

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Nowadays, the development of Information Communication and Technology is growing rapidly. In general, Information Communication and Technology is a technology to manage data, such as processing, gathering, arranging, storing and manipulating data with various ways and procedures to produce the quality information that has high value. The development of Information Communication and Technology always improve along the human's need. For instance, the use of Information Communication and Technology has made the people can access and get information easily everywhere and every time.

Information Communication and Technology has wider impact to all of aspects in life such economics, politics, culture and even education. Education in the world over has been recognized as an important mean for promoting economics and social development both at individual and national levels. Following that, in other country, education has an important role to assure the survival of the country and nation because education is a mode to improve and develop the quality of human's resource.

In Indonesia, Information Communication and Technology has a significant contribution to all aspects in Indonesia, included education. “Information Communication and Technology has a wider impact and has a significant role to improve the quality in Indonesia, especially in education,” said Syamsul Mu'arif, Ministry of Communication and Information in Indonesia.

Therefore, he launched a concept “ICT month” or “Bulan Telematika” in August 2003.

The implementation of Information Communication and Technology in Indonesia’s education called as *distance learning*. Distance learning is a part of distance education that listed in Constitution of Republic of Indonesia Number 20 Year 2003 about National Educational System. In Indonesia, Information Communication and Technology was introduced in University level which was started in 1970 to 1972, University of Indonesia is the first university that used it.

The development of Information Communication and Technology has given the effect to educational system, especially learning process. According to Rosenberg (2004) stated:

With the development of information and communication and technology, there are five transformation in the learning process, those are : (1) from training to showing, (2) from class to anywhere and anytime, (3) from paper to online, (4) from physical facilities to network facilities, (5) from the time cycle to real time.

The statement shows that by the use of Information Communication and Technology in educational system as the learning media such as computer, internet, and email make the process of teaching and learning more effective than using the conventional media such as whiteboard and paper. Interaction between teachers or lecturers and students are not only face-to-face but also utilize those media. Hence, teachers or lecturers are able to give the knowledge without face-to-face interaction. Likewise, students can get the information from the wider

source through *cyber space* by using computer or internet everywhere and every time.

Related to teaching and learning process and research that happened in campus environment, Sutopo (2012) stated:

There are five roles of ICT in university, those are : (1) ICT for support learning process, (2) ICT for empowering lecturer and student, (3) ICT for manage intellectual asset, (4) ICT for support research process, and (5) ICT for develop various education product.

It can be concluded that the role of Information Communication and Technology in campus gives the good impact to lecturers and students. By using Information Communication and Technology, the lecturers can illustrate and stimulate the material, so it helps the students to understand the material, makes the lecturers and student update about latest information, can be the media to collect all of intellectual assets such as journal, e-book, and etc, support the research effectively and efficiency, and there will be the new invention in University that can support by Information Communication and Technology.

The role of Information Communication and Technology makes a growing demand on educational institutions to use Information Communication and Technology. Then, ICT also can help students to develop their skill and knowledge. Realizing the effect of Information Communication and Technology at the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities so that the existing gap between teaching and learning can be bridged (Pierson,2001).

Papaioannon and Charalambous (2011) stress that Information Communication and Technology can motivate students, stimulate their interest, increase their self-confidence and self-esteem, increase their creativity and increase their attainments among other benefits. While, Sutopo (2012) stated for lecturers, Information Communication and Technology can make them easy in teaching and learning process and give additional material that support the student's learning process.

The effective and efficient implementation of ICT depends on the teachers or lecturers in the classroom. Teachers and lecturers are the main key in the classroom because they are not only teaching but also facilitating the learning. Danim (2002) state there are two main roles of teachers or lecturers, those are establishing order and facilitating learning. It means that the teachers or lecturers scope all of aspect in teaching and learning process.

According to Regulation of National Education Minister Number 16 Year 2007 about Standard of the Academic Qualification and Teacher Competence, there are four competences that should be mastered by the teachers or lecturers such as pedagogical competence, professional competence, individual competence and social competence. In the pedagogical competence, the teachers or lecturers should be able to use the technology in their teaching process. Therefore, the teachers or lecturers are required to use and utilize the technology as the media in the teaching process.

Based on the research observation in English Department of FKIP UIR, the researcher had interviewed the students and the lecturer. A third semester

student stated that the senior lecturers did not apply the usage of Information Communication and Technology such as computers or laptop and projector in teaching learning process. They just asked the students to use them in their presentation. Based on the Ruthven (2004) found that the teacher or lecturer demographics such as age, gender and academic qualification influenced integration of Information Communication and Technology. The junior lecturers use ICT more compared to the senior lecturer because they feel intimidated by the new technologies. She also said that the facilities of ICT in campus such as projector is not provided well, for example like the projector cable. The projector cables are limited and not all of the projector could work-well so they should check one by one before use it and the network also could not work-well when many students use the connection.

One of lecturers of English Department said that the integration of Information Communication and Technology in teaching learning process still has the barrier. The availability of ICT facilities in campus such as projector cable and network are still less and could not work-well. The training of ICT for the lecturers still less, even though the training is so important to help the lecturers to use the ICT effectively in teaching and learning process. Based on the Farrel (2007) stated that proper training for lecturers on how to implement Information Communication and Technology offers crucial advice on selection, integration and evaluation of computer tools to support teaching and learning. She also said that the google classroom had been used but not all of lecturers can use it, there are some reasons. First, age of the lecturer, the senior lecturers seldom use the

google classroom because they are more likely to use the conventional learning. Second, the ability on using the google classroom in teaching and learning process. Not all of the lecturers are able to use the google classroom. Third, lecturers' workload that makes the lecturers do not have a free time to prepare the Information Communication and Technology related content.

As the theories and the researcher's observation about the factors influencing integration of Information Communication and Technology in teaching English in University, therefore the researcher seek to establish a research proposal entitled: FACTORS INFLUENCING OF INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) INTEGRATION IN ENGLISH LANGUAGE EDUCATION AT FKIP UIR.

1.2 Identification of the Problem

Based on the background above, it is clear that there are some factors that influence the integration of Information Communication and Technology. There are some factors that have been found based on the observation. They are lecturers' demographics, proper training, facilities of ICT, lecturers' workload and lecturers' attitude. First, the lecturers' demographics such as age, gender and academic qualification. The junior lecturers commonly use Information Communication and Technology more than senior lecturers because the senior lecturers felt afraid to using the new technologies. Second, the proper training can make the lecturer has a skill to using computer and the other Information Communication and Technology devices.. Third, the facilities of Information Communication and Technology. The integration of ICT in the teaching depends

mainly on the availability of ICT resources such as hardware, software, etc. Fourth, the lecturers' workload. Based on *Tri Dharma Perguruan Tinggi*, there are three main duties for the lecturer, those are : (1) education and teaching, (2) research and development and (3) community service. With all of the duties that lecturers have, so they do not have free time to prepare Information Communication and Technology related content. Fifth, the lecturers' attitudes toward ICT also gives the impact because if lecturers have positive attitude toward ICT, they will get easy in implementing of ICT.

1.3 Focus of the Problem

Based on the problem identified, the researcher focuses the problem on the factors influencing the integration of Information Communication and Technology in English Language Education at FKIP UIR. This research will be focused on lecturers.

1.4 Research Question

Based on the focus of the problem that stated above, thus the problems of this research will be formulated in the following research question :

- 1.4.1 What are the factors that influence the lecturers in integrating the Information Communication and Technology in English Language Education at FKIP UIR?

1.5 Objectives of the Research

- 1.5.1 To find out the factors that influence the lecturers in integrating the Information Communication and Technology in English of FKIP UIR.

1.6 Significance of the Research

By conducting this study, some significances could be expected in contribution to students, lecturers and further research.

1. The lecturers

The lecturers will know the factors influencing integration of Information Communication and Technology in teaching and learning process and improve their ability to using Information Communication and Technology to teaching.

2. The university

The researcher hopes this research can make the university provided the training of ICT and the facilities of ICT to improve the implementation of ICT in university.

3. To the further research

The researcher hopes this research can help them to make the new study that better than this research.

1.7 Definition of Key Terms

1.7.1 Information Communication and Technology (ICT)

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

1.7.2 Integration

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

