

CHAPTER I

INTRODUCTION

1.1 Background of Study

In the 2013 curriculum learning, the teacher plays an important role to be a facilitator for students in learning. In order to carry out their duties well, teachers need to master competence pedagogic, personality, social and professional. The one ability the personality that the teacher must have is that the teacher is able to develop himself in accordance with the renewal in the field of his professional as well as his specialty.

As stated in the 2013 curriculum, ICT is integrated into learning. This makes a teacher is required to master ICT in learning. Role of ICT becomes very important in the learning process because it can improve efficiency and effectiveness of learning so as to increase the attractiveness and attention of students.

Even though ICT has been long integrated in education, more specifically in EFL, the challenges related to

this area of knowledge still exist up to this time. Nikolopoulou (2020) classify the challenges of using ICT in the learning process from three aspect, namely lack of support, lack of trust, and lack of equipment.

The problem regarding the use of ICT in education among teachers also occurs in the schools in Indonesia. One of the examples is based on the research conducted by Aminullah et.al (2019) some of them still faced many problems such as lack of ICT equipment, lack of competency, and also unsupported regulation from institution. Therefore, the facilities and infrastructures in each school and also the teachers' ability and knowledge about the use of ICT need to be increased. Other than facilities, the teachers' belief towards the technology is also important, because it is related to the teachers who have a big role in using the technology in teaching.

The term belief as a personal judgment formed from experiences, as stated by Burns (1992) examined the beliefs of six teachers and indicated a core of some important beliefs

that affect their approach to language teaching. It can be concluded that teachers' belief is the attitude that they personally have which influences their professional behavior. It has implication on the style of teaching and the outcome of the learning and teaching activities.

According to Owusu-Ansah (2014) ICT refers to all forms of technologies that are used to create, store, share or transmit, and exchange information. Sharndama (2013) argues that ICTs are indispensable tools that facilitate the teaching and learning of English in large classes. UNESCO (2005) highlights that ICT can play a major role in ensuring quality in view of improving access and promotes equity in education, quality of teaching and learning, management and efficiency of education. The implementation of ICT in the classroom still faces some problems as explained by Dudeney and Hockly (2007).

Teacher belief is a current research issue because it is in accordance with conditions in the field, considering that technological advances must be balanced with competitive resources, I want to know whether teachers have implemented the latest teaching in accordance with technological advances in current teaching.

There are six aspects of the professional work of ICT-based teachers, namely: 1) understanding ICT in education; 2) understand the curriculum and assessment; 3) mastering pedagogy; 4) mastering ICT; 5) understand the organization and administration; and 6) teaching profession learning.

The implement the aspects of the professional work of ICT-based teachers mentioned above, it is carried out through three approaches to Information Communication and Technology- Competency framework for Teachers project (ICT-CFT) in teaching based on human ability to master technological developments, namely: 1) technological literacy ; 2) deepening of knowledge; and 3) Knowledge creation.

The facts above show that ICT competence is a very important thing that must be possessed by every teacher, both at the primary and secondary education levels. ICT competence has now become a mandatory element for all teachers in carrying out their profession as educators. With mastery of ICT the learning process will be more developed, flexible, easy to understand and can be done anywhere, not only in the classroom and in any situation. standard of educational success. The results of the author's observations when making observations at SMAN 06 Bengkulu tengah it is known that not all teachers are able to optimally use ICT-based equipment, especially English teachers. They mostly use classical media in the form of pictures, markers, blackboards, printed books, student worksheets and others. And very few use ICT as a learning medium. With the confidence of the English teacher in teaching using ICT, namely the existence of students who take part in competitions for example English speech competitions, and by learning to use ICT students can achieve very high scores.

I took research at this school because after a survey at several schools, this school was included in the criteria for research. The research criteria are:

1. Have junior and senior teachers who have worked for 6 months and more than 2 years respectively and have certification
2. The tools at the school are still relatively limited
3. The location is on the border between Bengkulu city and central Bengkulu district, where access to electronic media is not as good as in the city.

Based on the preliminary research through an interview with the English teacher at SMAN 06 Bengkulu tengah Bengkulu on September 20th, 2022 it was revealed that there were some challenges regarding the implementation of ICT in English teaching. The first problem was related to the facilities, and the second problem was related to the teacher's ability to use digital technology. This phenomenon encourages the writer to analyze and study

about : **“An Analysis of a Teacher’s Belief in using ICT to Teach English as a Foreign Language”**.

1.2 Identification of the problems

Based on the problem in background of study, the identification of the problems in this researche are :

- a. There are still many teachers who have not been able to use ICT in the learning process.
- b. There are still many teachers who teach without using ICT
- c. There are still many teachers who think that learning to use ICT is difficult and complicated.

1.3 Limitation of the Problem

Based on the identification of the problems, the issues related to technology in EFL teaching and learning are about the availability of the facilities and teacher’s limited ability in using ICT. However, this study will focus on the teacher’s attitude and belief towards the implementation of

Information and Communication Technology in teaching English.

1.4 Research Question

Based on the limitation of the problems, the formulation of the problems in this study is as follows:

1. How do the teachers' conceptualize their belief on ICT to their practice of EFL teaching?

1.5 Research Objectives

1. To investigate the teachers conceptualize their views on ICT to their practice of EFL teaching.

1.6 The Significance of the Research

This research is expected to bring some positive impacts in education. More specifically, the author expects that the outcome of this research brings advantages to:

2.1 The Theoretically

The researcher hopes that the school will obtain information from this research about the importance of the

facilities to help the English teacher create better classroom through the use of digital technology facilities, such as computer, projector, audio speakers, and internet connection.

2.2 The Practically

The English teacher is expected to equip himself/herself with the technological pedagogical knowledge by joining online and offline seminar and training available.

1.7 Optional Definite

1. Teachers' Beliefs : It refers to the personal and professional attitudes of the teachers towards a particular condition related to the teaching and learning activities at schools and other issues related to education in general.
2. ICT in Education : ICT (Information and Communications Technology) in education refers to the

use of computers, projectors, speakers, or online resources in the learning and teaching process in academic setting.

3. EFL : EFL is the abbreviation of 'English as Foreign Language.' It refers to the English that is studied by the students whose first language is not English.

