

CHAPTER I

INTRODUCTION

This chapter describes general issues related to the study covering the background of the study, the research questions, the objectives of the study, the scope of the study, the significance of the study, the clarification of the key terms, and the organization of the paper.

1.1 Background of the Study

The rapid growth of Information and Communication Technology (henceforth ICT) leads to a massive growth of internet users worldwide. According to the data published by Internet World Stats, as of March 31st, 2021, there were 5.17 billion active internet users worldwide and it stands at 65.6% of the global population of 7.87 billion people (Internet World Stats, 2021). This massive growth in internet use reflects that digital tools have been inherent in any aspects of daily life, such as the application of e-banking, e-commerce, e-learning, e-class, e-library, etc. It implies that ICT brings about changes in the nature and the ways of people construct, process, and communicate knowledge (Gialamas, Nikolopoulou, & Koutromanos, 2013; Kurniawati, Maolida, & Anjaniputra, 2018; Suherdi & Mian, 2017). In other words, the way people think and process information is fundamentally different from their predecessors (Prensky, 2001a). Consequently, there is a shift on how people call this generation. Some may refer to them as the N-gen (Net-gen), some others refer to as D-gen (Digital-gen). Yet, according to Prensky (2001a), the most useful designation for them is Digital Native as they are considered as the ‘native speakers’ of the digital language of computers, video games, and the internet. Meanwhile, their predecessors are referred to as Digital Immigrant as they were not born into the digital world but have become fascinated by and adopted many aspects of new technologies (Prensky, 2001a).

Hence, the shift of how people think and process information requires an adjustment on the teaching and learning process to respond to these changes. In other words, integrating ICT into the teaching and learning process, including in EFL context, is imperative (Suherdi & Mian, 2017) in order to facilitate students with the knowledge and skills needed in the 21st century (Hue & Ab-Jalil, 2013).

In this regard, integrating ICT into the teaching and learning process has been revealed to have various positive impacts on the quality of teaching and learning process. As some previous studies revealed, the use of ICT for educational purposes yield positive outcomes, such as facilitating better access to information, increasing students' motivation, establishing students' interaction through collaborative learning, encouraging students to be more creative and innovative, promoting student-centered and self-directed learning as well as fostering critical thinking skills (Ammanni & Aparanjani, 2016; Azmi, 2017; Domalewska, 2014; Muslem & Abbas, 2017).

Nevertheless, in practice, integrating ICT into teaching and learning process, especially for developing countries such as Indonesia, is not an easy task. Many teachers integrating ICT into classrooms have undergone several barriers. As Bingimlas (2009), Raman and Yamat (2014), and Sang, Valcke, Van Braak, and Tondeur (2009) found that barriers such as teachers' lack of confidence, competences, times, and teaching experiences as well as teachers' educational beliefs on the effectiveness of traditional teaching method hinder teachers to integrate ICT into classrooms. Moreover, teachers' belief is even regarded as the major and the strongest barrier to ICT integration since teachers are the direct implementer so that they play a key role in integrating ICT into classroom instructions (Ertmer, 2005; Ghavifekr & Athirah, 2015; Karaseva, Siibak, & Pruulmann-Vengerfeldt, 2015). In other words, belief has a great influence on teachers' decision to integrate or not to integrate ICT into their classroom.

Thus, as teachers play a key role on the integration of ICT in the classroom, teachers' generation gap becomes an important issue as the digital native generation is often considered to master technological devices better than the previous generation, namely digital immigrant (Kurniawati, Maolida, & Anjaniputra, 2018). Accordingly, several studies have been conducted on the issue of technological gap between digital immigrant and digital native teachers as these two generations dominate today's educational setting. In their studies, Howlett and Waemusa (2018) revealed that digital native teachers consistently respond more positively towards the integration of ICT in teaching and learning process than digital immigrant teachers do. In the same sense, Raman and Yamat (2014) and Williams (2012)

found that generation gap towards technology indicates a different attitude towards technology between digital immigrant teachers and their digital native students.

Conversely, other studies yield different results. As revealed by Ferrero (2002) and Prensky (2009), generation gap did not give any systematic effect on how teachers integrate ICT in their teaching as positive attitude towards ICT was more influenced by teachers' teaching experiences and technological trainings. In the same vein, Kurniawati, Maolida, and Anjaniputra (2018) found that, in terms of practice, digital immigrant teachers appeared to be more adept in the implementation of digital media than digital native teachers reflecting that generation gap is less influential.

Although some studies have been conducted on this issue, but the study by Howlett and Waemusa (2018) focused on the different attitude between digital immigrant and digital native teachers on ICT integration and the studies by Raman and Yamat (2014) and Williams (2012) focused on the different attitudes toward technology between digital immigrant teachers and their digital native students. Meanwhile, the study by Kurniawati, Maolida and Anjaniputra (2018) focused on the praxis of digital literacy of two generations teachers. Conversely, this study puts emphasis on analyzing the digital native and the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom as reflected in their practices as well as how digital native and digital immigrant teachers' beliefs affect their classroom technology practices.

1.2 Research Questions

In reference to the background previously described, the problems raised in this study are formulated into the following questions:

1. What are the digital native and digital immigrant teachers' beliefs regarding the integration of ICT into EFL classroom?
2. How do the digital native and digital immigrant teachers implement ICT-based activities in EFL classroom?
3. As perceived by the teachers, how do the digital native and digital immigrant teachers' beliefs affect their classroom technology practices?

1.3 Objectives of the Study

In response to the aforementioned research questions, this study is particularly aimed at attaining the following objectives:

1. To investigate the digital native and the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom as reflected in their practices.
2. To unpack how the digital native and digital immigrant teachers implement ICT-based activities in EFL classroom.
3. To reveal the teachers' perception of how their beliefs affect their classroom technology practices.

1.4 Scope of the Study

This study puts emphasis on analyzing the digital native and the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom, how the digital native and digital immigrant teachers implement ICT-based activities in EFL classroom, and how the digital native and digital immigrant teachers' beliefs affect their classroom technology practices. As this study only involves two English teachers, future research may conduct a study with a larger sample size involving teachers from various regions as Hutchison and Reinking (2011) revealed that regions have a significant effect on teachers' beliefs and their general practices.

1.5 Significance of the Study

Referring to the research objectives previously described, this study has its contribution by revealing the digital native and the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom, how they implement ICT-based activities in EFL classroom, and how their beliefs affect their classroom technology practices. Hence, as belief has a great influence on teachers' decision to integrate or not to integrate ICT into their classroom, teachers and schools can then continuously follow or hold various technological trainings or professional development in order to equip teachers with a developed technological skill as well as to develop their beliefs about the integration of ICT into EFL classroom. Having a developed technological skill is highly required in order to facilitate students with the knowledge and skills needed in the 21st century education. Besides, this study

is expected to provide a new insight for government in developing educational policy, especially with regard to the integration of ICT into EFL classroom. More generally, it is expected that the results of this study can serve as references, basic ideas, supporting data and comparison for future researchers in conducting similar and expanded study on teachers' beliefs and practices on ICT integration in EFL context.

1.6 Clarification of the Key Terms

There are several terms used in this study. Hence, in order to avoid misunderstanding, misinterpretation, or ambiguity, the following list will then clarify the terms for more comprehension to the study.

1. Teachers' Pedagogical Beliefs

Teachers' pedagogical belief refers to teachers' educational beliefs, thought, conceptions, and perceptions about the integration of ICT into EFL classroom.

2. Integration of Information and Communication Technology (ICT)

The integration of Information and Communication Technology (ICT) refers to teachers' use of the computer and internet technologies from language software (e.g. online dictionary), desktop programs (e.g. word processors, Microsoft PowerPoint), Computer-Mediated Communication (CMC) tools (e.g. e-mail, chat), the World Wide Web, and Web 2.0 tools (e.g. blogs, wikis) in EFL instruction.

3. Digital Native Teacher

Digital native teachers are those who were born between 1982-1991. In most cases, the dominant characteristics of digital native teachers include the following: 1) they are accustomed to read documents in digital forms; 2) they believe that their students are multi-tasking; 3) their focus in teaching is on action; and 4) the atmosphere of the teaching and learning created by the teachers is playful/active as they implement various technologies/platforms and activities requiring students' active participations.

4. Digital Immigrant Teacher

Digital immigrant teachers are those who were born between 1965-1982. In most cases, the dominant characteristics of digital immigrant teachers include the following: 1) they prefer to print out document and read it; 2) they believe that their students are not multi-tasking; 3) their focus in teaching is on knowledge; and 4) the atmosphere of the teaching and learning created by the teachers is serious/passive as their teaching is a one-way lecture in which the teachers explain the teaching materials and the students need to passively listen to the explanation the whole meeting so that its use of technology is also limited.

1.7 The Organization of the Paper

This paper consists of five chapters. Chapter I describes general issues related to the study covering the background of the study, the research questions, the objectives of the study, the scope of the study, the significance of the study, the clarification of the key terms, and the organization of the paper.

Chapter II elaborates the theoretical review underpinning the study. This chapter specifically discusses three major themes, namely ICT integration in education, teachers' teaching beliefs, teachers' teaching beliefs and its relation to ICT integration in language teaching, and digital immigrants vs. digital natives. In addition, some previous related studies used as references in conducting this study are also described.

The next chapter, Chapter III, focuses on describing the method of the present study. Here, the research design as well as the context and participants are described thoroughly. Besides, the data collection and data analysis techniques are well elaborated in order to provide a clear guideline for collecting and analyzing the data.

Chapter IV presents the results of data analysis following the three research questions proposed in this study, namely the digital native and the digital immigrant teachers' beliefs about the integration of ICT into EFL classroom as reflected in their practices, the implementation of ICT-based activities in EFL classroom, and the digital native and digital immigrant teacher' perceptions of how their beliefs

affect their classroom technology practices. In addition, this chapter also discusses the results of data analysis by relating it to the literature and previous studies elaborated in Chapter II.

Lastly, Chapter V describes the conclusions of the overall discussion, the implications and limitation of the study, and the recommendations proposed for English lecturers, schools, government, and future researchers relating to teachers' teaching beliefs and how these beliefs affect their classroom technology practices.