

CHAPTER I

INTRODUCTION

A. Background of the Study

The presence of technological tools in this era has opened up the issues of the effectiveness in teaching English. Also, English is one of languages that can affect technology use in developing countries. English is “the main computer language” (Albirini, 2006:373), and “Personal Computer users are forced into this language by necessity, if they want to master the most elementary dialogue with their computers or to understand the information they seek” (Navdal, 2007:1112). Besides, according to Internet World Stats of Global Internet Statistics, English is the most commonly used language among ten top languages exploited for communication and interaction via the internet and almost two-third of websites on the internet are in English.

Many countries try their best to develop innovative technological tools as a method and technique in teaching English, so that they can improve their quality of teaching and learning. According to this trend, many governments introduced the ICT (Information and Communication Technology) as a product in developing teaching in their curriculum. ICT in general terms is used as “computing devices such as desktop computers, laptops, handheld computers, software, or Internet in K-12 schools for instructional purposes” (Hew & Brush, 2007:223-252). However, more specifically it refers to the use of technology by teachers for instructional

preparation, instructional delivery, and technology as a learning tool for students (Inan & Lowther, 2010: 137). In this way, technology can provide learners with a various material for teaching in EFL class.

ICT in EFL class can be a fresh new method to teach English whether in teaching skills (speaking, reading, listening and writing) or components (vocabulary, grammar and pronunciation). Teachers can provide various material from internet sources, media, and other digital devices to support their teaching. However, using ICT in EFL class is not easy. It is because the process is slow and complex. According to Granger et al (2002:485), many key factors such as the characteristics of users (teachers and students), context of technology use, and pedagogical philosophies of the country's educational system can influence the ICT use. Therefore, teacher should know the use of ICT exactly in EFL class, so that they can improve their teaching innovatively and fun.

Based on the background above the writer is interested to investigate the use of ICT in EFL class, this study in using ICT analyzed inside the class of three teachers in English Enrichment Program of UMP. The writer considers to choose English Enrichment Program because the writer wants to know how the English lecturers there try to encourage students who is not English students and make them enjoy to study English with the fun way that is using ICT.

B. Reason for Choosing the Topic

The reason why the writer chooses the topic is because the writer wants to know the use of ICT in EFL class, realize that there are still few of university that use ICT in their teaching class. It depends on the teacher characteristics, students' characteristics, learning objectives and the infrastructures which is supported by the university or government. The ICT also can develop the technological tools that will be so fun in teaching.

C. Problems of the Study

The problems of the study are:

- a) What stages of ICT are used in EFL class?
- b) What are the tools of ICT used in EFL Class?
- c) What are the kinds of ICT activities used in EFL class?

D. Aims of the Study

The aims of the study are:

- a. to get the information about stages of ICT used in EFL Class,
- b. to get the information about the tools of ICT used in EFL Class,
- c. to investigate kinds of ICT activities in EFL class.

E. Contributions of the Study

The contributions of the study are:

1. To the teacher

Teachers know the stages of ICT used in EFL class, the tools that frequently used in EFL class and know kinds of activities in using ICT in EFL Class.

2. To the students

Students will know what is ICT in their class so they can enjoy the English lesson with a new fun technological tool.

F. Clarification of Terms

Clarification of terms of the study are:

a) ICT (Information and Communication Technology)

Information and Communication Technology (ICT) is one new technological tool for teaching in EFL Class. It can be a new fresh method in teaching but it also depends on the characteristics of teacher, students and other elements that support the ICT use.

b). EFL class

English as a Foreign Language (EFL) class is a learning and teaching process using English as an additional language in a non-English speaking country. EFL is how the students to be taught by teacher about English whether in the classroom or outside the classroom. English as a foreign language began at independence, and English is now the main foreign

language being learned in Indonesia. The main objective is to provide reading skills to enable Indonesians to read science-related materials in English. EFL class also provide four main skills like speaking, reading, writing and listening and also components like vocabulary, grammar and pronunciation.

