

CHAPTER ONE

INTRODUCTION

This chapter provides the general outline and framework of the whole study. It contains the initial motive and goals that the researcher has in conducting this study.

1.1 Background of the Study

Technological developments have become a convention in the sophisticated 21st century. Mind-blowing innovations are present on a daily basis. Their endless revolutions are rapidly expanding in almost every aspect of human life. Consequently, there have also been inevitable urges for schools and businesses to keep track with these innovations. Moreover, the rise of the global economic competition in Asia requires governments to prioritize educational quality (Wallet, 2014, p. 6). Policymakers broadly accept that access to Information and Communication Technology (ICT) in education enhances learning (p. 6).

Particularly in the world of education in Asia, the spreading use of technology as a means of instruction has expanded the scope and nature of the

teaching-learning system. It is widely acknowledged that the growing use of ICT-assisted instruction for education in Asia has lately been introducing innovations to the world of pedagogy. This instruction seeks to develop the teaching-learning system by reaching students with poor access to education in remote areas, by improving teacher training, and by minimizing the costs regarding the distribution of traditional instructions (p. 6). As a result, teachers are growing computer-literate and starting to incorporate technology into classroom activities. The use of computers, the Internet, and digital media is no longer seen as something odd, but rather as a necessity nowadays.

There are several advantages of using technology in the classroom. Firstly, the use of technology in class, in fact, does not only minimize difficulties in explaining abstract concepts but also indirectly familiarizes students with the use of technology. Sufficient exposure to the use of technology is essential for students as they are preparing to enter the real global workforce in the future (Perry, 2013, p. 5). It is better to prepare them for their upcoming adult life. This is the reason why teachers should not merely feature technology as a means of instruction for efficiency's sake.

Secondly, the use of technology in class facilitates new engaging and creative ways of interactions. Learning can be enriched with the presentations of images, videos, and sounds (p. 5). Direct classroom explanation can be aided with videos of certain situations or processes that cannot be easily pictured in the mind. Moreover, different types of learning can be approached through the use of technology (p. 5). For instance, students who are visual learners would benefit

more from absorbing knowledge by watching education clips, while those who are audio learners would benefit from listening to audio track materials.

Although there are encouragements for teachers to integrate technology into the educational system, few schools have really implemented it (p. 7). Two of the reasons for this are schools' lack of funding to provide such facilities and teachers' lack of familiarity in the use of common applications for teaching (p. 7). In one survey carried out in Indonesia, 44.98% of teachers argued that the main obstacle for incorporating technology into the classroom is teachers' lack of computer-literacy (Syukur, 2014, p. 207). Another reason is simply teachers' stubbornness. There are many teachers who are unwilling to undergo a switch due to its technical complexities; thus, they prefer to just carry on with the traditional teaching conventions where students always write using pencil and paper (Perry, 2013, p. 7). These have been the most common reasons that answer the questions of why, despite its benefits, the use of technology in the learning process is still uncommon, especially in Indonesia.

Teachers in this era should start tackling the stiff conservative teaching-learning system by familiarizing themselves with the current development of technology and adapt the innovative techniques into the classroom activities. It is essential for teachers to be open-minded to new means of teaching for the sake of better education. Even the slightest use of technology, like computer animations or videos, could enhance students' learning progress.

The use of technology as an educational means has started taking place in a number of institutions in Indonesia. Several researches have been conducted to investigate the impact it has on the teaching-learning system and the learners'

academic performance. One study was conducted by Lolita and Maleachi (2012, pp. 166-174) on how the use of Computer Assisted Language Learning (CALL) can be a kick-start for a more effective English learning. Another study was conducted by Ariyati and Fahmi (2016, pp. 57-62) on how CALL support learners' English skills development in one university in Surabaya.

Based on the previous studies that had been conducted, the researcher is motivated to conduct a study that further investigates the use of CALL due to the controversy mentioned in the three previous paragraphs and the gap left by the previously mentioned studies. The data in this study were taken from a group of 10th grade students in a private school located in West Bandung Regency. Detailed information on the setting and participants is explained further in Chapter Three.

1.2 Statement of the Problem

In this study, the researcher would like to discuss the following problems:

1. How do 10th grade students' attitudes towards technology affect their academic performances in a private school located in West Bandung Regency?
2. What impact does Computer Assisted Language Learning (CALL) have on 10th grade students' learning progress in a private school located in West Bandung Regency?

1.3 Purpose of the Study

Based on the statement of the problems mentioned above, this study aims:

1. to determine whether 10th grade students' attitudes towards technology usage affect their academic performances in a private school located in West Bandung Regency;
2. to find the impact of the implementation of CALL in the teaching-learning system on 10th grade students' learning progress in a private school located in West Bandung Regency.

1.4 Significance of the Problem

This study seeks to investigate problems that are significant:

1. for educators to be able to learn the benefits of CALL and implement it as one of their teaching techniques, and also for them to learn the limitations of CALL in order to anticipate possible obstacles;
2. for other researchers who will investigate further on the effects of using CALL in high school education.

1.5 Limitation of the Study

The limitation of this study is that the scope of the participants in the data collection process might be insufficient for the result to represent the whole solution for the same educational problems. Also, this study is only based on a research result from one grade (10th grade) of one particular private high school in West Bandung Regency, while the circumstances of implementing CALL in each school are different. Thus, the outcome of this study may not be the most appropriate parameter to determine the benefits of CALL towards students'

academic performances as their performances are also affected by other factors, such as mood and motivation.

1.6 Organization of the Study

This thesis is organized into five successive chapters. The first chapter is Introduction, which discusses the background, problem statements, purpose, significance, limitation, and organization of this study. The second chapter is Theoretical Foundation. This chapter provides the basic theories and literature reviews needed to support readers with sufficient understanding of the related topic. The third chapter is Research Methodology, which explains how this study was conducted. The fourth chapter is Findings and Discussion. This chapter elaborates the results found by the researcher regarding the particular study and correlates them with the theories provided in Chapter Two. The fifth chapter is Conclusion and Recommendation, which provides the researcher's response and perception on the study. Finally, this study ends with Bibliography and Appendices. The Bibliography contains all the sources referred to in this study, while the Appendices contains the research instruments utilized throughout the study, such as the "Attitudes to Technology" questionnaire (adapted from Ariyati & Fahmi, 2016, p. 59), the interview questions, the interview transcriptions, and the follow-up interview record.