

BAB I

INTRODUCTION

A. Background of The Research

In today's digital era, technology has permeated every aspect of daily life, including education. The application of artificial intelligence (AI) to education is one of the most notable developments of our day. Applications of artificial intelligence (AI) provide a range of resources and techniques that can help teachers instruct and enhance students' comprehension, particularly in the area of reading.

Artificial intelligence (AI) is the basis for learning in all courses. Reading comprehension is a crucial foundational skill for students. But a lot of students struggle to understand the content, which can hurt their academic achievement. As a result, it's critical that educators seek out fresh and efficient ways to help pupils become better readers. Another collaborative activity emerged during partnerships with other grades. For example, during reading buddies, fourth-grade students partnered with second-grade students to discuss characters.¹

¹Debra Jacoby, "Using AI in Preschool and the Elementary Grades,"

Artificial intelligence (AI) can evaluate student progress, give individualized feedback, and provide learning resources based on each user's requirements. However, it is crucial that teachers are prepared to use the technology in order to fully realize this potential. This preparedness entails having a favourable attitude regarding the use of technology in the classroom, knowing how AI apps operate, and being able to incorporate them into the curriculum.

- There is still limited research focusing specifically on English teachers' preparedness to integrate AI applications to improve students' reading comprehension. While numerous studies have examined the broader use of technology in education, Muhamad Taufik highlights the need for further investigation into the effectiveness of AI-driven personalized reading tools within reading instruction. In response, this study seeks to examine how prepared English teachers are to implement AI applications in their classrooms and to identify the challenges they encounter in doing so.

Virtual simulation and gamification enable active learning and better comprehension. Personalized and adaptive learning approaches can accommodate diverse individual needs and learning styles. Thus, exposure to real material languages, including internet pages, videos, and social sites, enhances learning by exposing one to everyday language. In addition to the previously mentioned benefits, teachers encounter various challenges when teaching English in the digital age. The effective integration of digital technology in the classroom largely relies on teachers' preparedness and their willingness to embrace it.²

- Technical problems and infrastructural constraints also act as barriers to introducing technology in language classrooms, particularly in resource-poor environments. Furthermore, teachers and students require training and support to develop digital literacy skills necessary for navigating and using the large number of available digital resources. Teachers must use tactics that balance the drawbacks of technology with its advantages if they want to teach digital language classes successfully. One

² Ranjit Singh Termit and Chan Samli, "Teacher Readiness on ICT Integration in Teaching-Learning: A Malaysian Case Study," *International Journal of Asian Social Science* 4, no. 7 (2014): 874–85, <http://www.aejournals.com/journals/5007%20ATEACHER>.

goal is to select the right digital tools and resources, blend online and in-person instruction, and create engaging activities that encourage experiential and project-based learning.

In this context, it is important to consider the teaching and learning of English in the digital age. Emerging technologies like Artificial Intelligence (AI) and MTeams tools hold significant potential to revolutionize language education. Artificial intelligence is an essential factor in the future of government. By using speech recognition and written language, AI has made document processing easier in the realm of government management. Additionally, AI aids in the examination of rules and regulations.³

However, we as educators must be able to sort out, consider, and adapt to take advantage of progress while maintaining a balance between Language Education and technology.

B. Identification od The Problem

³ Indria Hapsari et al., "Teachers Readiness in Using Technology," *International Journal of Research Publications* 130, no. 1 (2023): 108–14, <https://doi.org/10.47119/ijrp1001301820235315>.

Based on background study and focus on the problem above, the researcher formulated the problem by making question bellows:

1. How are students reading comprehension after using Microsoft Teams?
2. How does teacher readiness influence students in reading comprehension?
3. What is the most challenging aspect in Microsoft Teams?

C. The Aims of The Problem

1. To know Microsoft Teams influence in Reading comprehension
2. To analyze the influence of teacher readiness on students' reading
3. To know much of a challenge aspect in Microsoft Teams

D. Limitation of The Research

Given the information provided about the background issues, the researcher will concentrate more on analyzing teacher

readiness and the use of Artificial Intelligence in English learning.

E. Significant of Study

This research was expected this study will provide some benefits to the following side:

1. Theoretical Aspect

Hopefully, this study will serve as a helpful resource for anyone wishing to learn more about “English Teachers' Readiness in Using Microsoft Teams to Enhance Students' Reading Comprehension”

2. Practical Aspect

For the lecturer, this study could representatively English teacher in readiness of technology. It could be making sure teachers to choose the best level for the students. Students find that expressing their emotions in the classroom facilitates their learning.

3. The Pedagogical Aspect

This study aims to provide an alternative approach to learning English through technology in the pedagogical

domain. In addition to being a potential tool for students to engage in online learning activities, this research may also be taken into account by educators.

F. Previous Study

There are several researchers who have conducted research on analysis question strategies. The first research is from Prijambodo's study on the motivation and readiness of senior high school students to learn English through synchronous video conferences. 116 Indonesian high school students participated in this descriptive study, which combined a survey and a correlation analysis. Since the specific adaptive curriculum has been modified and applied in each school during this epidemic, they hailed from two different private schools. An online Likert-scale questionnaire was used to gather information on students' motivation and preparedness for studying English through synchronous video chats. This study demonstrates how novel synchronous online learning scenarios affect students' motivation and preparedness. First of all, students are already comfortable with technology and are confident in their technical abilities. They are the least prepared in terms of self-control, nevertheless.

Second, two issues that demotivated students during their online learning hinder their continuous motivation.⁴ The study used a mixed method to explore the perception of prospective teachers on their readiness to teach English online. However, this study focuses more on quantitative methods only and explores the readiness of teachers to teach in the face of the use of applications.

The second research from Daflizar, Toni Indrayadi and Yoki Irawan, this research about A Mixed Methods Study to Reveal Indonesian Pre-Service Teachers' Perceived Proficiencies and Preparedness for Online English Language Instruction. The findings demonstrated that the participants' opinions of their technological, pedagogical, and assessment abilities in online English language instruction were favorable. The qualitative results, however, showed that the participants were not prepared for online English language instruction since they strongly preferred in-person instruction over online instruction for a variety of reasons. The following are some useful recommendations for EFL teacher training programs in

⁴ Clementin Kortisarom Prijambodo and Anita Lie, "Senior High School Students' Readiness and Motivation to Learn English Using Synchronous Video Conferences," *Journal of Information Technology Education: Research* 20 (2021): 429–57, <https://doi.org/10.28945/4880>.

Indonesian higher education institutions.⁵ The study examined the motivation and readiness of high school students in learning English from two private schools in Indonesia to become respondents in this descriptive study. The results showed that students were already used to using technology and felt technically confident, but weak in the aspect of self-control. In addition, their motivation decreases due to two main factors during online learning: a lack of interaction and learning conditions that are not consistently supportive. In this study, the researcher focuses more on not only student readiness but also teachers in English language learning. And not only online but offline as well, because the application used can be flexible to use.

The third research is from Budiyanto, Kabri, Edi Harapan and M Bambang Purwanto. Learning English is a great approach to build 21st century skills, according to the study 21st Century English Learning: a Revolution in Skills, Critical Thinking, Creativity, and Visual Communication. To effectively and efficiently accomplish learning objectives, chemistry teachers

⁵ Daflizar, Toni Indrayadi, and Yoki Irawan, "Unveiling Indonesian Pre-Service Teachers' Perceived Competencies and Readiness for Online English Language Teaching: A Mixed Methods Study," *Journal of Language Teaching and Research* 13, no. 2 (2022): 392–400, <https://doi.org/10.17507/jltr.1302.21>.

need to actively cultivate these 21st century competencies. Through the use of scientific learning models, such as project-based, problem-based, discovery, or design-based learning models, educators can assist children in acquiring the English language proficiency necessary for the twenty-first century.⁶ The research emphasizes the importance of learning using creativity and visual communication such as project-based learning and discovery learning. However, this research focuses on critical thinking and the development of teachers' creativity.

Last from Darwisah about Teacher Readiness in Implementing The 2013 Curricul. For the 2013 curriculum to be implemented successfully, the teacher's involvement is crucial. The goal of the 2013 curriculum is to provide high-quality education, which will be achieved if the teachers carry it out effectively. The purpose of this study is to determine how English teachers are implementing the 2013 curriculum in relation to planning, teaching-learning, and evaluation. Four English teachers and one vice of curriculum from SMP Islam Al-Falah

⁶ Budiyanto et al., "21st Century English Learning: A Revolution in Skills, Critical Thinking, Creativity, and Visual Communication," *Asian Journal of Applied Education (AJAE)* 3, no. 1 (2024): 43–54, <https://doi.org/10.55927/ajae.v3i1.7841>.

will participate in this qualitative study, and interviews will be used to gather data. The study's findings indicated that while English teachers at SMP Islam AlFalah implemented the 2013 curriculum on the planning dimension, which is related to the lesson plan, some of them continued to use the old methods on the teaching-learning process and evaluation dimension, while others began implementing methods that were appropriate for the 2013 curriculum. In addition, English teachers struggled with time constraints when implementing the 2013 curriculum.⁷ The study used a qualitative method to assess the readiness of English teachers in implementing the 2013 Curriculum. Although teachers have implemented planning according to the curriculum, some still use the old methods in learning and evaluation. Then in this study, the researcher focuses more on quantitative methods that can measure the success of teachers' readiness using the 2013 curriculum which contains that elementary schools also have reading competencies that must be fulfilled by students. As well as seeing how ready teachers are in the use of technology in

⁷ Darwisah, *Teacher Readiness In Implementing The 2013 Curriculum*, *Fakultas Tarbiyah Keguruan Universitas Islam Negeri AR-RANIRY*, vol. 8, 2020, <https://doi.org/10.1016/j.jnc.2020.125798%0A>

today's era.

G. Novelty of The Research

As explained earlier, previous research shows a relationship between the two in education, especially in English. The first research focuses on students and technological developments in their learning. The second research focuses on the teacher's perspective on technology in online learning, and the last examines the revolution in learning and critical thinking. The third focuses on project-based, problem-based, and design-based learning models, with educators assisting children in learning English. The last research focuses solely on quality education. This study's novel research focuses on several aspects, particularly the use of Microsoft Teams as an artificial intelligence (AI)-based learning tool in this school. Second, teachers' readiness in its use, and finally, the aspect of reading comprehension, are important because this research is at the elementary school level. According to the Ministry of Education and Culture, at this level, there are basic competencies that children, namely understanding and reading, must possess.

Such as listening, reading, watching, speaking, writing, and presenting. One of the competencies discussed and researched is reading competence, which involves the ability to understand the content of the reading text.

The study also highlights that although this technology has great pedagogical potential, teachers face moderate challenges both technically and pedagogically in integrating the technology into their teaching practices. Therefore, this study aims to evaluate not only the impact of AI on student learning outcomes but also the extent of teacher readiness and the obstacles that need to be overcome to realize a sustainable digital transformation in English language learning.