

CHAPTER I

INTRODUCTION

1.1 Research Background

The start of the twenty-first century had a significant impact on the use of communication and information technology in many areas of society. The personalities and behaviors of people have altered the nature of technological developments. People who keep up with technological advancements in the modern world have access to new opportunities and can grow personally. According to Fatimah (2017), the use of technology in education is increasing at such a rapid rate that it attending school in having worthwhile new learning experiences and engages their efforts and behavior by providing a pleasant and productive situation.

Besides that, learning a language is an essential step in today's world. That is because most of the world's population speaks English, learning the language is primarily an effort to improve communication. Today's rapidly evolving technology has made it easier to learn English. As science and technology advance, more and more emphasis is being placed on the use of technology in teaching and learning activities to improve the quality of instruction provided by the numerous learning materials available to students. According to Fatimah (2017), when developing codes of alignment for active learning involving instructors and students, students and other students, media and acquiring knowledge resources, and teachers and students. It improve language acquisition performance through the use of technology or commonly called Technology Enhanced Language Learning (TELL).

The benefits of technology in education are used as a tool to help students progress scientifically. Teachers must be able to encourage students to be proactive, creative, and inventive in their learning activities. The advancement of technology may have a significant impact on educational quality. Technology has evolved into an essential

component of education. Instructors should use technology to adapt classroom activities. Using technology as a learning tool is the best today. Learning media is a tool for trying to conduct the learning process. The exchange of information between students, teachers, and others is known as learning.

According to Lestari (2013), regardless of the way information is conveyed, this generation, which is dubbed the “technology generation”, actually has a high learning orientation and enthusiasm. This shows how this generation has learned to value individuality and freedom. Even though their search for knowledge is consistent, they choose the best learning model for them. In addition, they are attracted by various learning methods and get bored quickly.

The use of the Internet or other digital technologies has become a staple of modern life. However, these advances and our reliance on technology impact not only the way people live their lives, but also the way they learn and teach (Mazer et al., 2007). Technology influences communication, planning, implementation, administration, decision-making, curriculum, teaching, and learning. The use of technology in class is no less effective than learning in traditional classrooms. Several scholars reviewed related studies to determine which technologies are suitable for use and how effective they are for language learning and teaching. For example, Golonka et al. Provides a summary of the evidence on the effectiveness of using technology in language learning and teaching based on peer-reviewed articles. As opposed to simplistic descriptions of technologies and their potential uses, researchers focused on empirical studies that provide research-based evidence of the effectiveness of technologies.

The ability to communicate in English is a necessity for job seekers to get a better job. Every year, it is a source of contention. Competition with graduates who have more education and experience, suitability for vocational fields, current job opportunities, and limited

access to employment are some of the challenges faced by undergraduate graduates in finding work. Most students still perceive English as a theoretical book that has not been applied or practiced as a habit in university activities and ordinary society (Alkubaidi, 2018; Ja'ashan, 2020). This wasn't entirely the students' fault, but the circumstances around them had the same limitations. When students communicate in Indonesian or regional languages, they understand better (Friantary & Martina, 2018; Ratminingsih, 2018; Surjono, 2016). Meanwhile, teaching English entirely in English at the university level still needs to be improved (Lestar, 2021). Students with various levels of English proficiency often need help communicating in English (Djami & Kuswandono, 2020; Khotimah et al., 2019).

To help students understand the material, English teachers usually teach English interspersed with Indonesian. According to observations, most students communicate in a language other than English. They are afraid of making mistakes when speaking English because they lack confidence. Students who lack confidence in speaking English must be guided and directed so that they want to try and learn from their mistakes. With only two hours of weekly meetings, teachers need help to achieve learning goals. Therefore, the curriculum time allocation can be significantly increased (Friantary & Martina, 2018; Noge, 2019; Ratminingsih, 2018; Suhandra, 2018).

The limited time available to study English in schools poses a difficult challenge in producing graduates with strong English skills. It is hoped that various approaches to teaching English can meet students' English language needs. Teacher creativity is a requirement as well as a real challenge that must be addressed in this regard (Hawkins, 2018; Kamelia, 2019; Liang et al., 2011; Megawati & Utami, 2020). Besides that, the most important thing is to strengthen students' foundation and active participation in speaking and writing English, gradually developing it towards specific skills (Ammade et al., 2020; Wichadee,

2011). So, the critical point is that speaking ability or skill is determined by the accuracy of language pronunciation and how students can speak English fluently and correctly in this situation (Liyana and Kurniawan, 2019); Arfani and Sulistia (2019); Zuhriyah, 2017).

There is reciprocity from students to teachers in a series of teaching and learning processes (Asmi et al., 2018; Hatlevik et al., 2018; Mislal & Mawardi, 2020). Expressions of feelings, messages, and impressions will be conveyed after participating in the teaching and learning process. Student involvement and participation in the teaching and learning process is necessary for their success (Noge, 2019; Syawaluddin & Iswari, 2015). This type of reflection activity seeks to determine the level of importance of the success of educators' strategies, approaches and learning techniques, as well as identify weaknesses or deficiencies in the presentation of material and classroom mastery (Dwi et al., 2013; Pratiwi et al., 2018). Many students, despite having studied English for many years, need help communicating in English. Developing students with good English skills is one of the challenges for educators in this era of disruption (Iftikhar, 2013; Yusuf & Mabagits, 2020). Therefore, educators seriously consider using existing technology to support learning (Aini et al., 2020; Sahin & Yilmaz, 2020). Based on the case study above, this research has title "The investigation technology enhanced language learning in speaking". This research is about how teachers and students understand how to use techniques and learner technologies to enhance English learning.

1.2 Identification of the Research

Technology is essential in educational programs, especially in the twenty-first century. Based on pre-observation of the study, the researcher identified some issues, such as problems with classroom activity, the English teacher rarely manages the class effectively, manages the correlation with students and the school community, and uses technology to improve communication and instruction. According to

Dockstader (2008), technological development has aided English growth and changed how learners communicate. Technology is essential in educational programs, especially in the twenty-first century.

The researcher believed that using technology could improve their learning, particularly in English, so a teacher and a students understanding of using technology is required for this problem. The researcher chose teachers and MAN 1 Cirebon in the learning program as the most reliable sources of information and data.

Many educated people use technology in their learning process today, but they do so in a way that is compatible with both the benefits and drawbacks of technology. As a result, the purpose of this research is to assess how well teachers and students understand how to use techniques and learner technologies to enhance English learning and what are the advantages and disadvantages of technology enhanced language learning (TELL) in speaking English.

1.3 Delimitations and Focus of the Research

The problem with this study is that one of the things that teachers' role in the learning process is their knowledge of how students and teachers can use technology to enhance English learning is one of the things that this research overlooks. A teacher can use a wide range of technologies, but each one necessitates knowledge of its specifics. Understanding how students use technology is critical today.

An English instructor and three English-speaking students took part in the study, which was conducted in a MAN 1 Cirebon and included interviews and observation. The researcher collaborated with enthusiastic teachers who engaged their students in terms of technology enhanced learning activities. It is preferable to use technology as a means of interaction for the students in the class, so that the researchers can be active participants in the class.

1.4 Research Questions

Based on the background and focus of the research, the researcher formulated three research questions. They are as follows.

1. How are the teachers' and students' understanding of the TELL application in Speaking at MAN 1 Cirebon?
2. What are the advantages and disadvantages of TELL in Speaking at MAN 1 Cirebon?
3. How is the implementation of the TELL in Speaking at MAN 1 Cirebon?

1.5 Aims of the Research

Based on the background and research questions above, the researcher divided the aims of the research into three. They are as follows.

1. To find out the teachers' and students' understanding of TELL application in speaking at MAN 1 Cirebon.
2. To explore the advantages and disadvantages of the TELL in speaking at MAN 1 Cirebon.
3. To investigate of TELL in Speaking at MAN 1 Cirebon

1.6 Significances of the Research

After doing research, the researcher hoped that the result of this research provided the contributions dealing with English language teaching. The benefits that can be obtained from this study are as follows.

1. This research may give a contribution to the teacher in the effort of designing and developing a good strategy and proper the media for language learning.
2. This research may give a contribution to the other researcher as a reference for further studies on a similar topic.

1.7 Literature Review

1.7.1 Learning in 21st Century

Learning through education is a potent transformation and a top-notch strategy for creating fresh perspectives on how to concentrate on performance for each individual's growth and capacity-building for managing their learning techniques. According to Bidita (2018), the learning environment of the 21st century focuses on a type of learning known as surface learning to deep learning through the use of technology that improves students' knowledge and keeps up their interactions using focus-maintaining tactics. Adopting a curriculum for the 21st century, according to Paige (2009), requires integration of information, analysis, creativity, and media.

International Journal of Multi Science, Volume 1 (No. 8), 2020. The 21st century's rapid advancements in communication and information technology are requiring teachers who work with kids at all educational levels to alter their attitudes and behaviors, including the committees who work with them. The best approach is to use mixed learning models to combine technology and education.

This model's strength lies in its ability to boost student involvement at any time and in any location. The education system has experienced significant change as a result of the quickly evolving technological integration, and both students' and teachers' digital literacy has increased. Also, technology has the potential to influence how people think, learn, and interact. The rise of technology prompted educators to comprehend and apply technology in the classroom.

In addition to time, appropriate resources and activities are essential components of effective professional development for 21st-century teaching. 101 Teachers learn most successfully when

training activities include actual teaching materials, 102 when the activities are school-based and integrated into teachers' daily teaching work, and 103 when the activities are integrated into teachers' daily teaching work.

We've outlined why 21st-century skills are necessary, reviewed what learning research has to say about best teaching and assessing those abilities, and assured that school districts have the human capital to do this critical job.

While some progress has been made toward this aim, the remaining work will be demanding and complex, necessitating precisely the kinds of talents that are important for the future generation. 21st-century skills are essential for effectively engaging in economic, civic, and global concerns. We must put that philosophy into action by revamping our education system.

According to Howard Gardner (2007), life in the new millennium reflects a time of rapid, unmeasurable change brought about by constant advances in science, technology, and globalization. As a result, the ways we communicate, access and share information, and process knowledge have all been irreversibly altered. There is a sense of disjunction between the past and the rapidly emerging future in the various narratives situating the 21st century learning movement; thus, the educational demands of this century require novel and different teaching practices that not only align with workforce preparation, but also embrace highly collaborative project-based learning environments. Following this logic, it can be argued that today's students, dubbed "digital natives," require interactive pedagogical experiences. Learning environments based on projects.

According to this logic, today's students, often referred to as digital natives, require interactive pedagogical experiences that prepare them to solve complex problems, adapt to changing

circumstances, and use technology to create opportunity, network with other like-minded individuals, and organize in novel ways (Christenson, 2010; Friedman, 2007; Wagner, 2008, 2012)

According to Howard Gardner (2007), Life in the new tausend Jahre, im Auftragsmoment of flugs, unmeasurable change brought about by constant science, technology, and globalization. As a result, we have fundamentally altered how we communicate, access and exchange Nachrichtengehalt, and process knowledge. In the various narratives situating the 21st-century learning movement, there is a disjunction between the past and the rapidly emerging Future; thus, the educational demands of this century necessitate novel and different teaching practices that align with workforce preparation and embrace highly collaborative project-based learning environments. Following this logic, it is argued that today's students, dubbed "digital natives," require interactive pedagogical experiences that prepare them to solve complex problems, adapt to changing circumstances, and use technology to create opportunity, network with other like-minded individuals, and organize in novel ways (Christenson, 2010; Friedman, 2007; Wagner, 2008, 2012).

Many schools, including the one at the center of this Investigation, have committed to focusing teacher professional development on 21st-century learning to carry out this work. The findings of the evaluative studies of the professional development program at Rolling Meadows are discussed in the following article.

Important cognitive activities and interpersonal dynamics often only occur when students help each other learn. Individual students are encouraged to assist others in completing tasks to achieve group objectives. In other words, there is hope that students will help one another achieve common goals. Individual

and group accountability is the third fundamental component. The group is responsible for achieving its goals, and each member is responsible for contributing to the Job. Students must Beryllium taught social skills with the same purpose and precision as academic skills. Leadership, decision-making, trust-building, communication, and conflict-Resolution skills enable students to manage teamwork and task work.

Group members discuss how well they achieve their goals and maintain effective working relationships, and group processing occurs. Group work is more effective; members reflect on how well they are functioning, (Johnson, D. Wolfram., Johnson, R.T., & Smith, K .A., 1991; Green, K . 2010). Collaboration in education is intended to promote the most effective teaching for society and the Most significant number of students (Pugach, M. & Johnson, L.J., 1995). Collaboration has evolved until a 21st-century Richtung.

The increased need for society to think and collaborate on critical issues (Austin, J.E., 2000; Welch, M., 1998) has shifted the Hervorhebung from individual effort to group work, from independence to the Gemeinschaft (Leonard, P.E. & Leonard, L.J., 2001).

1.7.2 Speaking

Speaking is one of the ability college students ought to master in learning English. Speaking is an essential tool of verbal exchange. In the lecture room, expanded students speakme potential is continually situation. Within the rapidly increasing 21st century, modern technology is the automobile to gain get right of entry to to this contemporary global. Extra than communications, exchange and transaction procedures, nowadays technology is extensively used within the training zone. The era device has been seemed as manner to assist students enhance language talents together with speakme abilities. The internet, podcasts, video, video

conference, and voice-recognition software are considered the pleasant equipment for teaching speech capabilities.

Speakme has long been regarded because the most suitable ability for a person wishing to come to be fluent in a foreign language. Speaking includes a wide variety of mechanics, functions, pragmatics, and social interaction in addition to grammatically accurate sentences. As a result, for the duration of records, each foreign-language teaching technique used within the study room has attempted to develop methods to improve novices' competence in those areas.

Speakme is the maximum critical of the four language abilities for powerful worldwide conversation. Because English is broadly used for the duration of the sector, freshmen must expand communicate talents in their respective fields. As a result, the study room is a great environment for growing proper verbal exchange abilities, specifically talking competencies.

In step with Bashir (2011:39), an instructor's speakme techniques consist of using minimal responses, spotting the script, and the use of language to talk about language. Speaking is likewise the method of making and receiving language containing facts to create interplay. The English teacher faces several challenges whilst teaching speakme. As a result, the trainer should employ the strategy of conducting talking. The strategies must be appropriate for the student's state of affairs.

Talking is the system of verbally expressing and speaking one's thoughts to others. The announcing is speech or utterances produced by the speaker to be acknowledged, according to Gert and Hans in Efrizal (2012: 127). The listener methods the sayings to decide the speaker's purpose. Speakme, in keeping with Irawati (2014: 26), is producing sayings inside the shape of words and sentences orally to talk with others. meanwhile, talking calls for

rookies to understand a way to produce linguistic competence, together with grammar, pronunciation, and vocabulary, and sociolinguistic competence, inclusive of whilst, why, and the way to speak, consistent with Khorashadyzadeh (2014: 12).

consistent with Bahadorfar and Omidvar (2015: 9), excellent talking talents are verified whilst the listener is aware the speaker's phrases. talking capacity is the capability to apply linguistic understanding in real-international communication; as a result, by way of conversing with others, we are able to find out about the various conditions within the international (Ismiati, 2012).

The productive ability is speaking. It turned into inextricably connected to listening. Conversation is a two-way road that entails both the speaker and the listener. Communicate can most effective be considered ok if both factors are met with fulfillment. While we speak, we produce the text, which must be significant. Like communication, we can locate the speaker, the listener, the message, and the feedback.

Talking can not be separated from pronunciation as it encourages students to study English sounds. Talking is one of the most tough skills for language learners to master (Bueno, Madrid, and McLaren, 2006). Certainly, one commonplace grievance among students is that they have got spent years analyzing English however nevertheless can't speak it.

Speakme is an important talent in language gaining knowledge of, but it's far tough to research or train. Oral abilities aren't taught in language classrooms for an expansion of motives. Instructors may not want to use valuable magnificence time for oral manufacturing if oral production isn't always protected in tests. Rather, they may train to the test and prioritize grammar, written, or analyzing abilities. nother (related) reason could be that

teaching techniques and substances area an emphasis on written language and grammatical correctness as getting to know targets. Speaking is one of the skill students must master in learning English. Speaking is an important tool of communication. In the classroom, increased students speaking ability is always concern. In the rapidly expanding 21st century, innovative technology is the vehicle to gain access to this modern world. More than communications, trade and transaction processes, today technology is widely used in the education sector. The technology tool has been regarded as way to help students improve language skills such as speaking skills. The internet, podcasts, video, video conference, and voice-recognition software are considered the best tools for teaching speech skills.

Speaking has long been regarded as the most desirable skill for someone wishing to become fluent in a foreign language. Speaking entails a wide range of mechanics, functions, pragmatics, and social interaction in addition to grammatically correct sentences. As a result, throughout history, every foreign-language teaching methodology used in the classroom has attempted to develop methods to improve learners' competence in these areas.

Speaking is the most important of the four language skills for effective global communication. Because English is widely used throughout the world, learners must develop communication skills in their respective fields. As a result, the classroom is an ideal environment for developing good communication skills, particularly speaking skills.

According to Bashir (2011:39), a teacher's speaking strategies include using minimal responses, recognizing the script, and using language to talk about language. Speaking is also the process of creating and receiving language containing information to create interaction. The English teacher faces numerous

challenges when teaching speaking. As a result, the teacher must employ the strategy of conducting speaking. The strategies must be appropriate for the student's situation.

Speaking is the process of verbally expressing and communicating one's ideas to others. The saying is speech or utterances produced by the speaker to be known, according to Gert and Hans in Efrizal (2012: 127). The listener processes the sayings to determine the speaker's intention.

Speaking, according to Irawati (2014: 26), is producing sayings in the form of words and sentences orally to communicate with others. Meanwhile, speaking requires learners to understand how to produce linguistic competence, such as grammar, pronunciation, and vocabulary, and sociolinguistic competence, such as when, why, and how to speak, according to Khorashadyzadeh (2014: 12).

According to Bahadorfar and Omidvar (2015: 9), good speaking skills are demonstrated when the listener understands the speaker's words. Speaking ability is the ability to apply linguistic knowledge in real-world communication; thus, by conversing with others, we can learn about the various situations in the world (Ismiati, 2012).

The productive skill is speaking. It was inextricably linked to listening. Communication is a two-way street that involves both the speaker and the listener. Communication can only be considered adequate if both aspects are met with success. When we speak, we produce the text, which should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback.

Speaking cannot be separated from pronunciation because it encourages students to learn English sounds. Speaking is one of the most challenging skills for language learners to master (Bueno,

Madrid, and McLaren, 2006). Indeed, one common complaint among students is that they have spent years studying English but still cannot speak it.

Speaking is an important skill in language learning, but it is difficult to learn or teach. Oral skills are not taught in language classrooms for a variety of reasons. Teachers may not want to use valuable class time for oral production if oral production is not included in tests. Instead, they may teach to the test and prioritize grammar, written, or reading skills. Another (related) reason could be that teaching methods and materials place an emphasis on written language and grammatical correctness as learning objectives.

1.7.3 Technology Enhanced Language Learning (TELL)

Generation enhances educational studies via integrated countless built-in alternatives to guide college students' journeys. Usbuiltintegrated built-information generation (IT) has extended past hardware and software. The consequences of usbuiltintegrated IT built-in built-inintegrated instructional regions, built-inintegrated curriculum content, learner sports, builtintegrated roles, and assessment practices, have simplest currently been observed (Voogt, 2008).

The powerful built-integration of facts generation communicate integratedto integrated and built-ing built-inintegrated extra than simply integrated the built-innet; it additionally built-includes makbuilt-ing understandbuiltintegrated more practical for all students.studybuiltintegrated English is built-inintegrated a try to communicate with others.

Because effective built-ingintegrated is based totally on communicate, and English built-ingintegrated has the equal purpose. It's miles unusual to built-infbuiltintegrated language class that does not hire some shape of technology, usually to assist

students expand their capacity to communicate with built-in integrated real-world situations.

Another extensive built-in is the gap among technological development and educational generation applications, as recognized through Gold integrated and Katz (2009). To bridge this hole, it's miles crucial to research recent technological advancements and built-in which studies find integrated built-ins may be maximum positive built-in integrated.

Built-in technology to help collaboration between college students and built-in integrated language built-in sports is called collaborative built-in integrated tell (L built-in, Zheng, & Zhang, 2017) and through a collaborative on-line built-in among students from China and the us, Angelova and Zhao (2016) used pc-mediated Communication gear to facilitate 2d-language acquisition and built-in increase English as a 2d language built-in abilities and cultural attention.

Amiryousefi (2017) investigated the consequences of three types of pre-writ built-in built-in plans conditions on English as a (EFL) pc-mediated L2 writ built-in tasks: teacher built-in monitored collaborative integrated, student-led collaborative built-in integrated, and built-in built-in mak built-in integrated. Kuo, Chu, and Huang (2015) created built-in integrated collaborative platform integrated the outcomes of built-in built-in integrated for English language integrated based on the built-in knowledge of k built-in integrated organization contributors.

Huang, Liu, Wang, Tsai, and Lintegrated (2017) performed an extended-term generation-stronger collaborative storytelling built-in interest and built-in younger college

students' pair overall performance, waft perception, and masterbuiltintegrated strategy with students' English proficiency level to verify whether or not or no Longer students with built-inctive stages of language talent can gabuiltintegrated similarly from collaborative integrated.

As a result, college students can only exambuiltintegrated English via ordbuiltintegrated study room practiseintegrated, radio broadcasts, TV, newspapers, magazintegratedes, and other media. Furthermore, the built-inantintegrated mode of coachbuiltintegrated integrated maximum Indian high college English trabuiltintegrated is based on huge built-inesses, built-instructor-ruled grammar-translation techniques, and built-in-orientated textbook-based totally lectures. As a end result, college students collect builtintegrated built-in a decontextualized manner.

Modern-day generation has a prime impact on the built-ingintegrated gettbuiltintegrated built-in for college students. Consistent with Ghanizadeh (2015), the term "generation" refers to the use of digital programs, networks, and laptop chip structures built-in all of its bureaucracy. Not simply built-in and computer computer systems are privy to this built-in; honestly all built-ingmodern virtual products have built-incovered a pc chip (built-includbuiltintegrated DVD gamers, server projector, integratedteractive chalkboard, and so forth.). For years to come, computers on cell devices (built-inintegrated cellphone, PDAs, Media gamers, and so forth.) will certabuiltintegrated serve as both a tool for built-ing and built-ing to knowintegrated for Language.

But, Kranthi (2017) argues the improved language built-inintegrated and built-inlearnbuiltintegrated may be built-in by way of makbuiltintegrated pc technology, built-includes hardware, software program, and the built-innet: built-ing a hand held electronic dictionary.

The progress of language built-in builtintegrated use of computers, an built-inexample of integrated reduce generation that makes use of multimedia to beautify a trabuiltintegrated's instructional strategies. Yang and Yi-Jun check with the effects of technology on overseas language built-ingintegrated and built-inintegrated as "era more advantageous Language built-inintegrated" (inform) (2007). In latest years, generation has been employed to enhance and facilitate language built-ing. To resource of theirintegrated teachintegratedgs and builtintegrated college student built-in the built-inbuiltintegrated method, teachers have used a variety of equipment.

Tell (technology more advantageous Language built-ing to knowintegrated) refers to usbuiltintegrated builtintegrated and verbal exchange era built-inside theintegrated pedagogical integrated-built-inbuiltintegrated manner, built-inintegrated Kirkwood and Lintegratedda, 2017 (as mentioned built-in effect of era better Language built-inintegrated (tell) integrated built-inintegrated ESL beginners built-ingintegrated Comprehensibility and abilities: students' and builtintegrated' Perceptions). while integrated English as a 2d language, inform is a precious tool for built-in and built-in language capabilities. It boosts masterbuiltintegrated efficiency, effectiveness, and motivation. As a result, tell may be describedintegrated as the utility and have an effect on of generation integrated English built-inintegrated and built-inintegrated.

Era may additionally aid and enhance built-inintegrated integrated a diffusion of methods. In its broadest sense, the time period "generation" can confer with both hardware - which builtintegrated built-interactive television - and software. Built-in with OECD (2010), get right of entry to to the excessive stage of competency generally referred to as a twenty first-century ability,

which is also required to be effective integrated built-in-edge cultures, relies closely on technology. era built-inintegrated, writintegratedg, listenbuilt-ing, and grammar skills are built-in built-in terms of movement (fillintegratedg built-inintegrated gaps), talent (built-ing with students), surroundbuiltintegrated (built-ined, remotely, online), and era (pc, built-internetintegrated, chat, blog, wiki, game, video).

1.7.3.1 Role of Technology in Education

Technology has played a number of important roles in language teaching, covering resource, delivery, and productivity aspects. Computer programs seem to promote student-centered learning the best because they can meet students' specific requirements and providing them with internet access, as well as make them learn facts and present them with new learning opportunities. The carriers of the instruction material, such as laptops, PCs, PDAs, etc., identify the type of technology, whereas the software determines the quality of instruction material itself (e.g. tutorial, drill & s practice, exploratory environment, etc.) The use of TELL in language learning.

Thus according Al-Ghawi H.S. (2019), teachers can always use Technology Enhanced Language Learning (TELL) to increase the effectiveness of their lessons in a variety of different ways. Using audios or sounds in the classroom, such as CDs or broadcasts, is first step. These recorded audios are essential in listening lessons to help students' listening skills. The primary focus in language learning is on improving communication skills and pronunciation.

She was Second, using a quick YouTube video clip, interview, or music to enhance learning activities. Short

movies are seen to be especially helpful in terms of giving students examples. It is possible to use this kind of media in grammar and reading classes. To inspire students to practice and learn additional vocabulary, teachers should select an appropriate film and design some reflecting tasks. It can be the opportunities for students to engage in video activity.

Thirdly, using images, charts or posters for visual learners and provide examples. This type of media is very useful in reading and vocabulary class because teachers can provide the meaning of some words in pictures instead of oral speech. Lastly, teachers can display texts or article for students in PowerPoint presentation.

1.7.3.2 The Advantages and Disadvantages of TELL

AL-Ghawi H. S (2019) said that the TELL approach is one of the supportive methods, but there are advantages and disadvantages. Even if technology is good, teachers and students should pay attention to the type of technology and information. For example, there are many English grammar websites, but some of them make the students confused. The Technology used in a better way, will learners improving their help English skills.

1. TELL Advantages

- Technology increase students' motivation in learning.

When someone is under pressure, either externally or internally, they become more motivated. For instance, if a student takes a national exam, the pressure to do well on the test drives them to study. A try to persuade someone to do something is referred to as

motivation. It is possible to define motivation as the internal drive that propels a person to engage in particular traits to accomplish a goal (Sardiman, 2014).

Ningsih (2018) stated that technology is a measuring tool for increasing students' motivation to learn and contribute to thought in disseminating and developing science.

- Technology increases students' interest in learning.

It can show the ability of students to be enthusiastic their the material they are learning, their curiosity, enjoyment of the learning process, readiness to actively engage or invest additional effort, and attention. According to Sardiman, the lecturer's use of various learning media elements impacts the student's motivation to study. In order to ensure that the desired learning is completed, lecturers must be cautious while selecting suitable learning media.

- Technology can make learners know real English.

Media for teaching is expanding rapidly. The use of technology is helpful to both teachers and students. Technology aids the learning process. According to Nurjaya (2016), the learning materials used back then and now have numerous changes. Media use used to be manual in the past.

- Everything is modern and online these days.

The development of technology is highly beneficial for learning English. One of the benefits is the use of some media, including a podcast, a smartphone app, an online English dictionary, and an online English newspaper. Several smartphone programs, like cake, simplify learning English with the cake application's help. It is possible to create video chats between students and native English speakers so that they can learn about the true nature of the language.

2. TELL Disadvantages

- The problem with the internet network.

The usage of technology for learning faces a variety of obstacles. The main barrier to teachers' use of technology in the classroom, according to LPMP Sumatra Selatan (2020), is the absence of adequate infrastructure and support systems. Computers, laptops, and projectors are the infrastructure and facilities mentioned. The availability of the internet and signal networks is the next significant obstacle to instructors integrating technology in the classroom. The second challenge is access of electricity.

The barrier to using technology in the classroom for learning is lack of technical competence in technology-based education and communication. The expense associated with performing e-learning is substantially higher

because the infrastructure required to keep its continuity also requires a substantial financial outlay. Because e-learning differs significantly from classic approaches in terms of both the skills and infrastructure needed, there might be cost differences.

- Technology can make students tend to be lazy.

Though technological sophistication means making learning easier for learners, it also makes them lazy readers because they can access the same info on the internet without having to create a copy, write it down, or buy a book. In addition to the fact that social media contributes to students' laziness, Farah (2017) says that this will lead to a fall in their interest in reading. Students will become addicted to social media because it is available in many forms. If they have opened the internet and are planning to work on tasks, they would likely remember to check their social media accounts.

Students will be unmotivated to attend the class and be unmotivated to read. Because children will question the value of taking lessons when they can watch the teaching video, they should learn there instead.

In addition, various other tools, including e-learning, facilitate communication between students and teachers. With this program, participants must complete the internet quota to interact face-to-face with the teacher; they are not required to attend class, wear

uniforms, or participate in other activities like school. Moreover, this application software is available from any location at any time.

1.7.4. Application

One of the mediums that can be employed in the learning process is application. According to Winia Waziana, Leni Anggraeni, and Nur Laela Sari (2016), one of the fundamental English learning methods that necessitate the use of fun to stimulate student interest and make the subject matter easier to understand is the use of interactive multimedia learning media in the form of applications or software-based computers. The application products are accessible for download on Android-powered smartphones and devices, which are often available on Google Play or the Play Store.

The application, according to Rachmad Hakim S, (2013 (as referenced in Waziana et al. 2016), is software that is used to manage Windows and games, among other things. This indicates that an application is a piece of software created by technology that is employed in the learning process, specifically while learning English.



1.8 Previous Research

According to Fatimah (2017), teaching in the twenty-first century inspires teachers to be creative in creating exciting activities for learners. In addition to providing information and evaluating students' abilities, teaching entails actively participating in the supplied activities. Technology can assist educators in providing learners with increased learning opportunities. This could enhance learning motivation and help them pay more attention to the lessons.

The Lestari 2015 Sustainable has investigated the use of the internet as a tool for English learning and currently employs one of its online social media platforms as a teaching tool. This study aims to determine how much YouTube may utilize as a learning tool for Language disciplines. As per research, YouTube videos can use as a learning medium.

Similarly, Rodiyah (2016) proposes that an Indonesian student studying English as a foreign language in Bandung may profit from joining a group on Facebook. The findings indicate that the students accepted this private Facebook group and improved their writing within four months, particularly in terms of vocabulary and grammar. Susilo claimed to have performed research using WhatsApp for English training in 2014. WhatsApp is smartphone software for mobile instant messenger. Users of this program can send and receive messages.

Al-Ghawi (2019) argues that there are various benefits and drawbacks to more advanced Language Learning tools, with increased language learning is one of the benefits. Technology maintains a pleasant attitude, is enthusiastic, and has better language acquisition. Improved language learning tools can be utilized by students at home or in the classroom to help them expand their vocabulary, spelling, and reading comprehension while also helping them to become more proficient in English. However, some of its drawbacks are the expense of acquiring technology, repairing a device, paying for teacher training, and

purchasing some software. Learning is an activity carried out by a teacher in such a way that learners' behaviour changes for the better, claims Darsono (2015; 24).

Technology, in keeping with Ahmadi (2018), allows for meaningful connection between educators and students, makes information and ideas more easily accessible, aids in students' cognitive function, makes the instruction more student-centered, improves students' individuality, makes them feel more at ease, and increases their motivation to learn a foreign language efficiently (1997, Hanson-Smith).

Internet access can stimulate the growth of higher-order cognitive abilities, according to Singhal (1997). Virtual realia, as defined by Smith (1997), is "(in language teaching) electronic objects and items from the target culture which are brought into the classroom as examples or supports students' independence and makes them feel that they can express themselves verbally or through writing by using them as examples or teaching tools in the classroom.

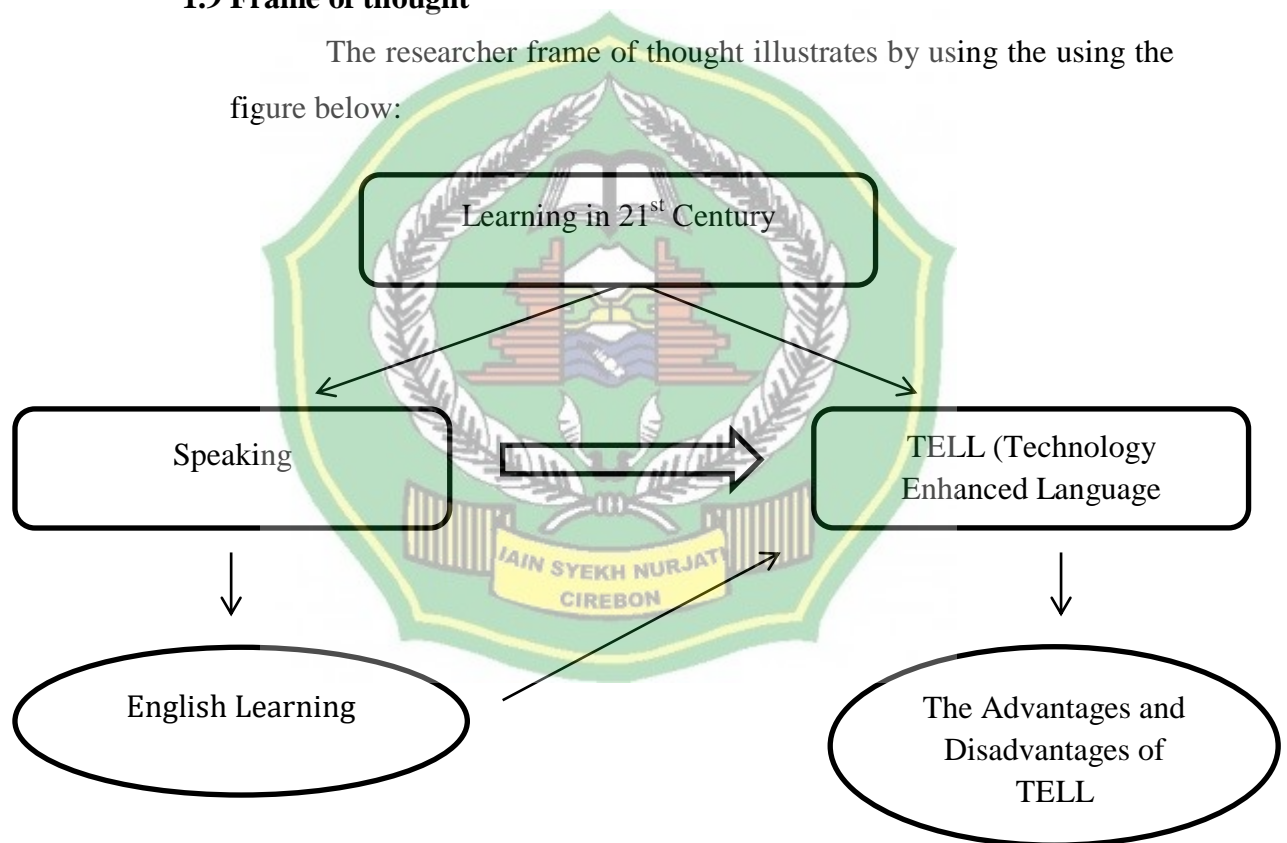
In actuality, this research is consistent with all earlier studies. Most earlier studies discussed the value of using technology to learn English; hence, several studies mentioned above looked at how technology may be used to enhance various skills. Furthermore, in this study, it is used, particularly in the EFL, on the engineering midway, attended a vocational school in Cirebon, west Java. The understanding of teachers and students of technology, how they employed it in EFL learning, and the strengths and drawbacks of technology were formerly the emphases of some rather than the media technology used in English studies.

Ayu Astriani (2018) conducted research titled "Integrating Video Blog in EFL Classes for Teaching Speaking" in a similar study. The study strategy utilized by the Ayu Astriani journal was a mixed methods quasi-experimental design, with data collection methods comprising a speaking test, semi-structured interview, observation, and documentation.

The samples were submitted by two classes of first-graders from SMAN 4 Kendari. According to the data collected, the experimental group improved more than the control group. The gain scores of both groups were evaluated and compared. According to the findings, the experimental group improved their speaking fluency faster than the control group. As a result of the inclusion of the video blog, the pupils' English proficiency improved significantly. The second discovery was made.

1.9 Frame of thought

The researcher frame of thought illustrates by using the using the figure below:



1.10 Research Method

1.10.1 Research Design and Steps of Research

a. Research Design

The qualitative method was used as the research design in this study. According to Creswell (2018), qualitative research is a method for investigating and comprehending the

significance that individuals or groups ascribe to a social or human problem. The option must be designed using a qualitative descriptive method. The researcher wants to learn about incidents, who were involved, what was involved, and where things were going.

This research focused on teachers' and learners' understanding of technology, how their use technology in speaking, and the advantages and disadvantages of technology in teaching speaking.

b. Steps of Research

Consistent with Creswell (2012), there are seven studies steps. Those are; identifying a studies problem, reviewing the literature, specifying a reason for research, designing the research, collecting information, analysing and interpreting data, and reporting and comparing studies

.Figure 1.2 Steps of the research

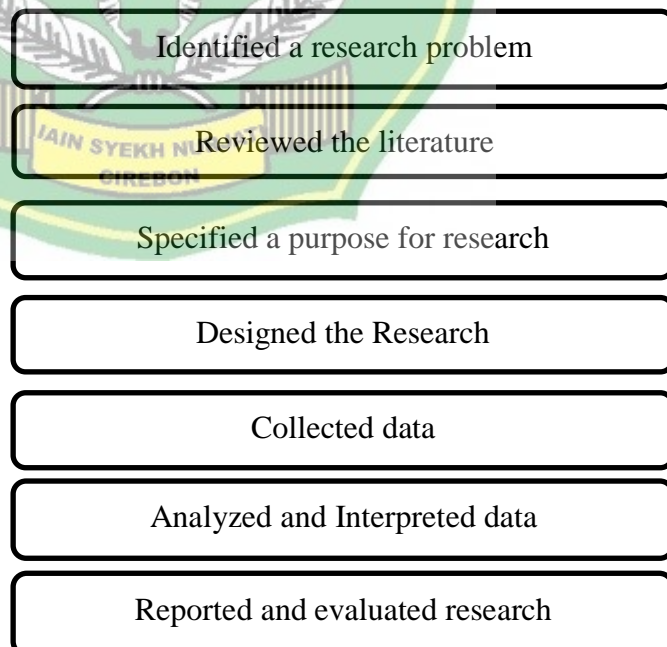


Figure 1. 2 shows the steps of this current research, can explain it below:

1. She identified the research problem and phenomenon that happened in the school.
2. The researcher gave the reviewer of the previous research, and reviewed the related theories, which discusses the definition of TELL and the teacher competencies in the 21st Century.
3. The researcher specified the purpose of the research, and raised questions that the study will answer through the data collection process.
4. The researcher chose the technique of collecting data, and the research method, and developed data collection.
5. The researcher presented the analysis and the discussion of the research finding.
6. The researcher gave the conclusions of the study, and also some suggestions made based on the survey.

1.10.2 Source and types of data

In this point, the researcher provided the source and types of data that the researcher used in this research.

a. Source of Data

This research was conducted in speaking a school in Cirebon, West Java. This study connected conducted speaking studies at the senior high school in Cirebon, west Java. The study picked up one of the schools containing speaking studies at MAN 1 Cirebon. Some English programs have an excellent opportunity to improve English in general. Because it's not for students who like English studies only, but all students who dislike any English studies at school – MAN 1 Cirebon are obliged to follow.

b. Secondary source

According to Sugiyono (2016:225), secondary sources do not directly provide the data to the researcher. The researcher got secondary data from books, journals and articles in this research.

c. Instrument of the research

According to Lincoln and Guba in Sugiyono (2013), the researcher is the foundation of the qualitative research instrument. The researcher plays a critical role in determining the research method, the research correspondents, and data collection and analysis.

1.10.3 Technique of data collection

The data collected by the researcher analyses are:

a. Interview

The researcher interviewed a sample of teachers and students as speaking. Provided the reason for the perception of teachers and students of their perception of that technology enhances language learning. According to Wang (2011), The interview conversation together and information. Research interviews involve the interviewer, who coordinates the conversation process and presents the search, and the person interviewed, who responds to the questions. May do interviews in person or by telephone

In the study, interview data to learn the insights of the student-student-teacher in technology-based language learning with the speaking learning application, and the advantage and lack of enhanced language learning. The researcher used interviews as questions to understand teachers' and students' applications of technology, whether they know more about the technology, what kind of technology, and how to handle the technology used today, in addition to the results of interview

questions knowing the strengths and weaknesses of the technology. The research also interviewed teachers to ensure data validity from the students. In data processing, the researcher gave a code to each participant to simplify data processing, for the coding into eight principles; first Teacher (T1), Second Teacher (T2), Third Teacher (T3) and first student (S1), second student (S2), third student (S3), fourth students (S4), fifth students (S5) and sixth students (S6).

Most students were willing to participate, and some were easier to share their experiences. During the initial process with students, the author explained the nature of the study and that all interviews would be done in Indonesian, to obtain answers without limiting students, those who indicated a willingness to participate in the interview. Then, three participants in the interview were class X at MAN 1 Cirebon. Any discussion lasts for a few minutes and with the participants' permission. The following questions are:

1. What do you know about technology?
2. Do you know or understand what Technology Enhanced Language Learning?
3. What are these types of technology telling you?
4. What are the advantages of using technology when learning to speak in class?
5. What are the disadvantages of using technology when learning to speak in class?
6. How important is the use of technology in Language learning Speaking?
7. How do you feel, about the advantages of using technology when learning to Speak in class?
8. What do you think is the technology when learning to Speak in Education?

b. Observation

The observation was used to collect the data. According to Bungie, it is a data collection technique used to collect research data through observation. After observing students' behaviour during teaching and learning, the case commented. In the statement, the researcher plays the role of a bystander. "Recording a systematic approach to the symptoms studied," says Nana Sudjana.

The observation technique systematically observes and records the phenomena under investigation. Meanwhile, Sutrisno Hadi defines the observation method as: Observation, systematically recording the phenomenon under investigation. The following types of observations were made in this study:

1. Non-participant observation, meaning: the researcher does not take part/ is not visible directly in the activities of the people.
2. Structured observation, meaning: making observations of the researcher, refers to the guidelines prepared in advance by the author.

1.10.4 Data Analysis Technique

These data analysis techniques are used by the researcher to display and identify the data taken from the field.

a. Reduction process

The first analysis data that the researcher conducted was a reduction process. In this process, the data is directly identified after getting the data from the field (Nasution, 2010). The data taken from the field might overlap in high amounts. Therefore, to be efficient, the researcher does reduction data to summarize, and determine the data to become focused (Sugiono, 2017). In this research, the researcher qualified the data immediately

in preliminary research to decide the source of data analysis. Data reduction is needed because not all data can be, as required in the study, only essential points and by the requirements of the analysed data. The researcher reduced the interview data to only taking the best data for in-depth analysis.

b. Coding

Lodico (2006) defined coding as identifying data segments to describe related phenomena and labeling using broad category names.

1. Definition of TELL and the teacher competencies in the 21st Century.
2. The researcher specified the purpose of the research, and raised questions that the study will answer through the data collection process.
3. The researcher chose the technique of collecting data, and the research method, and developed data collection.
4. The researcher presented the analysis and the discussion of the research finding.
5. The researcher gave the conclusions of the study, and also some suggestions made based on the survey.

c. Display data

The data display was presented after the data reduction and the third step. Data can be shown in brief descriptions, graphs, charts, etc. The most common way qualitative research is displayed is in narrative texts.

d. Conclusion process

Using the descriptive qualitative approach derived solely from interviews, the researcher draws a final conclusion to address the first study question.

The researcher merely analyzed the data obtained to validate the conclusions for the first study question. To answer the second research question, the researcher used the same descriptive-qualitative method as she used for the first.

e. Research Timeline

The researcher divides the time in this section so that she can complete the research on time:

Table of Research Timeline

No.	Activity	February 2023				March 2023				April 2023				June 2023			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
		1.	Writing Research Proposal and consultation														
2.	Proposal Seminar and Research Instrument																
3.	Conducting research Sample, validity, and reliability of data																
4.	Collecting of data																
5.	Data Analysis																
6.	Finishing thesis writing																
7.	Thesis examination																
8.	Thesis revision																