teachers, students and all school staff.

Based on the background of the research elaborated above, the practice of technology integration in Indonesian EFL classroom is based on two aspects: trends and needs. Rapid advancement of technology has affected students as digital natives to be the consumers of technology and it also affects their learning styles. To accommodate students various learning styles many teachers start to integrate various types of technology in teaching English. Workshop & training for teachers about educational tools are conducted in many educational institutions. And finally technology integration becomes trends among teachers. Over the last decade, there has been a surge of interest in studying the practice of technology integration among teachers. The trends of technology integration are caused by the demand of the 2013 curriculum to remove the IT lesson from curriculum so IT should be integrated into all lessons including English.

Despite the abundant research about technology integration in language learning in Indonesian context, little empirical work has been done in order to examine the implementation of TELL in the context of EFL classroom with minimum resources and to have looked at how teachers utilize technology to transform their teaching. Moreover, few studies have been conducted to investigate challenges in implementing TELL in EFL classroom within similar context. To bridge that gap, the current study used the SAMR framework to investigate the degree to which an English teacher in one Indonesian vocational

school integrates technology to facilitate students' learning in her EFL class. SAMR is one of the frameworks, which can be used to assess technology integration activities in order to determine how well they meet the goal of transforming learning through the use of technology.. Moreover, challenges during the implementation of TELL in an EFL classroom with minimum resources was also be elaborated. Finally, students' perceptions and experiences during the implementation of TELL were also investigated.

1.3. Purposes of the Study

This study is aimed at fulfilling three major goals: Firstly, the study aims at describing the use of TELL in an EFL Classroom with minimum resources using SAMR framework. Secondly, challenges during the implementation of TELL in an EFL Classroom with minimum resources are also investigated. Finally, this study is intended to investigate students' perceptions and experiences about the implementation of TELL in their classroom.

1.4. Research Question

In line with the three purposes of the study above, three research questions are posed.

1. Viewed from SAMR framework, how is Technology-Enhanced Language Learning (TELL) implemented in an EFL Classroom?
2. What are the challenges found when implementing TELL in an EFL classroom?
3. What are students' perceptions and experiences towards the implementation of TELL in their classroom?

1.5. Significances of the Study

This research had contributed to three crucial aspects. Firstly, as reported in the Ministry of Education and Culture about the standard of process for primary and secondary education in Indonesia (Kementerian Pendidikan dan Kebudayaan,

2013), government policy supports technology integration in the education sector because it is assumed to be able to enhance the quality of education. However, the degree to which technology integrated into the classroom has not been thoroughly studied in Indonesia. Therefore, understanding the current practice of technology integration among secondary English teachers is crucial. Hence, this study contributed to the growth of literature investigates the practice of technology integration in the context of Indonesian secondary schools. Secondly, the findings of this study had provided a context for other teachers who are interested in running technology integration into their EFL classes from a realistic point of view, especially if the context is EFL classroom with minimum resources. Finally, the result of this study had given information about the implementation of technology integration in the context of EFL classroom with minimum resource. Therefore it could raise the awareness of all stakeholders of the school so that they will see it as an important issue to be tackled.

1.6. Clarification of Key Terms

In order to make this research report clear, three key terminologies need to be clarified as follows.

1. Technology-Enhanced Language Learning (TELL):

The terminology refers to the use of computer and other technology stuffs as an innovation and a means for facilitating language learning process (Bush and Terry, 1997). In this study, this terminology is used to identify types of technology integration activities in ELT. The types of technology can be in the forms of web-based and non-web-based technology tools.

2. EFL Classroom with Minimum Resources:

An English as a foreign language class which is equipped with limited quantity and quality of teaching resources and learning facilities, such as one computer only for teacher but not for students, one LCD projector and internet network with limited coverage.

3. SAMR Framework:

This framework consists of substitution, augmentation, modification & redefinition (SAMR) activities. It offers a model of technology integration which can be used to see how teaching and learning may be influenced by technology (Puentedura, 2006). It also highlights a progression that educational technology users often adopt as they advance through digital teaching and learning. This framework also can be used to evaluate technology practices and impacts in a classroom setting by looking into students, teachers and the changes (Myers, 2017; Puentedura, 2013). Teachers can determine their technology levels as they experience shifts in the design of technology-based learning artifacts and application of technology-driven learning to achieve the next level (Ahrens & Zašcerinska, 2014).

1.7. Organization of the Research Report

This dissertation is divided into three chapters. The first chapter is the introduction part. It consists of background of the study, purposes of the study, research questions, significances of the study and clarification of some key terms. The second chapter of this research paper is the literature review part. It deals with some theoretical background related to Technology-Enhanced Language Learning (TELL), EFL Classroom and theory of perception. The third chapter of this research paper is research methodology. It clearly describes the research design which was used in this study, research site, participant, techniques of data collection as well as data analysis.

1.8. Concluding Remarks

This chapter has elaborated the background of this research, followed by the elaboration of research purposes, which are posed in two research questions as the guidance for conducting this study. The significances of the study were explained and the key words used in this study were also clarified.