

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the essential parts of nowadays society is Information and communication technology (ICT). ICT is defined as the arrangement of informatics technology with other, associated technologies, especially technology of communication (UNESCO, 2002). In a very short time, ICT has changed many aspects of people's life. Many countries now see the important of understanding and mastering the concepts and basic skills of ICT as portion of the central of education, along with reading, writing and numeracy. In addition, UNESCO (2011) claimed that digital literacy as a life skill. Digital literacy is found to play a central role in seven out of the sixteen literacy indicators. High values in these targeted areas definitely need the improvement of digital competence. Digital literacy has to be beyond the capability to operate computers. It consists of a set of basic skills which includes the digital media practice and production, information processing and retrieval, social networks participation for knowledge creation and sharing, and an extensive variety of professional computing skills (UNESCO, 2011).

In line with the claim, educational theorists and practitioners agree that digital literacy has to be defined and developed in relation to general educational goals. In other words, if the use of ICT is regarded as a basic skill,

it must be integrated in all parts of school instruction. Currently, ICT has been the interest of educational studies. Numerous studies have revealed that ICT integration in the learning process are able to attract students to stay longer when doing the task (Tunstall & Gipps,1996; David et al., 1997; Moseley et al., 1999; Pacher,1999). Moreover, it supports students with intellectual disabilities in their learning a language, particularly, in developing self-confidence and communication skills (Lankshear et al., 2000). Chapelle (2003) suggests that ICT promotes mastery of computer skills and development of students' cultural awareness as well as personality in the target culture.

In the following year, established position has been reached by national ICT policies in both developed and developing countries. Australian Department of Education, Science and Training revealed that educational sector is the focus of most national ICT policies (Kearns, P., & Grant, J. (2002). Education is regarded as the main actor to accomplish the objectives of the ICT policy beside some other factors that are expected to be indirectly benefited. ICT competencies have been positioned as important general skills for Indonesian students (Indonesian Qualification Framework, SN Dikti No. 03 2020). Bachelor degree holders are required to be able to utilize knowledge and technology for problem solving. "6. *Sarjana Mengaplikasikan, mengkaji, membuat desain, memanfaatkan IPTEKS dalam menyelesaikan masalah prosedural.*"(Indonesian Qualification Framework). "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;”(SN Dikti No. 03 of 2020). Thus, ICT Competencies have become an inseparable part of education, as proven by the existence of these policies and regulations.

There are several uses of ICT such as tools for research, problem-solving, and creative teaching learning (Akbulut et al., 2007). Course enrichment, delivery improvement, extended methods of material presenting and new opportunities of ICT research are some potentials enhancement of ICT in teaching and learning (Alemu, B. M., 2015). British Educational Communications and Technology Agency (Becta) revealed the positive outcomes and improvement from the integration of ICT in children teaching. The students' scores from online or blended-classroom are found to be dominated the face-to-face classroom. In addition, ICT use in language classroom is claimed to be able to increase the interest and attainment of the students.

Varieties of ways on designing the implementation of educational ICT policies are made with regards to the dominant rationales of the curriculum. There are four different rationales explained by Hawkrige (1990) including economic, social, educational, and catalytic rational. These findings exactly reflect the needs for integration of ICT competencies in national education.

The integration of digital competence in education is closely related with the development of the learning materials. As stated by Hutchinson (1987, p. 37) materials have more and more come to be viewed as “an

embodiment of the aims, values and methods of the particular teaching learning situation". Materials selection definitely represents language teacher's decision (Tomlinson, 2003). Predefined packages of materials provide a fully developed curriculum and a framework for interactive learning (Tomlinson, B., 2014). Materials are part of the whole context of language learning, including the philosophical and belief-systems of stakeholders (Maley, A., 2016). Teaching materials including modules, textbooks, instructions and other prepared materials are essentials in most language programs. Materials mainly provide the focus of the language input and practice for learners. In other words, the use of materials are a significant aspect of curriculum development in language program (Richards, J. C., 2001). Thus, in accordance with the policy and integration of ICT skills in education, language learning material should be able to promote the ICT competencies needed by students.

1.2 Problem Identification

Studies related to the ICT competencies representation in language learning materials has been conducted previously. A study by Bouzid, H. A. (2016) investigated the extent to which three Moroccan ELT textbooks currently used in teaching second year Baccalaureate students in public high school provide activities that help learners build skills that match the needs of the 21st century. Hidayat, H., & Silfiyana, L. (2018) also conducted study to analyze ICT-oriented tasks reflected in two English textbooks and explore the

implementation of Curriculum 2013 (Kurtilas) in the aspect of Mindset Refinement where isolated teaching and learning system could be reached and obtained through the use of technology. Rakhmawati, D. M., & Priyana, J. (2019) conducted similar study to reveal the 21st century skills that are integrated in the English textbook and to find out how those skills are integrated.

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). Based on the frameworks, regulation, standards and previous studies related to the integration of ICT competencies in ELT modules, and current condition of Indonesia teaching materials, the researcher is interested in analyzing the ICT competencies representation in ELT modules for Open University

1.3 Problem Statement

Due to the highly importance of having ICT competence for nowadays teachers and students, it is obligated to continuously upgrade their competencies to meet current standards in education. One of the needs is integrating the ICT competencies in the learning materials. Therefore, this study aims to analyze the extent of ICT competencies in Reading skill subject modules for Open University.

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 Reading Skills Modules for Open University students?
2. Which ICT Competencies have been represented in the Reading Skills Modules for Open University students?

1.5 Purpose of the Study

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

1. To discover how ICT competencies are represented by Reading skills Modules for Open University students.
2. To find out which ICT Competencies have been represented in the reading skills modules.

1.6 Scope of the Study

According to the research question above, this study focused on portraying the ICT Competencies covered in the reading skills modules as the representation of the concerns in addressing the issue of ICT competencies development in education. Focus of ICT Competencies identification was on the Modules components. The study is limited to one English skill subject which is reading skill. The researcher portrays the ICT competencies represented in the modules.

1.7 Significance of the Study

Theoretically, this study findings will contribute evidences for the materials development theory especially related with the representation 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. Practically, the findings could provide an illustration of the importance of integrating the ICT competencies in the modules for supporting teaching and learning process. Professionally, results of this study could provide further information for educational stakeholders in Indonesia related to the ICT competencies representation in the learning materials especially ELT modules. Hereafter, it would provide actual representations of ICT competencies in ELT modules thus, will be a consideration for educators to develop their materials to be more suitable and powerful.