CHAPTER I

INTRODUCTION

This chapter examined the background information to the research problem, presented the statement of the problem, purpose of the study, research questions, scope of the study and significance of the study.

1.1 Background of the Study

In this digital era, many aspects of human endeavours has changed due to the rise of Information and communication technology (ICT). As stated by (Anderson, 2002), ICT is defined as the combination of informatics technology with the other related technologies, specifically in communication technology. Within a very short time, ICT is now regarded as the basic building blocks of contemporary society. Many countries now have considered understanding and mastering the basic skills and concepts of ICT as an essential part of education as well as reading, writing and numeracy. 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, ICT Competency Standards for Teachers, 2008). In addition, (UNESCO, Policy Brief: Digital Literacy in Education, 2011) defined digital literacy as a life

skill because it targets all areas of contemporary existence which also works as a catalyst since it enables the acquisition of other important life skills. Consequently, it has become far more than the capability to control computers, similar to traditional literacy and numeracy, it also encompasses a set of basic skills such as the use and production of digital media, information processing and retrieval, participation in social networks for creation and sharing of knowledge, and various professional computing skills (UNESCO, Policy Brief: Digital Literacy in Education, 2011).

In terms of education, digital literacy has become a topic of discussion in all educational theories. The majority of them acknowledge the immense potential of ICTs to personalise teaching and learning processes through making them more adaptive and interactive. It is an important part along with traditional literacies like reading and writing, mathematics, or the social behaviour management. ICT use can be of assistance for learners to engage in higher-order thinking and problem-solving skills which it is believed those are the key to a successful education along with developing research skills and studying problems of personal interest.

Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum. Schools use a different set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction,

through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students study from home by watch their lectures on the computer and use classroom time for more interactive exercises. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace (IIEP UNESCO, 2019).

ICT allocates learners to transfer skills to another contexts, reflect on their thinking as well as that of their peers practice addressing their misunderstandings, and collaborate with peers (Saavedra, 2012). Other benefits gained from ICT usage are that it encourages learners with the opportunities of collaborative learning and flexible learning which independent from time and place, and that it offers opportunities arising from cross-cultural use (Van Braak, 2001). Consequently, how to embed digital literacy in all levels of the educational system including the professional development of teachers and trainers is considered a challenge for school systems today. Both educational theorists and practitioners agree that digital literacy has to be defined and developed in relation to general educational objectives: if ICT use is a basic skill, it must be included in all areas of school instruction (UNESCO, Policy Brief: Digital Literacy in Education, 2011) including language learning materials or coursebooks.

ICT competencies have been positioned as important general skills for Indonesian students (KKNI, SN Dikti No. 03 of 2020). Bachelor degree holders are required to be able to utilize knowledge and technology for problem solving. As stated by KKNI level 6: "*sarjana Mengaplikasikan, mengkaji, membuat desain, manfaatkan IPTEKS dalam menyelesaikan masalah procedural*", and SN Dikti No. 3 of 2020 "*Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya"*. ICT competencies have become an inseparable part of the world of education, as evidence by the existence of these policies and regulations.

1.2 Problem Identification

Studies on ICT competencies in module or textbook has been conducted in various kind of modules. A study by (Hismanoğlu, 2011) analyses the integration of Information and Communication Technology into current English Language Teaching coursebooks and the use of these multimedia resources in language classrooms. This research aims at finding the integration of ICT into current English Language Teaching coursebooks and the use of ICT resources in classroom activity. The author identified the coursebooks through several questions into the ELT coursebooks utilized by the preparatory schools of five universities in North Cyprus in the 2008-

2009 Academic Year. A total of 5 coursebooks were identified as the most commonly used in North Cyprus TESOL. The results in this study are twofold: The first of which reveals the ICT integration into the current ELT coursebooks and the second of which is a discussion of basic implications related to ICT inclusion or ignorance in the coursebooks. The first section revealed that few of ICT tools such as Audio CDs, CD-Roms, DVDs, the internet (web page), and E-portfolio were interpreted into the textbooks; however, most of them were totally ignored such as chat, social software (blog, wiki, podcast), and internet based project works. The second section revealed the pedagogical benefits of ICT tools. The ICT tools interpreted into the EFL coursebooks and ICT tools ignored in ELT coursebooks were expounded).

A similar research with Murat Hismanoğlu (2011) has been conducted. (Hidayat, 2018) analyzed ICT-oriented tasks reflected in two English textbooks. The study was conducted to analyze how ICT oriented task reflected in both English Textbooks and analyze the similarities and differences between Book 1 and Book 2. Data sources were collected based on software used, hardware used, activity types, and skill focus which integrated in the textbooks. In order to analyze the data sources, qualitative study is conducted through document analysis. The results of skill focus showed that Book 1 mainly focuses on writing skills in providing students with ICT oriented task, while Book 2 focused on listening skills. The results of the second aspect showed that computer was the most using hardware in

ICT oriented tasks found in both English textbooks. Book 1 used the digital imaging devices as the second tool which was usually used in ICT oriented task after computer while Book 2 considered Multimedia Player as the second tool which was usually used in ICT oriented task. In case of software used, the researcher found that both English textbooks were not considering the use of database software and messaging in formulating ICT oriented task given in the textbooks. Finally, in the last category, the researcher found activity types in both Book1 and Book 2. The categories were word processing, image and video processing, communicating electronically, and the last was multimedia utilizing.

Other research has explored a more broad topic, 21st century skills in ELT textbooks. For instance, (Bouzid, 2016) investigated to what extent do these three ELT textbooks from Moroccan second year Baccalaureate have represented 21st-century activities among students. It aims to investigate the extent to which three Moroccan ELT textbooks currently used in public high schools provide activities that help students develop a set of 21st century skills indicated in the American Council on the Teaching of Foreign Languages [ACTFL] (2011). This study also aims to suggest ways in which future Moroccan ELT textbooks could improve their content by including more activities targeting the teaching of 21st century skills. Bouzid used a concurrent triangulation design that use content analysis as a mixed method. The results revealed three different ways in which the three textbooks dealt with 21st Century Skills and the guidelines indicated by the

literature. First, the skills are promoted by an inadequate and unbalanced activities because some skills are more targeted than others. Second, these skills are presented in traditional contents that are not in accordance with the core-subjects suggested by PPRC (2010) and P21 (2011). Third, 21st century skills are taught using traditional tools and materials that are incompatible with the nature of the 21st century because they rarely encourage students to use modern digital and ICT tools.

However, none of those studies focused on investigating the type and extent of the ICT competencies represented in ELT Modules at university level by using related document (ISTE NETS, 2016). In addition, most of those previous studies were focused on analysing only the ICT tools, meanwhile this study was analysing ICT competencies in general. For that reasons, based on the previous studies related to the representation of ICT competencies in ELT modules, and the current global and national issues which require students to be able to use ICT, hence, the researcher is interested in analysing the representation of ICT competencies in Linguistics subject modules for Open University.

1.3 Problem statement

Due to the highly importance of having ICT competence for nowadays students, it is obligated to continuously upgrade their competencies to meet the need of 21st century education. For that reasons, this study sought to discover how ICT competencies are represented by

linguistics subject modules for Open University students and which ICT competencies have been represented in the linguistics subject modules.

1.4 Research Questions

Based on the identified problem above, this study aimed at finding answer to the following questions:

1. How ICT competencies have been represented by linguistics subject modules for Open University students?
2. Which ICT competencies have been represented in the linguistics subject modules for Open University students?

1.5 Purpose of the Study

According to the research questions above, the purpose of this study are to portray how ICT competencies are represented by linguistics subject modules for Open University students and to find out which ICT competencies have been represented in the linguistics subject modules.

1.6 Scope of the Study

According to the research questions above, this study focuses on portraying the ICT Competencies covered in the linguistics subject modules as the representation of the concerns in addressing the issue of ICT competencies development in education. Focus of ICT Competencies identification will be on the modules components. The study is limited to two linguistics subject modules entitled Semantics and Sociolinguistics.

This research will portrays the types of ICT competencies represented in the modules.

1.7 Significance of the Study

The findings of this research are expected to contribute evidences for the materials development theory especially related with the representation of ICT competencies in English Language Teaching materials. Moreover, the results are expected to be the trigger and guidance for the future researchers to study the concern of Indonesian education in developing ICT competencies, as one of the skills requirements for the students in 21st century. In addition, findings of this study could provide further information for educational stakeholders in Indonesia related to the ICT competencies integration in the learning materials especially ELT modules.