

# CHAPTER 1

## INTRODUCTION

This chapter provides an overview of the thesis proposal. It is divided into six major sections. They are background of the study, purpose of the study, scope of the study, significances of the study, clarification of terms used in the present research, and organization of the thesis proposal. Each of those parts described in the following passages.

### 1.1 Background of The Study

A large number of development in the field of education is motivated by technological innovation. The educational development cannot be separated from the rapid technological progress. In this digital age, ICT has influenced and become an important part of the English Language Teaching (ELT) since it gives many benefits. Some of the benefits include the emergence of many changes in communication and easy access to promote English language learning (Dang, 2011). When ICT integration is performed, it will be useful for teachers and students to achieve the intended learning objectives; the tasks will become easier to understand; and the information will be more quickly obtained (Gorder, 2008). In today's circumstance, ICT becomes the most powerful teaching aid because it makes students feel more interested in learning (Chien, Wu, & Hsu, 2014) and call it as the "digital-native phenomenon". In other words, technology in the EFL classroom is considered as the contributing tool to improve the teaching and learning experience. It is also said that the emergence of technology can increase students' self-confidence and learning motivation (Winzenried, Dalgarno, & Tinkler, 2010).

Beside giving instructional benefit, Information and Communication Technology (ICT) has influenced some innovations on the way the people think, work, and live in the society (Layton, 1999). When the first computer was introduced into the education system especially in schools in the late 1970s, computer suddenly became a wishlist in every school. Soon after, printers, floppy disk drives, scanners, and the first digital cameras

began making their pathway to ICT development. As more tools and systems were adopted in a number of contexts and fields, we began to use the term IT or Information Technology to represent various computer systems and tools. Technology was further developed and the world began to use the internet which development went hand in hand with computer networks, Email, Web and Search Engines. These inventions led to a new term which influence the language development, thus the term ICT was used. Since technology is able to serve more functions, the teaching and learning process is more closely integrated with IT.

In addition, the purpose of the 21st-century teaching gives opportunities for students to explore, discover, create, communicate effectively, and initiate information. This process needs to be supported because the existence of technology can help teachers and students get easier access to information regardless time and space. Meanwhile, integrating technology in language learning is a complicated task considering its dynamic nature. As stated by Mahmud and Ismail (2008) stated that ICT integration is the process of establishing the way in which technology can fit in the teaching and learning process. Therefore, in order to improve the quality of an educational program, establishing a sustainable integration of ICT in ELT should be a key element. In the same vein, Grodzinsky & Griffin (2003) defines ICT integration as a means of using instructional technology in the development and methodology of curriculum delivery. In other words, technology integration is the incorporation of technology and technology-based practices (collaborative work and communication, internet-based research) into daily routines, work, and management of school. According to Protheroe (2005), effective technology integration does not mean that technologies are used to teach the same content in the same way. Instead, it means using technology for providing opportunities to support the new models of learning and for helping students to collaborate and construct the knowledge. In addition, in order to have successful technology integration, the implementation of ICT in ELT must be done continuously, efficiently and effectively to support achieving the school's goals and purposes (Force, 2003). In the world of education today, the use of the Internet has demonstrated a good result. In particular, it helps the process of

learning activities to be more effective. According to Omno (2001) in his book entitled “Buku Pintar Internet TCP/IP”:

"One area that has been greatly influenced by technological development is education. As an almost unlimited source of information, the internet network meets capacity as a source of learning in the field of education. Even some well-known universities launched their learning system and network technology-based, such as the emergence of distance learning, web-based education, and e-learning, which in terms of implementation have almost the same objective, which is utilizing internet network facilities as one of the media in education and teaching”.

A number of studies have documented the benefits of integrating technology in an EFL classroom. It has been shown that integrating technology in EFL instruction can motivate students in their learning process. According to Agudo (2014), it is very important to integrate technology into the classroom because teachers should be aware of the students’ technological needs. In the digital era, students come to school with different needs, backgrounds and capabilities because they are unique and have different characteristics. Thus, integrating technology into the classroom can motivate and engage them to learn and help broaden their skills, promote their critical thinking and problem-solving skills, increase their communication and interaction, and also collaborate with their friends and teachers at school. Besides, It is also said that using ICT in English classroom helps students learn new words, its meaning, and its pronunciation (Melor, Maimun, & Chua, 2009). Furthermore, previous studies have stated the usefulness and effectiveness of using ICT in teaching of English Language (Ertmer, 2005; Hew & Brush, 2007). For example, according to Luke (2003), it is stated that ICT can be a potential equipment for developing and improving knowledge in a productive way, transforming old knowledge into new knowledge, shifting from teacher-centred to student-centred learning and traditional to modern teaching method. However, it is important to note that in order to attain high achievement as a result of applying technology in the classroom, students must have some skills, such as collaboration with their friends and teachers, good teamwork performance, high critical thinking, and good familiarity with technology.

One of the concern within the framework of 2013 curriculum in Indonesia is the integration of Communication Technology (ICT) as the learning concepts in English

Language Teaching and Learning. At the moment, almost all schools in Indonesia have integrated technology in the teaching and learning process (Kemdikbud, 2014). It is aligned with the development of educational curriculum in Indonesia, particularly the 2013 Curriculum which emphasizes the importance of using technology to improve students' learning motivation. As the latest curriculum, the 2013 curriculum as the learning concept was designed to promote students' learning autonomy and communicative development. A great concern is given to develop individual competencies that are comprehensive and relevant to the individuals needs to function in real life, so the students should be able to interact and communicate well in their society (Kemdikbud, 2014).

Meanwhile, referring to the survey conducted by UNICEF and The Ministry of Communication and Information entitled "*Digital Media Safety among Children and Adolescents in Indonesia*" (*Keamanan Penggunaan Media Digital pada Anak dan Remaja di Indonesia*), at least 30 million of children and adolescents in Indonesia are internet users and using digital media as their main tool of communication. The study found that 80 percent of the respondents were internet users with a surprising gap between those living in urban and more prosperous areas of Indonesia compared to those living in rural and less prosperous parts. Out of the total respondents, 13 per cent were children and teenagers living in urban areas, while about 87 per cent were internet users living in rural areas.

The integration of ICT in Indonesia can be observed in many schools in Indonesia which has been well-equipped with ICT facilities. Some schools even have their own website which reflects a good use of ICT. Most schools are facilitated with one or two computer laboratories; each of these is completed with ten to twenty computers with five to ten computers connected to the internet. To achieve the learning goals in the 21st century, these IT infrastructures should be integrated into the classroom during the learning and teaching process. School leaders should encourage teachers and students to use the internet to seek information related to the learning needs.

With regards to the English Language Teaching, teachers also have to know what technologies can be used in learning activities and how to integrate them into their classroom instruction. Adiyaman (2002) stated that there is a variety of sources that teachers and students can use in the classroom, including: TV, PowerPoint slides, and cassettes. In order to maintain interaction between teachers and students, some tools that can be used include e-mail, WhatsApp, and computer. Considering the function of education in the digital era, it is important for government to put more attention to issues about technology because it has become an important factor to fulfill students' needs. Besides, educators should integrate the technology into the classroom to get students' interest in the learning process. It is therefore important to emphasize that teachers play a vital role in integrating technology in the classroom. However, the integration of ICT in EFL classroom is not without challenge. The biggest obstacle that teachers face is how to apply the technology in the classroom effectively. It is stated that some teachers want to improve their skill in order to apply the technology into the classroom, but it is not supported by the time allotment provided, accessibility, and other sources. Fatemi (1999) claimed that the major problem in integrating technology into the classroom is the lack of professional development on technology.

Moreover, the issues of integrating the ICT in language classrooms, either in ESL or EFL settings have already been mentioned by some scholars more than a decade ago (Liao, 1999; Liou, 2000; Shetzer and Warschauer, 2000). Among the scholars, Young (2003) conducted a research in Taiwan to investigate the potential impacts of integrating ICT into an English as a second language class in a vocational high school. This study indicated that the use of technology in the ESL classroom facilitated the teachers with the virtual environment that transformed the learning process from the traditional method into discovery and exploration learning. After Young, in a more detailed explanation, Hong (2016) explained that teachers need to have the rationales, principles, and methods for integrating ICT use in the English classroom. Other scholars from different countries also had the same opinion related to this issue, such as Raman and Mohamed (2013) in Malaysia context, Obillos and Rosa (2016) in Philipines, Mafuraga and Moremi (2017) in Bostwana, Summak & Samancioğlu

(2011) in Turkey and Kuskaya and Usluel (2010) also in Turkey. However, most of those studies only focus on providing teachers with theoretical foundations related to how these fundamental bases can be integrated to the ICT use in the language classroom and how to facilitate the process of integration.

Focusing on Indonesia context, research on the ICT integration with teaching and learning process in EFL classroom particularly in 2013 curriculum is limited although it becomes government's priority. A number of studies related to ICT integration with teaching and learning process in EFL classroom were conducted by (Cahyani & Cahyono, 2012); Roychan, Jonet, and Leny (2014). However, with the limitation of instruments used in the aforementioned studies, they seem unable to comprehensively discover how teacher integrated ICT integration in teaching process as well as to discover problems which the teacher might encounter in the process of integration. Some other studies such as (Hidayati, 2016) in her literature review focused only on integrating ICT in ELT and learning in Indonesia while (Yuhetty, 2002) concerned only on the developing the ICT and education in Indonesia. Meanwhile, Fitriyadi (2013) in his literature review emphasized on integrating ICT in education and professional development. Nurhabibah (2018) focused on the ICT literacy competence among vocational high school, and Effendi (2017) focused on investigating the students' perception of the implementation of ICT supported PBL (Project Based Learning) in English teaching. Since integrating the ICT in EFL classroom is a contextual process, the process of integration should be examined from how teachers plan the teaching process followed by how they design, how they implement what they have planned and ended by how they assess students' integration with ICT in the class.

In this field, there has been little research yet to investigate the process of ICT integration in EFL classroom. Therefore, the researcher would like to discover how Indonesian English teachers integrate the ICT in English teaching process in the English classroom. Since the focus of ICT integration reinforcement is on primary schools and junior high schools (Kemendikbud, 2017), the researcher would like to see its implementation from teachers of Vocational High School for agriculture who have

already implemented 2013 curriculum. Besides, the researcher also wants to examine the teachers in Vocational High School who have an ability in integrating ICT and have experiences in joining training and workshop in integrating of ICT. In order to fill the gap related to the implementation ICT integration in EFL classroom in Vocational High School, this study will focus on exploring the process of implementing ICT integration as well as the challenges faced by the teachers in EFL context. Using three instruments to triangulate the results, the present study is expected to get deep and comprehensive information which could give significant contributions to Indonesian education theoretically, practically, and authoritatively as well.

In addition, to the teaching process by implementing ICT integration, the students' perception on ICT integration in English classroom are needed. Number of studies about this issue has been analysed by some researcher. According to Galbraith & Haines (1998), stated that the students' perception are needed in integrating technology into classroom because it is a crucial aspect that must be considered. Regarding to the student perceptions, many studies showed that students think the use of technology in their learning process has a positive effect on their learning. For instance, according to the results of the study conducted by Basoglu, Akdemir, (2010), students showed positive attitudes towards the use of mobile phones for English vocabulary learning.

Moreover, the positive attitudes is commonly as the result when the students perception are discussed. According to Rings' study (2001), they stated that using online mobile learning enhance the quality of their learning activities in the classroom and all the students believe that it will be benefit for students when teacher integrated the mobile phones as an extra activity. In line with that, Houser and Thornton (2001), state that most of students are interested to continue the lessons when the teacher sent them an instruction through SMS or mobile phones rather than using the traditional method. This strategy in method teaching can improve the students motivation in learning process. Further, Iman (2015) in "Evaluasi Pemanfaatan ICT pada Pembelajaran oleh Guru Guru SMP N 1 Ungaran dalam Implementasi Kurikulum 2013" concluded that the use of ICT in planning, process and evaluation of learning in groups of science, social studies, and arts was included in high category. Meanwhile, Conole (2008) in "*Disruptive technologies*",

*'pedagogical innovation': What's new? Findings from an in-depth study of students' use and perception of technology*" found that students used technology to support aspects of learning such as resource discovery, task preparation and completion. The same voice is from Kennedy et al. (2008), in "*First year students' experiences with technology: Are they really digital natives?*" found that the attitudes of first-year students were very positive about the use of ICTs for which they mentioned, among others: to help their learning. Key computer learning activities to search for information, students administration, interacting in communication via SMS and also using for Learning Management System to search the materials for study.

Therefore, this study also wants to investigate the students' perceptions on technology integration in Vocational High School for Agriculture. The current study is conducted due to the various considerations of implementing the ICT in EFL classroom. In Vocational High School for Agriculture there has been little research yet to investigate the students' perception on technology integration in the learning process. For that, this research will also explore the students' perception in Vocational High School for Agriculture.

## **1.2 Research Questions**

Based on the problem identified above, this study attempts to address the following research questions.

1. How do the vocational English teachers integrate technology in the English teaching and learning process?
2. What challenges are encountered by the English teachers in the process of technology integration?
3. What are the students' perceptions on ICT integration in their learning process?

## **1.3 Aims of the Study**

This study aims at:

1. Investigating the process of technology integration in the English teaching and learning process.



2. Exploring the challenges encountered by the English teachers in the implementation of technology integration.
3. Investigating the students' perception on ICT integration in learning process.

#### **1.4 Limitation of the Study**

The focus of the study is to investigate the process and challenges of technology integration of in EFL classroom setting by Indonesian English teachers. The process which the researcher intends to explore starts from the way they plan and design the process of teaching which includes designing and looking for the teaching materials, how they deliver them in the teaching process and how they evaluate the technology integration. Besides, to add more information regarding the process of technology integration, the researcher is also interested to see how they perceive the demand to integrate technology in their classroom which probably reveal the challenges they encounter during the process of integration. The scope of study is also to investigate the students' perception on the ICT integration in their learning process.

#### **1.5 Significance of the Study**

It is expected that the result of this study may bring benefit or give contributions to the teaching English as a foreign language especially for the readers and other researchers who want to conduct research under this topic. Theoretically, the result of the study can enrich the theory about the implementation of technology integration in ELT context in Indonesia. Practically, the teachers can use the theory as a guide to reflect their own practice. For the government and policy makers, this study will give a new insight about the importance of teachers' technology integration implementation and about some training strategies related to technology integration in order to increase teachers' professionalism and how to overcome the challenges they face when they integrate ICT into their teaching process.

#### **1.6 Clarification of Terms**

- Technology will mean the know-how and creative processes that may assist people to utilize tools, resources and systems to solve problems and to enhance

control over the natural and made environment in an endeavour to improve students' learning.

- Educational technology refers to the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.
- According to Wikipedia, the term technology integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. In this paper, the technology integration is defined as the use of technology tools in the classroom to support students in classroom activities by creating opportunities for students to complete the assignment by using technology tools.
- The process of ICT integration in the classroom is important to be considered as the main factor in implementing the technology as the process of carry out the equipment of ICT into the classroom to be used as the implementation of ICT. Meanwhile, Tomlinson (2005) stated the process is the way in which the teacher designs activities to ensure the students learn the content and the way students care to understand the knowledge, understanding, and skills essential to a topic.
- The challenges in integrating technology in classroom are faced by teachers. Challenge is defined as “any condition that makes it difficult to make progress or to achieve an objective” (WordNet, 1997). In this study, the challenges will be reflected if there are discrepancies between the lesson plan and the implementation in the classroom, the impediments from school infrastructure students' attitude and motivation in learning process.
- Students' Perceptions is elementary students' impressions and understandings about their experiences, especially their experiences with classroom technology.
- EFL Classroom is refers to the educational situation of teaching/learning English as a foreign language. (IGI Global, Disseminator of Knowledge).
- Educational Technology – contemporary electronic technological tools including, but not limited to computers; computer software; telecommunications; the Internet and its applications such as searching, online games, and web chats; interactive whiteboards; multimedia such as projectors and video cameras; and

interactive response systems.

### **1.7 Organization of the Thesis Proposal**

Chapter One highlights some points regarding the introduction of this research. It consists of background of the research, research questions, the scope of the study, significances of the study, several definitions of the key terms, and the organization of the paper.

Chapter Two unpacks some points regarding to ICT. It includes definition of ICT, types of ICT, definition of ICT integration, elements of ICT integration, and steps of implementing ICT integration.

Chapter Three unpacks the transparencies of research methods employed in the present study. It includes research design, research settings, and data collecting technique, data analysis technique, expected results, and timeline of the research.

