

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

The rapid growth in Information Communication and Technology (ICT) have brought remarkable changes in the 21<sup>st</sup> century, as well as affected the demands of modern societies. Globalization and innovations in technology have led to an increased use of ICT in all sectors, and education is no exception. The using of ICT in education are widespread and continually growing worldwide. ICT is becoming increasingly important in our daily lives and in our educational system. Therefore, there is a growing demand on educational institutions to use ICT to teach the skills and knowledge students need for the 21<sup>st</sup> century. Realizing the effect of ICT on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities, in order to bridge the existing technology gap in teaching and learning (Pierson, 2001).

ICT is also influence English language teaching and learning process in Senior High School. According to Papaioannon and Charalambous (2011), ICT can motivate students, stimulate their interest, increase their self-confidence and self-esteem, increase their creativity and increase their attainments among other benefits. It means that the growth of ICT makes students easier to learn English by using ICT's tools such as computer, camera, educational portals, audio and video conferencing, mobile phone, LCD projectors, and also internet. Teachers

are also inevitably presented with the demand to integrate ICT to empower the students in this digital era.

On the other hand, the implementation of ICT in Senior High School still have problem. Based on the observation with one of the English teacher in SMA Negeri 14 Pekanbaru, SMA Negeri 5 Pekanbaru, SMA Negeri 4 Pekanbaru, and SMA YLPI Pekanbaru. The researcher found some problems. First, teacher demographic factor such as age, gender, level of education and years of experience that influence the integration of ICT in teaching and learning process. In that school, most of the implementation of ICT in teaching and learning of English have done by English teachers. But, there are some older English teachers consider that it does not matter if they use the previous teaching way in teaching and learning process because there are anxiety and fear of failure while using ICT in a class of learners who already know more about the operation of these ICT tools. However, it does not mean that older English teacher did not know how to use ICT.

Second, the facilitation of ICT in Senior High School is not provided well, the quantity of facilitation of ICT at the school such as computer are not comparable with the quantity of teachers and students. The computers are available only in some of laboratory. The others facilities of ICT at the school such as LCD projectors, audio conferencing, and video conferencing are not available in every classroom. Only several classrooms have those facilities. In additionally, the internet at the school still has problem. Even though the internet at the school is available, but the current internet connectivity depends on the flow

of electricity because if there is a power outage at the school, internet connection will unstable or even stop. It means that it will be disturb the use of ICT in teaching activities. According to Ajayi (2008), the effective utilization in teaching and learning depends on the availability of these facilities and teachers' competence in using them. The observation has shown that incomplete facilities of ICT at school also bring out barrier for the teachers' ability to use it in teaching and learning. It means that the using of ICT in the school is not effective yet.

Next problem is the proper training of using ICT. The teachers are rarely get the training how to use and implementing ICT. Only several English teachers using ICT in teaching and learning process because not all the English teachers are capable to operate the facilitation and technology. Furthermore, it is also influence the teachers' attitude in using ICT because the lack of knowledge and technological skills to use ICT makes teachers difficult and not confident to implement ICT in their teaching activities.

Moreover, the teachers are also rarely to use ICT in teaching and learning process because of teachers' workload that makes there will be no free time to prepare the content and materials of lesson by utilize the ICT.

For achieve implementation of the information and communication technology (ICT) in education, especially in Senior High School, the researcher will therefore seek to establish a research proposal entitled: THE FACTORS INFLUENCING INTEGRATION OF ICT IN ENGLISH SENIOR HIGH SCHOOL IN PEKANBARU.

## 1.2 Identification of the Problem

Based on the explanation in the background above, it showed that the implementation of ICT in senior high school still have problems that divided by some factors that influence the integration of ICT. The factors are teachers' demographic, proper training, facilities of ICT, teachers' attitude, and teachers' workload. First problem is teachers' demographic factor such as age, gender, level of education, and years of experience. Young teachers use ICTs more compared than the older teachers who are afraid to use new technology because they feel intimidated. However, it does not mean that older English teacher did not know how to use ICT. Second, the facilitation of ICT in Senior High School is not provided well, the quantity of facilitation of ICT at the school such as computer are not comparable with the quantity of teachers and students. The computers only available in laboratory and the others ICTs tool such as LCD projectors, audio conferencing, and video conferencing are limited. Only several classrooms have those facilities. So because of incomplete facilities of ICT at school, it brings out barrier for the teachers' ability to use ICT in teaching and learning. Next, the proper training to use ICT. Only several English teachers using ICT in teaching and learning process, not all the English teachers are capable to operate the facilitation and technology because the teachers rarely get the training how to implementing ICT in teaching activities. Furthermore, it is also influence the teachers' attitude in using ICT because the lack of knowledge and technological skills to use ICT makes teachers difficult and not confident to implement ICT in their teaching activities. Moreover, the teachers are also rarely to use ICT in



teaching and learning process because of teachers' workload that makes there will be no free time to prepare the content and materials of lesson by utilize the ICT.

### **1.3 Focus of the Problem**

Based on the problem identified, the researcher focuses the problem on the factors influencing integration of ICT in English Senior High School in Pekanbaru. The researcher will be focused on teachers' problems.

### **1.4 Research Question**

The problem of this research can be formulated as follows:

1.4.1 What are the factors that influencing the English teachers in integration the Information and Communication Technology in Senior High School in Pekanbaru?

### **1.5 Objective of the Research**

1.5.1 To find out the factors that influencing the teachers in integration the Information and Communication Technology in English Senior High School in Pekanbaru.

### **1.6 Significance of the Research**

By conducting this research, there are some significances could be expected in contribution to students, teachers, and further research.

1.6.1 To teachers

The teachers will know the factors influencing integration of ICT and also improve their ability of using ICT in their teaching activity and learning process.

#### 1.6.2 To School

The researcher hopes this research can makes the school provided the training of ICT and the facilities of ICT to improve the implementation of ICT.

#### 1.6.3 To the further research

The researcher hopes this research can help them to make the new next research.

### 1.7 Definition of Key Terms

#### 1.7.1 Integration

Refers to gaining prominence and the most important component bridging the gap of basic competence of students of Information and Communication Technology in teaching and learning process (Newby et al. 2006).

#### 1.7.2 Information and communication technology

Refers to a study, planning, development, implementation, supporting or system management that based on computer, especially software and hardware computer application (Sutarman, 2009: 13).