CHAPTER I

INTRODUCTION

This chapter provides the background of the study, followed by the research question, purpose of the study, scope of the study, and significance of the study

1.1 Background of the Study

According to Daniel (2002), Information and communication technology (ICT) has become within a very short time, one of the basic building blocks of modern society. ICT has become an essential part of everyday life of most people. From the smooth running of societies' vital functions, such as banking and finance, to social networking and recreational activities, new technologies rapidly transform important aspects of our lives. ICTs empower us to perform tasks that were inconceivable only a few decades ago.

The integration of technology in English Language ELT has undergone a dramatic shift in the past 25 years (Dudeney & Hockly, 2012). At first, it was only limited to word processing and gap-filling exercise. ICT has challenged the conventional teaching methods, transformed instructional practices and contributed to emerging new instructional methods (Tezci, 2011). Husain (2011) said, Information and communication technology (ICT) generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or

communicating information. The existence, development, and advancement of ICT, as well as the free flow of information, allow the application of the concept of lifelong learning and flexibility in human resource development (Rosenberg, 2002).

The use of ICT has become essential in the learning activity (Ammani, 2016). Harris & Hofer (2009) classified the learning activities into three; knowledge building, convergence knowledge expression, and divergent knowledge expression. In the knowledge building, students build content-related understanding through information-based process. In the convergence knowledge expression, students asked to create, respond to, or complete structured representations of prior knowledge building. In the divergent knowledge expression, teachers help students to extend their content-related understanding via alternative forms of communication.

To measure students' competency in using ICT tools, UNESCO (2018) arrange a framework into three different approaches. The approaches are Knowledge Acquisition, Knowledge Deepening, and Knowledge creation. First is Knowledge Acquisition Approach. It enables students to use ICT in order to learn more efficiently. Second is Knowledge Deepening. It enables students to acquire in-depth knowledge of their school subjects and apply it to complex, real-world problems. Third is Knowledge Creation. It enables students, citizen, and the workforce they become, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

At Universitas Negeri Jakarta, the students of English Educational study program learned about translation from 5th semester. The first translation course is practicum of translation, which is already started last year. The second translation course is translation management, which is started this semester.

In 2014, a study in Turkey proof that the perceived use of computers, experience and confidence play significant role while lack of knowledge and skills, technical problems and lack of confidence negatively influence ICT self- efficacy.

In Malaysia, Suet Yet & Binti Noordin (2017) conduct a research entitled "The Use of ICT among Pre-Service English Language Teachers". This research show that ICT today have evolved a lot compared to the 1980s, so there needs to be an emphasis on the training for pre-service teachers with regards to the approaches and instructional methods to teach ICT in class.

Batane & Ngwako (2017) conduct a research entitled "Technology use by pre-service teachers during teaching practice: Are new teachers embracing technology right away in their first teaching experience?". This study is located in Botswana. The study showed that even when teachers are adequately trained to use technology, it is still not a guarantee that they would use it.

Based on the previous research, it is clear that the study of the ICT tools used in the class nor the function of using ICT tools in the classroom

is still very limited. Due to the lack of information in the ICT tools used in the class and the function from the previous research, this study is conducted. This study is meant to explore the ICT tools integrated in the classroom in the context of Indonesian English Classroom based on the UNESCO ICT Competency Framework (2018). This study also define the tools function and how the tools work in the learning activity. This study is focused on the English subject in the English Department at Universitas Negeri Jakarta.

1.2   Research question

1. What are the ICT tools used in the Translation Management class?
2. How are the ICT tools used in the Translation Management class?

1.3   Purpose of the Study

The purpose of this study is to find out the type of the ICT tools used in Translation Management class based on the ICT Competency Framework (UNESCO, 2018) at English Language Education Study Program, Universitas Negeri Jakarta.

1.4   Scope of the study

This study focusses on the investigation in teaching and learning activities in Translation Management class. This study also focusses on how the ICT tools was used in teaching and learning activities.

1.5   Significance of the study

       This study is expected to provide benefits both theoretically and practically. Theoretically, this study is hoped to contribute to the studies related to Translation Management classroom in the context of Indonesia. Practically, this study giving a better insight about ICT Tools integration in the Translation Management class. It also offers valuable information regarding to what learning activities use ICT tools for the English Department students.