

CHAPTER I

INTRODUCTION

1.1 Background of the study

UNESCO (2002) defined Information and Communication Technology (ICT) as the combination of “Informatics technology” with other related technology, specifically communication technology. Modern life skills require humans to follow the development of ICT to meet the needs of knowledge, skills, abilities, and other specific needs. The use of ICT certainly does not recognize time and place because it can be used anywhere and anytime has facilitated human life. Digital literacy is one of the central roles of the sixteen literacy indicators. In this context, digital literacy has become far more than the ability to use computers such as the basic skills of using digital media, retrieving and processing information, but also the use of social networks for knowledge and the use of other professional computing. Digital literacy has beneficial effects and must be developed with the aim of education. Education Literacy shows the positive impact of digital technology on learning.

Helmut (1998), quoted by Akpore (1999), argued that changes in ICT competencies, especially information technology (IT) in recent years have had a major impact on human life. According to Crede & Mansell (1998), in developing countries, ICT competence plays an important role for sustainable development. Over the past two decades, Thioune (2003) noted that most developed countries felt very rapid changes due to ICT competencies. This

change is felt in almost all fields in human life: communication, economics, and especially education.

ICT competence is an important and inseparable part of the education process and is the conclusion of all fields of education. To be able to use ICT well, teachers and students need to be equipped with well-established ICT competencies. In the procedure of integrating ICT into education, the ICT competencies of teachers and students and the way they pay attention to the position of ICT in the teaching and learning process plays a major role. The application of ICTs has opened up good opportunities in managing the education sector. Therefore, ICT competencies have become a necessity in the world of education, including for students and teachers.

To prove that, The British Educational Communications and Technology Agency (BECTA) conducted a study reveal that the use of ICT provided a series of positive results for children and adolescents. ICT has proven to be one of the major supporting factors in teaching and learning activities. ICT in the field of education can be utilized to improve efficiency and effectiveness, as well as generate opportunities and innovations in learning activities. Since the advent of new technology and especially the internet, it has not stopped creating opportunities, plans, platforms, and ideas related to learning. Moreover, ICT has proven to be a great support to both teachers and students. ICT unconsciously helps humans pursue high-level thinking, solve problems, encourage collaborative learning and flexible learning.

Some studies have investigated on similar area regarding to the empirical studies on Information and Communication Technology (ICT). Nisar et al. (2011) conducted a study of the use and impact of ICT in education in Pakistan, the results showed that the use of ICT in teaching and learning activities improved students' knowledge and skills. This study proved that the presence of ICT in education increases efficiency and the obligation to make policies on the use of ICT. In addition to being beneficial to students, On Choy and Chi Ng (2007, pp. 215-219) found several benefits in implementing ICT at the Hong Kong Open University. First, it can support the social learning of educators (tutors), they can update and place teaching materials. Second, educators (tutors) can get the latest information quickly. This keeps them updated with the latest information / messages. Third, wikis can support other teaching media such as flash. Furthermore, students in Ontario learn how to use computers and video equipment for learning activities. This is because the Toronto District School in 2008 introduced the Information and Communication Technology standards that accommodate Bloom's Digital Taxonomy. These standards are strategies for applying technology into the available curriculum. As a result, the focus of this application is to prepare students to have knowledge in using digital facilities that are already available.

Bloom's Digital Taxonomy was created by Andrew Churches (2008) from revising Bloom's Taxonomy to digitize taxonomies to respond to current learning needs by incorporating Information and Communication Technology, or ICT into classification. In Bloom's Taxonomy, there are six major categories

of cognitive processes: remembering, understanding, applying, analyzing, evaluating, creating. This list begins with the simplest category and ends with the most complex. In terms of Bloom's Digital Taxonomy application, implementing technology to help students become more competent in the digital world is not a new concept. Bloom's Digital Taxonomy is an effective springboard for teachers when building lessons for students. Moreover, the curriculum now prioritizes ICT in the learning process.

Effective teaching and learning process is very important and requires the accurate source, one of them is a textbook to improve the learning process. The role of the school is needed to choose, adapt and, if necessary, develop facilities to support learning. According to Richards (2001), in some situations, textbooks are able to provide basic learning content, balance of skills being taught, as well as types of exercises for students. Textbooks are something that is very universal from ELT, they take an important role in learning activities as a source of learning and teaching materials. Although universal, the use of textbooks in learning activities is useful if it is adapted to the place of use, students' needs and teacher's interests.

(Hidayat, 2018) examined ICT-oriented tasks in two English textbooks. Research through analysis of this document was conducted to analyze the skills, hardware and software used, as well as the types of activities that exist in both textbooks. The results show that the two books differ in formulating ICT-oriented tasks, the first book only focuses on speaking and writing skills, while the second book focuses on listening and reading skills.

Furthermore, research conducted by Ditta Mustika Rakhmawati and Joko Priyana (2019) showed the 21st century skills contained in English textbooks. The data from this study were taken from an English textbook entitled "Bahasa Inggris untuk SMA / MA / SMK / MAK Kelas X". Then the data is analyzed by calculating the amount of each 21st century skill that emerges and identifying the plan that is applied. The types of instruments used in this study are researcher, who analyze data, starting from data collection to data reports, and secondary instruments which are checklists used to identify and assess data.

Another study conducted by Hismanoğlu, M. (2011) analyzed the integration of Information and Communication Technology (ICT) into the existing English Language Teaching coursebook 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 coursebooks. The research also represented 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 coursebook 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.

1.2 Problem Identification

(Hidayat, 2018) offers ICT-oriented tasks reflected in two English textbooks. This research was conducted to examine the core of skills, use of hardware and software, and various activities contained in both English textbooks using document analysis. The results show that the two books differ in formulating ICT-oriented tasks, the first book only focuses on speaking and writing skills, while the second book focuses on listening and reading skills.

Furthermore, the aim of the research conducted by Ditta Mustika Rakhmawati and Joko Priyana (2019) is to show the 21st century skills contained in English textbooks. The data from this study were taken from an English textbook entitled "Bahasa Inggris untuk SMA / MA / SMK / MAK Kelas X". Then the data is analyzed by calculating the amount of each 21st century skill that emerges and identifying the plan that is applied. The types of instruments used in this study are researchers, who analyze data, starting from data collection to data reports, and secondary instruments which are checklists used to identify and assess data.

Furthermore, a study by (Hismanoğlu, 2011) that discusses integration of Information and Communication Technology in the English Language Teaching book, the use of ICT facilities in the classroom, and how to represent ICT integration in textbooks based on the current literature. The results prove that the application of ICT in various fields of the language learning process such as engagement, learning, curriculum, management and materials, the main textbooks used to teach English because ICT overlaps with the needs and

expectations of learners who grow in communities that are constantly moving and innovating. It can be accepted as the positive potential of ICTs in ELT has been approved and the technology and materials available, but which have been efficiently removed from them into the textbooks currently used and ongoing teacher training if we want to reap the benefits of the rich learning that is offered ICT for learning foreign languages.

However, although the researchers discussed the importance of applying ICT in the textbook, they only examined the skills, hardware and software used, and the types of activities found in both English textbooks through document analysis, then showed that there were 11 skills integrated through Nunan's task components, and discuss the integration of Information and Communication Technology into English Teaching textbooks. There is no research focused on ICT competencies on ELT textbook of junior high school.

1.3 Problem Statement

The development of ICT in all fields in people's lives is already very visible. This change is also fundamental in the world of education. In this case, change requires the integration of ICT tools and applications for all aspects of the language learning process such as teaching, learning, curriculum, management and materials, especially textbooks as the main media used to teach English because ICTs overlap with the needs and expectations of learners that grows in a society that is constantly changing and innovating. However, what we often encounter in learning activities, the reach of ICT tools is only limited to the use of hardware (projectors, laptops, speakers) and the internet.

The use of ICT tools can increase the knowledge contained in the textbook and it can be said that the positive potential of ICT in ELT has been recognized and the technology and materials available. Therefore, researcher purposes to investigate how ICT competencies have been represented by English Textbook for Junior High School and which ICT Competencies have been represented in the English Textbook for Junior High School.

1.4 Research Questions

Based on the background of the study above, problems can be identified as follow:

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

1.5 Purpose of the study

Based on the research question, the study was conducted in order:

1. To discover how ICT competencies have been represented by English Textbook for Junior High School.
2. To reveal which ICT Competencies have been represented in the English Textbook for Junior High School.

1.6 Scope of the study

According to the research questions above, this research focuses on portraying the ICT Competencies covered in the English textbook as the representation of the concerns in addressing the issue of ICT competencies development in education. This study is limited to the small sample of textbooks used in the learning process. Researchers describe the ICT competencies contained in the textbook.

1.7 Significance of the study

1) For the book writers

Hopefully the results of this study will inspire book authors on the representation of ICT in student learning resource books. These data can help the authors of the book to find out the weaknesses of this book. By knowing the weaknesses of this book, it will be easier for them to improve the book.

2) For the book user

The results of this study can be used as a reference by book users to find out the ICT that has been applied to the books used by them. And can help improve ICT competency owned by book users.

3) For the government

Hopefully the results of this study can be used as a tool to help the government evaluate the implementation of ICT in the textbook of student

learning resources. Because, the English textbooks should provide and present the material with the 21st century's way as by using ICT in it.

4) For the other researchers

The writer hopes that the result of this study can enrich the ICTs reference.

