

CHAPTER I

INTRODUCTION

A. Background of the study

The digital era is characterized by the rapid development of information and communication technology. Software, applications, and digital learning platforms are constantly evolving, thus providing new opportunities to improve the quality of education (Hamalik, 2010). The digital era opens a window of opportunity to create an educational environment that is more innovative, inclusive, and responsive to the evolving needs of society. Strengthening teacher competencies in the face of this era is an important foundation to ensure that education remains relevant, high-quality, and able to equip students with the skills needed in the modern world. Jobs in the 21st century increasingly demand technology-oriented skills, so we need to increase our understanding and relevant skills to succeed in today's increasingly connected world.

International standards in education cover aspects of learning quality, curriculum, and student readiness to contribute in a global context. Teachers who are competent in technology can more easily adopt best practices from different parts of the world, making learning more current and relevant to global needs (Tondeur, 2017). The development of information and communication technology has changed the landscape of work, requiring a workforce that has a deep understanding of technology and the ability to adapt to rapid change. The success of education is not only determined by the material or method alone but also greatly influenced by the teacher's ability to use various media in the learning process.

Information and communication technology has created an “information society” where access to information and learning resources has become easier and technology can increase participation and collaboration in education (Castells M, 1996: 30). Technology skills are one of the key components in 21st-century education, and it is highly emphasized that teachers are good at utilizing technology to prepare students to face future challenges.

In addition, teachers who are skilled in technology can help students develop skills needed in this digital era, such as digital literacy, digital problem-solving, and technology-based creativity. Students who are guided by teachers who are competent in technology will be better prepared to face global challenges and take advantage of opportunities in an increasingly connected world (Yusuf, 2006). Teachers' ability to use media will greatly help realize learning objectives in line with the implementation of 21st-century learning, where students learn collaboratively, learn problem-based, have high-order thinking skills, and learn to ask questions (Voogt & Roblin, 2012). Students need to have skills in problem solving, critical thinking, collaboration, and communication skills using the 4Cs, namely critical thinking and problem solving, creativity and innovation, collaboration, and communication.

In English subjects, a teacher who lacks the ability to master the material, methods, strategies, and various media may cause students to lose interest in learning, which in turn prevents the learning objectives of English from being achieved. Students' ability to master English is strongly influenced by the way the

teacher delivers the lesson and the media used during the teaching process, as these factors can enhance students' understanding, skills, and motivation in learning.

Learning media is a tool that contains supporting information that facilitates the learning process (Maulana et al., 2022). The application of learning media is very important to improve the quality of the learning process, so it is expected to affect the improvement of learning outcomes (Maulana et al., 2022). To create a spirit of learning and facilitate student learning in English language teaching.

The use of ICT (Information and Communication Technology)-based media in learning can improve student understanding through multimedia-based teaching. The use of technology helps students process information better through visualization and interactivity. ICT-based media opens up learning access to wider resources and allows for more flexible learning. ICT-based media can also help improve collaborative skills between students through digital platforms (Roblyer, 2016). The use of ICT in education in Indonesia is increasingly encouraged, along with the implementation of the Merdeka Curriculum.

Through ICT-based media learning, teachers are required to be able to use tools that can be provided at school, and it is possible that the learning method tools are in accordance with the development of the demands of the times. Teachers can at least use tools that are easy and efficient, which is a must in an effort to achieve the expected teaching objectives. In addition to being able to use available tools, teachers are also required to be able to develop skills in making teaching media that will be used if the media is not yet available. (Arsyad, 2002; Fajriani, 2021).

In Indonesian schools, English language teaching has become one of the most important subjects in preparing students to compete in a globalized world. Mastery of English provides broad access to knowledge and technology. Therefore, teaching English not only enriches language skills but also prepares students to compete and thrive in an increasingly connected world (Nunan, 2003).

ICT-based media is one of the appropriate media to be used in English language learning because it has several advantages, including access to diverse learning resources, interactive and interesting learning, improved listening and speaking skills, and encouragement of independent learning (Tharp & Gallimore, 1988).

The use of ICT-based media in English language teaching makes learning more interesting and interactive. It encourages teachers to be more creative and allows students to learn independently, practice skills in a fun way, and interact with native speakers. Digital media can also increase motivation and enrich students' learning experience.

Based on observations in two different classes, namely grades X and XI at MAN 1 Padang, English teachers use various ICT-based media such as laptops, projectors, speakers, PowerPoint, YouTube videos, and interactive applications such as Kahoot and Quizizz. These media are used in various ways, from delivering material to practicing language skills to evaluating learning. In grade X, teachers mostly use PowerPoint and YouTube videos to build students' basic understanding. Meanwhile, in grade XI, interactive media such as Kahoot and Quizizz are more

dominantly used to hone skills and spread students' understanding in a competitive and fun way.

The use of ICT-based media not only helps teachers manage their classes but also encourages students to be more active and confident. For example, speakers and projectors are used to display audio-visual materials that support listening and speaking comprehension, while interactive applications are used to increase student engagement during assessments. However, the variety of media usage raises questions about the effectiveness and how teachers integrate these media in different learning contexts in both classes. Therefore, this study, entitled "**Analysis of Teacher's ICT-Based Media in Teaching English at MAN 1 Padang**".

B. Focus on the study

1. Identify the types of ICT-based media used by English teachers at MAN 1 Padang in the learning process.
2. Analyze how these ICT-based media are used by teachers in English learning at MAN 1 Padang.

C. Formulation of the problem

1. What types of ICT-based media are used by English teachers at MAN 1 Padang?
2. How are these ICT-based media used in English learning at MAN 1 Padang?

D. Purpose of the Study

1. Identify the types of ICT-based media used by English teachers at MAN 1 Padang.

2. Describe how these ICT-based media are used in English learning at MAN 1 Padang.

E. Significance of the Study

1. Theoretical this research is expected to: Add to the literature and academic references regarding the integration of ICT-based media in English learning at the high school level. Provide a scientific basis for the development of theories or learning models that incorporate ICT-based media so that they can be used in further research. Be a reference for academics and researchers to conduct further studies on the effectiveness of ICT media in improving language skills, including listening, speaking, reading, and writing.

2. Practically, the result of this study is beneficial:

For English Teachers: Serve as a guide for optimizing the use of ICT-based media such as laptops, projectors, speakers, smartphones, PowerPoint, YouTube, Kahoot, and Quiziz in learning activities in grades 10 and 11.

For Students: Help create a more interactive and enjoyable learning experience so that students can be more active and motivated in developing their language skills.

For Schools: Provide input for improving facilities and technological support to support more effective ICT-based learning processes.

F. Definition of Key Terms

To avoid misunderstandings and misperceptions about the title of this study, it is better for researchers to explain the terms used in this study:

ICT, or Information and Communication Technology, is a collection of technologies used to access, process, store, and disseminate information digitally.

In education, ICT is utilized to support interactive and technology-based teaching and learning processes. According to UNESCO (2023), ICT includes various tools such as computers, the internet, and digital media that facilitate communication and learning. Voogt et al. (2022) also stated that ICT can encourage collaborative learning and the development of 21st-century skills.

