

CHAPTER I

INTRODUCTION

The first chapter provides an overview of the study. It includes research background, problem identification, research limitation, research question, research objective, and research significance.

1.1 Research Background

IT-based vocational schools are educational institutions that integrate their education using components of technology and information. IT-based vocational schools emphasize technology and information mainly in their study program. Recent technological advancements have developed several new occupations in technology and information (Marita, 2010). Thus, technology and information expertise become one of the divisions of vocational high school programs based on the basic Framework for Vocational High School Curriculum Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 60 of 2014. In enhancing the teaching and learning standards, IT-based vocational schools integrate technology-based learning tools (Ulansari et al., 2015).

SMK TI Bali Global Denpasar is one of the urban IT-based vocational schools in Indonesia. This school offers specialized programs in the IT industry. Teachers and students integrate ICT as a resource to assist the learning process. Based on observations made during participation in the PLP 1 program, SMK TI Bali Global Denpasar has supported the use of

technology in the learning process by providing teachers and learners with various resources. As an IT-based school, several facilities are offered to enhance the learning process, including easy Internet access, fully-equipped computer labs, LCD projectors, sound systems, and other equipment in each classroom. The school's efforts to provide IT facilities for learning align with its motto as an educational institution to develop excellent students in the IT and cultural fields. Consequently, technological integration has become commonplace in IT-based vocational schools.

The teaching and learning process at SMK TI Bali Global Denpasar cannot be separated from using ICT as a learning facility and infrastructure in the classroom. Teachers and students use ICT inside and outside the classroom to find information quickly. According to Relmasira and Thrupp (2016), using ICT, such as the internet, audio, video, and media in computer features, benefits many individuals, including teachers and students in Indonesia. This is in line with Wiranda et al. (2020) statement that the fast growth of technology in the 21st century significantly impacts all aspects of education, especially the advantages of ICT that facilitate everyone's access to learning. Teachers use ICT to discover learning resources, present material via presentations, and assess learners' performance through readily available programs and websites. Subsequently, students use computers and other devices to find given learning materials and assignments. Since all study programs at this school are related to information and technology, students are needed to comprehend the technology and apply it to their learning to develop the habit of using technology.

ICT is a set of tools, applications, and infrastructures used to produce, store, process, and transmit data (Cakici, 2016). According to UNESCO (cited in Ratheeswari, 2018), ICT emerges in human life and is used in information management in social, cultural, and economic settings using a scientific, technological, and technical management approach. In this period of globalization, education needs to continually adapt to developing technologies to enhance the quality of education throughout the whole learning process (Simanjuntak, 2019). Therefore, technology has become an essential component of the learning process in the present day.

The use of technology in education promotes the quality of teaching and learning (Lawrence & Tar, 2018; Das, 2019; and Jolly, 2019). According to Yordming (2017), using technology in the classroom offers teachers several opportunities to design engaging and appropriate lessons. Teachers may design practical learning activities using many kinds of ICT that have rapidly developed and can be utilized practically. This is in line with Syah's (2022) study, which showed that using ICT had good impacts on educators and learners, such as creating a pleasant learning environment and helping students build confidence and enhance their communication skills. Moreover, ICT encourages and motivates students to be more creative, assists them in expressing their thoughts and ideas, and allows them to get essential information or knowledge at any time.

Teachers must be able to build skills in using ICT for learning to produce excellent students. It is because modern technology cannot replace the teacher's position as a facilitator or "parent" in the classroom

(Simanjuntak, 2019). Moreover, according to UNESCO in Wiranda et al. (2020), integrating ICT into the learning process is one of the abilities of 21st-century teachers. Technology has grown into a vital component of the curriculum in Indonesia throughout teaching and learning activities. In line with regulation number 16 of 2007 issued by the Ministry of Education and Culture of the Republic of Indonesia, teachers at all levels of education in Indonesia must be proficient in using ICT for learning. In addition, the 2013 curriculum corresponds to the features of a curriculum developed to meet the difficulties of the twenty-first century, emphasizing the need to use ICT (Anwas, 2014). As a result, teachers are crucial in introducing technology to educate students about the development and appropriate usage of technology (Sihotang, 2020).

ICT is also one of the keys to learning English successfully. According to Bilyalova (2017), ICT can successfully enhance the quality of English learning. The benefits of using ICT in English lessons include integrating students into authentic learning environments in real life (Cakici, 2016). Moreover, according to Akhy et al. (2021), ICT enables the development of students' language skills, including reading, writing, listening, speaking, speech, and pronunciation, through various current apps and online programs. This relates to the objective of English learning in Indonesia, which is to enable students to acquire the four language skills and other language components, such as vocabulary, grammar, and pronunciation (Rusmanayanti & Hanafi, 2020). Thus, teachers use ICT to

enhance the quality of the teaching and learning process in English lessons (Poudel, 2022).

Some researchers have conducted studies on the use of ICT in learning English, such as Faoziah et al. (2020) investigated the use of ICT in EFL classes focusing on the types of ICT used by teachers and their constraints in several high schools in Majalengka. Then, a study by Maqbulin (2020) which analyzes the integration of ICT by teachers at Madrasah Aliyah in Nganjuk, includes the use of ICT, teacher perceptions, and problems faced by teachers. Another study by Kurniawati & Sofiyah (2021) conducted research that aimed to investigate how lecturers use ICT in teaching EFL classes at Ronggolawe University Tuban. Furthermore, Wiranda et al. (2020) explored the use of ICT by English teachers in vocational high schools in the learning process. A study by Apriani et al. (2022) examined the ICT platforms used by male and female Islamic university students in Indonesia. However, Boonmoh et al. (2022) explored EFL teachers in Thai small and medium schools utilizing tool technology in teaching. There is also a study that explores the use of ICT at the elementary school level, as conducted by Santosa et al. (2022), regarding the use of ICT by elementary school teachers in learning English. Furthermore, the last study by Phoudel (2022) focused on the opportunities and challenges of using ICT in learning English at two universities in Nepal. Many studies above focus on the use of ICT at various levels of education from elementary school to university which have been used by teachers and students in English classes. However, although there have been many

studies conducted on the use of ICT in learning English, no study investigated the use of ICT in IT-based vocational schools, especially in Indonesia.

The previous studies by Rodiliyah (2018), Faoziah et al. (2020), Kurniawati & Sofiyah (2021) and Apriani et al. (2022) have shown the use of ICT include some types of hardware and software during the teaching and learning English in high school and university. Moreover, some studies pointed out the challenges faced by teachers and students in using ICT regarding to the lack of school support for school facilities (Ghavifekr et al., 2016; Muslem & Juliana, 2017; Aminullah et al., 2019; Faoziah et al., 2020; Maqbulin, 2020; Nkengbeza et al., 2022; Santosa et al., 2022; Phoudel, 2022). Thus, the setting of previous research which was not based on IT schools is very different from this study because previous observations showed that IT-based vocational schools are familiar with the use of technology in learning and the availability of technology facilities by schools. In light of the vital role that technology plays in today's era of globalization, this research gap needs to be filled in. According to Wiranda et al. (2020), ICT plays a vital role in enhancing learning and promoting student interest in learning. In addition, the teacher's role in integrating technology into the teaching and learning process is crucial to help students prepare for future developments in technology (Maqbulin, 2020).

Based on the background above, a study entitled "INVESTIGATING TEACHERS' USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ENGLISH CLASSROOMS AT

SMK TI BALI GLOBAL DENPASAR IN THE ACADEMIC YEAR 2022/2023" needs to be conducted to investigate more deeply how teachers in English classes use ICT at the IT-based vocational school including teachers use types of software and hardware, how it is used in English classroom, challenges as well as solutions in solving it. As a result, this study is beneficial for society and other researchers by providing new insight into the use of ICT in English lessons at one of the IT-based vocational schools in Indonesia.

1.2 Problem Identification

Nowadays, technology has become vital in supporting the learning process's success. As an international language, English is crucial for students at all levels of education in Indonesia. Teachers in the learning process use ICT to improve the quality of learning English which can provide several benefits such as increasing student motivation, student creativity, training students to learn independently, and increasing student understanding in English learning. In addition, the teacher's role in using technology in learning is also helpful in training students to use technology from an early age which is beneficial for the future of students in dealing with the rapid development of technology. However, not all schools in Indonesia can provide full support for technology facilities for teachers to use in learning. Research (Sari et al., 2018; Maqbulin, 2020; Champa et al., 2021) report that the lack of facility support from schools is one of the

challenges of using ICT in learning. This is the biggest challenge experienced by teachers (Faoziah et al., 2020).

SMK TI Bali Global Denpasar is one of the best IT-based vocational schools. As an IT-based school, this school provides several facilities and technology to support the learning process. Previous research has been conducted to see the use of ICT in the EFL learning process. However, no research has investigated using ICT in IT-based schools with complete technology facilities in the learning process. As mentioned above, the lack of facilities is an obstacle for teachers in using ICT. Therefore, the researcher will conduct a study to investigate whether ICT in IT-based vocational schools that provide IT facilities has effectively used ICT during the learning process. This study aims to identify the use of ICT in teaching English by teachers at SMK TI Bali Global Denpasar, including the types of hardware and software teachers use in English lessons, how they use it, challenges faced by teachers, and teacher solutions in dealing with these challenges.

1.3 Research Limitation

This study focuses on investigating the use of ICT in learning English by teachers at SMK TI Bali Global Denpasar. This study uses a qualitative descriptive research approach to understand the use of technology in English classroom at SMK TI Bali Global Denpasar. The type of hardware and software used by English teachers at this school, how they

use these technologies in teaching English, the challenges and solutions used to solve these challenges will be explained descriptively.

1.4 Research Question

According to the problem identification above, the following are the research questions:

1. What types of hardware and software do teachers use in English teaching and learning at SMK TI Bali Global Denpasar?
2. How do the teachers use ICT in English teaching and learning at SMK TI Bali Global Denpasar?
3. What are the teacher's challenges and solutions for using ICT in English teaching and learning at SMK TI Bali Global Denpasar?

1.5 Research Objective

The following are the objectives of this research concerning the research questions mentioned above:

1. To investigate the types of hardware and software teachers' use in English teaching and learning at SMK TI Bali Global Denpasar
2. To investigate the teachers' use of ICT in English teaching and learning at SMK TI Bali Global Denpasar
3. To investigate teacher's challenges and solutions using ICT in English teaching and learning at SMK TI Bali Global Denpasar

1.6 Research Significance

The findings of this study are expected to benefit many people theoretically and practically.

1. Theoretically

The researcher hopes that the findings of this study will provide scientific knowledge for many people in the future about the use of ICT in English classrooms by teachers at an IT-based vocational school more deeply, focusing on the types of software and hardware, challenges and solutions by teachers.

2. Practically

a. For teachers

The results of this study are expected to give teachers reference on the use of ICT in learning English, especially the types of software and hardware, difficulties, and practical solutions to overcome these problems in the English lesson.

b. For School

The author expects that this research will be helpful to schools in terms of information on how teachers use the technology provided in classes for learning and teaching English, as well as to know the challenges faced by teachers in English lesson.

c. For the next researchers

This study is expected to benefit future researchers to support the data findings on the same topic about ICT in English teaching and learning.