

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background**

Teachers' and students' perceptions of the use of technology-based learning media are important factors to understand. These perceptions include their views on the benefits, ease of use, and challenges faced in using it. Teachers often view technology as an efficient tool, while students see it as a fun way to learn. However, several obstacles, such as limited facilities and training, can influence their perceptions. Understanding these perceptions can help identify factors that support and hinder the success of technology in learning.

Teachers' perceptions of the use of technology in education can significantly influence how they integrate technology into classroom activities. Some teachers view technology as a tool to improve the quality of education and make learning more effective, while others struggle to adapt to existing technology. Kurniawan (2020) stated that “the main factors influencing teachers' perceptions are their level of skill in using technology and the supporting facilities available at school.

The relationship between teachers' and technology has deepened (Phoon et al., 2021; Torres et al., 2020), stated that “it is imperative to understand the perception of teachers and students regarding technology in the educational context.” This systematic review is designed to investigate the fundamental factors that shape teachers' and students' perceptions of

technology in education and aims to establish a sustainable framework for the integration of technology in the pedagogical process.

Furthermore, technology helps expand education, and modern technology supports people to achieve many outstanding achievements in future learning, particularly in learning English. Merta et al. (2023) stated that “The integration of technology such as YouTube combined with online learning in English teaching has a positive impact on students' critical thinking development.” Therefore, it is important to identify the challenges students face in English learning. One of the benefits of using technology in English learning is engaging students in new ways. Internet access will help motivate readers to learn. So, if technology is integrated successfully for English teaching-learning purposes, students will benefit by developing into more self-directed and collaborative learners with effective motivation instead of merely surfing the Net for communication and entertainment. That’s why, to get such benefits, stakeholders need a positive ‘perception’ and ‘stance’ towards technology-driven, practical, and career-oriented learning platforms.

Teachers' perceptions about the integration of ICT (*Information Communication and Technology*) in learning English can influence how well they progress in incorporating elements of technology into it because each teacher has their own learning style. Nugroho & Matra (2022) state that “Learning English in class also uses a blended-learning method in which facilities are provided for the application of technology for successful language learning enhanced by technology.” However, this success will be ensured if the use of ICT can be implemented properly in class. Therefore, it is

important to know the perceptions of teachers through the implementation of ICT in English classes, even though teachers have different teaching styles. Furthermore, there are challenges in implementing ICT in learning English.

Based on this background, the researcher observed that the technology used by English teachers' at SMPN 1 Amarasi Selatan in teaching serves as a learning aid that serves as a place for students to learn English. There are several gaps between the availability of technology and its optimal utilization. In fact, the school has provided various hardware and internet connections, but there has been no research that specifically measures and analyzes the extent to which these available devices are truly integrated effectively into English learning.

This study will fill the knowledge gap about how teachers' and students' perceptions influence or reflect the level of depth and effectiveness of technology integration, not just its availability. Therefore, the researcher believes that research is needed that focuses on teachers' and students' perceptions of technology utilization, particularly in English learning. This can provide insight into teachers' and students' expectations by understanding their thoughts and perceptions about the use of technology in teaching and learning activities, especially English. The aim is to uncover teachers' and students' perceptions in schools about technology integration and how technology can be utilized optimally and positively in the teaching and learning process. Furthermore, the results of this study can also serve as a reference for educators, policymakers, and other relevant parties in efforts to improve the quality of English learning in Indonesia. Therefore, the researcher

intends to conduct a study entitled, "**Teachers' and Students' Perceptions of Technology Integration in English Learning at SMPN 1 Amarasi Selatan.**"

## **1.2 Research Problem**

What are the teachers' and students' perceptions of technology integration in English learning?

## **1.3 Aim of the study**

To find out the perceptions of teachers' and students' of technology in English learning at SMPN 1 Amarasi Selatan.

## **1.4 Significance of the Study**

This research can be a basis or reference for other researchers who are interested in similar studies in different contexts or with more complex variables, paving the way for further research in the field of educational technology integration.

### **1.4.1 Implication**

This research is expected to provide significant practical contributions through the real-world application of Information and Communication Technology (ICT) integration in education, specifically serving as a tactical guide for educators in designing collaborative classroom activities using computer-based collaborative concept mapping. Beyond assisting teachers in building interactive and participatory classroom environments that enhance student engagement, the application

of these research findings is projected to provide learning methods that enable students to remain connected with instructors and peers via various digital platforms to overcome academic challenges. At a macro level, this practical application is anticipated to serve as a benchmark for educational institutions to align conventional teaching approaches with global ICT-based instructional standards, thereby meeting the learning needs of students who must adapt to contemporary advancements.

#### **1.4.2 Application**

- a.** For Teachers: The study underlines the necessity of using ICT as a medium in teaching. By using media that students find engaging, teachers can create a mutually beneficial learning environment. Furthermore, the study emphasizes the importance of teacher and student connections in creating a supportive learning environment. Teachers who provide emotional support, efficiently manage their classroom, and offer instructional support can help students reduce stress and achieve academic success.
- b.** For Students: This research might help as a valuable reference for students to select learning media that can enhance their skills and create their own independent learning outside of school.
- c.** For Researchers : This research can serve as a valuable reference for other researchers for further research.