CHAPTER II
REVIEW OF RELATED LITERATURE

In this second chapter discusses the description of the theory, the theoretical framework, and reviews previous research.

A. Theoretical Description

This chapter's literature discusses a few hypotheses that support this research. The theories are related to the feasibility of content based on concepts of ICT competencies, with the first explanations described as: understanding the meaning of ICT competencies, the importance of ICT competencies, ICT competencies classification, support material, and some previous studies related to this research.

1. Definition of ICT

According to UNESCO, ICT is defined a wide range of technical resources and technologies are utilized to generate, transmit, store, share, and exchange information. Computers, the Internet (websites, blog, and emails), live broadcasting technologies (radio, television, and webcasting), recorded broadcasting technologies (podcasting, audio, and video players and storage devices), and telephony (fixed or mobile, satellite, visio/videoconferencing, etc.) are some examples of these technological tools and resources.[1]

Corlain M. Zuppo stated that the expansion of wireless communication, particularly in places like sub-Saharan Africa ICTs have been proven to be helpful in emergency or catastrophe circumstances. The development of ICT has been promoted as a set of instruments to help villages access e-government services, work on which started in 2005-2006.[2]

Margaret Lloyd revealed that information and communication technology, sometimes known as ICT. The term "communication" has two different numbers, and this is crucial since the single form, "communication," refers to human contact while the plural, "communications," is typically used to refer to the whole area of data communications infrastructure. When it

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[1] "Information and Communication Technologies (ICT)," June 22, 2020, https://uis.unesco.org/en/glossary-term/information-and-communication-technologies-ict.

[2] Colrain M. Zuppo, "Defining ICT in a Boundaryless World: The Development of a Working Hierarchy," *International Journal of Managing Information Technology* 4, no. 3 (August 31, 2012): 15, https://doi.org/10.5121/ijmit.2012.4302.

comes down to it, the former, or single form, refers to the action or result, whereas the latter, or plural, refers to the technology itself. When the abbreviation ICT is used in the plural form (technologies), it is meant to refer to the particular tools or procedures that collectively make up "Technology". The word ICT should be viewed as a development from the earlier and more strictly defined term IT (information technology), which is still used in business, government, and academia for courses on programming, database design, and expert systems among other topics.[3]

From the information above, it can be concluded that ICT is often used in various contexts, especially in alleviating people's concerns about the scarcity of ancient technology. Long-distance communication was difficult for individuals in the past. ICTs can benefit society, especially in terms of enabling communication.

2. **ICT in Islamic Perspective**

Explanations related to technological growth in Islam are also described in one of Allah's inferred sentences in the QS. Ar-Rahman Verse 33, namely:

يٰمَعْشَرَ الْجِنِّ وَالْاِنْسِ اِنِ اسْتَطَعْتُمْ اَنْ تَنْفُذُوْا مِنْ اَقْطَارِ السَّمٰوٰتِ وَالْاَرْضِ فَانْفُذُوْاۗ لَا تَنْفُذُوْنَ اِلَّا بِسُلْطٰنٍۚ ٣٣-

Meaning: "O assembly of jinn and mankind, if you can enter (through) the corners of the heavens and the earth, then pass over; you cannot penetrate except by force," the Qur'an says (QS. Ar Rahman: 33)

Several other interpretations have been assigned to the term "sulthan" by academics. Some of these meanings include "strong, power", "knowledge," "ability" and others. Hence, what is meant by from him is breadth and profundity of understanding. (Tafsir Ar Razi/306). (Qur'an al-Karim HR Ahmad)

Abdul Al-Razzaq Naufal in his book entitled Al-Muslimun wa al-llim alHadis, interprets the word "sulthan" with science and ability or technology. Then he explains that this verse

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[3] Margaret Lloyd, "Towards a Definition of the Integration of ICT in the Classroom," n.d., 3.

9

signals to humans that it is not impossible for them to penetrate space, if their science and abilities or technology are adequate[4]

Based on the explanation of the verse above, as humans can learn the existence of science and technology in order to know and adjust the need for technology, utilize technology optimally, create innovations by relying on technology, and utilize ICT wisely.

3. **Definition of Competencies**

Competencies are the capacity to use knowledge, skills, talents, attitudes, and personal traits to successfully do key job tasks, specialized activities, or operate in certain role or position. Competencies are essentially basic traits of persons that show methods of acting or thinking that generalize across a wide range of contexts and persist for lengthy periods of time.[5]

Table 2. 1 According to some authors, competencies are defined[6]

Authors	Year	Meaning & Definition
McClelland	1973	Competencies as important performance components in relation to "clusters of life outcomes". They might be defined broadly as any psychological or behavioral attributes associated to a person's success in life.
Boyatzis	2008	Competencies are fundamental attributes that are casually connected to an individual's work performance. They can be trained as adults
Spencer	1993	Competencies are defined as any particular attribute that can be tested or quantified consistently and that can be proven to discriminate significantly between superior

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[4] Muya Syaroh Iwanda Lubis, "Teknologi Informasi Dan Komunikasi Dalam Perspektif Islam," *Jurnal Prosidinjurnal Publik Reform Undhar Medan*, 8, 2021, 85.

[5] Vikram Singh Chouhan and Sandeep Srivastava, "Understanding Competencies and Competency Modeling ― A Literature Survey," *IOSR Journal of Business and Management* 16 (January 1, 2014): 16, https://doi.org/10.9790/487X-16111422.

[6] Shaw-Chiang Wong, "Competency Definitions, Development and Assessment: A Brief Review," *International Journal of Academic Research in Progressive Education and Development* 9, no. 3 (September 24, 2020): 99, https://doi.org/10.6007/IJARPED/v9-i3/8223.

		and average workers, or between effective and ineffective performers.
Page & Wilson	1994	Competencies are the skills, talents, and personal attributes required of a successful or superior manager. This concept, on the other stresses both explicit (knowledge and abilities) and implicit (personal traits) detectable and testing competencies.
Parry	1996	Competencies are collection of interconnected knowledge, abilities, and attitudes that are associated with work performance, can be tested against well-established standards, and maybe reinforced via training and development.
Chung & Lo	2007	Competencies are the skills, knowledge, and abilities that persons should have while accomplishing assigned tasks or meeting goals.
Draganidis & Mentzas	2006	Competencies are the direct and indirect abilities and behaviors that enable someone to efficiently accomplish specified tasks or assigned positions.
Athey & Orth	1999	Competencies are group of observable performance aspects that are connected to high performance and give a company a sustainable competitive advantage. They include individual knowledge, skills, attitudes, and behaviors as well as group team, process, and organizational capabilities.

From the description of the definition of competency according to the experts above, the writer can conclude that competency is an ability possessed by a person or object or can also be called certain content that is owned by an object so that the object has its own value.

4. **Definition of ICT Competencies**

ICT competencies are vital for students in every job sector, particularly engineering students, whose subject matter is challenging to learn. Including ICT competencies in curricula would benefit both cognitive and noncognitive development such as increased higher order thinking capacities, self-efficacy, learning processes, academic performance, and facilitating the

11

development of students work skills. In contrast, discovered a strong negative relationship between perceived ICT capabilities and student success in China. As a result, past research on the association between ICT capabilities and academic success is lacking.[7]

ICT competencies are multifaceted comprising knowledge, abilities, and personal qualities that allow one to be effective at the individual, organizational, and professional levels. It is used to prepare students for career success. Using technology-based learning and developing technological capacity promotes competency in a particular sector and lifetime learning abilities.[8] ICT skills are competencies connected to the ability to manage and process information using information and communication technologies.[9]

Competency in information and communication technology (ICT) has been identified as a weakness in basic education teacher preparation. ICT has a significant role in improving educational quality and assisting instructors and students in performing more successfully. To make the greatest use of ICT, instructors must be prepared with proper ICT competencies. Both teachers' ICT competencies and their perceptions of the importance of ICT in their teaching/learning processes are important in the process of integrating ICT into education. The analysis, planning, development, implementation, assessment, and administration of ICT in education need a wide range of skills and expertise.[10]

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[7] Buratin Khampirat, "Relationships between ICT Competencies Related to Work, Self-Esteem, and Self-Regulated Learning with Engineering Competencies," *PLOS ONE* 16, no. 12 (December 2, 2021): 2, https://doi.org/10.1371/journal.pone.0260659.

[8] Buratin Khampirat, "Relationships between ICT Competencies Related to Work, Self-Esteem, and Self-Regulated Learning with Engineering Competencies," *PLoS ONE* 16, no. 12 (December 2, 2021): 3, https://doi.org/10.1371/journal.pone.0260659.

[9] Liza Ceciel van Jaarsveldt and Jacobus S. Wessels, "Information Technology Competence in Undergraduate Public Administration Curricula at South African Universities," *International Review of Administrative Sciences* 81, no. 2 (June 2015): 2, https://doi.org/10.1177/0020852314546584.

[10] Chaiya Akarawang, Pachoen Kidrakran, and Prasart Nuangchalerm, "Enhancing ICT Competency for Teachers in the Thailand Basic Education System," *International Education Studies* 8, no. 6 (May 27, 2015): 1, https://doi.org/10.5539/ies.v8n6p1.

Based on the definition by the experts above, the writer could know that ICT competencies have adequate understanding of technology and the teaching sector to create relevant technology-based resources for use in teaching-learning processed. ICT competencies are intended to aid in the development of a teacher's pedagogical and professional skills.

5. **The Importance of ICT Competencies in Education**

ICT may be used in a variety of ways to assist both instructors and students in learning about their respective topic areas. Technology-based teaching and learning provide a variety of fascinating ways to make the learning process more gratifying and meaningful, such as educational and academic movies, stimulation, database storage, mind-mapping, guided discovery, brainstorming, music, and the World Wide Web (WWW). Students, on the other hand will gain from ICT integration since they will not be constrained by a limited curriculum and resources. Hands-on exercises in a technology-based course, on the other hand are intended to promote student comprehension of the subject. It also enables teachers to create lesson plan in a practical, innovative, and interesting manner, resulting in students' active learning.[11]

When it comes to getting work in modern culture, understanding and usage ICT (Information and Communication Technologies) has nearly become a must. Because of this, future workers, schools, and universities have begun to relativize their use to the point where future workers enroll in ICT courses to increase their employability, schools, and universities, in addition to providing specific training in ICT tools, require their use in the majority of the subjects of the programs they offer (tools that students must be subsequently use in the labor market). As a result, in this research of digital literacy, the emphasis is on universities and their programs for developing standards of competence and technology.[12]

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[11] Mark Van M. Buladaco, "THE EFFECT OF ICT COMPETENCIES TOWARDS TEACHING STRATEGY OF SENIOR HIGH SCHOOL TEACHERS," preprint (SocArXiv, March 9, 2020), 2, https://doi.org/10.31235/osf.io/wkte6.

[12] Alfonso Infante-Moro, Juan-Carlos Infante-Moro, and Julia Gallardo-Pérez, "The Importance of ICTs for Students as a Competence for Their Future Professional Performance: The Case of the Faculty of Business Studies and Tourism of the University of Huelva," *Journal of New Approaches in*

13

In today's world, the influence of ICT in education is immeasurable. This is done to improve and raise the quality of education and instruction for students. As a result, the use of ICT for successful teaching of all school subjects, particularly English language, is critical owing to its pride of place and the role it plays in society and the globe at large.[13] Obviously, the use of ICT in education is not a new rally for the preservation and enhancement of life. There is a lot of evidence that using ICT in education has pedagogical, social, and economic benefits. Although ICT can help to transform pedagogy and improve teaching-learning, having computers in the classroom does not increase results. It should, however, be well-planned. Any institution's principal policy should be an education policy for ICT in education.[14]

According to the definition above, the writer can conclude that the use of ICT in education increases student engagement and knowledge retention. Students become more involved in their work when ICT is introduced into lessons. This is due to the fact that technology allows for numerous approaches to make teaching the same subjects more entertaining and pleasant.

6. **The Classification of ICT Competencies**

ICT competencies framework in education according to UNESCO is divided into 4[15]:

1) Open Educational Resources (OER)

Any educational resource that is freely available for use by teachers and students without the requirement of paying royalties or license fees is referred to as an open educational resource (OER). This includes curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been created for use in teaching and learning.

2) Social networks

Social networking sites and apps allow users to interact with others online who have a shared interest or hobby. People

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Educational Research 8, no. 2 (July 15, 2019): 201, https://doi.org/10.7821/naer.2019.7.434.

[13] Obiageli Ifeoma Ikwuka et al., "ICT Competencies Needed by Teachers for Effective Teaching of English Language in Secondary Schools," 2021, 249.

[14] Ariunaa Khashkhuu, "ICT Competency Level of Teacher in the MUST," 2017, 2.

[15] "UNESCO ICT Competency Framework for Teachers; 2018," 16.

who use social networks frequently post personal information about themselves on their accounts. Examples of social networking software (apps) that can offer networking possibilities for teachers and students in the classroom, at school, and across the world include Facebook, Twitter, Instagram, etc.

3) Mobile technologies

Students are increasingly adopting smartphones and tablets, which are considered mobile devices, to access information for online learning. Innovative uses of these tools can promote educational fairness, boost classroom effectiveness and productivity, and support individualized learning. By facilitating learning, anytime, anyplace, and linking formal and informal learning, mobile technologies give instructors and students a more flexible approach to the learning process. In order to mobile devices to be a seamless part of the range of technology that instructors and students will utilize, integration techniques and processes are required.

4) The internet of things

The network of computing devices embedded in ordinary items-offer than simply computers and smartphones that allow them to transmit and receive data over the internet is known as the "Internet of Things." Numerous aspects of daily life are being disrupted and transformed by the Internet of Things. It is altering how instructors and students are taught in the field of education.

From the classification above, the writer will use those classification reference from ICT-CFT Version 3 in further research, namely the application of the ICT-CFT theory to Active English textbook and also its implementation in learning English

7. Definition of Textbook

Textbooks are crucial learning both generally and particularly, for instance in language study. The primary learning tools that offer English study materials to students and teachers. At the moment, English learning resources may be acquired on the internet and utilized in the classroom for English instruction, textbooks are still regarded as vital in the field of English learning.[16]

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[16] Mutiara Ayu, "Evaluation Cultural Content on English Textbook Used by EFL Students in Indonesia," *Journal of English Teaching* 6, no. 3 (October 9, 2020): 183, https://doi.org/10.33541/jet.v6i3.1925.

A through grasp of textbooks and how they are written with the curriculum in mind. Choosing a decent textbook in today's society might be difficult because there are so many options available. A skilled teacher must be able to select a quality textbook. An excellent textbook is one that fits the curriculum and the reading level of the pupils.[17] The textbook is engaging and well-presented. There are several subjects and activities for motivating pupils. The textbook assists students in seeing how far they have come and encourages them to reflect on their achievements.[18]

A textbook is a book that includes knowledge drawn from the curriculum's core skills. It comprises of the content that instructors must teach in one year depending on the syllabus. Using a textbook, teachers know what to teach and what to do in class. Some textbooks typically include supplemental materials such as listening CDs, films, and exercise. They can help teachers improve the quality of their students' learning. As a result, textbooks play a role part in the teaching and learning process.[19]

From the definition above, textbooks are teacher companion material for the smooth teaching and learning activities carried out in schools, for this reason, textbooks play an important role in the quality aspects of students because students only rely on these textbooks to learn when they are not in school.

8. **The Function of Textbook**

The employment of English textbooks is well regarded by both instructors and students, it serves as a guide for the teachers, but it also provides the required information through a variety of explanations and exercises. It affects the attitudes and performance of the students toward the course materials. It is a fact that students would participate actively in class when they enjoy their textbook. It offers practical advice for organizing and

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[17] Imam Santosa et al., "Cultural Representation In English Textbook For Junior Highschool" 1 (January 1, 2015): 27.

[18] Agustina Wulandari, A. Dahlan Rais, and Ngadiso Ngadiso, "A CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK," *English Education* 4, no. 2 (January 27, 2016): 178, https://doi.org/10.20961/edj.v4i2.40037.

[19] Nashriyah Nashriyah and Dini Khairul, "ENGLISH SENIOR HIGH SCHOOL TEXTBOOK ANALYSIS: ADDRESSING GENDER BIAS ISSUES," *Gender Equality: International Journal of Child and Gender Studies* 4, no. 2 (September 12, 2018): 2, https://doi.org/10.22373/equality.v4i2.4531.

supervising tasks or activities for students engaged in classroom practice.[20]

In other cases, they serve as the foundation for most of the language input and practice that student gets in the classroom. They may serve as the foundation for lesson content, skill balance, and the types of language exercise that students engage in. In other situations, the textbook may primarily function to support the teacher's lesson. Aside from instructor input, the textbook may be the primary source of contact that learner has with the language. Textbook may also function as a sort of teacher training for new instructors, since they give suggestions on how to design and teach classes, as well as forms that teachers can utilize.[21]

A textbook is often thought of as a compilation of information on a certain topic in an acceptable linguistic and didactic manner. Although textbooks for classroom usage only cover a tiny portion of scientific discoveries, instructional materials must be accurate in their content. In this regard, the textbook falls in between factual literature and scientific works. It is used to design, initiate, support, and evaluate information and communication processes. Textbooks shape numerous single units and are frequently held accountable for the quality of the teaching. However, textbooks must be cognizant of educational and political issues, as well as serve an instructional and identity-creating function within society. As a result, the textbook is one of the most essential literary genres.[22]

Based on the definition above, the writer can conlude that the function of textbook is to make it easier for students and teachers in learning because it will be structured and directed and the material taught is also in accordance with the government syllabus.

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[20] Mutiara Ayu and Rita Indrawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook," *TEKNOSASTIK* 16, no. 1 (April 6, 2019): 21, https://doi.org/10.33365/ts.v16i1.87.

[21] Jack C Richards, "The Role of Textbooks in a Language Program," *University of Engineering and Technology Lahore*, (2017), 1.

[22] Sylvia Rottensteiner, "Structure, Function and Readability of New Textbooks in Relation to Comprehension," *Procedia - Social and Behavioral Sciences* 2 (December 31, 2010): 3893, https://doi.org/10.1016/j.sbspro.2010.03.611.

9. ICT in The Textbook

The teaching materials created are in the form of Science and Technology-based learning modules or textbook that may combine coursework with scientific and technological breakthroughs. The Science and Technology learning model is a methodology that develops cognitive, affective, and psychomotor abilities as a whole by connecting technology so that it can be applied in everyday learning.[23]

The utilization of ICT in textbook is effective if the technologies are used within the framework of a specific teaching model established with the tasks to be addressed, the peculiarities of the trainees, their needs, and the learning environment in mind. Only with a competent selection of computer technologies that correspond to this model will the education system be truly innovative, expanding educational opportunities, allowing individualization and differentiation of learning, increasing student motivation, and creating conditions for self-education and self-improvement throughout life (life-long learning).[24]

ICTs, as well as newer digital technologies like computers and the internet, have been hailed as potentially strong enablers of educational transformation and reform. ICTs assist to increase educational access, promote educational relevance in an increasingly digital workplace, and improve educational quality by among other things, transforming teaching and learning into an engaging, active process that is tied to real life. Students can get more information and ease of application by using ICT as a learning material. Learning that is not boring and solely based on textbook ideas will be more fascinating and meaningful.[25]
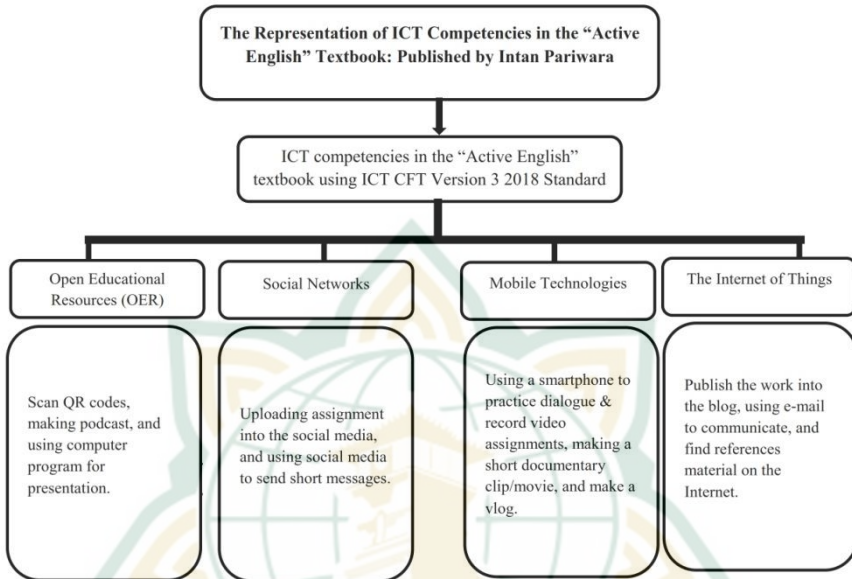
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[23] "PENGEMBANGAN BAHAN AJAR TEMATIK BERBASIS SAINS TEKNOLOGI MASYARAKAT (STM) UNTUK MENINGKATKAN KOMPETENSI SISWA DI SDN 1 ALUE DUA | Jurnal Tunas Bangsa," March 8, 2021, 56, https://ejournal.bbg.ac.id/tunasbangsa/article/view/1238.

[24] "ICT In Learning A Foreign Language: From A Traditional Textbook To A Virtual Learning Environment | Herald Pedagogiki. Nauka I Praktyka," April 22, 2021, 297, Https://Ejournals.Id/Index.Php/Hp/Article/View/116.

[25] Putriaji Hendikawati and Florentina Yuni Arini, "The Development of Statistics Textbook Supported with ICT and Portfolio-Based Assessment," *Journal of Physics: Conference Series* 693 (February 2016): 4, https://doi.org/10.1088/1742-6596/693/1/012020.

B. Theoretical Framework

Figure 2. 1 Theoretical Framework


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│ The Representation of ICT Competencies in the     │
│ "Active English" Textbook: Published by Intan     │
│ Pariwara                                          │
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┌─────────────────────────────────────────────────┐
│ ICT competencies in the "Active English"          │
│ textbook using ICT CFT Version 3 2018 Standard    │
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Open Educational Resources (OER)	Social Networks	Mobile Technologies	The Internet of Things
Scan QR codes, making podcast, and using computer program for presentation.	Uploading assignment into the social media, and using social media to send short messages.	Using a smartphone to practice dialogue & record video assignments, making a short documentary clip/movie, and make a vlog.	Publish the work into the blog, using e-mail to communicate, and find references material on the Internet.

C. Review of Previous Study

1. The research in 2020 by Jody Furqon Sanjaya and Sri Sumarni with the title "The Representation of ICT Competencies in Reading Language Skill Module for Open University"[42].

   Jody and Sumarni analyzed ICT competencies in the reading skill module taken from 4 reading courses (Reading I, II, III, and IV) in Open University English Education Department. They analyzed these competencies using the ISTE NETS (International Society for Technology in Education) (National Educational Technology Standards) 2016. According to the findings of the Jody and Sumarni's research, ICT competencies were most commonly reflected in the form of Hypermedia, followed by Hyperlink, Multimedia, and Communication Media. Furthermore, the Multimedia format was only detected in the Reading II module, which is directly connected to comprehending graphs, tables, and diagrams. Moreover, the Reading I module had the most ICT competencies represented, while the reading IV module had the fewest. Besides, the examination of the ISTE NETS for Students 2016 standards table

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[42] Sanjaya and Sumarni, "The Representation of ICT Competencies in English Language Reading Skill Modules for Open University."

revealed that Knowledge Constructor is the most prevalent standard (74%), which is designed to introduce students to be critically resourceful utilizing ICT to create knowledge, followed by Computational Thinker (16%) , and Creative Communicator (10%). The significance of the Jody and Sumarni's research and the writer's research have commonalities in analyzing textbook in terms of the ICT competencies utilizing descriptive qualitative approaches. The difference is the research written by Jody and Sumarni used the ISTE NETS 2016 table standard for analyzing the module, while the writer research using the ICT CFT (Information and Communication Technology) (Competency Framework Teacher) Version 3 standard for analyzing the textbook.

2. The research in 2022 by Amal Alrishan with the title "Integrating Information and Communication Technology into EFL Textbook: A Content Analysis Study"[43].

Amal analyzed Information and Communication Technology in a book entitled "Action Pack". "Action Pack" is an English course for students of English as a foreign language. Each level of the Action Pack comes with a student book, an activity book, two cassettes, a CD with listening materials, and a teacher's book. The Action Pack for teaching English are based on broad criteria as well as general and specialized learning outcomes. Amal examined the ICT tools utilized in the textbook, calculating the number of activities that incorporated information and communication technology as well as the percentages in relation to the other activities in the students' textbook. The research's findings highlighted the incorporation of technology gadgets into EFL textbook (Action Pack), indicating congruence with the course's English language outcomes. Amal found that Action Pack students' book fits the demands for integrating technology into EFL curriculum and corresponds to the general outcomes that assure students' usage of information and communication technology. Then, she presented conclusions and implications for the proper application of ICT in school textbook. The relevance of the Amal's research and the writer's research have similarities in analyzing EFL textbook in phrase of ICT content. Meanwhile, the gap research is the research written by Amal Alrishan used the frequency and percentage of activities include ICT tools in

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[43] Alrishan, "Integrating Information and Communication Technology into EFL Textbook."

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the textbook Action Pack, however the writer analyzes ICT content using ICT CFT standard in the textbook Active English.

3. The research in 2010 by Lin Chun Hung and Liu Eric Zhi Feng with the title "Analysis of Elementary School ICT Textbooks in Taiwan and The Importance of Content About Computer Virus"[44].

    Lin and Liu analyzed of ICT textbooks for elementary school students in terms of computer virus content. A total of twenty-three ICT textbook were examined. Following the coverage of various computer virus concerns in ICT textbooks, the results revealed that of the six aspects, the avoidance of computer viruses received the greatest attention, with over half of the ICT textbooks including this type of information. This phenomenon mirrored society's desire to eliminate the disruption caused by computer viruses, and knowing how to prevent the computer systems from being infected by computer viruses was the most straightforward method to address the issue. Moreover, the results revealed that the majority of the instructors thought it was vital to incorporate computer virus concerns into ICT textbooks, indicating that ICT teachers recognized the need of including computer virus content into ICT textbook. As a result, more information regarding computer viruses should be incorporated in ICT textbooks in the future, and teacher should teach students more about computer viruses. The significance of Lin and Liu's research with the writer's research have commonalities in analyzing textbook about ICT using qualitative method. The difference Lin and Liu's research with the writer's research is they used elementary school textbook in Taiwan, meanwhile the writer used senior high school textbook in Indonesia. Lin and Liu analyzed computer viruses in ICT textbook, however the writer analyzed ICT competencies in English textbook.

4. The research in 2011 by Murat Hismanoglu with the title "Integration of Information and Communication Technology into Current ELT Coursebooks: A Critical Analysis"[45].

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[44] Lin Hung and Liu Feng, "Analysis of Elementary School ICT Textbooks in Taiwan and the Importance of Content about Computer Virus," *Procedia - Social and Behavioral Sciences* 2 (December 31, 2010): 762–66, https://doi.org/10.1016/j.sbspro.2010.03.098.

[45] Murat Hismanoğlu, "The Integration of Information and Communication Technology into Current ELT Coursebooks: A Critical Analysis," *Procedia - Social and Behavioral Sciences*, 3rd World Conference on Educational Sciences

Murat analyzed information and communication technology in five ELT coursebooks: Face 2 Face, English for Life, Pathfinder, New English File, and Total English. The research is divided into two parts, the first shows the ICT integration into current ELT coursebooks, and the second discusses the basic consequences of ICT inclusion or ignorance in these coursebooks. The result was discovered that various ICT tools were embedded into these textbooks. However, the majority of them were completely neglected. ICTs enable learners to have more personalized learning experiences, which adds to both autonomous and lifelong learning. Yet, the spectrum of ICT tools continues to be restricted to CD-ROM, the Internet, DVD, and some types of audio materials. The other ICT tools are additional elements for currently available coursebooks and are totally 'stand-alone' courses with no link to the textbook's content. As a result, these overlooked ICT resources are never incorporated in the class, just to maintain the intended course or coursebook. It is certain that the introduction and expanded usage of ICT in English language teaching and learning will coincide with the popularity of readily controlled and user-friendly gadgets. The resemblance of Murat's research and the writer's research have equalities in integrating information and communication technology into ELT textbook, it applied descriptive qualitative approaches.

- 2011, 15 (January 1, 2011): 37–45, https://doi.org/10.1016/j.sbspro.2011.03.048.