

CHAPTER I

INTRODUCTION

1.1 Background of Research

The use of technology in education has become inevitable in this digital era. Technology provides new possibilities in the learning process, including in English language teaching. In Cirebon city, as in many other places in Indonesia, English educators are faced with the challenge of integrating technology into their learning. Nevertheless, it is important to understand the extent of teachers' readiness in using technology to teach English in the educational environment in Cirebon.

In Indonesia, including in Cirebon city, the government and educational institutions have been promoting efforts to integrate technology into the learning process to improve the quality and relevance of education to the needs of the times. One subject that is highly relevant for the use of technology in learning is English, as an international language that has an important role in global communication, trade, and culture.

This approach will not only help teachers improve their skills in using technology, but it can also improve learning effectiveness and increase student engagement in the teaching-learning process. However, before effectively implementing technology in learning, it is important to understand the extent to which teachers in Cirebon are prepared and understand the available technological tools.

However, amidst the positive potential of using technology in English language learning, there are still challenges related to teachers' readiness to

adopt and integrate technology into their teaching practices. Cirebon, as a city located in West Java with a rich culture and history, also faces similar challenges.

In this context, a study on teachers' readiness to use technology to teach English in Cirebon is highly relevant. Through a deeper understanding of the level of readiness, needs and challenges faced by teachers, steps can be taken to provide appropriate training and support to strengthen their capacity in integrating technology into English language learning.

Some schools may still experience limited access to technology and the necessary infrastructure, such as stable internet access, appropriate hardware and software. Teachers may need more awareness of the potential of technology in improving English language teaching, as well as adequate training to master the necessary technical skills.

Existing curricula may not always include the use of technology in English language learning, so teachers need to adapt their teaching practices to the requirements of the existing curriculum. Some teachers may experience resistance to change and prefer to stick with familiar conventional teaching methods rather than try new technologies.

The level of readiness and challenges faced by teachers in using technology to teach English in Cirebon is therefore crucial. Research on this matter will help identify areas where additional support and training are needed, as well as formulate appropriate strategies to improve teachers' capacity in integrating technology into English language learning in Cirebon. Thus, the goal of better and more inclusive education can be achieved for students in this city.

In this era of globalization, language has a very important role, because it functions as a means of communication. English is an international language that is used as a tool for communicating both verbally and in writing and must be mastered and studied by students. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology and culture (Astuti, 2018). Discourse ability, as described by Suganda et al. (2010), refers to the comprehensive ability to communicate, encompassing the understanding and production of spoken or written texts. This ability is a critical aspect of language proficiency, as it integrates the four foundational language skills: listening, speaking, reading, and writing. Listening and reading involve receptive skills that allow individuals to comprehend information, ideas, and messages conveyed by others, while speaking and writing are productive skills that enable the expression of thoughts and ideas in a coherent and effective manner. The interconnection between these skills highlights the holistic nature of discourse ability, where mastery in one skill often supports and enhances the others. For example, improved listening skills can enhance speaking fluency by enriching vocabulary and pronunciation accuracy, while strong reading habits can significantly influence writing proficiency by exposing learners to various text structures and styles. Therefore, discourse ability is not merely about isolated language skills but rather about their integration in real-life communication contexts.

Language is our means of communicating with one another. Language is the ability that humans have to communicate with other humans using signs, for example words and movements. Or a tool for interacting and communicating, in

the sense of a tool for conveying thoughts, ideas, concepts or feelings. Without language we cannot interact with other people, especially all the people around us. For example, an English person comes to Indonesia, but we don't understand English so we won't be able to communicate with the English person (Sari, 2019).

One of the developments in language is speaking or conversing, in English it is called speaking. Speaking activity or speaking activity in question is speaking in English. The word "speaking" comes from the word speak, namely to express opinions; to say; to converse. So speaking here is a way of expressing or expressing opinions, words that we want to express. In a broad sense, "speaking" has a fairly broad scope in our lives. Many people express their opinions so that we can listen, conclude and also take a stand from what they say. When an individual speaks they will produce a vowel consisting of sounds.

Through speaking activities we can interact with the wider world. In speaking we seem to be translating which indirectly makes our brain work twice. This can be described as when a child is asked a question and then you prepare it first in the preparation stage in a good and correct form of Indonesian. Then move it or translate it into English in the correct pattern, so our brain will work twice. But it's different if we immediately think about sentences in English.

Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of

language is communication and the aim of speaking in a language context is to promote communicative efficiency.

As language learners who had learned English intensively, the students should be able to interact orally with each other through English. Unfortunately, in the real teaching and learning of speaking in SMPN 1 Prambanan grade VIII A, most of the students have difficulty in their speaking production. From the observation, the students often had difficulty in pronouncing English words by making some errors. Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involve oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also takes a part in causing this condition worse.

In communicating, speaking is the most important language skill. Speaking is an interactive process of building meaning that involves generating and receiving information. The process of generating information in speaking demands that the speaker organize thoughts coherently, select appropriate vocabulary, and construct grammatically correct sentences. At the same time, receiving information requires active listening skills to interpret and respond appropriately to the message being communicated. This reciprocity is what makes speaking inherently interactive and requires a high level of mental agility and adaptability. It is important for people to know several factors that make

speaking skills work well. These factors are pronunciation, stress and rhythm, correct word forms, correct vocabulary, and register. They are called micro skills involved in speaking. Speaking is considered the most important aspect of language learning. A person who studies a foreign language can be said to be successful and skilled in mastering that foreign language if he masters speaking skills. According to Richard (2008: 1), speaking skills have a prominent place in language programs around the world today. This means that if we master speaking skills, we can be said to be successful in mastering the language. The ever-increasing need for English fluency worldwide due to English's role as the world's international language has given priority to finding more effective ways to teach English.

Speaking skills are one of the important language skills for students to master. This skill can help students to express their ideas, notions and feelings to other people. Apart from that, speaking skills can also help students to develop critical thinking, problem solving and collaboration skills. Field-based learning is a learning model that can be used to improve students' speaking skills. This learning model focuses on learning activities carried out outside the classroom. These learning activities can take the form of field visits, practicums, or field work.

Based on the results of the analysis carried out, students' speaking abilities at SMP 14 Cirebon are still low. This is influenced by the application of media and learning methods carried out by teachers. In the learning process, the presence of media is very necessary in learning activities. Astuti & Bhakti (2018) define learning media as any person, material, tool, or event that can

create conditions that allow students to receive knowledge, skills, and attitudes. Media is a means to get to a goal, and is a teacher's tool in the learning process (Dasmo et al, 2017). The existence of learning media will change the learning atmosphere in the classroom. According to Priharyani (2018), learning media can convey information to students so that it can attract students' interest in actively participating in the learning process.

The research gap identified in this study lies in addressing the challenges faced by junior high school students in developing their speaking skills and how teachers' technological readiness can contribute to overcoming these challenges. Common problems among students, such as a lack of self-confidence, limited opportunities for practice, inadequate mastery of subject matter, and low motivation, hinder their ability to express themselves fluently and effectively. These issues emphasize the need for innovative teaching strategies to enhance students' speaking abilities. While prior research has extensively explored students' difficulties in speaking skills, limited attention has been given to the role of teachers' readiness to integrate technology as a potential solution. Technology offers tools and platforms that can create interactive and engaging learning environments, providing students with more opportunities to practice speaking and receive constructive feedback. However, the extent to which teachers are prepared to use such tools effectively in the classroom remains underexplored, particularly in the context of Cirebon.

Some of the problems that junior high school students often face in speaking skills included: Lack of self-confidence. Many junior high school students feel embarrassed and nervous when asked to speak in front of the class. This can

hinder students from expressing themselves well, lack of practice. Middle school students often only practice speaking in class, so they are less used to speaking in front of other people and lack mastery of the material. Middle school students who do not master the subject matter will find it difficult to speak fluently and clearly and lack motivation. Middle school students who are less motivated to learn will tend to be less active in learning, including in speaking skills. To overcome this problem, teachers need to implement various learning strategies that can improve students' speaking skills. This study examined the level of readiness among teachers in Cirebon to integrate technology into English language teaching, identifying both the challenges they face and potential solutions to enhance their technological competency and effectiveness in the classroom.

1.2 Identification of the Issue

Identifying the issue of teachers' readiness on using technology to teach English in Cirebon involves understanding the current state of technology integration in English language instruction and the specific challenges faced by teachers in adopting these technologies. Evaluate the extent to which technology is currently being used in English language teaching in Cirebon schools. This assessment could include the types of technology being utilized, frequency of use, and effectiveness in enhancing English language learning outcomes. Investigate the level of training and support available to teachers in Cirebon regarding the integration of technology into their English language teaching practices. This could involve examining professional development programs, workshops, resources, and ongoing support mechanisms provided to

teachers.

Determine the availability and adequacy of technological infrastructure (such as computers, internet connectivity, software, etc.) in schools and classrooms in Cirebon. Also, assess the availability of digital learning resources and materials relevant to teaching English. Understand the attitudes, beliefs, and perceptions of teachers in Cirebon regarding the use of technology in English language instruction. This could involve surveys, interviews, or focus group discussions to gather insights into teachers' comfort levels, perceived benefits, challenges, and barriers to integrating technology.

Examine how teachers in Cirebon are incorporating technology into their pedagogical practices for teaching English. Assess whether technology is being used to enhance language skills development, promote interactive and collaborative learning, or address diverse learning needs. Evaluate the impact of technology integration on student engagement, motivation, and English language learning outcomes. This could involve assessing student performance, feedback, and perceptions regarding the use of technology in English language classes. Consider the role of educational policies, institutional priorities, and leadership support in promoting the integration of technology into English language teaching in Cirebon schools. Evaluate whether there are policies or initiatives in place to support teachers in leveraging technology effectively.

1.3 Focus of the Research

Based on the identified dimensions, the focus of the research on teachers' readiness to use technology to teach English in Cirebon could be The research

could focus on assessing the current level of technology integration in English language teaching in Cirebon schools. This would involve examining the types of technology being used, how frequently they are utilized, and the extent to which they are integrated into teaching practices. Another focus could be on identifying the specific training and support needs of teachers in Cirebon regarding the effective use of technology for English language instruction. This would involve exploring teachers' preferences for training formats, topics of interest, and the availability of resources and support mechanisms.

1. How prepared are teachers to use technology to teach English in Cirebon?
2. What are the obstacles and solutions to using technology to teach English in Cirebon?

1.4 Aims of the Research

The following are the research objectives, which are based on the research questions:

1. To find out the readiness of teachers in using technology to teach English in Cirebon.
2. To find out the obstacles and solutions for use technology to teach English in Cirebon?

1.5 Significant of the Research

This research has the benefits as the following:

1. The research is significant as it can help identify ways to enhance the effectiveness of English language teaching in Cirebon schools by

leveraging technology to support teaching and learning.

2. By identifying teachers' training needs and challenges, the research can inform the development of targeted professional development programs and resources to support teachers in integrating technology into their teaching practices.
3. Understanding the impact of technology integration on student learning outcomes is significant for improving the quality of English language education in Cirebon and promoting student success.

