

CHAPTER II

THEORETICAL REVIEW

A. Definition of ICT

ICT stands for Information and Communication Technology. It refers to a technology that provide many tools for giving information through telecommunication. This includes the internet, wireless networks, cell phones, and other media of communication but it more focuses on communication. ICT can be accepted as all devices, networking components, applications and systems that combined by people or organization. ICT also has changed Traditional Teaching and Learning for teachers and trainers to deliver materials by using IT and necessary tools which will lead students become creative creators and users.

According to Gisbert (2000:320), deeply immersed in the Society of Knowledge, a society based upon a critical, rational and reflexive use of global and distributed information in which the most outstanding communication means are telematic networks, one of the greatest challenges to be overcome on our way to the XXIst century is to enable teachers and students to achieve competency and mastery on the use of technology instead of letting them be enslaved by it.

The widespread use of ICT in various scopes of life has changed the way to access all information unlimitedly. ICT also changed the Traditional Teaching and Learning process into a new methodological learning using modern IT and in the same time change teachers attitude to adapt into new

methodological approaches, educational concepts and management aspects. Furthermore, using ICT as a flexible teaching and learning processes also aimed at promoting communication through authentic materials and resources that can be easily exploited by educators.

Based on that statement above, we can conclude that ICT is a new technological tool that can be used by people or organization to transfer all of information through communication technology.

B. The Functions of ICT

The ICT sometimes has synonym with IT (Information Technology). However, ICT is more comprehensive. It is related to computer and digital technologies in all components than IT. ICT includes both internet-enabled in a computer or mobile phone powered by wireless networks.

The components of ICT itself is continue to grow in every decade. At the past, people used landline telephones, radio and television broadcast as their components. Some components such as computer and telephones have existed for decades, others, such as smartphone, digital TV and robots exists in this decade. Furthermore, the components of ICT are not only that, but also the applications that support various components.

ICT itself has main purpose is to transfer information through communication technologies. These technologies include computers, internet, radio, TV and telephone. ICT has drastically changed how people live, learn, work and communicate. Moreover, ICT continues to revolutionize all parts of

the human experience as first computers and now robots do many of the tasks once handled by humans. As it has changed people in society, the presence of ICT also enhances the quality of education by making learning more relevant to life and it has been seen as an ideal by educational institutions. It emphasizes the core educational purposes and aimed at enhancing creativity and imagination of the learners using technologies.

The functions of ICT for teacher are to explore educational possibilities of technology, learn to make right choices of hardware, software and ICT interactions, and grow to become a critical user of ICT. Furthermore, the functions of ICT for students are as creativity and problem-solving tools, an introduction to the world of information and technologies, and an opportunity to shape career pursuits.

C. The benefits of ICT

ICT also has some benefits in English language teaching. According to Lee (2000:12) and Ibrahim (2010:215), there are some positive impacts of ICT in second language instruction. First, the availability of ICT resources makes learning more enjoyable through images, animation, audio and video clips which can help in motivating students to practice new language. Second, ICT can help students increase their self-confidence and self-esteem when using computer-based instruction. Third, ICT provides an authentic learning and teaching environment. This benefit is especially useful for teachers and students in rural areas who have few opportunities to communicate with

native speakers. Fourth, ICT can facilitate different activities such as testing, doing assignments and performing different pedagogical tasks or games. Last, ICT provides different rich texts, topics, quizzes and exercises that can save teachers' time so teacher can give extra time for students.

The last advantage above is supported by other studies which suggest that ICT has a major role to play in cutting the burden on teachers and creating more time for teaching (Becta, 2003:106). However, in the education here, teacher always mess up themselves to look for some sources for delivering the material and it waste too much time for sure.

D. ICT in EFL Class

1. ICT in EFL Curriculum

Traditionally, the concept of curriculum has been centered upon teaching rather than learning, the role of teachers has been that of transmitting information instead of awakening the students' interest towards learning and their ability to interpret and make sense of information in order to solve educational requirements (Maria del mar Camacho Marti, 2007:58). Schools do not have autonomy to decide upon educational resources and media, and what is more, they cannot decide what to teach, since that is regulated by the Ministry of Education. It is for this reason that the decisions on how to teach are extremely interrelated with the selections and contents of the curriculum.

Teachers who may endeavor to try an instructive use of ICT in order to improve teaching and learning processes will have to pay attention to aspects which will range from the kind of curriculum that is used, the type of learning it favors, the available media at to schools in order to support this type of learning, the type of usage that teachers can make of the media they have at reach and fundamentally, in what sense the conception and practice of the curriculum should vary in order that the use of ICT would give way to a significant improvement of teaching and learning processes.

Schools which wish an integrated curriculum will have to try to build alternative curricular projects which will support students and will not be focused upon contents, but on their connection. Students will have to cope with investigation and research methods in order to solve problems which are going to be thoroughly linked to real-life situations.

As it is established in the Curriculum, the student is the center of the learning process, assisted by the teacher who acts as a referent. The function of the teacher is defined as of pedagogical intervention which will guide and facilitate the process of creative construction of learning. Thus, it will be necessary to favor proposals and diverse learning strategies respecting always the principles which promote a significative type of learning such as opening, main activity and closing stage (Maria del Mar Camacho Marti, 2006:58).

There is enough evidence that the integration of ICT into the Curriculum in various ways can enhance pupil's learning (Leask and

Pachler, 2001:18), however, teachers will need to work and learn together to establish new and high-quality professional practice.

2. Tools of ICT in EFL class

Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003:425-451) classification of ICT tools as informative tools which provide large amounts of information in various formats such as Internet, Network Virtual Drive, Intranet Systems, Homepage, etc. Besides, ICT also can be a situating tool or where it involves the context and the occurrence of situations such as CD-ROM. Lastly, Lim and Tay classified ICT as constructive tools or tool that can be used to manipulate information, construct their own knowledge or visualize students understanding such as MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mindstorms, etc.

3. Kind of ICT activities in EFL class

Technology plays a key role in promoting appropriate activities for learners and has a significant impact on teachers' teaching methods in their classes. Technological advancements have gone hand -in-hand with the development of English and are changing the way in which we communicate.

According to Billings and Mathison (2011:494-503), there are two reasons that educational technologies assist in raising learners' achievement. The first reason is that they perform a very good job of engaging the learners in the material. The second one is that they get learners excited to take part in the educational tasks. One of the basic advantages of integrating technology into the classes is that when they are applied suitably, they can make learning more fun for the learners. If the learners have a lot of enjoyable materials, they will be engaged in the lesson that will help them better understand the learning materials. Furthermore, when the lessons are fun for the learners, they will be more excited to take part. In order for teachers to integrate technology effectively, they should know how to appropriately use them and how to teach their learners to use them accurately. The activities that can engage students and teachers such as individual learning, discussing topic in a group class and taking home tasks.

E. Definition of EFL Class

EFL stands for English as a Foreign Language. a learning and teaching process using English as an additional language in a non-English speaking country. EFL also defined as 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.

Based on that definition, we can conclude that EFL Class is how teacher give English materials such as skills and components to the students as their additional language whether in classroom or outside the classroom.

F. Relevant Study

The research that is done by Nguyen, Thi Thuy Trang (2015) in Information and Communication Technology and teaching English in rural Vietnamese primary schools: Policies, practices and implementation factors which is conducted in Tien Giang Province. This research found that there are some obstacles factors in regard to implementing ICT in the schools. This research provides an in-depth information that identified and described seven distinctive rurality factors shaping the achievement of policy implementation in primary English language education and ICT use. To effectively facilitate the use of ICT across the curriculum in rural primary schools, all of these factors need to be considered, and all have implications not only for English language teachers but also for policy makers, school leaders, and curriculum and textbook writers.

The research that is done by Maria del Mar Camacho Martí (2006) in Teacher Training In ICT-Based Learning Settings: Design and Implementation

of An On-Line Instructional Model for English Language Teachers. The aim of this doctoral thesis is to provide an on-line instructional model to train English Language Teachers in the use of ICT by making use of web-based methodology and deepening on those telematic tools and resources which could provide of help to them into their teaching practices. The use of different web-based training platforms with specific training modules, a collaborative environment and the use of different communication tools and resources exclusively dedicated to teachers aims at providing new perspectives to face the teaching of English as a foreign language from an innovating perspective and constitutes the practical part of this doctoral research.

The implementation of this instructional model through a study carried out during the academic years 2003-2004, 2004-2005 and 2005-2006 gave results to proceed with future research on this field and will also produce guidelines to convert the model into an instructional Action Plan, with the aim of contributing to enhance quality standards in the teaching of English as a foreign language through the use of ICT and to fill the gap of the instructional needs that digital age teachers need.

The research that is done by Jo Shan Fu (2013) in *ICT in Education: A Critical Literature Review and Its Implications*. This research summarizes the relevant research on the use of information and communication technology (ICT) in education. Specifically, it reviews studies that have touched upon the merits of ICT integration in schools, barriers or challenges encountered in the use of ICT, factors influencing successful ICT integration, in-service and pre-

service teachers' attitudes, perceptions, and confidence in using ICT as well as the importance of school culture in the use of ICT. This review discusses gaps in the literature and the directions that future studies may take to address these gaps.

