

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Nowadays, competition in all aspects of life must be taken into account. Young generation who are expected to be able to sustain the country's development must prepare themselves to become good competitors with others. This attitude is a positive value and is a necessity that the generation will face the era of globalization. Positive values will be obtained by the generation which in turn becomes a valuable, knowledgeable, and skilled human resource with international standards. Having the competence to operate a machine that is supported by mastering good English, will greatly help the community to get better jobs. In addition, almost all companies need people who have good English skills

To face the challenges, students' English competence is clearly deemed necessary in various fields such as in politics, economics, business, tourism, technology, social and culture. It has become the main media as a bridge of international communication. The role of English is to make it easier for language learners to explore knowledge, networks and connections. Communication between countries in the world will be intensive and involve English. Therefore, the state, which does not want to be left behind, must prepare its human resources to become educated and have English language skills.

The description shows how important English is in our world of education. As a result, it is necessary to have several other policies or 'extra efforts' from the government especially educational institutions to improve students' English proficiency. Communication skills are considered very important. In the 2013 Curriculum, English as a subject in high school included four basic language skills: listening, speaking, reading and writing. The purpose of teaching English to high school students is to help them communicate and convey ideas or messages with their friends, teachers, friends on social media etc.

Because of the impact and influence of information technology on society and education, computer-based language learning and technology are becoming trends in teaching foreign languages. Interactive computer networks allow students to test learning outcomes without the risk of being penalized for any mistakes. Learning does not have to be stressful. Computer-based language learning and technology can reduce student anxiety and turn out to be the positive side of learning (Gates in Huang, 2000). Students can actually explore their own English when they will try to practice. They can check their grammar competence, enrich their vocabulary, check whether their pronunciation is correct or not, or they can even record their voices to say every word provided by Compact Disc.

The development of Information Technology (IT) has permeated computer applications in the learning process. Computers as a medium are used to facilitate people in learning, such as learning languages. But computers are only tools and media. Therefore, it is helpless and totally dependent on the user. In this case, the computer is an intermediary; this is only part of the whole learning process (Hafiz,

2013). In order to support students with good communication skills, schools provide teachers with a set of powerful tools for sharing information with students, interactively and efficiently, which can help improve students' language skills (Meenakshi, 2013), such as preparing digital school equipment with the internet (Huang, 2000). As sophisticated equipment, it plays an important role to support language teaching in schools.

The use of the internet in teaching English can be compared to computers. Both of these devices are very expensive and their effectiveness depends not only on the features of their physical components but also on the quality of the software used. The use of the internet has played an important role in language teaching. The main objective is to help language students improve their aural-oral skills. With the application of the internet, many language teachers develop new techniques to obtain all the possible benefits of this tool in the field of applied linguistics (Bygate, 2001: 51).

At SMK Muhammadiyah 3 Surakarta, the use of the internet has been applied in teaching English through the use of language laboratories. The English teacher is then given the mandate to include laboratory sessions in their lesson planning. Educational software, hardware, both interactive and non-interactive, is provided to facilitate this. Teachers, as professional teachers, are encouraged to create various activities to enhance student learning. The English teachers at SMK Muhammadiyah 3 Surakarta understand that the use of interesting materials and media is important in language teaching. Therefore, they use the internet to make students feel interested in attending English classes. Lado (1987: 30) defines that

the purpose of studying a foreign language is the ability to use it, understanding its meaning and its connotations in terms of the target language and culture and the ability to understand the native people's speech and writing of the target culture in terms of their great ideas and achievements.

Teachers and students are the basic factors in teaching English. These sketches contribute to the learning process. There will be no learning if students do not participate in it. Vice versa, the teacher's role will support students in engaging educational goals. There is no doubt that every goal of the learning process is to achieve and advance learning achievement and attitudes. The success of the learning process provides students with better, greater thoughts, feelings and knowledge. By accepting learning materials they are expected to hold useful and meaningful cases so that they are encouraged by several activities such as taking notes, responding to and sharing their ideas and hopefully the learning process becomes more interesting.

Based on the research background above, the researcher investigated the use of the internet in teaching English to Vocational High School Students at SMK Muhammadiyah 3 Surakarta.

## **B. Problem Statement**

The main research problems of the study are:

1. In what activities do the teachers use the internet?
2. What are the programs used by the teachers in the use of the internet in teaching English?

3. What are the problems faced by the teachers in teaching English using the internet?
4. How they solve the problems?

### **C. Objectives of the Study**

Based on the problem statement, the study aims to:

1. Identify the teachers' activities in teaching English using the internet.
2. Identify the programs used by the teacher in the use of the internet in teaching English.
3. Identify the problems faced by the teachers in teaching English using internet and the attempts to solve them.
4. Identify how the teachers solve the problems.

### **D. Benefits of the Study**

1. The contributions of this study would be of interest to scholars in educational matters as well as to teachers.
2. It is expected that the result of this study can give contribution to the development of educational matter.
3. For the students, this research hopefully provides motivation to improve their English skills. In addition, by considering the results of this study, students are expected to be more aware of their own learning methods