CHAPTER ONE

INTRODUCTION

The first chapter of this research deals with the background of the study, the problem identification, the problem statement, the research questions, the purpose of the study, the scope of the study, and the significance of the study. Each of the element is explained as follows:

1.1. Background of the study

Information and communication technology (ICT) has been a great concern considering it has turned the world into a global community which is connected with the outreach of information and communication. The Federal Ministry of Education, Nigeria (2010) defines ICT as newer traditional tools (including radio, video, and television to computer technology, hardware, firmware, etc.) as well as methods, practices, processes, procedures, concepts, and principles that play a role in the implementation of information and communication activities. Technology has become the main requirement for work and social. For both social and economic reasons computer skills and communication technology are needed by teacher and student to live successfully in the social and economic fields and also in knowledge-based societies.

Yusuf (2005) explained that ICT has influenced the education field, especially in teaching, learning and research. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help link school experience to work practice, to economic feasibility for tomorrow's workers, and to strengthen school teaching and assistance change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). In a rapidly changing the world, basic education is very important for an individual to be able to access and apply information. Such abilities must be found including ICT in global villages.

The capacity development and the quality improvement of teachers are needed to ensure that teacher educator programs integrate content, pedagogy and technology (Hughes, 2005; Koehler, Mishra, & Yahya, 2007). The governments from several countries have given great priority to teachers in using ICT applications. For instances, the Ministry of Education and Employment (DfEE), (2000) in the United Kingdom, teachers were required to undergo training in the use of ICT in 2002. Purchasing personal computers at home was strongly supported by the British government. Through this initiative, it is hoped that more teachers will be motivated to explore ICT applications and increase their confidence in using computers. In Australia, a research on the use of ICT in teacher education have been widely studied and documented, especially the ones that showed positive impacts on the teacher education.(Kay, 2006; Murray, Nuttall & Mitchell, 2008).Nigeria also put a similar concern on this field. Studies on the

attitudes and the competences on using the computers among academic andnon academic staff in higher educations were conducted by Jegede, 2008. In Malaysian educational system especially in teaching mathematics, the educators realized that the use of ICT in teaching mathematics can make the teaching process more effective as well as enhance the students' capabilities in understanding basic concepts (Keong et al. 2005).

In Indonesian, teachers are required to be able to utilize ICT for the better teaching and learning. For that reason studies need to be conducted to gather information to what extend do teachers equip themselves to addresss the requirement. (The Ministry of National Education Regulation/PERMENDIKNAS No.5 2007)

There are many startup businesses in the education field in Indonesia that utilize ICT as the main capital, such as Zenius, Quipper, Ruang Guru, and IndonesiaX. As Hartoyo (2008) stated in his book, ICT is a tool and media that facilitates people in learning languages, and facilitates learning that depends on the user. Some schools in Indonesia have used ICT to facilitate teachers and students in teaching and learning. There are several types of applications used by teachers to improve good lessons in class

In the 21st century, both educators and learners need ICT competencies to be able to master new technology as equipment for them in developing themselves as long life learner. UNESCO stated that ICT competencies are competences for educators in utilizing ICT to prepare

students to be able to master new technology as equipment for them in developing themselves as long life learner.

Furthermore, the framework in ICT competencies pioneered by UNESCO has its own objectives. The first is Technology Literacy means to enable students to use ICT to learn more efficiently. The second is Knowledge Deepening, that is to enable students to acquire in-depth knowledge of their school subjects and apply it to complex, real-world problems. The third is Knowledge Creation, means to enable students, citizens and the workforce they become, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

Regarding this background, several studies which focused on the teachers' ICT competencies in Education has been conducted in many countries. There have been various ways to profile teachers' ICT competencies.

In Philippine, Dave E. Marcial, et al (2015) conducted a study about ICT Competency Level of Teacher Education Professionals in the Central Visayas Region, Philippines. The study investigated the ICT competency level in institutions of higher learning offering teacher education programs in the four provinces in Central Visayas, Philippines and used a questionnaire for collecting the data.

In Thailand, Chaiya Akarawang, et al in 2013 conducted a research about developing ICT Competency for Thailand teachers through blended

training. This study aimed at enhance teachers' ICT competency. Researcher used interview and questionnaire for gathering the data.

In Malaysia, Umar and Yussof (2013) conducted a research about the levels of Malaysian teachers' ICT skills, namely, Basic and Advanced ICT skills, Internet skills for information seeking and sharing as well as Internet skills for communication. This research used a questionnaire for collecting the data.

In Indonesia, the Ministry of Education and Culture stated that eachers must be able to use ICT in carrying out their professional duties. Nurhabibah, et al. (2018) conducted a study about ICT competencies in the Vocational High School Teacher class in Indonesia. Descriptive methods with literature studies and documentation techniques were used in this study. The research instruments in this study consisted of test and non-test modes. The purpose of this study is to determine the teacher's ICT competencies level.

1.2. Problem Identification

From the several studies above, the teachers' competencies in using ICT in education is highly focused in various countries. It is mandated by UNESCO that teachers must have knowledge about the use of ICT in education. However, research on teacher's ICT competencies is still rare in Indonesia, especially for EFL teachers.

Therefore, aresearch related with English teachers'ICT competences need to be conducted.This study is focused on how the ideal and actual ICT

competency profile of English teacher in Junior High School. This research method is a case study using document analysis, structured interviews, and observation as an instrument.

1.3. Problem Statement

The demand for the use of ICT is increased high in the education system, especially in the process of teaching and learning. Therefore, teachers and students are expected to have awareness of ICT competencies in order to develop and develop their potential.

Build upon the backdrop, this present study attempts to map the ideal ICT competences profile for English teachers and find out the actual ICT competencies profile of an English teacher in a junior high school level.

1.4. Research Questions

1. What are the ideal ICT competencies for English teachers?
2. What are the actual ICT competencies of an English teacher in Junior High School?
   - Which ICT knowledge does the English teacher have?
   - Which ICT skill does the English teacher possess?
   - Which ICT competencies does the English teacher want to improve in the future?

1.5. Purpose of the study

This case study examines ICT Competencies Profile of an English Teacher.The objectives of the study are:

1. To map the ideal ICT competencies profile of English teachers.

2. To portray the actual ICT competencies of an English teacher in Junior High School.

3. To find out which ICT knowledgethat the English teacher has.

4. To find out which ICT skill that the English teacher has possessed.

5. To find out which ICT competencies the English teacher wants to improve in the future.

1.6. Scope of the study

This case study focuses on the ideal ICT competency profile for an English teacher and the actual ICT competency profile of English teacher in SMP Islam Al-Azhar Rawamangun 12 Jakarta.

1.7. Significance of the study

Research activities are divided into two parts, theoretical and practical activities. Theoretical activities are related with reading and reviewing journals, standards. scholars' ideas to support the study, whereas practical activities are conducted gain informations on the case's understanding and activities related with ICT in her professional context. For that reason this study signifies to:

1. Theoretical matters

   The findings of this study, especially the map of ideal ICT competencies for English teachers are expected to enrich the reference of ICT competencies profilefor English teachers in Indonesia.

2. Practical Benefits

   For the teacher

   Provide reflection points for the case which are needed for his

   professional development.