

## CHAPTER I

### INTRODUCTION

#### 1.1. Background

In the era of 21<sup>st</sup>-century, Information and Communication Technology (ICT) competencies become an ever more important role in every aspect of human daily lives. ICT has been developed to be one of the central blocks of society (Sulliman, et.al. 2007). Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance (Richard J. A., 2015). The use of ICT also can prepare future lives and careers for the next generation (Wheeler., 2001). Furthermore, UNESCO (2002) states, comprehending and mastering the basic skills of ICTs are considered important in most countries nowadays, as important as reading, writing, and numeracy. UNESCO (2011) claimed that digital literacy is considered as a life skill. ICT competencies can be categorized as the main competencies of digital literacy, which are correlated to ICTs usage in classroom activities and presentation and comprise the usage of digital tools to gain information, and the use of materials gained from several online sources (UNESCO., 2008). The definition of digital literacy has developed to be more than only being able to access and operate computers. It also comprises the ability to access, organize, understand, incorporate, communicate, assess and produce information safely and properly through digital machines and interconnected technologies in order to participate in economic and social life (UNESCO, Competency framework for teachers, 2011)

In line with technological development and the changing competencies, there is a need to adjust the current curriculum to fulfill students' necessities (Anderson, 2002). Developed and developing countries have put their national ICT policies in an established position. A study by the Australian Department of Education, Science, and Training has been found that ICT policies in most nations are focused on the educational area (Kearns, 2002). The Ministry of Education and Culture applies the 2013 Revised 2017 Curriculum. The 2013 curriculum as well as the 2017 Revision continue to emphasize the importance of 21st Century Skills. Several researches also have been conducted in order to show the importance of the integration of ICT in education. Hawkrige (1990) claimed that ICT usage leads to educational innovation which is directly associated with new ways and tools that suit students' current lifestyles in order to engage and motivate them. In addition, the use of ICT benefits in pursuing higher-order thinking and problem-solving skills. (Anderson, 2002) Also shows that learning processes and the organization and management of learning institutions became more valuable by using ICT.

The integration of digital competence in education is closely related to curriculum development, including materials development. One of the significant aspects of the curriculum development of the language program is the use of materials (Richard J. C., 2001). Materials have more and more considered as a goals embodiment, values, and methods of the particular situation of teaching-learning (Hutchinson, 1987, p.37). Thus, material selection develops into one of the most significant decisions that need to be established by the teacher (Tomlinson B. , 2003). Furthermore, curriculum interpretation is the basis of material development before they are has turned into learning opportunities and practical classroom

activities. Valverde et al (2002) claimed the textbook as the facilitator between the intended curriculum as the official policy and implemented curriculum by teachers. Furthermore, Herbel-Eisenmann, Remillard (2007; 2005) stated that the use of textbooks in classroom activities has become the conveyors and indicated to as curriculum material.

Textbooks are commonly used by teachers as learning materials in the teaching-learning process. As stated by Hutchinson (2001) that textbook is a common component of the English language teaching process. Not only, the textbook remains to be the most important aid of the teaching process, but it also develops (Hutchinson, 1994). The textbook also helps the teacher in a way of what to teach in order, and standardized instruction (Davies, 2000). In addition, the textbook offers arrangements and a course outline for a program (Richard J. C., 2001). Well-designed textbooks have positive impacts for learners to make learning more fun, long-term, meaningful, and help learners' cognition to be actively engaged (Morgan, 2014). Thus, preparing an appropriate textbook in language learning will be beneficial for teachers. Moreover, to fit in with nowadays needs, there is a need to develop a textbook to keep pace with the transformation of the existing digital era by incorporating the use of ICT.

## **1.2. Problem Identification**

The previous study has been conducted in English language teaching textbooks related to the integration of the ICT competencies. A study conducted by (Hidayat, 2018) analyzed ICT-oriented tasks reflected in two English textbooks. The study aims to analyze ICT-oriented tasks represented in English textbooks and find out the implementation of Curriculum 2013 in the aspect of enhancing the Mindset in



which isolated teaching and learning systems can be achieved and gained through the use of technology. In this research, the researcher used descriptive qualitative research to analyze the skill focus, hardware used, software used, and activity types found in both English textbooks through document analysis. The data of this research are books contents, approach and methods available on the book which taken from two English textbooks used by students in 11th grade of Senior High School. In conducting the study, researcher adopts several steps in qualitative data analysis from Ary (2010:481). As the findings showed, Book 1 focused only on writing and speaking skills in the ICT oriented tasks. Computer tools also found as the most used hardware in ICT oriented tasks found in both English textbooks. But, both use different implementation. Lastly, there were four ICT oriented tasks reflected in activity types, which categorized as word-processing, image, and video processing, communicating electronically, and the last was multimedia utilizing.

Another study conducted by (Bouzid, 2016) aims to investigate the extent to which three Moroccan ELT textbooks currently used in teaching second-year present activities that support student to improve their skills suitable with 21<sup>st</sup>-century needs. The study also discovers what kind of the types of activities that are used to improve 21-st century skills and ultimately recommends several ways in which the skills could be promoted effectively in future textbooks. The study adopted a concurrent triangulation design using content analysis as a mixed method that combines both quantitative and qualitative techniques (Krippendorff., 2018.). The objective is to evaluate the content of three Moroccan ELT textbook currently used in teaching second year Baccalaureate students in public schools. The findings

revealed several discrepancies between how the three textbooks dealt with 21<sup>st</sup> - century skills and the guidelines indicated by the literature.

Another study conducted by (Hismanoğlu, 2011) analyzed the integration of Information and Communication Technology (ICT) into the existing English Language Teaching course book and the use of digital tools in language classrooms. Conceptual frameworks underpinning the use of ICT in language learning were used in order to discover which ICT tools are included or ignored in the English language teaching course books. The research also addresses the representation of ICT incorporation in course books based on recent literature. The research section is made up of two main sections. The study showed several findings such as the integration of ICT into the latest version of the ELT course book and the discussion of basic implications related to ICT inclusion or ignorance in the course books. After investigating course books, it was found that several ICT tools had been incorporated into textbooks; however, most of them were completely ignored.

However, although it realized the importance of ICT competencies was developed and could be inserted in the textbook but none of those studies focused on how ICT Competencies have been represented and which ICT Competencies have been represented in English textbook for senior high school by using UNESCO ICT-CFT and UNESCO Digital Literacy. The researcher is interested to analyzing the integration of ICT competencies in the English textbook for senior high school.

### **1.3. Problem Statement**

ICT competencies overlap the necessities and expectations of the 21<sup>st</sup>-century learners and teacher who grow in a society that is constantly changing and innovating. This research is required to be conducted in order to upgrade the

student's competencies to meet current standards in education. One of the needs is integrating the ICT competencies in learning materials. Therefore, the researcher aims to portray how ICT Competencies represented and to find out which ICT Competencies have been represented in English Textbook for Senior High School.

#### **1.4. Research Questions**

According to the background of the study, the main research question of the study will be as follows:

1. How ICT competencies have been represented by English Textbook for Senior High School?
2. Which ICT Competencies have been represented in English Textbook for Senior High School?

#### **2. Research Objectives**

After presenting research questions and reviewing the previous related studies above, this present research has research objectives as follow:

1. To portray how ICT Competencies represented by English Textbook for Senior High School.
2. To find out which ICT Competencies have been represented in English Textbook for Senior High School.

#### **2.1. Scope of the study**

According to the research questions above, this study focuses on portraying the ICT Competencies covered in the English Textbook for Senior High School as the representation of the concerns in representing the issue of ICT competencies development in education. Textbook components will be the focus of ICT



Competencies identification. The study is limited to grade x of senior high school. The researcher portrays and find out which the ICT competencies represented in the English textbook for grade x.

## **2.2. Significance of the study**

This study is expected to enrich the literature on the representation of ICT competencies incorporated in English textbooks. By doing this research, the writer also gives a contribution to the evidences for the materials development theory especially related with the integration of ICT competencies in English Language Learning materials. Practically the findings are expected to be the trigger for other researchers to study the concern of Indonesian education in developing ICT competencies, as inseparable life skills for the nowadays students.

