

Chapter I

Introduction

Background

At this present time, the role of technology is very important in work area, education area and it can also be a lifestyle. In work area, technology can facilitate someone to access needs that relates to jobs. By the existence of technology, workers can develop themselves in working. It make them easy to do their task or their job.

Technology cannot be irrespective from human's life who have already used it. Accordingly, technology becomes one's lifestyle. Where technology becomes a part of life so that without technology, someone cannot access information to learn or to run a business.

In education, technology is a study and ethical practice for facilitating learning and improving performance. It has an important role in learning and teaching process. Where students can be easy to access material or book that is difficult to find in library and book store. Technology can also develop students' achievement in learning process.

Thus, the impact of technology in education makes the students who use technology in studying, can generate new ideas. They can build self confidence in studying and they can achieve in all subject areas.

Dr. Jan Hawkins, former director of the Center for Children and Technology, suggests that technology is a powerful tool that gives teachers, students and others new ways to address problems such as shortages of materials, time and professional development (as cited in Grinager, 2006, p. 4). For instance, technology brings rich and diverse materials into the classroom.

Technology also has the ability to change the dynamics of time and space in schools. By helping students work more independently, technology gives teachers more time to work one on-one or with small groups of students. Assessment technologies also help teachers more efficiently identify students' strengths and weaknesses to better target instruction.

With digital record keeping, phones in the classroom, and access to local networks to communicate with parents, administrators and colleagues, teachers can spend more time teaching and less on paperwork. In addition, students can extend their learning if they can connect from home to their school's network and to other courses and resources.

Technology has allowed students and parents increased opportunities for individualizing, customizing and providing access to educate through virtual or distance learning. Students who have struggled in traditional classrooms often find success in a virtual setting where the teacher and student communicate one-on-one through computer use and the student can proceed at his or her own pace. It also offers access to highly qualified teachers in hard-to-staff subjects or hard-to-staff urban and rural schools, giving all students the opportunity to take a

rigorous curriculum, regardless of their school's ability to recruit and retain teachers. Thus, the traditional model of offering instruction only in dedicated, highly regulated facilities according to standard calendars and schedules is outdated, since any time, any place, any path, any pace, learning that modern technologies make possible can open up the education system.

When used effectively, technology applications can support higher-order thinking by engaging students in authentic, complex tasks within collaborative learning contexts. These important learning skills enable people to acquire new knowledge and skills, connect new information to existing knowledge, analyze, develop habits of learning and work with others to use information. Higher-order thinking and problem solving is an essential skill for all students as they face a future where they switch jobs far more frequently than past generations and will need to adapt and adjust to changing demands.

Education technology is increasingly important in light of the changed learning needs and styles of today students. Today students are growing up in a digital world and are masters of technology. They seamlessly integrate multiple technology tools and digital resources into their daily lives. Yet, they are forced to leave these skills and aptitudes at the classroom door. As a result, students are increasingly disengaged in school and forced to adapt to a learning process and medium that contrasts significantly to that which is most comfortable and successful for them. Therefore, technology that is carefully deployed in learning can engage and motivate students. For example, students say that, when they use

the Internet, their motivation to learn and their academic performance improve. They complete their schoolwork more quickly, they are less likely to be stymied by material they do not understand and their papers and projects are more likely to draw upon up-to-date sources and state of the art knowledge. They also feel they are better at juggling their school assignments and extracurricular activities when aided by technology. In educational technology is available an access room such as self access center.

Self access center (SAC) is a way of describing learning materials that are designed and organized in such a way that students can select and work on tasks on their own (although this does not preclude the possibility of various kinds of support), and obtain feedback on their performance (Sheerin, as cited in Salvia, 1999, p. 96).

At English Department, self access center room is designed for students to access information and to do their task. By the existence of self access center can be perceived its advantages by students of English Department and it can support students in improving language learning. The students who use a self access center will also be supported, as Sharle & Szabo argued that, among many students who are involved in the task of Self Access Language Learning that emphasize the fact that most students have never been taught how to become independent learner (as cited in Hadley & Brown, n.d, p. 32). So that, self access center needs to be designed for students to improve their language learning independently.

In this circumstance, students' perspectives are needed to develop self access center at English department. Based on the researcher observation, self access center at English department needs an improving in amount of computers unit that has, internet connection, and other supporting facilities.

Based on the observation that the researcher conducted in English Department, the researcher can concluded about the students' perspective on the use of self access center.

Research Question

In this research question, the research question is what is the students' perspective on the use of self access center at English Department?.

Research Objective

The objective of this study is to investigate the students' perspective on the use of self access center at English Department.

Scope and Delimitation

In this study, the researcher focus on students' perspective on the use of self access center. The researcher focus on three main indicators, they are about the students' perspective about the uses of self access center, the media unit on self access center the activities on self access center and the advantages and disadvantages of self access center.

Significances of the study

This study conducted to give information to students, the lecturer and further researcher. For students, this study will inform about the students' perspective on the use of self access center at English Department. This study will inform to the policymaker what are the students' perspective on the use of self access center at English Department. I hope, it will become a reference to further researcher who will conduct the study that relates to this study.