

CHAPTER I

INTRODUCTION

This introduction chapter explains the background of study, the research question, the objective, the contribution of the study, the definition of terms, and organization of the study.

A. Background of the Study

In these recent years, the development of digital forms of communication, sometimes known as Information and Communication Technology (ICT), has accelerated. ICT are basically tools, they can be hardware such as computers, projectors, mobile phone, etc., and software such as Microsoft Word, PowerPoint, etc. (Wang and Woo, 2007). ICT advancement has an impact on several elements of human existence; one of them is in education. The growth of technology continues to expand from time to time, resulting in changes in the usage of ICT in the educational area. Students' learning expectations have shifted along with the advancement of ICT. Students may, for example, be required to search the internet for a significant quantity of material, as well as learn anything in collaborative learning environments. The topic of ICT integration in school, specifically in the classroom, becomes important since nowadays students are comfortable with technology and will study better in a technology-based setting. ICT-assisted teaching, according to Azmi (2017), is thought to increase the liveliness and interactivity in the EFL classroom.

In responding to that phenomenon, the requirement for educational institutions to include ICT into the teaching of skill and knowledge to students is mandated by the Indonesian Government. That is in line with Indonesia's current 2013 curriculum (K13), which states that one of the main concerns of the 2013 curriculum is the integration of ICT as a learning English language teaching and learning to promote the students'

learning autonomy and communicative development. It is also encouraged by the Indonesian Ministry of Education's rule No. 38 of 2008 on the use of information and communication technology in the educational system. Considering the importance of ICT in education and the government recommendations, teachers must adapt and use ICT integrated with the material into their classroom.

Various types of ICT tools are available nowadays. ICT may be integrated in a variety of ways to assist both teachers and students in learning English material. Many learning tools, such as YouTube or a website, are available for the teachers' resources to use in their lessons. Furthermore, teacher can integrate ICTs to give instruction, through displaying information utilized by a computer and projector. ICT may provide students with a real-life experience by showing them how native speakers communicate in their original language. In addition, ICT may be used to evaluate the lesson, resulting in a complete, integrated, and authentic assessment (Suherdi, 2017). As a result, integrating ICT into education specifically in EFL classroom can give many benefits for both teachers and students. In line with (Ghasemi & Hashemi, 2011; Khanom, 2018), they stated that the use of ICT-based technologies and media in education is seen to have several advantages and good consequences.

Effective ICT integration cannot be achieved without teacher that facilitates the students during the teaching learning. The role of teacher in integrating ICT in classroom is important and they are the main actor in the teaching and learning process. Buza, Kastriot & Mula (2017) stated that with the introduction of ICT in the classroom, the teacher's role in the learning process becomes more and more critical. The teacher is responsible for creating the environment in the class. Meanwhile integrating ICT into classroom teaching learning is not an easy thing. Harendita (2013) revealed in her research that in Indonesian school context, despite the facts that Indonesian government has tried to solve the problem of access to ICT by providing both software and hardware at

schools, utilizing ICTs in the classroom practices is still low. It could mean that English teachers still face the barriers in integrating ICT in their teaching. Sari et al (2017) mentioned four main challenges face by the teachers in integrating ICT are time management, technical supports, technical knowledge, and teachers' self-confidence.

Due to the importance of teachers as agents who can integrate ICT in their classes, therefore understanding why and how English teacher integrates ICT in the classroom is needed. This study is identifying potential hurdles to ICT integration in the EFL classroom. This study can be an important step toward the increasing of the quality of teaching and learning because ICT is important for the future of education. For those reasons, the researcher is interested to explore the factors that motivate the English teachers at SMK Ma'arif NU Bobotsari in integrating ICT in their EFL classroom and how they integrate it to facilitate their teaching learning process. In addition, the factors that hinder the teacher practices in integrating ICT during English foreign language teaching also will be investigated.

B. Research Question

Based on the previous background, the researcher formulates the research questions as follows:

1. What factors motivated the English teacher to integrate ICT in EFL classroom?
2. How do the English teacher integrate ICT in EFL classroom?
3. What are the barriers for English teacher to integrate ICT in EFL classroom?

C. The Objective of Study

Relating to the problem statement above, the objectives of the research are:

1. To investigate the factors motivated the English teacher integrates ICT in EFL classroom.
2. To observe the English teacher practices in integrating ICT in EFL classroom.
3. To investigate the English teachers' barriers to integrate ICT in EFL classroom.

D. Contribution of the Study

The objective of this research is to see why and how English teachers practices ICT integration in teaching their EFL classroom and to explore the issues and barriers that teachers encounter when they are integrating it. The research's conclusion will give insight into the types of ICT that are integrated in EFL, why and how they integrate it, and the barriers that face during practices ICT integration. The findings of this research should help teachers have a better understanding on why and how teachers integrate ICT into their EFL classes. Moreover, the barriers that face the teachers during integrating ICT may be utilized as a guide for policymakers, decision-makers, and other stakeholders in order to make well-informed decisions concerning ICT policies and infrastructures in vocational high school education.

E. Definition of Terms

A. Motivation

The word motivation comes from the word 'motive', which can be interpreted as a driving force that influences the readiness to start doing a series of activities. Motivation is also related to the level of effort made by someone to achieve a goal. One definition of motivation is offered by Kreitner & Kinicki (2007). They say that motivation is a psychological process that enhances and directs

behavior to achieve goals. Motivation can also be defined as internal factors and external factors that influence and encourage someone to increase success, achieve performance or change behavior and attitudes

B. Barriers

According to Schoepp (2015) barrier defines as any condition that makes it difficult to make progress or to achieve an objective. Barriers have a very important meaning in carrying out a task or job. A task or work will not be carried out if there is an obstacle that interferes with the work. Furthermore, barriers are conditions that can cause implementation to be disrupted and not carried out properly

C. ICT Integration

Rosnaini and Arif (2008) define ICT integration as the process of determining where and how technology fits in the teaching and learning scenario. It is able for everyone can enter the websites from everywhere at any time to use the free information by the internet. According to Pourhosein (2017), ICT integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities. Dockstader (2008) defined ICT integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

F. Organization of Study

This study is presented in five chapters. The first chapter discusses background of study, research questions, and objective of study, definition of key terms used in this study as well as organization of the study.

Literature review is covered in chapter two. It involves previous research finding and theoretical discussion of review related to definition of ICT, ICT integration in English language teaching, stages

or procedures in teaching learning process, benefit of integrating ICT, kinds of ICT, teachers' motivation to integrate ICT, barriers that hinder teacher to integrate ICT in the classroom teaching.

Chapter three covers and discusses the research methodology used. The chapter describes Research design, research context, research participants, source of data, technique of data collection, trustworthiness, data analysis.

Data presentation is covered in chapter four. Analysis and discussion is covered in this chapter. The summary, conclusion and recommendations are presented in chapter five

