

Chapter One

Introduction

In this chapter, the researcher presents the background of the study, statement of the problem, delimitation, purpose of the study, and significance of the study. This part also shows the objectives of the research, significance of the research, and outline of the research.

Background of the Study

Nowadays, technology is applied in every sector. Based on the research conducted by Spears, Kofoed, Bartolo, Palermiti, and Costabile (2012), Information and Communication Technology (ICTs) facilitate communication and they are considered the best information sources, which is essential to be a part of the information society. Mobile phones, notebooks, tablets, and other ICT devices with the internet are necessary to mobilize communication and get the wealthiest information environment. Sinha and Sarma (2017) also stated an unprecedented ICT development in personal computers (PC), laptops, and portable handheld devices, adding new dimensions to the learning process. Therefore, technology has currently become a significant role in society, including education.

The popularity and convenience of ICT are increasingly being preferred by individuals, anytime and anywhere. Technology is also applied in the educational sector. The use of technology in education is a common phenomenon at this time. Besides, according to Sia (2016), since we have the technology, people currently learn much more information using "multimedia" than "mono-media," and multimedia increasingly attracts

more people and keeps them involved. Consequently, the media system is more fun and more engaging to people. In contrast to mono-media, multimedia learning works as an “immersion” using multiple senses, which primarily works through the eyesight (printed/written). This ICT content provides a great advantage of modern learning over traditional learning. Bhattacharjee and Deb (2016) also stated that technology could help them in the classroom to make the teaching-learning process more interesting, and students may become the appropriate tool in the active research role and technology. ICT has made communication better and faster; it can provide a more efficient and relevant way to present ideas. Students can learn to talk with native speakers without meeting them directly because students can use technology to facilitate their learning. In summary, technology is innovatively and has significantly potential to support the teaching-learning process.

In using technology-based learning, the teacher should be able to use technology in their teaching-learning process and make the students enjoy technology-based teaching and learning. The National Educational Technology Standards and Performance Indicators for Teachers; International Society for Technology in Education (NETS-T; ISTE, 2017) states that the teacher has four roles as a technology facilitator in using technology-based teaching-learning. Firstly, as a facilitator, teachers should encourage a culture in which students are aware of their learning objectives and outcomes, both individually and in a group. Second, teachers administer technology and learning techniques for students in digital platforms, virtual environments, in functional or field spaces. Third, teachers develop learning opportunities to encourage students to develop and solve problems through a design and machine thought. The last, teachers’ role is to

design and promote creative expression and imagination for communicating ideas, information, or relationships.

In the English Language Education Department of an Islamic Private University in Yogyakarta, as an institution that prepares future teachers with special skills, also addresses this issue. ELED offers technology-based subjects such as Innovative Technology, Computer Offline and Online, ICT in Language Teaching and Learning, and Digital Technology in Education courses. Those courses are proposed to teach the students as future teachers how to prepare a technology-based teaching material regarding how to design the teaching materials, how to use the facility provided, and enrich the students as future teachers know about technology to develop the students' professionalism in using technology.

In this department, all students are prepared as future professional teachers who are literate and adept at using technology. A number of studies have found that formal education is essential, and these findings have been interpreted as evidence for improving current teacher preparation programs in universities and increasing investments on post-college training. Teachers with more training experience are more productive at all grade levels. According to Nagasubramani (2018) in technology-based courses students are learn about the procedures and knowledge connected to technology. Technology-based courses are expected to help the students practice designing the material and prepare a teaching-learning technology-based process.

This study explores the ELED alumni experience in enrolling in technology-based courses and what applications that have been studied and used in their teaching-learning process. Pre-service teachers who enrolling in teacher training may reap advantages in the future. The researcher wants to discover whether specific courses contribute to the

future teaching-learning process. In addition, there is still a limited number of studies focusing on this topic; thus, it is expected that this research can be an evaluation material for technology-based courses offered at one private Islamic university in Yogyakarta

Statements of the Problems

English Language Education Department offers some courses related to technology in education to prepare the students as future teachers in the millennium era. Findings from comparative research documenting the technology implementation in the classroom can inform these choices, but these findings should be grounded in what we know from previous research in teacher's training. Therefore, to overcome the problem, this research was conducted to determine the perception from the alumni who are already enrolling in the courses and implement the knowledge that they get from technology-based courses.

There are more and more applications in technology because technology always develops every year. Students learn various applications from the technology-based courses offered by ELED. Would the student be confused about which application is suitable for their teaching and learning program? Because not all applications are suitable for every education level. For example, Kahoot! is not suitable for the elementary school level because it is impossible for the students to bring their smartphones. Based on non-formal dialog with the alumni, the researcher also found that the problems in ELED are that issues on technology-based learning come from internal factors, which primarily reflect unfamiliarity with the technology.

Delimitation of the Study

The study focuses on how ELED alumni view the technology-based course activities, tasks, assignments, and applications. This research also explores the benefits of enrolling in technology-based courses and the challenges faced by ELED alumni in learning with technology-based courses, and how they implement the knowledge in their teaching-learning process. ELED alumni who have been teaching for a minimum of 1 year after graduating and apply technology during the learning and teaching process are included in this research.

Research Questions

This research will identify:

1. How do the ELED alumni perceive the benefits of enrolling in technology-based courses?
2. What applications that have been studied and used in the teaching-learning process?

Purpose of the Study

Through this study, the researcher wants to understand:

1. Benefits that ELED UMY alumni get from enrolling in the technology-based courses.
2. How ELED alumni implement the knowledge they get from enrolling in the technology-based course in their teaching-learning process in their classroom program.

Significances of the Study

The findings of this study are expected to give benefits for the students, teachers, institutions, and other researchers. The findings will be helpful for the parties:

The researcher. After conducting this research, hopefully, the researcher knows about ELED alumni perception toward the technology-based subject and the benefits of enrolling into the subject for their teaching-learning process. Also, as a future teacher, the researcher will get new knowledge about the technology-based methods that best fit the classroom participants. Furthermore, this study can be utilized to complete the requirements to graduate from the English Language Education Department.

The teachers. With this research, the teachers, especially those who teach technology-based courses, can get information about the alumni's materials, activities, and tasks. Besides, the teachers can get feedback related to the technology-based courses. It can be the evaluation for the teachers of technological-based courses.

The institution. The institution will get information about ELED alumni who become teachers and apply the knowledge they get from the technology-based course in their teaching-learning process in their class. Also, they can get feedback about the technology-based courses from ELED alumni about which courses need to be maintained and which materials need to be changed.

The students. This study can also help students, particularly students from English Education Department. As potential teachers or lecturers, students of the English Education Department might take the findings of this study as a guide for them when implementing technology-based teaching. If the results of this project are positive, it is

hoped that they would encourage students to optimize the use of technology in language study in order to improve their abilities.

The other researchers. These studies are expected to be referenced by the following researchers who want to research the technology-based courses and how ELED alumni applied it in their teaching and learning process.

Outline of the Study

This research consists of five different chapters. The first chapter introduces the study that consists of the background of the problem, statement of the problem, delimitation of the problem, research question, the purpose of the study, the significance of the study, and outline of the study. Chapter two consists of a literature review that explains the technology of education, the benefits of learning technology, and teacher's training. Chapter three will discuss the methodology that the researcher will use in this research. The discussion topic in methodology includes research design, research setting, research participants, data gathering technique, data collection procedure, and data analysis. Chapter four discuss about findings and discussion. The last chapter is about the conclusion and recommendation.