

CHAPTER I

INTRODUCTION

A. Background of the Study

Education plays a crucial role in learning, as it is essential for the survival of a nation and its citizens. According to Mulyono and Hidayat (2020), education is a fundamental need that individuals must fulfil, as it can transform human perspectives to adapt to ongoing changes. To prevent learning from becoming monotonous, it is important to enhance the delivery of education to students through the use of various learning media. Fatmawati et al., (2021), confirm that the learning process is significantly enriched by the incorporation of learning media. This is particularly evident in the context of learning English. Learning media encompasses any tools or resources used to convey messages and can stimulate thoughts, feelings, attention, and motivation to learn, thereby fostering a deliberate, purposeful, and controlled learning environment. In this context, teachers, as the primary agents of education, are tasked with creating an effective and innovative learning experience, which includes the use of engaging and effective learning media. To effectively implement learning media, teachers must be proficient in technology, enabling them to utilize a variety of resources that support an efficient and comprehensible learning process. Furthermore, teachers should be adept at integrating technology into the classroom to enhance the overall learning experience. Reason Improved clarity, vocabulary, and technical accuracy while maintaining the original meaning. (Tiar, 2020).

Today, the world has entered the era of Industry 5.0, characterized by rapid technological advancement. The impact of technology in contemporary society is profound and significant, making it an integral part of everyday life for individuals. Through advanced technology, education can be enhanced and made more effective. In other words, numerous user-friendly tools and applications can stimulate students' interest, enabling them to master essential learning skills and become innovative thinkers. The evolution of our times compels us to embrace technology to avoid being left behind in the wave of progress. Technology serves as a testament to the advancements of the current digital age (Yusrizal & Fatmawati, 2020). These technological innovations have facilitated the development of various learning media. For instance, the use of computer simulations and educational games has become increasingly popular, assisting students in grasping complex concepts and enhancing their engagement in the learning process. Furthermore, online learning platforms have provided students with flexible access to educational resources, including instructional videos, interactive modules, and discussion forums that promote collaboration and knowledge sharing among peers (Nurfayanti & Nurbaeti, 2019).

The integration of technology into the learning process has resulted in significant changes in the delivery and experience of education for both teachers and students. A key aspect of this transformation is the digitization of educational organizations, which involves incorporating technology into various facets of educational institutions, including teaching, learning, and

administration (Ifenthaler et al., 2021). These technologies have made education more accessible, enabling students to learn from anywhere and at any time, thereby overcoming barriers such as illness or full-time employment. Furthermore, technology has transformed the appearance and functionality of classrooms. Modern classrooms are now equipped with a diverse array of digital tools and resources that enhance learning and improve educational outcomes. In addition to altering the classroom environment, technology has also impacted teacher training. Educator trainers play a vital role in preparing the next generation of teachers for the integration of technology in education (Tondeur et al., 2019).

At SMP Islami Al Azhar 53 Baturaja, teachers have effectively integrated their knowledge with the technological advancements that are prevalent today. Consequently, in our current technological landscape, SMP Islam Al Azhar 53 Baturaja remains closely connected to technology. The incorporation of technology in education not only supports self-directed learning but also enhances the traditional face-to-face learning experience between English teachers and students. For instance, beneficial technological tools such as the internet, computers, and Android devices have positively impacted the educational environment. These advancements have transformed the use of teaching aids at SMP Islam Al Azhar 53 Baturaja, demonstrating that both teachers and students actively engage with technology-assisted learning media during classroom instruction (Fatmawati & Yusrizal, 2021).

Tech-assisted learning media is one of the methods employed by educators

to create an interactive and innovative learning environment that enhances student creativity. According to Yusra (2019), the integration of such media can increase students' interest in learning, capture their attention and focus, and shape their mindset to achieve educational objectives. Furthermore, incorporating technology into the learning process provides teachers with the opportunity to enhance their digital literacy and skills through the implementation of collaborative learning activities with students in the classroom. The potential benefits of utilizing tech-assisted learning media for both teachers and students in English language learning are highly promising. For educators, the presence of technology offers a valuable opportunity to develop their creativity and professionalism, ultimately helping students to better understand English learning materials. Tech-assisted learning media has become a more tangible learning resource, capable of overcoming limitations related to time, space, and sensory engagement, as well as boosting children's motivation to learn English.

In line with this, teachers at SMP Islam Al Azhar 53 Baturaja must understand various developments in technology-assisted learning media that they will implement in the classroom. This understanding will enable students to grasp English concepts more easily through these technological resources. Additionally, it will help address the needs of students who may not be as adept at utilizing technology, making it easier for them to engage with the material. Therefore, the media employed by teachers must be adaptable and aligned with contemporary technological advancements in education (Rasch & Schnotz,

2009).

In today's digital era, technology-assisted learning media play a crucial role in education, particularly in English language instruction at SMP Islam Al Azhar 53 Baturaja. Technology-assisted learning tools, such as e-learning platforms, YouTube, Canva, Quizizz, Kahoot, PowerPoint, E-books, Computer, Projector, Zoom, Google meet, and Multimedia resources, offer new interactive and engaging methods to enhance students' skills. One of the primary challenges in teaching English at SMP Islam Al Azhar 53 Baturaja is how English teachers effectively implement these media in the classroom, considering students' abilities and motivation. It is essential to select appropriate technology-assisted learning media that can boost student engagement and facilitate more effective learning (Hattie, 2009). Additionally, technology can enable students at SMP Islam Al Azhar Baturaja to access a variety of learning resources, enriching their educational experience. However, despite the numerous advantages offered by technology-based learning media, there are still gaps in their application within the English classroom. Some teachers may lack the necessary skills to effectively use technology, and there may be limitations in infrastructure and accessibility (Almeida, 2019). Therefore, it is important to conduct a comprehensive analysis of how technology-assisted learning media is utilized in English language instruction at SMP Islam Al Azhar 53 Baturaja and its impact on students' learning outcomes.

From the explanation above that why the resecercher interested to gaining the research about, application of technology-assisted learning media in English language education at SMP Islam Al Azhar 53 Baturaja, focusing on the experiences of both teachers and students in utilizing these resources. By gaining a deeper understanding of how technology is employed in teaching, the study seeks to offer valuable insights and recommendations for educators and policymakers to enhance the quality of English language learning at the junior high school level.

B. Problem of the Study

1. Limitation of the Study

This study aims to analyze the application of technology-assisted learning media in English language teaching at SMP Islam Al Azhar 53 Baturaja, focusing on the media used in the classroom. By gaining a better understanding of the role of technology in education, this study seeks to offer valuable insights and recommendations for educators and policy makers to improve the quality of English language learning at the junior high school level.

2. Formulation Problem

Based on the background of the problems described above, the following problems can be formulated: how is the implementation tech-assisted learning media in teaching English classroom SMP Islam Al-Azhar 53 Baturaja?

C. The Objective of the Study

In examining the problem, the objectives of this study are as follows: to find out how to implement technology-assisted learning media in teaching English at SMP Islam Al-Azhar 53 Baturaja.

D. Significance of The Study

1. Theoretically

The researcher hopes that this study have been serve as a valuable source of knowledge and reference in the future. Additionally, the researcher aims for this research to benefit a wide audience, particularly teachers and students with mild intellectual disabilities. It is anticipated that this study will provide new insights into technology-assisted learning media for the researchers themselves and contribute to their understanding of this field. Furthermore, this research is expected to analyze technology-assisted learning media, enabling teachers to be more effective and creative, especially in English language instruction for students at SMP Islam Al Azhar 53 Baturaja. The researcher also hopes that this study will serve as a useful reference and guide for future researchers exploring similar topics.

2. Practical

The practical benefits of this research are:

1) For Teachers

It is hoped that the results of this study have been provide valuable insights and assist teachers in utilizing technology-assisted learning media, particularly in English language instruction. The researchers also aspire

for this study to inspire teachers to explore and creatively implement technology-assisted learning media in all teaching and learning activities for junior high school students.

8

2) For Students

The results of this study are anticipated to offer valuable insights and elucidate the application of technology-assisted learning media in English language instruction. Furthermore, this research is expected to serve as a reference for other researchers, providing a source of knowledge or a model for studies on similar topics.

3) For Researchers

The results of this study are anticipated to provide valuable insights and explanations regarding technology-assisted learning media in teaching English to students at SMP Islam Al Azhar 53 Baturaja. Furthermore, it is hoped that this research will serve as a resource for other researchers, offering knowledge and examples for those exploring similar topics.

4) For other researchers

The study can serve as a reference and provide valuable information for conducting further research in the related field.