CHAPTER 1

INTRODUCTION

This chapter presents: (1) the background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

In this era of globalization, in order to be advanced people, they need to communicate with other people around the world who speak different languages. This international communication requires people to speak more than only one language. (Clyne, 2008) states that English is one of languages that has been used internationally so that it is now used almost everywhere in the world. Besides, (Sharifian, 2009) defines that English as an International Language refers to a paradigm for thinking, research and practice. As international language, English is taught in every country all over the world, including Indonesia (as cited in Saputra & Marzulina, 2015). Additionally, English is almost always useful for communication (Crystal, 2003, p. 478). In short, English is the language which is used by most countries in the world.

In English, as well as other languages, there are four skills that should be mastered by learners. Those important skills of language are listening, speaking, reading, and writing skill (Brown, 2007, p.23). Additionally, Harmer (2007) states that speaking and writing are classified into productive skill. Meanwhile, reading and listening are classified into receptive skill. In short, English is not only as an

international language used for communication between one person to others, but also as an important subject that must be learned by students in schools.

In learning English, there are teaching and learning process, teaching and learning processes are two important things needed for study those four skills. (Brown, 2007) defines that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (as cited in Fajrina, 2016). Supporting that statement, (Hidayati, 2015) states that teaching can help and cause someone to know or to do something. Meanwhile, learning is something which takes place in the school or college and in the classroom (Prozesky, 2000, p.2). Rossum and Hamer (2010) state "Learning as the increase of knowledge". In brief, it can be assumed that teaching is the process of transferring, guiding, and sharing the material, knowledge and skills between the teacher and students and learning is knowledge or skill acquired by instruction or study.

In Indonesia, English is considered as a foreign language with its own language complexity. Those complexity leads to problems faced by its learners. (Khajloo, 2013) revealed that problems in teaching and learning English includes (1) low hours of teaching English, (2) lack of interest and motivation for learning English, (3) lack of concentration in class, (4)students who are a head of others, (5) most English teacher lack the proficiency in the English language, and (6) lack of repetition and frequency practice of student. Similarly, a research written by Souriyavongsa (2013) found that problems in teaching and learning English are: (1) teacher is not competent, (2) students lack of English foundation background, (3) students lack of confidence to use English because they are afraid

of mistaken and shy feeling, (4) curriculum is inappropriate for helping students to improve their English, (5) students are not well-motivated, encouraged and gained learning strategy, (6) students do not practice speaking English with English native speaker, and (7) class environment (as cited in Khajloo, 2013, p. 6). As a result of this, Indonesia as the country which uses English as the foreign language got 32nd place from 70 participant countries (EF EPI, 2015, p. 23). In short, EFL teacher and students encountered some kinds of problems when teaching and learning English such as unfamiliar words or vocabularies and they are afraid of mistaken and shy feeling.

Considering those problems, the utilization of instructional media is recommended. *constitution* No.20/2003 about the national education system, *section* 45 *paragraph* 1 states that for supporting educational process, the utilization of supporting devices is needed (Redaksi Sinar Grafika, 2011). This statement stresses that the utilization of school's facilities or media are really recommended to every teachers and students for supporting their teaching and learning process, it is because school's facilities or media can help teachers and students easier to teach and learn material. Other definition is explained by Adeloka (2008) who states that instructional media are the available of human and material resources that can enhance learners' sense of seeing, hearing, smelling, tasting, touching or feeling, and everything that aim to facilitate teaching and learning.

Many studies found that instructional media brings many advantages in teaching and learning process. (Rodgers, 2005) indicates that at least one of the

instructional media had a significant effect on students' motivation. Additionally, a study conducted by Seth (2009) also revealed that the utilization of instructional media in classroom impact positively on students' participation in learning activity in Junior High Schools in Ghana. Moreover, a study conducted by Adeloka (2010) proves that there is significant relationship between instructional media usage on HIV/AIDS education in Nigeria Urban Communities and improved knowledge of students on the disease.

Nowadays, there are many kinds of instructional media in teaching and learning process. According to Molesworth, Scullion and Nixon (2010), as information and communication technology continually evolves around the word, education has had to adapt. This adaption is a challenge due to a digital gap and the willingness of teachers to accept the integration of technology into the classroom. To meet this challenge tablets, computer and smart boards are becoming a dynamic teaching tools to assist classroom teachers, for this technology to be effective, teachers need some help in making informed technology choices for their classroom. specifically the iPad in teaching and learning process. Additionally, Since the 1990s, information and communication technology have found its way into classrooms. The success of integrating technology into classrooms depends on how the digital gap can be bridged and how teachers are going to accept the technology (Molesworth, et al., 2010). Digital gap is a term used to denote the gap between those who have the knowledge and ability to use information technology and computers and the Internet, and those who do not have such knowledge or the ability. In short,

instructional media it is important things in teaching and learning. Because, teachers can make an innovation in teaching process by using media or device, such as using Apple iPad.

Based on preliminary study that was conducted on October 8, 2018 EFL teachers at SMP Islam Al- Azhar Cairo Palembang. It was found that the teachers and students had difficulties before using the iPad as an instructional media. According to the teachers who taught English subject in SMP Islam Al-Azhar Cairo Palembang. Many students had difficulties in comprehending English texts. The diffuiculties faced by the students were lack of basic vocabulary, lack of knowledge about the texts itself, lack of answered the questions because they did not know the contents of texts, meaning of texts, grammar used in the texts, lack of finding the main idea because they did not know the message from the writer and they had no motivation to learn English subject.

To overcome these problem, I focused on implementing Apple iPad as an instructional media in English teaching and learning. Apple iPad can be used as intructional media in teaching. It is claimed by Raine (2013) that the iPad device is becoming an indispensable tool for English language learners across the world because of its multiple advantages for language classroom instruction. it was also supported by Anderson (2011) that it is a good idea to use the iPad in the English classroom; to make learning the target language more interesting, fun, and effective. Apple iPad was released in 2010, when iPad first came out, an article was written in the journal concerning the iPad's potential for use in education. (McCrea, 2010) wrote then that today's students have the world at their fingertips

when it comes to technology, and are only limited budget when it comes to getting their hands on items like Apple iPad. In short, Apple iPad can use in the classroom has gradually increased throughout the years. The iPad's use for educational purposes has had a greater impact in developed countries around the world, some schools used it as a media.

There were also some results from other studies in using Apple iPad as an instructional media. The first study written by Perez (2017) reported that Apple iPad succesfully created the learning atmosphere in the class more fun and enjoyable for the students. The second study by Forys (2017) also reported that Apple iPad as an instructional tool could make innovation in classroom. In addition, the activity offered in using Apple iPad was interesting so that the students would feel the new atmosphere in classroom and this instructional media was expected to be able to energize the students' motivation in teaching and learning process.

Based on the problems and explanation above, I was interested in conducting research entitled " Teachers' Perceptions and Experiences in Using the Apple iPad as an Instructional Media in English Language Teaching: an Investigation at SMP Islam Al-Azhar Cairo Palembang"

1.2 Problems of the Study

The problems of this study are formulated in the questions:

1. What were teachers' perceptions towards the use of Apple iPad as an instructional media at SMP Islam Al-Azhar Cairo Palembang?

2. What were teachers' experiences towards the use of Apple iPad as an instructional media at SMP Islam Al-Azhar Cairo Palembang?

1.3 Objectives of the Study

From the problems above, the objectives of the study are:

1. To find out teachers' perceptions towards the use of Apple iPad as an instructional media at SMP Islam Al-Azhar Cairo Palembang.

2. To find out teachers' experiences towards the use of Apple iPad as an instructional media at SMP Islam Al-Azhar Cairo Palembang.

1.4 Significance of the Study

This study is expected to give valuable information and contribution to some parties: (1) the development of language teaching and learning. This study is expected to give information about a case in English language teaching, especially in utilization of instructional media such as iPad in teaching and learning process; (2) the EFL teachers at SMP Islam Al-Azhar Cairo Palembang. The result of this study is expected to give some valuable information to the EFL teachers at SMP Islam Al-Azhar Cairo Palembang about advantages and disadvantages of iPad as an instructional media in teaching English. Therefore, the teachers will learn, will be better, thus the process of teaching and learning will run successfully; (3) future researchers. This study is also hoped to be one of references for other researchers to get valuable information about teacher perceptions and experiences before and after using iPad as an instructional media in teaching English; and (4) the researcher. The result of this study is also expected to give benefits for the

researcher herself, so the researcher can increase her knowledge and expand her experience by doing this research.