CHAPTER I

INTRODUCTION

This chapter provides the basic idea related to the study. It presents background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Technology is the creation, usage and knowledge of tools, techniques, crafts, systems or methods of organization in order to solve a problem or serve some purpose. The development of science and technology has caused very significant changes in several human live. Technology and the media that children use during their formative years influence how they process information, and how they prefer to learn. Because of the fast change in technology and the ever growing velocity at which this change effects our generations the generation gap may be widening. In general, students are using technology at a much more rapid pace than their teachers, they have already mastered and adopted into everyday use and many teachers are high fearful of the technologies that the students take for granted. Today, students take technology for granted and staying connected is a central part of their live (Frand, 2000).

Digital Natives (Prensky, 2001) is slowly becoming ubiquitous amongst scholars and activists working in the youth-technology sector, especially in emerging Information Societies. The phrase is generally used to differentiate the generation that
was born after 1980 who has an unprecedented (and often inexplicable) relationship with information technology. Digital native growing up in a digital world, prepared for their careers work with a different set of skill sets than previous generations. They have developed behavioral and ethical norms in sharing and using technology that differ significantly from the previous generations. Digital native or the ‘Net generation’ (Tapscott, 1998) are described as living lives immersed in technology, “surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age” (Prensky, 2001a, p. 1).

According to Tapscott (2009), there are many characteristics of digital native such as: freedom, customization, scrutiny, integrity, collaboration, entertainment, speed, and innovation.

Digital immigrant are those of us who came in the new environment later in life. Our brain had been tuned to the rhythms and complexities of natural time/space, and so we tend to respond to challenges one by one and step by step. The digital immigrant live in the real world but now they enter in the virtual world because of the technology development. They use an internet when they were adult. The digital immigrant usually doing such as: looking for the information second rather than first, reading the manual for a program rather than assuming that the program itself will teach us to use it, printing out their email, print out the document written in a computer in order to edit it, bringing people physically into office to see an interesting website (Prensky, 2001).

The development of science and technology in various parts of the world, brings a very significant influence on the development of education, including the
ways teachers teach the students using the technology. As we know, many teachers in
different countries apply technology in teaching, for example in Singapore and Korea
which has high digital level. In Korea, more than 68 % people use the internet, 54 %
play online games and 33 % use e-mail at 2004 (http://news.cnet.com/South-Koreans-
face-digitaldivide/21001025_35305190.html). In Singapore, 61% use Internet , 95,2
% use email, 53,9 % use chat/instant messaging at 2004 (http://www.ida.gov.sg/
Publications/20061205100233.aspx). From a data of people use technology above, I
have assumption that many teachers also use that technology.

Based on the explanation above, the researcher is interested to investigate
about the digitality levels of state of junior high school English teachers in
Kab.Malang. The aim of the researcher to study this research because the researcher
wants to measure the digitality level of state of junior high school English teachers in
Kab.Malang because the teacher may have the different levels of it.

1.2 Statement of the problem

Based on the statement above, the problem of the study is formulated as follows :
How are the digitality levels of state of junior high school English teachers in
Kab.Malang?

1.3 Purpose of study

The purpose of the study is directly related to the problems of the study. It’s
as follows : To know the digitality levels of state of junior high school English
teachers in Kab.Malang.
1.4 Significance of study

The result of the study is expected to give contribution to English Teachers, school and next researcher. And it is expected that the English teachers of state of junior high school know about the different way of teaching. For the school, it can support the successful teaching learning process. This study also useful for the next researcher, who are interested in analyzing education, especially about technology, to be used as guidance or references.

1.5 Scope and limitation

The scope of this study is the digitality levels of junior high school English teachers. The writer limits her discussion on digitality levels of state of junior high school English Teachers in Kab.Malang.

1.6 Definition of key term

To avoid misunderstanding of the definition of key terms which used in this study the writer would explain briefly :

- **Study** : is application of the mind to books, or any subject for the purpose of learning (Hornby, 1995 : 1187).

- **Digitality** : is used to mean the condition of living in a digital culture (Nicholas Negroponte, 1995).

- **Level** : particular standard or quality / a relative position or degree of value in a granded group.
Junior High school: are levels of schooling between elementary and high schools.

Teacher: is a person who teaches especially in a school.