CHAPTER I

INTRODUCTION

1.1 Background of The Study

Today's students are "digital natives." Digital natives were born and raised in a digital world and are fluent with digital technologies (Prensky, 2001). Students receive a lot of information, especially through Information and Communication Technologies (ICT). ICT has played a major role in education field especially in teaching English as a foreign language (Haygood, Garner, & Johnson, 2012). Dang (2011) indicates that ICT also provides information more quickly when required and it is easily accessible for educational purposes, therefore, learners who grow up in an ICT environment are exposed to opportunities to experience and develop skills through its use in and outside the classroom. The advance of ICT also gives pre-service teachers the opportunity to empower their students as never before, through an array of exciting new learning tools and mediums (McLean, Richards & Wardman, 2007).

In order to harness the power and opportunity offered by ICT, pre-service teachers must be comfortable in integrating new technologies into their lesson plan (Heep, Prats & Holgado, 2015). During instructional planning, pre- service teachers' ICT is operationalized, in part, through the learning activities that they select, combine, sequence, and redesign Van Olphen, Hofer, & Harris (2011).

Challenging tasks even become more manageable and learners' participation reaches a much higher level when technology is made a part of the learning process. Knezek and Christensen (2002) further complement Gorder (2008) by agreeing that an integration of ICT into an English Language classroom can assist both the teachers and learners in achieving the intended objectives as tasks will become simpler and information will be readily available and accessible.

Currently, a gap exists between the potential offered by modern internet technologies and actual pedagogy and practice (Conole, 2010; Conole & Alevizou, 2010). The reasons for this may be complicated. For example, Carr (2008) reports that "while virtual worlds may invite experimental pedagogy, students' familiarity with the interface and in-world social practices still need to be considered, as do their expectations of what constitutes learning and teaching" (p. 15). Addressing this issue, a majority of the studies examining ICT in education have focused on college students' experiences (Conole & Alevizou, 2010). However, pre-service teachers' confidence and familiarity with a new technology has been shown to be a factor which can impact in designing learning and teaching materials (Yaoyuneyong & Burgess, 2010). Pre-service teachers' who is envisioned to be a teacher for digital native students serve an important role, both in integrating ICT into their classrooms and in guiding students in the future to value and optimally utilize the available through technology. For these reasons, this study seeks to find out ICT integration in learning activities.

As the implementation of ICT in language teaching, English Language Education Study Program in Universitas Negeri Jakarta transformed their curriculum by integrating Information and Communication Technologies (ICT) in English Language Teaching (ELT) as their subject. This subject is required to be taken by pre-service teachers in semester 107 who are taking internship program as a teacher in the school. This study focuses on pre-service teachers because pre-service teachers grew up with the global diffusion of technology and English. Pre-service teachers are expected to be universally literate in technology and English and to be accustomed to new forms of social participation.

In light of this background, this study is intended to see how ICT are used to ICT-based learning activities types in the lesson plans designed by pre-service teachers' in Information and Communication Technology in English Language Teaching (ICT in ELT) Class semester 107 in English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

1.2 Research Questions

The main research question of this study will be as follows:

1. What kind ICT tools are found in lesson plans designed by pre-service English teacher?

2. How are ICT tools used in the learning activities types as designed in the pre-service English teacher's lesson plans?

1.3 Purpose of The Study

This study aims to find out how ICT tools are used to learning activities types in lesson plan designed by pre-service teachers.

1.4 Scope of the Study

This study was carried out based on lesson plans document. The focus of this study will be specified only on findings the types of ICT that are used to learning activities types in the lesson plans designed by pre-service teachers' who joined in Information and Communication Technology in English Language Teaching (ICT in ELT) Class in semester 107 in English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

1.5 Significance of The Study

The result of the study is expected theoretically as preference information in the language teaching field. This study is carried out to establish a genuine description about integration of ICT in learning activities designed by pre-service teacher in Information and Communication Technology in English Language Teaching. In addition, the result of this study is practically expected to be a consultative tool toward the development of pre-service teachers or teachers' provisional development program for integrating ICT into teaching and learning activities.