

CHAPTER ONE

INTRODUCTION

This chapter examines the background information to the research problem, presents the statement of the problem, purpose of the study, objectives of the study, research questions, scope and significance of the study.

1.1 Background of the study

The development of technology marks the 21st century era. In this era, the term “technology” becomes an important issue in many fields including in education. As technology integrates It has changed societies; they way they think, work and live (Grabe, 2007). As a part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012). Teaching and learning activities with ICT seems to be inevitable. The role of teaching and learning has changed from the manual into digital due to the ICT integration (UNESO, 2003, p. 3). The effectiveness of using ICT in classroom activities to enhance the teaching and learning process has been discussed in the number of studies (Apkan, 2002; Bork, 2003; Kian-Sam et al., 2003; Lee & Dziuban, 2002; Thompson,

2003; Nguyen, Williams & Nguyen, 2012; Ghavifekr & Rosdy, 2015). Their attitude towards integration of technology in education is also directly reflecting the proportional to their knowledge and competency in using technology in teaching and learning process (Lim & Khine, 2006).

Alongside with the rapid growth of technology, traditional teaching system need to be equipped with ICT integrated since the traditional educational practices are no longer effectively providing teachers with all the necessary skills in teaching and learning activities. According to Wang (2008:135), teachers need adjust their teaching to meet the need of society and be equipped with knowledge and skills of the computer technology. In other words, teachers need to be equipped with digital literacy and ICT competencies. The word “literate” means to be “familiar with literature” or “well educated, learned” (UNESCO, 2006, p. 148). According to the working definition, agreed at the UNESCO June 2003 in the Expert Meeting in Paris, “literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.” (UNESCO, 2004). UNESCO Policy Brief in 2011 defined “ICT

literacy refers to a set of user skills that enable active participation in a society where services and cultural offerings are computer-supported and distributed on the internet.”

Digital literacies are now recognized alongside traditional literacies (e.g., reading and writing) as essential competencies that language learners need to function effectively in the society (Healey et al., 2008). These competencies have been arranged in a project conducted by United Educational, Scientific and Cultural Organization UNESCO (2008) “ICT Competency Standards for Teachers” (ICT-CST) in providing guidelines for all teachers for planning teacher education programs and preparing them to play an essential role in producing technology capable students. Competency in the use of ICT becomes an integral part of a foreign language teacher’s professional competency (Sysoyev & Evstigneev, 2015). Study of teachers’ ICT competencies has been carried out by researchers in the last ten years (Son et al., 2011; Bakar et al., 2012; Marcial & de la Rama, 2015; Sysoyev & Evstigneev, 2015; Nurhabibah et al., 2017; Briones, 2017; Khashkhuu, 2018; Cote & Milliner, 2018; Mavroudi & Tsagari, 2018). Those studies were taken account in different levels of education and various countries related to the urgency of teachers’ ICT competencies requirement.

A survey conducted by Son et al. (2011) found out that Indonesian teachers' basic computing skills are generally high but their frequency of using computer applications is very limited in types of applications such as word processing. Although it has stated in Ministry of Education and Culture Regulation (Permendikbud No.16 of 2007) that teachers must be utilize the ICT for learning behalf, in fact, it is still found the lack of ICT competencies of Indonesian teachers. Teachers are required to be able to utilize ICT for the better teaching and learning as stated in the Ministry of National Education Regulation (Permendikbud) No.16 of 2007. For that reason, studies need to be conducted to gather information to what extend do teachers equip themselves to addresss the requirement.

The characteristic of the 21st century according to the Ministry of Education and Culture is the availability of information anywhere and anytime, the implementation of machine use (computing), being able to reach all routine work (automation) and can be done from anywhere and anytime (communication). Indonesian teachers are required to be able to improve their ICT competencies and be able to integrate ICT in their teaching and learning activities to meet the standard of 21st century education. This applies to all subject teachers. As for teaching and learning English, it seemed ICT needed since the skills that students have to

be mastered are quite complex such as, listening, speaking, reading and writing skill. Today's language teachers have to be proficient in the target language and sufficiently trained to able to leverage the opportunities provided by ICT (Godwin-Jones, 2015).

1.2 Problem Identification

Studies on ICT competencies of teachers of English as a foreign language (EFL) has been conducted in various level of schools. A study by Marcial & de la Rama in 2015 investigated the ICT competency level in institutions of higher learning offering teacher education programs in the four provinces in Central Visayas, Philippines. Another study in Philippines determining the teachers' level of ICT competency in the use of ICT in teaching Physics in the Junior High School was conducted by Briones (2017) through questionnaire and interview. Khashkhuu (2018) presented the landscape of teachers' ICT competency of the Mongolian Higher Education in the teacher's work aspects: policy, curriculum and assessment, pedagogy, tools, organization and administration, and teacher professional learning through questionnaire. In relation to EFL teachers' ICT competencies among technical and vocational teachers, Bakar et al. (2012) conducted a study in determining the levels of ICT skills and ICT usage in the classroom in Malaysia. While in Indonesia,

Nurhabibah et al. (2017) conducted a study on ICT literacy competence among vocational high school teachers by using questionnaire.

However, none of those studies focused on profiling the actual and ideal English language teachers' ICT competencies by analyzing the academic and pedagogical aspects of teacher using related documents (UNESCO ICT-CST, European Profiling Grid, CEFR, DepEd and PERMENDIKNAS); interviewing related to teachers' self-evaluation and observing the media used in the classroom. Based on frameworks, regulation, standards and previous studies related to teachers' ICT competencies, and current condition of Indonesian teachers, the researchers is interested in profiling the ideal and actual ICT competencies of a vocational high school English teacher.

1.3 Problem Statement

Due to the highly importance of having ICT competence for nowadays teachers, it is obligated to continuously upgrade their competencies to meet the need of 21st century education. Therefore, this study aims to map the ideal ICT competencies of English teachers and to portray the actual ICT competencies profile of a vocational high school English teacher.

1.4 Research Questions

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

1. What are the ideal ICT competencies profile of English teachers?
2. What are the actual ICT competencies profile of an English teacher in Diponegoro Vocational High School?
 - a. Which ICT knowledge does the English teacher have?
 - b. Which ICT skills does the English teacher possess related with her profession?
 - c. Which ICT competencies does the English teacher want to improve in the future?

1.5 Purpose of the study

According to the research questions above, the purposes of this study are:

1. To map the ideal ICT competencies profile of an English teacher.
2. To portray the actual ICT competencies profile of an English teacher at Diponegoro Vocational High School.
 - a. To find out the ICT knowledge had by an English teacher.

- b. To find out which ICT competencies the English teacher possesses related with her profession.
- c. To find out which ICT competencies the English teacher wants to improve in the future.

1.6 Scope of the study

According to the research questions above, this study focuses on how the ideal and actual ICT competencies of Diponegoro Vocational High school English teacher. The study is limited to a small sample of school and one English teacher. The researcher portrays the teacher's competencies on the use of ICT.

1.7 Significance of the study

Theoretically, this study is expected to enrich the literature of the ideal English teachers' ICT competencies and the teachers' ICT competencies in Indonesia. This study could be used as a reference for other researchers to conduct similar research in other places or different research in the same place. Practically, the findings could provide an illustration of the importance of having ICT competencies for English teachers in supporting their profession. The findings are also expected to help English teachers to upgrade their ICT competencies. Professionally, results of this study could provide further information for educational stakeholders in Indonesia related

to the ICT competencies for teachers. This study would enlighten the teachers on the ideal of ICT competency in English teachers. Hereafter, it would provide the actual ICT competencies profile of a Vocational high school English teacher thus, will be a consideration for English teachers to develop their ICT competencies to be more knowledgeable and skillful.

