CHAPTER 1

INTRODUCTION

This chapter presents the reason this current study was deserved to be given attention in the body of pedagogical and ICT (Information and Communications Technology) research, for specific in English Department of State University of Jakarta. In this chapter, the author presents the background of the study, the research problems of the study, the purposes of the study, the scope of the study, and the significance of the study.

1.1 Background of the Study

People are living in an era where things are continual change and new things are founded. School systems everywhere are searching for ways to make its standards meaningful for students and educators, all for preparing students to live, learn, and work in the 21st century. Based on UU RI No. 20/2003 about National Education System which state in this statement:

> "*Kurikulum disusun sesuai dengan jenjang pendidikan dalam kerangka Negara Kesatuan Republik Indonesia dengan memperhatikan perkembangan ilmu pengetahuan, teknologi, dan seni*".

Therefore, education today must pursue the era of science and technology development, in particular having ICT (Information and Communications Technology) literacy and use technology in the context of ELT.

Graddol (1997) stated that technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly. At present the role and status of English is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education.

In this certain era of information technology teachers will be spending more time in facilitating students rather delivering lectures in the classrooms. They will be offering group presentations. Presentations will not be used to provide new information instead, presentation will be carefully constructed to model and answer existing questions and solve current problems in certain disciplines. They will also be demonstrating the potential of skill development in students by using information in problematic situations. It's proved that technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class (Shyamlee, 2012).

Today's students have spent their entire lives surrounded by information in a variety of media and technologies. Information technologies are assumed to play a constructive role in education to make the ELT process more productive through collaboration in an information rich society (Hussain & Safdar, 2008). Thus, increasing of technology has brought changes in the 21st century. These changes will continue to make new demands on education as the progress which require new ways of teaching. Teachers have to be creative, innovative, collaborative and communicative. Also, teachers will spend their time in teaching students; helping

them to learn through reviewing the huge information, because today's technology offers students all kinds of new highly effective tools they can use to learn on their own, to search and research tools to sort out what is true and relevant, to analysis tools to help make sense of it, to creation tools to present one's findings in a variety of media, to social tools to network and collaborate with people around the world.

The teacher's role should not be a technological one, but an intellectual one to provide the students with context, quality assurance, and individualized help (Prensky, 2008). Therefore, teachers must develop and update their knowledge and skills along with technology development in global community. Education should offer conditions needed to optimize learning and promote the transfer of knowledge and skills (Smeets, 2005).

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching has the important role on English teaching in new era (Pun, 2013). Technologies have some roles such as providing teachers with many interesting tools that can be used to improve the teaching learning. They also allow teachers to follow the evolution of the learning process and to know the performance of each student in specific tasks. Morris (1962) argues the function of technological media is to help the teacher through enhancing his effectiveness in the classroom.

There are many techniques applicable in various forms to English language teaching situations that now threaten "to undermine the classroom completely as a place of study" (Motteram, 2013). Some are useful for teaching

spoken English, writing, reading or listening. Technology provides so many options as making teaching interesting and also making teaching more productive and effective in terms of improvements.

This study was aimed at revealing the lecturers' perceptions toward the role of technology in skill subjects in English Department of State University of Jakarta as reflected in the classroom activity. Then the perceptions were analyzed to determine how the lecturers' perceive the role of technology in skill subjects in English Department in the process of teaching. It must be noted that perception can be influenced by the personality characteristics of the perceiver. It can also be influenced by the features of the thing/object perceived. The way teachers see the role of media in classroom teaching will determine the level and degree of its usage (Taiwo, 2009). Teacher perception of technology is predicated upon what they feel technologies can do in teaching-learning process.

1.2 Research Problem

In this research, the writer emphasizes on the role of technology in teaching language skill subjects in English Department of State University of Jakarta. Based on the statements above and background of this research the writer is focusing on lecturers' perception toward the role of technology in skill subjects in English Department of State University of Jakarta. Then, the writer identifies problem; that is, how do the lecturers perceive the role of technology in teaching language skill subjects in English Department of State University of Jakarta?

1.3 **Purpose of the study**

The purpose of this study was to investigate how lecturers perceive the role of technology in teaching language skill subjects in English Department of State University of Jakarta. English Department of State University of Jakarta' lecturers were the respondents of the questionnaire which were asked about his or her perceptions about the role of technology in teaching language skill subjects in English Department of State University of Jakarta.

1.4 **Scope of the study**

According to the research questions above, this study focuses on the perceptions of lecturers of the role of technology in teaching language skill subjects in English Department of State University of Jakarta.

1.5 **Significance of the Study**

This research can be a beneficial contribution for the Department of English Language Educational Study Program as well as language teaching. Moreover, the result of this study is also expected to be an alternative reference for other researchers who are interested in pedagogical and ICT (Information and Communications Technology) study. Also, this study is expected to enrich the research finding perceptions toward the role of technology in teaching language skill subjects in English Department of State University of Jakarta. In addition, the

result of this study will give information about lecturers' perception toward the role of technology in teaching language skill subjects in English Department of State University of Jakarta. The different perceptions from lectures may be reflected on the way to perceive the role of technology in teaching language skill subjects in English Department of State University of Jakarta during the class.