

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, the reasons for choosing the topic, the problem formulation, the research objectives, and the expected contributions. This section also provides explanations of important terms so that readers have a common understanding of the research context.

1.1 Background of Study

Technological developments in the current era of globalization have not only changed the way people communicate but also the way they learn. The presence of Educational Technology (EdTech) has brought a new dimension to the learning experience of students, including prospective teachers. With technology, the learning process has become more flexible, interactive, and learner-centered. For education students, especially those majoring in English Education, the use of technology is no longer just an additional option, but has become an important part of the learning process and teaching preparation.

Against this global backdrop, the significance of the EdTech becomes particularly evident in Indonesia. This situation is particularly significant in Indonesia, given that English is taught as a foreign language that is essential for facing global challenges (McKay, 2016). The integration of technology in English language learning not only strengthens language skills but also helps prospective teachers prepare to teach in digital classrooms. Unfortunately, although students are quite familiar with the use of technology, many still find it difficult to translate

that experience into pedagogical skills. This indicates a gap between the ability to use technology personally and the readiness to utilize it in teaching.

Building on this challenge, existing studies have noted that such difficulties are reinforced by the limited innovation within teacher education programs. Several studies highlight that teacher education programs in Indonesia still tend to be conventional. Prospective teachers are rarely given space to reflect or practice integrating technology into their lesson plans (Ambarwati et al., 2024). As a result, there is a mismatch between the use of technology in daily life as a student and professional readiness as an educator.

While these local issues highlight internal weaknesses, the global literature provides an important point of comparison. Globally, various literature has extensively discussed the role of EdTech in improving the quality of language learning through platforms such as Moodle, Grammarly, and artificial intelligence-based applications (Beidollahkhani, 2017). In developed countries, EdTech has become a systematic part of teacher education. Meanwhile, in Indonesia, although the COVID-19 pandemic has accelerated the adoption of technology, the focus is still more on access and delivery of material, rather than on the development of pedagogical strategies for prospective teachers (Ambarwati et al., 2024).

Given the difference between global practices and the Indonesian context, there is a clear need to examine how pre-service teachers actually perceive and engage with technology. Therefore, it is important to understand how prospective teachers interpret, use, and face challenges in integrating EdTech. This research

attempts to fill this gap by exploring the role of EdTech in shaping English teaching skills for prospective teachers in Indonesia.

1.2 Reason for Choosing the Topic

The integration of Educational Technology (EdTech) in teaching has become a global priority, reflecting the increasing demand for digitally competent educators in the 21st-century learning environment. As English serves as a global lingua franca, effective English language teaching is essential for fostering communication, professional development, and global engagement. In Indonesia, where English is taught as a foreign language, pre-service teacher training programs play a crucial role in equipping future educators with the skills to navigate the complexities of modern classrooms. However, many of these programs still rely on traditional methods, offering limited opportunities for pre-service teachers to integrate EdTech into their pedagogical practices.

In light of this, this research was conducted to fill in a very important gap in teacher education. The choice of this topic stems from the need to address a critical gap in teacher education: the lack of systematic integration of EdTech into pre-service English teacher training. While global studies have demonstrated the potential of EdTech to enhance teaching and learning outcomes, research on its implementation in non-Western contexts, particularly in Indonesia, remains limited. By exploring how EdTech can enhance teaching skills and identifying the challenges and opportunities associated with its use, this research aims to contribute actionable insights to improve teacher education programs. The

research is also timely, given the increasing global reliance on digital platforms for education, accelerated by the COVID-19 pandemic.

Taking these things into account, this research not only responded to global trends , but also fits into Indonesia's urgent educational needs. This research not only aligns with global trends in EdTech adoption but also addresses the specific needs of Indonesia's education system. By focusing on pre-service teachers, the study contributes to the development of future educators who are prepared to meet the demands of digital-age classrooms while advancing the discourse on technology-enhanced teacher education.

1.3 Research Question

The problem of the research is formulated into the following research questions:

1. What is the perceived role of educational technology in supporting the teaching skill development of pre-service English teachers?
2. What types of educational technology tools do prospective English teachers use to develop their teaching skills?

1.4 Research Objectives

The overarching aim of this research is to investigate the role of Educational Technology (EdTech) in enhancing the teaching skills of pre-service

English teachers in Indonesia, with an emphasis on aligning local practices with global trends in digital pedagogy. Specifically, the study aims to:

1.4.1 Examine the perceptions of pre-service English teachers regarding the role of EdTech in improving key teaching competencies, including lesson planning, classroom management, and student engagement, in alignment with global advancements in technology-integrated teaching.

1.4.2 Identify the types of Educational Technology tools and platforms used by prospective English teachers in developing their teaching skills, exploring the factors that contribute to their perceived utility and relevance within the Indonesian educational context.

1.5 Research Contribution

This research result is expected to provide a benefit for the following two points:

1.5.1 Theoretical

The theoretical contribution of this research is that the researchers hope this study will become valuable information in the field of education and can enhance knowledge, especially in research on exploring the role of Educational Technology in developing English Language Teaching for Pre-Service Teachers.

1.5.2 Practical

The findings of this research provide an overview of the role of Educational Technology in teaching pre-service English teachers. Hopefully, these research findings can be used as a learning resource for pre-service English teachers and help them to identify Educational Technology more deeply so that in the future they can prepare themselves well and further develop Educational Technology in their teaching.

1.6 Clarification of Term

To ensure clarity and consistency throughout this study, key terms are defined as follows:

1.6.1 Educational Technology (EdTech)

Refers to the use of digital tools, applications, platforms, and technologies to facilitate teaching and learning processes. In this research, EdTech encompasses resources such as Learning Management Systems (e.g., Google Classroom, Moodle), language-specific applications (e.g., Grammarly, Duolingo), and interactive tools (e.g., Kahoot, Quizizz) that are used to enhance English language teaching and learning.

1.6.2 English Language Teaching Skills

Denotes the pedagogical methods, techniques, and competencies required to effectively teach English as a foreign or second language. These skills include lesson planning, classroom management, instructional delivery, student engagement, and the integration of technology into teaching practices.

1.6.3 Pre-Service Teachers

Refers to individuals enrolled in teacher education programs who are preparing to become professional educators. These individuals have not yet obtained full certification or formal classroom teaching experience but are undergoing training to develop the necessary pedagogical and professional skills.

1.6.4 English as a Foreign Language (EFL)

Indicates the teaching and learning of English in a context where it is not the primary language of communication. In this study, EFL specifically relates to the Indonesian educational context, where English is taught as a compulsory subject in schools and higher education institutions.

