CHAPTER I

INTRODUCTION

This research paper divided into five chapters. Chapter one contained a brief introduction of the study that investigated. It embodied background of the study, research questions, purposes of the study, limitation of the study, and the significance of the study.

1.1 Background of the study

The era is developing rapidly since the past to date. In each eras, there were inventions or technology that were useful for human kind. In addition, education is developing in line with each eras. Education is always an important part of every era's development (Gay & Howard, 2010).

English language learning is inseparable from the long history of development era. English education with it's teaching and learning activities, became a focus of countries in the rest of the world because English language is a part of requirements to compete in this global era. 'English is the global language' (Crystal, 2012).

Teaching and learning activities that in line with the current trend are interesting to investigate further. There's a new dimension in teaching and learning activities that helps teachers to teach students this day. The new dimension is digital tools in teaching and learning activities in classroom that operate by teachers and students (Smaldino, Lowther & Mims, 2008).

The digital tools are laptop, screen & projector or TV, speakers, tablet and smartphone as the hardware and Microsoft Office, Media Player, Browser, GSuite, Kahoot, Edmodo, Prezi, Padlet, and Quizlet as the software.

A shift of English teaching and learning activities from conventional media into digital media became a concern for teachers and student teachers in this day (Roehl, Reddy & Shannon, 2013). Teachers are expected to engage in this digital era and to master skills in using digital tools as part of teachers' development in this era.

Teachers need to be equipped with the focus of a country's education system. The system includes social and economic goals. The goals are build workforces which have ICT skills to handle information, enable citizens to be knowledgeable and resourceful, encourage all citizens to participate fully in society, and foster cross-cultural understanding. UNESCO has created an international benchmark in order to set out the competencies required to teach effectively with ICT. UNESCO's ICT Competency Framework for Teachers emphasize that teachers need to be able to help the students in all aspects. The aspects include collaborative, problem solving, and creative learner through using ICT.

Pre-service teachers are students who are in a teacher-education program, but have to complete requirements for full certification as a teacher. Pre-service teachers need professional development in order to engage with a process of increasing participation in the practice of teaching and becoming knowledgeable in and about teaching (Adler, 2000, p.37). Pre-service teachers' professional

development will be a crucial component of this educational improvement. Pre-services teachers also need to be able to master ICT skills in teaching.

There's also a shift for students. Digital tools can help students to engage in teaching and learning activities with flexible. Students have advantages in learning English with digital tools in or out classroom. Connectivity such as internet, Wi-Fi, hotspot that are available near students, can help students to access the learning materials easily (Ally, 2009).

Digital tools are part of teaching and learning activities at SMA 1 Diponegoro Jakarta both teachers and students in daily basis. Digital tools help English teachers to present learning materials in each chapters for students in classrooms. The use of digital tools in English teaching and learning activities also help teachers to play and show additional learning materials in audios or videos format. Moreover, in English, students have to master four language skills in their learning process. Reading, speaking, listening and writing are language skills that required by students in classroom. Students can get benefits from the use of digital tools in English learning activities for mastering four language skills.

The researcher intended to study a case that is available at SMA 1 Diponegoro Jakarta about pre-service teachers' perceptions on the use of digital tools in English teaching and learning activities. The aim of this study is to investigate pre-service teachers' perceptions at SMA 1 Diponegoro Jakarta about the use of digital tools in English teaching and learning activities. The researcher conducted classroom observations and interviews to find out pre-service teachers'

perceptions on the use of digital tools in English teaching and learning activities at SMA 1 Diponegoro Jakarta.

1.2 Research Questions

The research conducted by the researcher was intended to answer the following questions:

1. How do pre-service teachers perceive the use of digital tools in English teaching and learning activities?
2. In what ways are the digital tools implemented in English classroom?

1.3 Purposes of the study

Relating to the background of the study and the research questions, the purposes of this study are:

1. To find out pre-service teachers' perceptions on the use of digital tools in English teaching and learning activities at SMA 1 Diponegoro Jakarta.
2. To investigate the implementation of the digital tools in English classroom at SMA 1 Diponegoro Jakarta.

1.4 Limitation of the study

There were limitations in this study. The first limitation was data source. An unexpected situation at the site when the researcher collected the data was inevitable. Pre-service English teachers from UNJ's PPL program filled the position

of the regular English teachers in classrooms at that moment. Therefore, the data source for this study was three pre-service English teachers from UNJ's PPL program.

The second limitation was number of observations. The researcher observed three pre-service English teachers for nine times, three observations for each teacher. Teachers only used digital tools in one of three-recorded observation from each teachers, three of nine recorded data. So, the researcher only select one session of observation from each teachers to analyze. One observation couldn't give full and comprehensive conclusion of teachers' implementation of the digital tools in English classroom because different observations could be in different condition and situation. However, relating to the research question number two, the researcher intended to investigate the implementation of the digital tools in English classroom. The researcher only selected recorded data that shows implementation of digital tools as a real practice in English classroom.

This study focused on the pre-service English teachers in SMA 1 Diponegoro Jakarta. Results from this study will show the pre-service English teachers perceptions on the use of digital tools in English teaching and learning activities. However, the results from this study may not be a single reference to show pre-service English teachers' perceptions on the use of digital tools in English teaching and learning activities. The results from this study also may not be generalizable to English teachers at other schools.

1.5 Significance of the study

1. Theoretical aspect

   Theoretically, this study can be an information for English teachers to gain knowledge about English teachers' perceptions on the use of digital tools in teaching and learning activities.

2. Practical aspect

   Practically, this study can aid English teachers to prepare for teaching using digital tools in a classroom.

3. Professional aspect

   Professionally, this study can contribute to the future studies about teachers' perceptions and the use of digital tools in English teaching and learning activities in Indonesia.