# **CHAPTER I**

# **INTRODUCTION**

This chapter elaborates the background of the study, research questions, research objective, research significant, and definition of terminology.

## **Background of the study**

Shatri (2020) argue that technology enriches educational experiences by providing limitless learning options that can guide students on their quests to learn. The integration of technology into teaching and learning involves not only surfing the internet but also making knowledge more practical for all students. Education should be adapted to on going changes in technology and use them extensively in the learning process. These changes in education must rapidly respond to developments of technology in terms of quantity and quality of transmitting knowledge and skills systematically to college students. In this era of technology development, is directly related to the updating of knowledge and new skills in the field of lecturer education. Technology creates opportunities for college students to learn and collaborate with one another through the exchange of ideas and experiences and joint problem solving.

When preparing for lessons that use technology, lecturer should make focused plans for teaching. The lecturer have to know about various software that can be used for teaching. Postholm (2007) argue that lecturer need to have computer literacy to manage good learning situations. The proper use of technology promotes and develops a variety of skills in college students, such as communication skills, critical thinking skills, problem solving, teamwork, and research skills (Reinhold, Hoch, Werner, Gebert, & Reiss, 2020). Shatri (2020) conclude that the benefit to college students increasingly will depend on the skill with which lecturer are able to use these technology tools technology can also be difficult to integrate into lesson structures. For example, class schedules may not provide sufficient time for

technology use during lessons. Also, lecturer will overly focused on creating visually attractive illustrative methods rather than lesson plans.

Technology in teaching today is often associated with the use of information and communication technology (ICT). ICT media has the advantage of helping teachers deliver learning faster and easier for college students. The role of digital technology can increase college students interest in the learning process (Masruddin, 2014). With the establishment of the Consortium for Educational Communication (CEC) in 1993 and the National Mission for Education through ICT (NMEICT) in 2009, there have been efforts to expand 'digital literacy for lecturer empowerment' (NMEICT). The NMEICT website offers information on flipped and embedded classrooms, digital content creation, use of web platforms such as google.classroom and moodle focusing on the integration of technology (Mahapatra, 2020).

The integration of technology in the classroom will help lecturer create lessons that enable college students to improve their problem-solving skills through simulation, manipulation, mind mapping, guided discovery, and creative expression (Eickelmann & Vennemann, 2017). Educators consider benefits such as the availability of equipment, ease of use and the interest the technology may spark in each students (Porter & Graham, 2016). Digital technology is a hot topic in education today. Technology integration is the well-coordinate use of digital tools as tools for problem solving, deeper learning, and understanding. Technology facilitates access to curriculum and assists lecturer in developing their skills using digital tools. In the teaching process, the lecturer role is to guide college students in using technology as a tool to access and understand educational content, so that college students do not just access websites or content spread on the internet.

The application of technology in the field of education is also called educational technology (Mangin, 2011). There are several examples of technological tools used in the field of education, such as computers used to produce lecture materials such as word processors, presentation programs, database programs, electronic mail, websites, blogs, social networking sites, etc. Research shows that technology use in classrooms is still low and limited. Regarding this problem, one of the most commonly cited obstacles is related to lecturer preparation. At universities , faculty can prepare lecturers and college students for the digital world by enabling them to undertake projects can involve the use of Information Technology resource (John, 2015). When integrating technology, lecturers usually spend a lot of time and effort learning and considering how to use it. It shows that knowledge of technology alone is not enough to enable lecturer to successfully integrate technology (Anderson & Putman, 2019).

In a different study, lecturers stated that technology integration required additional planning and preparation because they did not have prior knowledge and experience in designing learning activities using technology (Polly, Mims, Shepherd, & Inan, 2010) Based on the findings above, the researcher is interested in exploring the integration of technology in teaching EST : Case study in English Institute in Garut.

## **The Reasons for Choosing the Topic**

The reasons why the researcher choose the topic, because this research relates to the current situation, teaching and learning uses technology a lot. Therefore, the researcher wants to try to investigate how technology is interested in teaching.

## **Research Questions**

Because this research relates to the current situation, teaching and learning uses technology a lot. Therefore, the researcher wants to try to investigate how technology is integrated in teaching through the following questions :

* + 1. How is the practice of integrating technology in EST teaching?
		2. What is the student’s perception of integration technology in EST learning?

## **Research Objective**

The research objective of this research is :

* + 1. To find out the lectures’ praxis integrate technology in teaching EST.
		2. To know about the college students perceive the use of technology in EST learning.

## **Research Significance**

The researcher hopes that this research can be helpful either directly or indirectly such as :

* + 1. **Theoritical Benefit**

The results of this research are expected to be used as a source of information and a theoritical basis for the development of science, especially to increase use of technology in teaching.

* + 1. **Practical Benefits**
	1. **For College Students**

 With this research, it is hoped that college students will be interested and motivated to understand the material through learning using technology.

* 1. **For Lecturer**

Lecturer can find out if there are obstacles in college students understanding of the material delivered through using technology.

* 1. **For other Researcher**

The results of this study can be used as data that can provide further information for other researchers who conduct related research.

## **Definition of Terminology**

Based on the explanation above, some key terms have become the center of this research. They are:

1. At a simple level, technology can be defined as tangible hardware (computers, mobile devices, smartphones, projectors.) in combination with software and hardware or applications that offer some advanced features for easy access to its users (Freiman, 2014).
2. The teaching process can be interpreted as a process of transforming knowledge from lecturer to college students. In this process an educator identifies and sets learning objectives and develops teaching resources and implements teaching and learning strategies Munna & Kalam (2021). Learning can be defined as change that is permanent because change is brought into the college students by a lecturer through techniques such as developing special skills, changing some attitudes, or understanding certain scientific laws operating behind a learning environment by Sequeira (2012).
3. Lecturer in higher education are expected to use technology in innovative ways so as to provide college students with engaging learning experiences to prepare them for interacting with the global networked society. In addition, lecturer are also expected to minimized the gap between how technology is applied in classroom teaching to improve college students abilities (Khan, Bibi, & Hasan, 2016).