

## CHAPTER I INTRODUCTION

### A. Research Background

Currently, technological developments in the 5.0 era are very fast. Various jobs, education communication and so on have begun to adapt to existing developments, especially the teaching profession. Teachers must have skills to operate computer systems and hardware, and use software such as word processors, PowerPoint, spreadsheets, web browsers, email, and instant messaging. Digital technology is constantly changing. Teachers must have the skills to keep up with and adapt to technologies changes. In addition, teachers also need to decide whether technology supports or hinders the achievement of learning objectives.<sup>1</sup> Therefore, teachers must be able to apply technology in learning so that students can be interested and enthusiastic.

ICT utilization will provide pupils more useful and practical information. It can be inferred that the majority of the instructors there anticipate that employing ICT in the classroom would enable them to provide students with more valuable and practical information, particularly for the related subjects like accounting, statistics, English, research methodology, and so forth.<sup>2</sup> Apart from making the class more interesting, students and teachers from there have more value about knowledge of ICT itself. They will get to know the functions of using such as Microsoft PowerPoint, QR code, and so on.

ICT (Information and Communication Technology) is defined for the purposes of this standard as “a diverse set of technological tools and resources used to communicate and create, disseminate, store, and manage information”. These technologies include computers, the internet, and broadcast (radio and television)

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<sup>1</sup> Dyah Setyowati Ciptaningrum, “The Development of the Survey of Technology Use, Teaching, and Technology-Related Learning Experiences among Pre-Service English Language Teachers in Indonesia,” *Journal of Foreign Language Teaching and Learning* 2, no. 2 (September 23, 2017): 14.

<sup>2</sup> Y A Bansa and Asrini, “The Use of ICT in Teaching: Lecturers’ Perceptions, Obstacles, and Expectations,” *Journal of Physics: Conference Series* 1464, no. 1 (February 1, 2020): 5.

and telephone.<sup>3</sup> Therefore, the use of ICT in education became an interesting teaching and keep up with the times.

Meanwhile, competency is the ability to behave in a way that distinguishes prospective mediocre workers from those who have the capacity to perform flawlessly regularly and efficiently.<sup>4</sup> However, here the writer is not talking about mediocre workers, but the writer is talking about ability or competency in a field, namely ICT, which is in the textbook. And also, its application to learning. The benchmark for this competency will assess how much ICT is used in it and whether it is true that the ICT competencies in the textbook were actually applied by the teacher.

Thus, ICT competency is defined as the understanding users have ICT and the value they everyday recognize in relation to ICT. It also entails having a basic awareness of technology and its advantages in daily life.<sup>5</sup> This is the nature of understanding ICT competency, namely knowledge or ability, be it humans, objects, and so on in mastering ICT. It can be concluded that the ICT competencies in the textbook “Active English” are the ICT abilities or ICT contents in the textbook that will be discussed in this study.

In the field of education, using ICT (Information and Communication Technology) competencies because education does not only use technology, but they also need how apply it to students, namely communication and information. The level of understanding and ability of teachers’ ICT from a digital perspective and available technologies is varied and broad. Some teachers learn quickly the knowledge and skills of available ICT, while others struggle to understand the most basic ICT such as e-mail, student file management systems, the internet, and office software.<sup>6</sup>

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<sup>3</sup> Jo Shan Fu, “ICT in Education: A Critical Literature Review and Its Implications,” *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, Vol. 9, 2013: 4.

<sup>4</sup> Dimas Agung Trisliantanto, “The Competency Development Model Based on Performance Orientation And Team Work,” *Journal of Management and Entrepreneurship*, Vol. 18, No.2, (September, 2016), 11.

<sup>5</sup> Clifford Moses Amini and Oluwaseun Oluyide, “Analysis of ICT Competencies Among Distance Learning Students in Selected Study Centres of the National Open University of Nigeria,” *Journal of Learning for Development* 7, no. 1 (March 20, 2020): 80, <https://doi.org/10.56059/jl4d.v7i1.376>.

<sup>6</sup> Ai Yieng Wong And Khadijah Daud, “ICT Competencies Among School Teachers: A Review Of Literature,” *Journal Of Education And Learning (Edulearn)* 12, No. 3 (May 1, 2018): 376–81.

A textbook is among the most common forms of learning resources in language lessons. Today's textbooks, particularly those created by worldwide commercial publishers, sometimes resemble magazines: they have a glossy cover, are packed with images and other visuals, and they frequently contain current, popular cultural subjects and genres such as movies, blogs, and travel. Their design appeals to more than just students; many teachers find them valuable for the systematic and sequential introduction of components of language usage, as well as the array of supplemental content most commercial textbooks now offer in the form of audio/visual/online supplements. Because of their fundamental significance in language teaching and learning, textbooks have become an explicit focus of applied linguistic study in recent years.<sup>7</sup> So, the textbook is very important in supporting learning, even for the quality of a student if the teacher really uses the textbook properly, and also the developments of skills from the learning method can also support the textbook.

ICT in the textbook is a science and technology approach that supports teachers in connecting the material taught with technology and its application in learning. The use of ICT in the textbook may be applied by the teacher in the classroom using ICT-based learning resources that are explored by linking Science and Technology to its usage in the educational environment. The goal of ICT in the textbook is to widen students' understanding while also increasing their enthusiasm and achievement.<sup>8</sup> It may be stated that the usage of ICT in the textbook is a new finding that might attract students' interest in studying.

"Active English" textbook is material for teaching and learning activities intended for 10<sup>th</sup> grade of senior high school. According to the title of the textbook, this is material about English which follows the curriculum set by education in Indonesia right now, namely the Merdeka Curriculum. This book was written by Cicik Kurniawati, Deby S.R Nurvitasari, Susiningsih, and published by PT. Intan Pariwara in 2022.

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<sup>7</sup> Csilla Weninger, "Textbook Analysis," in *The Encyclopedia of Applied Linguistics*, ed. Carol A. Chapelle, 1st ed. (Wiley, 2018), 1, <https://doi.org/10.1002/9781405198431.wbeal1489>.

<sup>8</sup> Urai Asmirani, "Pengaruh Lks Berbasis Sains Teknologi Masyarakat Terhadap Kompetensi Siswa Dalam Pembelajaran Ipa Fisika Di Kelas Viii Smpn 1 Kubung Kabupaten Solok," *Pillar Of Physics Education* 1, No. 1 (2013): 86, <https://doi.org/10.24036/495171074>.

ICT competencies in the “Active English” textbook are found in almost all chapters. ICT competencies in this book include creating podcasts, scanning QR codes for online materials, communicating via email, uploading assignments on social media and so forth. “Active English” textbook collaborate between English materials with ICT content according to the knowledge of today’s students who are familiar with technology so that students are interested in learning English.

The writer took the research sample at an Indonesian senior high school. This school is very concerned about student learning, by using models, techniques, and varied learning strategies. One of them is by using ICT in English lessons so that it can support the research process carried out by the writer at the school.

The textbook entitled “Active English” published by Intan Pariwara has been used in one of state senior high school in Indonesia, it was said by EWW as an English teacher in grade 10.<sup>9</sup> EWW also said that she has been using the textbook since the curriculum for 10<sup>th</sup> grade of Indonesian High School changed to Merdeka Curriculum.<sup>10</sup> This data obtained when the writer asked her directly on November 5, 2022. Because of that, the writer wants to know by analyzing what ICT competencies are in this textbook using the theory of ICT CFT (Competency Framework for Teachers) Version 3 by UNESCO (United Nations Educational Scientific and Cultural) Version 3 2018<sup>11</sup> because this theory already explained several variable which accordance with the topic research. Not only analyzing the textbook, the writer also conducted interviews with EWW about whether the ICT competencies in the textbook are represented in learning or not. The hope is that this research can be reference material for book authors to link ICT in their textbooks so that the students are interested in learning it.

Based on previous research, the writer concluded that there is novelty research, namely The Representation of ICT Competencies in English Language Reading Skill Modules for Open University. This research is a replication of Sanjaya and Sumarni<sup>12</sup> used the ISTE NETS 2016 (International Society for Technology in Education

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<sup>9</sup> Interviews with EWW directly on November 5, 2022

<sup>10</sup> Interviews with EWW directly on November 5, 2022

<sup>11</sup> “UNESCO ICT Competency Framework for Teachers; 2018,” n.d., 16.

<sup>12</sup> Jody Furqon Sanjaya and Sri Sumarni, “The Representation of ICT Competencies in English Language Reading Skill Modules for Open University,” *STAIRS: English Language Education Journal* 1, no. 2 (November 13, 2020): 53–65.

National Educational Technology Standards for Teachers). Meanwhile, this research used the ICT CFT 2018 (Information and Communication Technology Competency Framework for Teachers). Then, in the Alrishan's research<sup>13</sup> used the content analysis data collection technique itself. Meanwhile, this research not only used the content analysis data collection technique, but also used interview and observation to explore how the ICT competencies in the "Active English" textbook represented to English learning.

With the alleged problem above, then the writer is interested in conducting research with the title '**The Representation of ICT Competencies in The Textbook "Active English" For the Tenth Grade Senior High School: Published by Intan Pariwara**'.

## **B. Research Focus and Scope**

The main focus of this study is to represent the ICT competencies in the textbook entitled "Active English" for 10<sup>th</sup> grade which is published by Intan Pariwara. In addition, this study also explores the representation of ICT competencies in the reality of English learning in Senior High School. The school is limited to an Indonesian senior high school.

## **C. Research Questions**

Based on the background above, the writer formulates the problem as follows:

1. What are ICT competencies included in the textbook "Active English"?
2. How are ICT competencies in the textbook "Active English" represented by the teacher in English learning?

## **D. Research Objectives**

1. To explore what are ICT competencies have been included in the textbook "Active English".
2. To discover how the teacher represented ICT competencies in English learning.

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<sup>13</sup> Amal Alrishan, "Integrating Information and Communication Technology into EFL Textbook: A Content Analysis Study," *Dirasat: Human and Social Sciences* 49, no. 2 (August 2, 2022): 540–50, <https://doi.org/10.35516/hum.v49i2.1812>.



## E. Research Significances

### 1. Theoretical Significance

This study expected to be used as a reference in ICT studies in the subject of English learning. In addition, this study also expected to improve insight and knowledge for the community and students about the representation of ICT competencies in the English textbook. By conducting this study, the writer also put effort into the evidence for the theory of materials development particularly related to the integration of ICT competencies in English learning materials.

### 2. Practical Significance

#### a. For English Teachers of Senior High School

English teacher hoped to embed and apply ICT content in English textbook so that learning is more colorful and not boring.

#### b. For Writers of English Textbook

This study is expected to be a material consideration for the writer to pay attention to the components of ICT competencies in making English textbooks.

#### c. For Further Researcher

Future researchers can use this study as a reference, especially regarding ICT keywords. Perfecting previous research so that it becomes even better research.

## F. Definition of Key Terms

### 1. Representation

Representation is a detailed description of a subject or object such as a visual, written, audio, something or someone form. The term can also be interpreted as a way to take the true meaning.<sup>14</sup>

### 2. ICT Competencies

ICT competencies has been defined as the confident and critical use of electronic equipment, media for work, entertainment, and communication. These skills are related to logic, and critical thinking, to high-level information management, well developed, communication skills.<sup>15</sup>

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<sup>14</sup> Mary Beltran, "Representation.," 2018, 97.

<sup>15</sup> "Briefing on ICT Competency Standards" 10, accessed November 6, 2022.

## G. Organization of Thesis

In writing a thesis, systematics is needed good and correct writing. As for systematics writing is as follows:

1. The initial part, which consists of title page, ratification of the board of examiners for the *munaqosyah* exam, statement of authenticity of the thesis, abstract, motto, dedications, acknowledgments, and preface.
2. The main part, which consists of several chapters and sub-chapters are an outline description of the entire script. As for the chapters and sub-chapters include:

### **CHAPTER I: INTRODUCTION**

This chapter contains: research background research focus and scope, research question, research objectives, research significances, definition of key terms, and organization of thesis.

### **CHAPTER II: REVIEW OF RELATED LITERATURE**

This chapter contains descriptions of the literature that include: theoretical description, theoretical framework, and review of previous study.

### **CHAPTER III: RESEARCH METHODOLOGY**

This chapter contains: research method, research setting, research participants, instrument and data collection technique, research data validity, data analysis technique, research ethical considerations

### **CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION**

This chapter explains the results of the analysis of ICT competencies contained in the textbook entitled “Active English” for tenth grade of senior high school and how the ICT competencies represented into English learning.

### **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains conclusions and suggestion as well as recommendations for further research, besides that there are bibliography and attachments (observation guidelines, interview guidelines, interview transcripts, documentation results, and educational history list).