

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The term "information and communication technology" (sometimes known as "ICT") refers to a component that is currently playing a significant role in the progression of digital education. The rapid development of technology in the present period has significantly altered how English is taught and studied compared to the past. As a result of the rapid development of technology, the discipline of English Language Teaching (ELT) has undergone a change. It shifts from an approach that is primarily focused on the teacher to one that is student-centered. It has also shifted the mode of instruction, shifting away from the old method and toward a more communicative and collaborative mode in which students can participate in each activity and assignment independently (Hashemi, A. & Kew, S.N.: 2021).

Today's information and communication technology have invaded every aspect of our lives, prompting substantial changes in education, the market, and communications to meet these transitions. The development of information and communication technology (ICT) and the simplicity with which it can be accessed globally and locally have led to the broad adoption of ICT in educational systems around the world. According to Paudel (2021) Internet access and use across a variety of platforms, including personal computers, smartphones, and other devices, have rapidly become standard

practices in educational institutions and among their student populations. Numerous studies on the expansion of information and communications technology (ICT) in education and its application to the teaching and learning process, particularly English language instruction, have demonstrated this to be true. The study by Paudel (2021) showed that educators are more familiar and proficient with older forms of computer-based technology, such as word processors and tape recorders than with more contemporary applications and means of ICT. However, the use of the internet, search engines, Zoom, and Google documents by some of the teachers demonstrates a consistent shift and improvement in the teachers' capacity to use ICT in the EFL classroom. Taking into account the role that ICT plays in driving the development of digitalized education and its positive outcomes for both students and educators.

Education and information and communications technology (ICT) are becoming increasingly intertwined, particularly in the sphere of language education and training. The use of ICT can assist the increased interaction among students, which in turn provides them with more possibilities to utilize English as the target language. In addition, it facilitates immersive learning and provides easily comprehensible input, (Akhy and Iswari: 2021). It's proved by Alfawaz et, al (2018) defined that technology has played a significant role in the development of English language teachers (receiving helpful teaching resources, as tools for teaching purposes, lowering teaching anxiety, helping in follow-up on their students' activities, assisting in

classrooms administration, and reducing the time and effort required to teach are samples of the study teaching process). Additionally, the use of information and communications technology (ICT) in education must be tailored to the skills, instructional materials, and ICT application types that will be employed. Incorporating ICT into an educational process will encourage greater innovation in the planning of student instruction, with the assumption that students will learn higher media literacy and critical thinking abilities as a natural product of their participation in these settings. It requires a significant amount of effort to be able to utilize it in this manner because there are surely a great number of obstacles to overcome when integrating ICT into the teaching and learning process.

The study of Muslem et al. (2018) showed that There are three significant difficulties involved with utilizing ICT. The most significant difficulties come from schools having insufficient access to the Internet and inadequate ICT tools. Also because teachers have to share the tools with the other teachers, they have to squander time waiting for their turn to use the information and communication technology (ICT). The final obstacle is that teachers frequently lack both knowledge and experience in terms of their training. Some educators struggle with the use of ICT and have the desire to gain more education to improve their knowledge and skills. In addition, teachers are encouraged to develop their time management and self-organization abilities in order to better serve their students. In reality, English teachers in Banjarnegara, Central Java, face obstacles in the use and

utilization of ICT in the learning and instruction process. They have difficulty using and utilizing ICT gadgets including computers, LCDs, and other devices. In order to utilize ICT technology, they would frequently seek assistance from other teachers or teachers with greater expertise. On the basis of these results, it is acceptable to believe that the barriers to the digitalization of education have an effect on students' conceptual understanding and attitudes about the use of ICT in education. Accordingly, the researcher will determine the teachers' practices of Information and Communication Technology (ICT) in English Classes of Junior High schools in Banjarnegara as well as the challenges that exist.

1.2 Research Questions

In accordance with this study, the research questions are:

1. How do teachers implement ICT in English classes at Junior High School in Banjarnegara?
2. What are the challenges encountered by English Junior High School Teachers in using ICT to teach English?

1.3 Objective of the Research

In accordance with the problems, the objectives of this study are:

1. To describe teachers' ICT implementation in teaching English in EFL teaching-learning.
2. To find out the challenges that English Junior High School Teachers of Banjarnegara face in the use of ICT for EFL teaching-learning.

1.4 Contribution of the Research

The outcome of this thesis will hopefully be beneficial to readers, particularly English teachers, and schools in the present day. The contributions are:

1. Teachers:

- a. Teachers might identify their ICT-related issues. Using this research, it is anticipated that teachers will be able to overcome their problems with the teaching-learning process.
- b. The use of information and communications technology allows teachers to select the most appropriate medium for their circumstances.

2. Schools:

- a. Schools are able to ascertain the condition of their teachers regarding the utilization of ICT in language teaching and learning
- b. Schools can select the most effective technique for resolving teachers' issues with ICT use in language teaching and learning.

1.5. Definition of Terms

According to Wang and Woo (2007, page 149), information and communications technologies (ICT) are essential tools. These tools can take the form of hardware, such as computers, projectors, and digital cameras, as well as software, such as Microsoft Word, PowerPoint, and other similar programs.

1.6. Organization of the Study

The study is divided into five chapters and is organized as follows by the researcher:

Chapter I Introduction: In this chapter, the researcher discusses the issues that surround the study's background, research questions, objective, contribution, definition of terms, and organizational structure. The theoretical foundation, prior study findings, theoretical framework, and hypotheses are included in the literature review in Chapter II. Research design, population and sample, data collection instruments, data collection methodologies, and data analysis techniques are covered in Chapter III, Research Methodology. The study's setting, the data's description, analysis, discussion, and interpretation are all covered in Chapter IV as well as the Findings and Discussion. Chapter V concludes with a conclusion and a recommendation.