Chapter One

Introduction

In the beginning of this chapter, the researcher presents the background of the study which states the reason why the researcher chooses the topic in this study. After that, the researcher discusses a specific problem of this study in the identification of the problem and limitation of the problem. Subsequently, the researcher presents research questions and purposes of the study. At last, the researcher explains the significance of the study. Each part of this chapter is therefore elucidated in the following sections.

Background of the Study

ICT stands for information and communication technology which emerged after the term ‘information technology’ was introduced replacing the term ‘computers’. Stated by Pelgrum and Law (2003), ICT was first introduced when e-mail became available to use. The emergence of ICT led to difference between information technology (IT) and ICT. Information technology includes all technologies used to collect, process, protect and store information (Celebic & Rendulic, 2011; Singh, Kumar, & Singh, 2015). It also includes hardware, computer programs (software), pheripheral and computer networks (Mason, 2015). The examples of IT are pictures, texts, graphs, tables and multimedia (Yunus, Lubis, & Lin, 2009). These ITs are processed as information. Differing from IT, ICT can be defined as the combination of information technology with communication, meaning that ICT belongs to IT. ICT includes “technologies used to convey, manipulate and store data by electronic means” (Perron, Taylor, Glass,
& Leys, 2010, p. 67) and all ITs which are “intended to fulfill information processing and communication” (Islam & Fouji, 2010, p. 101). The examples of ICT are emails, chat groups, group discussions which are afforded by Internet and World Wide Web (White, 2008), and other various kinds of ICTs.

For the 21st century, people have experienced the advance of information and communication technology (ICT) in many aspects of life, including education. ICT has been acknowledged for its valuable supports to today’s education systems to provide effective and advantageous teaching and learning process (Findikoglu, Alci, & Karatas, 2015; Wajszczyk, 2014). Education changes the most from time to time as technology also invents many changes. Take the case of computer use; computer is used not only to facilitate people in computerisation but also to use for teaching and learning process such as making presentation slide, sending an assignment through Internet and reading an e-book (White, 2008). Accordingly, ICT nowadays has a significant influence in education that people cannot deny it.

ICT has many benefits in education, particularly in English teaching and learning. Teachers can use ICT tools to present information in different forms to learners, for instance, a multimedia as devices combining texts and images can bring real life situation into the classroom (Jayanthi & Kumar, 2016), so it will help the learners to get real exposure and learn easily through ICT. Realising that learners nowadays are already acquainted with the use of computer, the ICT eases learning process in case of media presented using various technologies.
ICT can also facilitate teaching and learning process to communicate teacher-student interaction through communication tools. Teacher can take benefit of using a communicative platform or communication tools or social networking such as Facebook, Twitter, blogs, wikis, and instant messaging (Tri & Nguyen, 2014). Well-known communicative platforms for education are Schoology, WeSpoke (Sherf & Graf, 2014), and Edmodo (Getting Smart Staff, 2015). Teacher can create kinds of activities which permit the teacher and students who are far in distance to share information online and communicate each other. Creating online discussion also allows the students to be exposed to the use of language since the teacher usually starts the discussion both in formal and informal language depending on the lesson. Therefore, communication tools make the interaction easier between teacher and student in virtual learning.

Another benefit is that the use of ICT gives opportunity to the learners to learn English from websites (Sharndama, 2013). Websites that provide language practices can be found on Internet easily. The students can search using a keyword in search engine and find the free website to visit. Besides, teachers can provide materials or assignments posted on his personal blog or e-learning provided by school, so that students can access or download. As a result, they can practice their skills in listening, speaking, reading and writing from provided materials, and they also can find the meaning of difficult words from online dictionary provided by certain websites on Internet (Yunus, Lubis, & Lin, 2009). The websites then usually provide quizzes and practices, so that the students can study everywhere and whenever they want to do it.
Integrating the use of ICT in teaching and learning is not apart from challenges. There are factors affecting the integration of ICT that need to be taken into consideration. The factors are accessibility to the ICT infrastructure, teacher’s competence or experience, teacher and student’s attitudes towards computer use (Afshari, Bakar, & Luan, 2009; Andoh, 2012; Balash, Yong, & Abu, 2011). In addition, Andoh (2012) also mentioned another personal characteristic like gender as a factor to be considered. Selwyn (2003) revealed that student’s lack of technology skills on ICT and their perception on the use of ICT are the factors that influence their favour of using ICT in learning.

In integration of ICT in English learning, there are activities which use ICT in English learning process. Students can search information on the Internet, search English essay, and search for examination questions (Yunus, Lubis, & Lin, 2009). These activities can help the students obtain knowledge from the Internet especially related to English learning. Writing blogs using English, reading English newspaper, practicing grammar and vocabulary, and searching for words meaning and its pronunciation are also activities using ICT which can improve their English skills. Thus, the implementation of ICT in English learning can help students learn English by having various activities.

In Indonesia, ICT has been integrated in English learning not only in universities but also in high schools. The majority of student’s classes in the high school are big, so it is not possible to bring all learning processes in the classroom since English teachers should use various learning methods to attract students’ attention. It leads to the time limitation in one meeting that English teacher should
make the learning process to be effective. That is why the use of ICT can assist teacher’s work in teaching English and students in their English learning process.

The recent research endeavours to examine Yogyakarta senior high school students’ attitude with respect to ICT uses in English learning. This study emphasises on the student’s use of ICT for English learning. Besides, the researcher specifies the attitudes by genders to see students’ gender differences. This study then investigates whether there is a significant difference between male and female students’ attitude on the use of ICT in English learning.

Identification of the Problem

Yogyakarta Muhammadiyah senior high schools mostly have integrated ICT tools to support their teaching and learning process. In fact, Muhammadiyah Senior High School 3 of Yogyakarta, for instance, has a portal for e-learning. Through this, the students learn via online. The students and teacher can have group discussion in learning platforms, the teacher can post some materials so that they can download them, and the students can submit the assessment and assignment online. These activities are done online, and the teacher can explain the materials in the classroom as well. Another school such as Muhammadiyah Senior High School 1 of Yogyakarta has an Internet connection with three Hotspots from one of telecommunication services and network providers in Indonesia. They also have e-learning activities like other Muhammadiyah senior high schools.

However, the factors influencing the use of ICT such as attitudes might still exist. The researcher then did an informal interview with two students from
different Yogyakarta Muhammadiyah senior high schools and found that the students’ school has implemented ICT but the first student from Muhammadiyah Senior High School 5 of Yogyakarta has disfavour to use ICT and to have activity which is integrated to ICT because of the lack of Internet access at her house. Then, the second student from Muhammadiyah Senior High School 6 of Yogyakarta has different thought of using ICT in learning process. She likes to do a task when technology is integrated in the learning process. In this case, she likes the activities in learning English in Schoology such as doing or uploading assignments. Since attitude as determinant of people’s behaviour can be favourable, unfavourable or ambivalent on objects or situations (Opoku & Kuranchie, 2014), hence, their favour and disfavour on the use of ICT in English learning show their different attitudes. The attitude is then one of factors affecting the use of ICT that appears from the student’s personal characteristics since mentioned in Andoh’s study (2012) that the great influence is from individual’s attitudes.

Besides the attitudes influence the use of ICT, gender and age differences are two additional important factors associated with attitudes (Lin, Huang, & Chen, 2014). Can’s (2010) study revealed that gender influences the attitudes of the students on the use of ICT in learning in which female students have positive attitudes. Conversely, Teo’s (2008) study demonstrated different result that no gender difference was found on the use of ICT in learning. Therefore, the researcher intends to look at not only Yogyakarta Muhammadiyah senior high
school student’s attitudes on the use of ICT in English learning but also their gender differences on the use of ICT.

**Limitation of the Problem**

The recent study focused on ICT uses in English learning. ICT includes all ICT that the students use for English learning activities, and it needs Internet connection. It refers to Internet-based learning where the students use Internet to support their learning. The examples of ICT uses in this research are the use of e-learning provided on the school websites, online dictionary, and learning platforms such as Edmodo and Schoology. Afterwards, as the study on teacher’s attitude towards technology is the most frequently studied technology-related variables in ICT use (Rahimi & Yadollahi, 2011), the researcher focused on studying student’s attitude instead of teacher’s as it is also one of the factors influencing the use of ICT. The researcher then limited the number of the schools which were surveyed to three out of seven schools of Muhammadiyah senior high schools in Yogyakarta. These three schools were the representatives for Muhammadiyah senior high schools in Yogyakarta. Therefore, the researcher focused on Yogyakarta Muhammadiyah senior high school students’ attitude on the use of ICT in English learning.
Research Questions

The key point of this research is focused on student’s attitude on the use of information and communication technology (ICT) in English learning. The researcher formulates the research questions as follows.

1. What is male students’ attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school?
2. What is female students’ attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school?
3. Is there any significant difference between students’ gender and their attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school?

Purposes of the Study

Based on the research questions, the aims of this research are:

1. To investigate male students’ attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school.
2. To investigate female students’ attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school.
3. To examine whether there is any significant difference between students’ gender and their attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school.
Significances of the Study

This research was expected to benefit students, teachers, institution and other researchers.

Students. The students later get knowledge that attitude plays a role in their learning. Since attitude is one of the factors affecting ICT uses and their activities using ICT are beneficial, the students better increase their attitude if then they have positive attitude. If they have negative attitude, they can change it.

Teachers. This research can benefit both pre-service teachers and teachers. As pre-service teachers who are the students now, they can enhance their understanding on ICT uses in language teaching and learning based on the result of the students’ attitude in this study. Also, it gives an opportunity and interest to use kinds of ICT for teaching and learning process in the future teaching as a teacher. As teachers, especially English teachers, this research is expected to promote English teachers in the senior high school to use ICT tools in their teaching since the result of this study presented the students’ attitude on the use of ICT in English learning. As a result, they can take a consideration to collaborate the teaching and learning process with the use of ICT.

Schools. The results of this study can be a good evaluation for the schools to support ICT implementation in the schools. The schools can provide the effective ICT to be applied by teachers for teaching and learning. The schools also can create a school’s policy about the use of ICT in teaching and learning process, so the schools can evaluate its implementation.
Other researchers. Other researchers might use the result of this research. For any future researchers who are interested in this field of study, they can use this research as a reference as long as it has the same area of the study. They also can take this study to develop other ideas about attitudes in using ICT in language teaching and learning.