CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Nowadays, technology is an important part of human life. It is the line with P21.org stating that people in the 21st century live in technology and media-suffused environment are available with; being easy access to get lots of information, growing rapid technology tools, and being capable to work collaboratively. Therefore, people must be able to create, evaluate, and utilize effectively the information Media and Technology. All the aspects of human life are related to technology, such as economics, health, and education.

Technology is one of important aspects for education because technology can improve the quality of education. According to (Meenakshi, 2013), “ICT can enhance the quality of education in three ways namely increasing learner’s motivation, facilitating the acquisition of basic skills, and enhancing teacher training” (p.3-8). Because the 21st century is indicated by integration of learning process with many kinds of media for example gadgets, laptop, internet networking, the teachers have much more opportunities to explore learning process either in classroom or outside ones.

As stated in Permendiknas No. 16 Tahun 2007, one of the core teacher’s competency is teachers have to use technology and communication for learning process. In Permendikbud No. 22 Tahun 2016, it is stated that the use of
information, communication, and technology which is the principle of learning that must be applied by the teacher in the classroom to improve efficiency and effectiveness of learning.

Technology in the learning process can help the teachers to explain the abstract material to the students easily. The teacher can also get a lot of sources for the learning process and find the materials that they want to use in the classroom from the internet. Along with those functions, becoming a teacher with the knowledge of technology will be really helpful in the learning process because today students are fundamentally different from those who studied a decade ago. These day students are engaged with technology. Even, almost all the students in elementary school have their own smartphone. (Prensky, 2010) stated “The students we see in the classroom today are digital natives; they have grown up with technology around them rather than being forced to learn the technology later in life”

However, there are some gaps found by the researcher at schools. The researcher’s experience showed that the student teachers rarely use technology in the classroom, even when they use the technology they only use limited kinds of technology. However, the researcher observed that there are some teachers having the literacy to use technology in the classroom but do not use technology in the classroom.

Therefore it is important to investigate the literacy of student teachers in using technology and what their challenges are in using technology. Based on
the phenomena above, the researcher attempts to conduct a research title “Student teachers Literacy and Problem in Using Technology for English Language Teaching”

1.2 Research Problem

1. How is the technology literacy of student teachers at English education study program Universitas Jambi academic year 2018/2019 in compliant with TESOL technology standard?

2. What are the challenges faced by the seventh semester student teachers in implementing the technology for English language teaching?

1.3 Research Objectives

Based on the research question, this research aims to describe:

1. The literacy of the seventh semester English student teachers of English study program Universitas Jambi using technology for teaching the English language.

2. The challenges faced by the seventh semester student teachers in implementing technology for English language teaching.

1.4 Limitation

In order to focus on this study, the researcher has set several limitations:

1. Context. This study conducted in English study program because the purpose of the English study program is to prepare English teacher candidates. Furthermore, having literate on technology is one of the
essential skills for English teacher candidates since they will teach the millennial students.

2. The participant of this research are student teachers, student teachers mean student of English education study program who are practicing teaching as a requirement to complete the degree. Because they already have teaching experience in the school.

3. Data, method, and objective. The quantitative data in this research was used to measure the literacy of student teachers from English study program Universitas Jambi in using technology by using questionnaire with self-assessment technique. In addition, the qualitative data of this research used to investigate what are the challenges faced by the student teachers from the English study program in implementing the technology for English language teaching

1.5 Significance of the Research

This research is expected to give both theoretical and practical significances to all related stakeholders. Theoretically, this research is useful for the next researchers who are interested in taking the same study. Moreover, practically, it can be as a tool to give empirical data of the importance of supplementary advanced technology supporting the learning process to the government to provide adequate technology in the schools, it also clarifies the English teacher candidates’ necessities of mastering technology since they are studying at the college level, therefore, helps them easily utilizing the media for their future careers as teachers.
1.6 Definition of Key Terms

1. Student teachers: student teachers mean students of English education study program who are practicing teaching as a requirement to complete the degree. Because they already have teaching experience in the school.

2. PLP: According to Permenristekdikti No.55 (2017) PLP is a process of observation to carry out by undergraduate students to study the aspect of learning and educational management in educational units.