CHAPTER I

INTRODUCTION

1.1. Background of the Research

Teachers can be known as people involved in the learning and teaching process. Teachers are appreciated, because doing humanity duty in creating good students for the future. Every process of teaching and learning does need the presence of a teacher especially for teaching English. Learning is importantly enriching our understanding and learning is about to get knowledge. According to Hanna, et al (2010) says that, "Learning is understood to be importantly shaped by the context in which it is situated and actively constructed" (p.3). This learning process is responsible for the process of gaining knowledge. Learning process is closely related to education. Education is currently growing and advancing in accordance with the times. Education develops and changes affected by a drastic technological revolution that conceives students as digital native and the teachers as digital immigrant (Handayani, 2017, p.156).

The teachers should adapt this change by engaging with some material dealing with the 21st century education. 21st century English teacher education should know the importance of ICT integration to improve quality of students' ability. Students in the 21st century should be taught the abilities of the 21st century to prepare them for good learning using ICT in or outside classroom. The most important fact about English teacher profile in the 21st century is about teacher need. Teachers need to understand the students' mode of learning and provide productive teaching and learning processes in order to increase students' creative and intellectual resources especially in today's information society it is

as challenging for teachers. Teachers were influence in this era to involvement in school.

Teachers in this modern era, if using traditional learning is become the only source of the knowledge for students, does not lead students to achieve 21st century students' outcomes. So, the teacher must require a mindset or perspective that best adapted to the significant changes in learning; teachers who develop strategies for engaging with and constructing new knowledge (Faulker & Latham, 2016, p. 138). In today's educational environment the success of teacher is that teachers prepared is measured by the achievement of the students in the classrooms. Therefore teachers have to change traditional learning by ICT integration in teaching and learning process to achieve 21st century students' outcomes. These are more powerful learning opportunities for the learning process.

The reference for the success of the learning process depends on existing elements, such as teachers, students, and materials. It is very influential for the parameters of success regarding the understanding achieved. The learning process from teachers is very influential for the parameters of success regarding the understanding achieved. To better understand the effective of learning, it is necessary to understand the profiles of people involved in the learning and teaching process. Research in this area involves the students perspective (Norrahmi, 2017), teacher characteristic (Jan, 2017), media education in 21st century (Sellens, et al., 2015, Tsourapa, 2018), teacher in 21st century (teachers need) (Handayani, 2017, Diyanti, 2020, Eksi, et al., 2016, Othman, et al., 2016).

As the significance of analysis in teacher profile 21st century, another research shows areas interest to explore. Another research in this area involves the teacher challenges (Limbong, 2017, Antasari, et al, 2013, Faulker & Latham, 2016), Technology/ICT (Boholano, 2017, Suherdi, 2012, Hafifah, 2020). ICT integration (Rabah, 2015, Lubis, 2018, Razzak, 2013). In the 21st century of teaching, ICT is one

of the competencies that teachers must have in the context of digital literacy. This makes it a challenge for teachers in the 21st century. Teachers can be maximizing the ability for prepared and provided enhanced professional development in 21st century.

In this era especially in our country, there are some changes in education due to the impact of globalization and technology especially this impact on teacher. To know the teachers perspectives in 21st century education are not observable. Revealed that most previous researches about perspective for teacher is expected that the 21st century teachers to have skills in teaching and in connecting it with the development of today's technology and today's student characteristics (Norahmi, 2017, p.77). Based on the analysis of previous research also, the functions of technology are now the personal assistants of teachers without any obstacles in terms of time, location, and cost. For example, the internet, which can support teachers at anytime, anywhere and all, now meets the needs of teachers.

From these researches, only a few of research that mentioned challenges using Information and Communication Technologies (ICT) integration for English language teaching in the 21st century. From previous research, the research showed that teachers would be willing to employ various educational technology tools in order to cater for the development of 21st century skills in the EFL class, such as blogs, wikis, social networks, Email, videos, etc (Tsourapa, 2018, p.6). The effect of technology on teachers is important to know. Teachers are using these ICT in communication and education especially in English learning. Information and Communication Technologies (ICT) integration aids to help the teachers in the learning process to give the learners good outcomes.

The teachers strategies to overcome the challenges in using Information and Communication Technologies (ICT) integration in English language teaching also are not observable in these researches. Some of research attaches importance upgrading teacher skills in 21st century without knowing the challenges experienced by the

teacher. Important to know the strategies that teacher used to overcome the challenges. Some professional requirements that are required of teachers and skills in students, which will be valid for their professional future in the 21st century without knowing challenges experienced. Location to teach is usually a challenge for teachers because not all locations are reached by ICT integration. In this case it is important to see the teacher's perspective in ICT integration. In this case it is important to see the teacher's challenges in ICT integration.

Those issues are important to make observation in this area. The research needs to know on teachers perspective in 21st century education, the challenges of ICT integration in English language teaching, and the teacher strategies to overcome challenges in ICT integration. Those issues need observable and more focus to discuss. Teachers can help fulfill this requirement in the educational system. The teacher's image has been moved from tradition to transformation. Upgrading teacher in using ICT may have obstacle. Teachers use computers in very progressive ways, but educators need to note that they still need guidance to safely and efficiently use technology (Boholano, 2017, p. 21). In the classroom, each teacher has different skill to using technology to manage class. Teacher learning process in technology is different, so it's important to know the teacher perspective when practice and using technology in this era.

Professional teachers are certainly on the concern of practitioners in education. Teacher is in transition phase due to the fast change in technology and student's changing values. Teachers and educators are keeping up with change, expansion and development. This teachers' perspective in 21st century about their challenges needs to be discussed because teachers have a very important role in education to advance the quality of students in the 21st century. Based on the discussion in this section, need to know the teacher perspective and challenges in using ICT in 21st century are very crucial. Upgrading teacher skills in 21st century with knowing the challenges and training or practical is needed. Teacher is in

transition stage due to the fast change in technology and student's changing values. So it makes challenge for teachers in the 21st century.

1.2. Identification of the Issue

Based on background of the research problem about 21st century continues to change drastically with movements of people across the globe and daily technological advances to know the English teacher challenges using ICT in 21st century education, the researcher identified some issues that probably happened. There was some identification of the issues:

1. Technology used in the educational process such as the teaching and learning process. Thus in education technology is important. Information and communication technology (ICT) has made quickly changes in societies and education. Nevertheless, the teacher has challenges of ICT integration in English language teaching in or outside classroom.
2. In the process of education, teachers are crucial elements in doing the teaching and learning process, especially in modern education and in preparing 21-century students to face big challenges of modern world. Hence teacher perspective about challenges in 21st century education not observable.
3. The teachers are the guarantees for assuring positive results that the students will obtain and master after the process of teaching and learning have been done. Teachers are seen as the central processors for processing the input (the students) and then producing productive and qualified students as the output of the learning process. Provide a description of the challenges that teachers face especially in ICT integration. It's important to know the teachers strategies to overcome challenges in ICT integration.

1.3. Limitation and Focus of The Study

Technology is a tool that facilitates the teaching and learning process. Teachers encounter new demands of those learners in integrating new

technologies into the English language teaching. It is challenging using technology for English language teacher in the process of teaching especially in senior high school. Choosing senior high school level because students in senior high school are more mature and they will face higher levels, so that students in senior high school need more teachers who are creative and clever in using ICT in the 21st century to support their abilities and motivation in learning English. That topic needs to find out what are the challenges of ICT integration and strategies to overcome the challenges of ICT integration especially for English language teacher in senior high school. This research focused on English teacher in Senior High School to analyze the use of ICT integration as challenges.

1.4. Research Questions

The areas of this research will be formulated in the following research questions:

1. What are challenges faced by English teacher in using Information and Communication Technologies (ICT) integration in 21st century English teaching?
2. What are the strategies used by English teachers to overcome the challenges of Information and Communication Technologies (ICT) integration in 21st century English teaching?

1.5. Aims of The Research

The aims of this research based on research questions are:

1. To find out what are challenges faced by English teacher in using ICT integration in 21st century English teaching.
2. To find out the strategies used by English teachers to overcome the challenges of Information and Communication Technologies (ICT) integration in 21st century English teaching.

1.6. Significances of The Research

1. Theoretical Significances

The researcher expected that this study would make a worthy and useful contribution to the advancement of English language learning especially in ICT integration for teachers in 21st century education with review of needs and this study is supposed to develop the information and references concerning it.

2. Practical significance

a. The teacher

This research is expected to help the teachers can understand the important thing using technology in English language teaching for Senior High School in the 21st century.

b. The students

This research is expected to make the students can more interesting to learn English practically when using ICT integration in English language learning.

1.7. Theoretical Foundation

In this section, the researcher provides theories related to the research problem. The researcher focuses on the theories are related to this study. Its covers research topics in this research are: 21st century education, the use of ICT in English language learning in 21st century, teacher challenges in using ICT.

1.7.1 21st Century Education

1.7.1.1 The Definition of 21st Century

The twenty-first century is characterized by its rapid technological advancement. The 21st century, it is where media and manufacturing industries or sectors as well as commerce have become increasingly

technology oriented (Rabah, 2015, p.24). 21st century, described by Castells as a time of intense change, is an unprecedented age as business operations have become so globalized that core business competencies concentrate more on information, mobility and collaboration (as cited in Chu, et al, 2016, p.1). The 21st century is highlights globalization and internationalization by preparing teachers with technological capabilities in the teaching and learning activities (Boholono, 2017, p.21). In the 21st century, the use of technology tools in everyday classroom activities and school management; it is accomplished when technology is used consistently and transparently and when technology supports curricular goals and helps students successfully learn and meet the 21st Century goals. The 21st century also has viewed significant in people access, use and create information also knowledge very differently than in previous decades, again due in many ways to the global availability of ICT.

1.7.1.2 The Definition of Education

Education is the process of continuous to knowing knowledge, and socially structured from socially relevant experience. The primary way to get an education is to take a training course in the system of educational institutions (Nazlev, 2017, p.1). Education means a process of teaching and learning to improve knowledge and the main purpose of education is to bring human beings to enlightenment, so that they know what is right and what is wrong (Harlan & Johan, 2014, p.53). Education is the most powerful things that we can use to change the world and for achieve our skill (Thangeda, et al. 2016, p. 9). This is so because with quality education equips one with capability to interpret things rightly and applying the gathered information. Education is a teaching, training and learning process to

enhance awareness and improve skills, especially in schools or colleges. It can also be described as an interesting experience which teaches something. The function of education is to teach one or make society to think intensively and to think critically.

Education has become a prominent thing now days (21st century), as most people to take part in this matter. Education plays an important role to develop our country and bridge that leads people to their better futures. If a country does not provide good education it may be left behind by other countries which support education. The development of a country can be measured by whether its society has good education or not. The better the quality of education that a country has, the quickly it is likely to develop.

1.7.1.3 The Definition of 21st Century Education

A 21st century education is one that responds to the economical, technological, and societal shifts that are happening at an ever increasing pace, It's an education that sets citizens up to succeed in a world (Dresbach et al, 2019). 21st century education is focused primarily on preparing the students to be more competitive in the current global (Bell, 2019, p. 2). A 21st century education is about giving the society about skills they need to succeed in this world, and helping them confidence to practice those skills. There are much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways. Based on Greenhill & Kay (2013), 21st century education today is preparing students for their future and changing the students, they're already in the 21st century also updating the mindset about education. Another hand, the development of technology gives impact in 21st

century education. Based on Montoya (2013), educational should embrace technology to enhance their education pattern and teaching methods (as cited in Harlan & Johan, 2014, p.53). 21st century education plays an integral part in preparing learners to become global and conscious citizens, and also to be ready for challenges associated with the highly mobilized and technology dominated in society. Technology can be very useful for many people to get the education. It makes the process of get knowledge easier. So we can gain much information that we would like to have in the 21st century education.

1.7.2 The Use of ICT Integration for English Language Learning in 21st Century

1.7.2.1 The Definition ICT (Information and Communication technology)

ICT refers to technologies that allow access to information by telecommunications, similar to as we know (IT), but ICT focuses more primarily on networking technologies, including the use of the internet, cellular networks and other communication media (Ratheeswari, 2018, p. 45). As well as the several facilities and application with them such as video conferencing and distance learning (Kingsley, 2017, p.1). Another expert state that, in an educational system ICT is a new innovation, ICT is a power in the process of transferring knowledge as goals from a teacher to expected learners that would make them to be useful to themselves and the society at large (Kingsley, 2017, p.1). Ghavifekr & Rosdy (2015) state that ICT (Information and Communication technology) will help and assist the teachers replace traditional teaching methods with technology based on teaching and learning tools and facilities, and ICT is also seen as one of the key elements in transforming the country into the future of growth (p.175). ICT give more opportunities for teacher now days and improve quality of teacher for teach effectively. Hence, the sophistication of ICT has made it possible to exchange information quickly without being

hindered by limits on space and time. ICT in education is more of teachers and leaners approach to ICT, in which the learners are expect to gain some learning result at the finale of the use of ICT devices in education by the teachers.

1.7.2.2 Definition of ICT Integration

ICT integration is expected to transform education, thereby promoting 21st century in teaching and learning. Education worldwide expects ICT to be used to enhance the quality of education, ICT integration to assist teachers in gaining professional knowledge to improve their practice. In the world has strongly correlated with ICT integration in almost every life aspect. ICT integration is in instruction based on the part of the teachers. It is supported by Erstad, ICT integration may serve as a powerful means of facilitating teachers innovatively in class. ICT integration is the ability to make use of ICT in learning and work activities (as cited in Razzak, 2013, p.1). The definition of ICT integration based on Razzak (2013, p.8) is the use of technology resources in daily classroom practices and in the management of the school, it is achieved when the use of the technology is done routinely and in a transparent way and when technology is readily available and accessible to everyone in the school, supports the curricular goals, and helps students effectively learn and reach the 21st Century goals set for them. Integrating ICT into the teaching and learning process should be viewed as more than just using technology; it should be viewed as what new technologies can do to help students understand more (Kihoza, et al, 2016, p.107). The concept of ICT integration in ELT is based on information technology advancements, the influence and impact of technology based sciences, and multi literacies. ICT integration helped the teachers in creating interesting and

enjoyable learning activities, promoting learner autonomy, and enhancing students' learning motivation with technology (Munawwaroh as cited in Lubis, 2018, p.13)**.**

1.7.2.3 Definition of English Language Learning

English Language Learning is designed for students who wish to improve their English language skills. Especially if you're an English language student, this English language learning will help to build on and improve language skills for success in college, university or career. Nowadays, more people are dedicating time to studying English as a second language. That is because English is the most commonly spoken language in the world it means as a global language. Knowing English language learning can gives many advantages and help progress in life and can compete in the global job market increase career skills and start to meet people around the world. English language is one object that still requires improvements in the learning process. English language learning is important to make willingness to learn and the quality of the student ability in English language and to improvement of language (Panggabean, 2018, p.27). Language learning is an experience to study with the aim of enriching language sklls especially English as wel as gaining inight and someone can improve knowledge also can help find or get a better career and job (Kim, 2020, p.2). English has a special position here since it has become the international language of communication to survive in community. English language learning is a complex phenomenon which can be defined in terms of two factors that are learners' communicative needs and their attitudes towards the second language community (Ahmed, 2015, p.8).

1.7.2.4 The Use of ICT Integration in English Language Learning in 21st Century

The use of ICT integration to enhance learning and teaching is not simply to be a process of transformation and innovation but a process of social change in the transaction of pedagogy and content (Tondeur, et al, 2016, p.112). 21st century learning models include collaborative learning, use of ICT as tools for knowledge construction, critical and creative thinking, and authentic problem solving (Kong & chai, 2016, p.1). Ghavifekr & Rosdy (2015) state that ICT (Information and Communication technology) integration will help and assist the teachers replace traditional teaching methods with technology based on teaching and learning tools and facilities, and ICT is also seen as one of the key elements in transforming the country into the future of growth. ICT use to English language learning and expected that ICT should be used more frequently in the classroom in order to maximize language learning and teaching in the 21st century (Ngunyen & Tri, 2018, p.32). ICT use for English language learning purposes revealed that the students or society in 21st century spent more time using ICT for general purposes (communication and entertainment activities) and for English language learning (Ngunyen & Tri, 2018, p.42).

According to Kent (2004), the use of ICT refers to information and communication technology in education, such as computers, communication facilities features that variously support teaching learning in 21st century and a range of activities in education (as cited in Ammani & Apparanjani, 2016, p.1). ICT in 21st century will help English teachers develop excellent English communicative competence for the students. ICT is use by teachers in or outside the classroom

for give knowledge especially in English language learning for the learners. Through the use of ICT integration of emerging technology in the information society environment, ICT integration can mediate teachers to successful teaching, which contributes to productive learning, and offers resources with different functionality such as content For example, Google Hangout and ZohoWriter can be used for communication and sharing knowledge, which is crucial in the teaching and learning process (Razak, et al. 2019, p.187).

1.7.3 English Teachers Challenges in Using ICT Integration

1.7.3.1 Definition of English Language Teacher

The educators have always been the key qualifying factor for transformation in education to happen. A teacher is someone who has knowledge by first taking training to become an expert in his field. Teachers who have required competencies to teach and educate (Selvi, 2010, p.167). Teachers are positive position towards transfer knowledge and have command on knowledge bases that deals with subject matter, human development and learning process (Ansari & Malik, 2013, p.62). Teachers are important indicators of the quality of trained teachers at the point of exit and of their continuing long-term commitment to the profession (Mirici & Yangin, 2016, p.66). Teacher can be known as people involved in the learning and teaching process. Thus the teachers are appreciated, because doing humanity duty in creating good students for the future.

Every process of teaching and learning does need the presence of a teacher especially for teaching English language. In the global world, most of the communication is done in English, especially as the medium of teaching. English language teacher is help students in the EFL classroom, the goals the learners can solve difficult exchanging their

thoughts in English (Chamba., et al. 2019. p.112). Another expert supports that teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher does when dealing the students are as follows learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal teacher in shaping their future (Archana& Rani, 2016, p.2). Hence English language teacher is an important variable in determining the quality of education in this era (21st century).

1.7.3.2 English Teachers Challenges in Using ICT Integration

21st century education can be viewed as an overarching vision of education that many educators are now viewed as challenges. The 21st century has impact for teacher, because 21st century becomes the information age with the technological developments and "knowledge" plays the leading role in education. The education this era plays a major role in empowering students to engage with challenges. The 21st century teachers are need teaching skills content mastery as well as integrating teaching with ICT (Jan, 2017, p. 50). This statement supported by Suherdi (2012) say that, English teacher education should be pay attention between the importance of teaching and learning with the consideration of the 21st century (p.1). Teachers in 21st century is would need the knowledge and skills to construct and manage their teaching and learning activities, communicate well, especially use technology efficiently and reflect on their practices, learn and improve ability. Teachers of 21st century have to create students of 21st century with good skills. In the 21st century English teacher education should know the importance of ICT integration to improve quality of students' ability. The emergence of the current technology driven world has raised many challenges to traditional classrooms in teaching and learning.

Tondeur, Sinnaeve, van Houtte, & van Braak (2016) stated that identified the five challenges, (1) one of the most damaging ways of exclusion is a lack of Internet access, (2) ICT integration in education is challenging because of the large numbers of teachers to be reached and the need for common updates in response to continuing developments in ICT, (3) ICT to improve learning and teaching is not merely a process of transformation and creativity, but also a process of social change, (4) teachers decision makers, have to make wise decisions about the selection and deployment of ICT and about the content and delivery to support applications of ICT in order to ensure that the outcomes are enhanced education for all, (5) Professional development of teachers requires a lifelong learning approach, beginning with pre-service teacher education programs, and continuing throughout their professional lifespan. In this respect, effective preparation of pre-service teachers for technology integration requires attention (p.111). For additional statement the researcher found from Bingimlas (2009, p.237) that challenges faced by English teacher in using Information and Communication Technology (ICT) integration in 21st century English teaching there are seven challenges, (1) Lack of teacher confidence, (2) Lack of teacher competence, (3) Resistance to change & negative attitudes, (4) Lack of time, (5) Lack of effective training, (6) Lack of accessibility, and (7) Lack of technical support. In ICT integration the main challenges faced by the teacher is in the process itself (Razzak, 2013, p.1).

The use of ICT integration in the classroom is very important for providing opportunities for students and teachers to learn in an information age. Studying the challenges to the use of ICT integration in English teaching may assist teachers to overcome these challenges and become successful technology adopters in the future. Based on Bingimlas,

K (2009, p.243) there are five strategies used to overcome the challenges of ICT integration in 21st century for teacher and school: (1) Training in new pedagogical approaches and being open minded towards new ways of teaching, (2) Providing sufficient time: reducing the number of teacher lessons or increasing the daily lesson time, and acquiring skills of self-organisation and time managements, (3) Providing training courses in dealing with the new devices, modern technologies, and preparing themselves by self-training, taking up opportunities for training offered at schools, knowing how to access to resources, (4) Providing ICT resources including hardware and software, and taking advantage of resources offered at schools, access to ICT resources at home. (5) Providing continued technical support and relying on themselves to be able to solve problems in their use of ICT accessing available support. For additional theory is mentioned by Razzak (2013, p.13) strategies such as: providing in their schools dedicated teams that offer one-on-one ICT training to administrative staff and teacher; ensuring Internet connectivity is available for all whether students or staff; providing sufficient and efficient technical support personnel; developing a timetable for the computer labs that allows the scheduling of ICT integrated classes; educating the school population about the importance of technology integration in classroom instruction, while insisting on teachers and students learning how to use ICT, teaching using ICT, and students learning through ICT; emphasizing educational innovation and the adoption of new activities, behaviors, and practices that support ICT integration in all curricular areas like student-centered instruction.

From explanation above, ICT is one of the competencies that teachers must have in the 21st century. Teachers challenges of 21st century have to take in account the needs of their students and prepare

them to meet the challenges of future (Jan, 2015, p.51). Teacher challenges are now posed to more challenging world which requires that they be literate in ICT and skillful in using ICT based resources and facilities in teaching materials (Suherdi, 2012, p.2). This makes it a challenge for teachers in the 21st century. The teachers should adapt this change by engaging with some information dealing with the 21st century education its challenges for teacher.

1.8. Previous Studies

There are previous studies closely related to the topics. Some researcher has conducted the research about teacher in 21st century, challenges using ICT integration, and Information Communication and Technology (ICT) integration. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, The following explanations are the highlights of some previous studies related to the topics.

The first research about teacher in 21st century has been conducted by Handayani (2017) with conducted a research entitled "Becoming the effective English teachers in the 21st century: What should know and what should do?.". In which discusses focuses on proposing that becoming the effective teachers is what English teachers should do to answer the needs of 21st century. The method as the data which is used by the writer is by conducting analytical literature through some related theories. The findings of this research about what matters English teachers should know that they are in the 21st century skills and learning, about the characteristics and skills of effective English teachers, and the roles of effective English teachers, and several actions to actualize effective English teachers. effective English teacher should do in 21st century namely being reflective English teachers, developing the competences, being literate in ICT, and attending some Educational trainings and workshops. Understanding what to know and what to do as effective English teachers hopefully can fulfill the 21st century needs in education.

The next research about challenges in using ICT integration was conducted from Rabah, J. (2015), with the tittle of the research is "Benefits and Challenges of Information and Communication Technologies (ICT) Integration in Québec English Schools". The aims of this paper is to assess teachers' and educational consultants' views of the benefits and challenges of ICT integration in the context of Québec English Schools. This paper was conducted following a qualitative research methodology. The primary source of data collection in this research consisted of focus group sessions. The aim of the focus groups was to gather information from the aforementioned participants and to start an open-ended conversation about the benefits and challenges of implementing ICT in their respective schools. Results are ICT in education has potential to enhance teaching and learning processes. To integrate ICT properly in 21st century education, long-term, carefully devised plans are required for meaningful changes to occur whether at the level of training, curriculum or simply classroom management. These changes cannot be changed after several of training sessions. Change is noticed gradually or stage by stage. This study is limited to a number of teachers and also limited to one data collection technique.

The last previous research about ICT (information and communication technology) integration was conducted by Lubis (2018) with tittle "ICT Integration in 21st-Century Indonesian English Language Teaching: Myths and Realities". This research determines to know Indonesian EFL teachers' experiences in ICT integration. This research was used descriptive qualitative design and was used in which a questionnaire consisting of 12 close and open ended questions was employed. The findings revealed that, while such a framework generates positive perceptions, the benefits of ICT integration in students' learning processes are still focused on the technical levels, rather than the communicative and functional ones. Time constraints and technical issues became major roadblocks in achieving such integration. The limitations

of this research, it is worth for further research to investigate more comprehensive data regarding the real implementation of ICT integration among Indonesian English teachers obtained by observation, interview, and other methods.

The Position of the current study, the researcher differentiates this research from the previous research above. In the current research, in this research is different from all of these previous researches, because in this study the researcher want to focus on teachers perspective challenges in using ICT integration in 21st century education are very crucial. While all of the researches try to analyze ICT integration in the process of teaching and learning without knowing teachers perspective in challenging using ICT integration. The similarity between this research with the other researches is the object of the research that is teacher. In this study, the researcher wants to analysis on teacher perspective and challenges in using ICT integration in 21st century education, its mean are challenging faced by the teacher especially for English language teacher in senior high school.

1.9. Frame of thought

The elements that frame in this research include English language teacher, 21st century, and Information and Communication Technology (ICT) Integration as the main object of the research. The frame of thought in this study is illustrated in Figure 1 to demonstrate how each variable relates to each other.
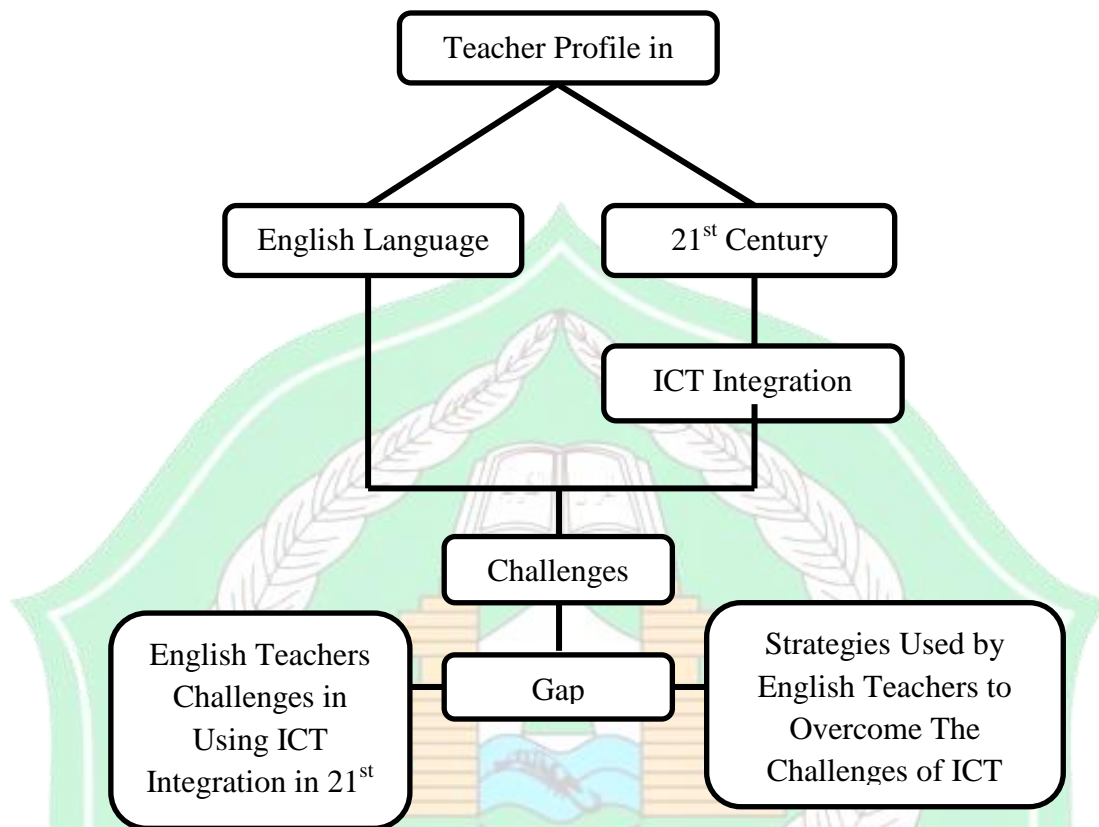
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Figure 1. Frame of Thought

This research departs from the study area teacher profile in 21ˢᵗ century. In the teacher profile in 21ˢᵗ century are, the researcher divided into two topics: English language teacher and 21ˢᵗ century. English language teacher was chosen as topic in this research because teachers are important element for the parameters of success regarding the understanding achieved in intellectual. Now day is all of things growth quickly, so the 21ˢᵗ century was chosen as another topic in this research. The 21st century educational is identical with rapid technological developments such as ICT. The use of ICT integration at this time is very helpful for the effectiveness of activities especially in education. But in the 21st century, in the process of using ICT

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integration teachers faced challenges, it's something new for teacher to improve their skills in using ICT integration. The researcher want to know the challenges faced by teachers in 21st century education, because especially now days that everything almost using technology to help activities. The strategies used by English teachers to overcome the challenges of ICT integration in 21st century education is need to know because this aspect is important in the process of teaching and learning.

1.10. Research Method

1.10.1 Research design and steps of the research

The approach of this research is qualitative methods will be used to describe the phenomena of the field that use description for finding. This research employed qualitative method because the data in this research will be presented in words or descriptions not in numbers. Qualitative research is only analyzes the words e.g transcripts from interview or photos not a statistic (Creswell, 2012, p.19). Design of this research is case study. The case study was chosen because case study is an appropriate approach to be used in this study. Case study is a form of qualitative researches that activity to discover meaning, to investigate processes, and to gain insight into and in the depth understanding of an individual, group, or the situation (Lodico, Spaulding & Voegtle, 2006, p.269). The steps in this study are adapted from Lodico, Spaulding & Voegtle (2006, p. 265), the method follows the steps: (1) Selecting of participant, (2) Writing foreshadowed questions, (3) Collecting the data, (4) Analyzing the data, and (5) Interpreting and disseminating results.

1.10.2 Sources and types of data

Data is a variety of information was collected to support a study. From the data, the researcher can identify the result of the research. The

researcher requires sources to acquire the available data while gathering data. The important thing in conducting research is data sources. Therefore the data source is the material where the researcher will get information that is required that can be valid data. Sources of research data are divided into two, namely primary data sources and secondary data sources (Sugiyono, 2015, p.308).

Data sources used in this research are primary data and secondary data. Primary data are data sources that provide data directly collected and processed directly by the researcher and secondary data are data sources that do not directly provide data to data collectors include information retrieved through preexisting sources, for example through other people or through documents (Sugiyono, 2015, p.308). For the primary source, the researcher uses the result of interview for teacher in Senior High School as the techniques to collect the primary data. This primary data was chosen by researcher because the researcher needs verification from teachers. The secondary source which is used is document. The document is from websites, books, journal articles related to the topic. Those data source that the researcher chooses because appropriate with the research.

Types of data can be divided into 2, namely qualitative and quantitative. Qualitative is data in the form of words, schemes, and pictures and quantitative is data in the form of numbers (Sugiyono, 2015, p.305). This research uses qualitative data. Qualitative data was chosen because data in this research will be in the form of descriptive.

1.10.3 Data collection techniques and instruments

Instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy (Arikunto, 2000, p. 134). Here, the instrument is researcher herself. Another expert stated that, in qualitative research, the instrument is the

researcher themselves (Sugiyono, 2015, p. 222). The researcher should be validated by themselves about their ability in conducting the research.

Data collection methodology is an important step in research, the purpose of the study is to get the data. To get the accurate data, the researcher has to do some techniques for collecting data. There are five data collecting technique. Data collection techniques consist of observation, interviews, questionnaire, documentation and triangulation/combination (Sugiyono, 2015, p. 308). Another expert that supports this statement, data collection techniques consists of interview and observation (Rahmat, 2009, p. 7). Data collection techniques in this study used interviews.

In this study, the interview technique was used because the researcher wanted to know the things of the respondents more deeply and for re-checking or proving the information previously obtained. Esterberg (2002) state that, interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (as cited in Sugiyono, 2015, p.317).

In this case, the interviewer has to conduct collecting data with doing interaction or communication directly, But it can be done face to face or by electronic. For additional Creswell (2008, p.180) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Another expert Esterberg (2002) suggested several types of interviews, namely: structured interviews, namely interviews using a list of questions that had been prepared previously. Semi-structured interviews are guidelines but flexible in their application depending on the

situation and conditions in the field. An unstructured interview is a no question set (as cited in Sugiyono, 2015, p. 315).

In this study, the interview used was a structured interview because the researcher had to ask the same questions in the same order to all respondents. This interview can be assisted with tools such as a tape recorder and others to support the implementation of the interview well and effectively. The interview technique in this research can be done face to face or other media that can support the communication process, this depends on the situation. For additional, interviews can be carried out by face to face or using a telephone, which will always take place personal contact, therefore the interviewer needs to understand the situation and conditions so that he can choose the right interview process according to the conditions and situation (Sugiyono, 2015, p.321).

1.10.4 Data analysis techniques

The researcher analyzes the data after collecting the data. Data analysis is the process of systematically searching and compiling data obtained from interviews and other data collection by organizing data into units, synthesizing, arranging into patterns, choosing which ones are important and what will be studied, and concluding so that easily understood by oneself and others (Sugiyono, 2015, p.335). Thus, data analysis is systematically process to analyze data which have been collected. There are three activities to analyze the data will be used in this research. Those steps are data reduction, data display, and conclusion drawing/verification (Sugiyono, 2015, p. 338-345).

a. Collecting the Data

This collecting the data was collected with the techniques of interview. The data obtained from the result of interview. This interview is to obtain direct information, obtain correct data, and complete research.

Thus data have been identified and it is will make it easier for researcher to do further data collection.

b. Reduction Data

After getting the data from the data collection, the next step is to analyze the data with reduction data. Here, reduction data is data analysis that removes unnecessary data, the selection process, which classifies it based on the data that has been obtained by spreading it in the form of a data interview.

c. Display Data

The next step is display data. Here, the researcher will be displayed the data and explained in detail. Data display is carried out in the form of a short description to explain the summary results of the data that have been analyzed in data reduction.

d. Conclusion Drawing / Verification

The last step is the conclusion drawing / verification, at this stage the conclusions are made based on the results of the previous data so that it is expected that the conclusions made are valid and consistent. For additional, the conclusions made must be supported by valid and consistent books, so the conclusions put forward are credible conclusions (Sugiyono, 2015, p.345).

1.10.5 Research timeline

No.	Activities	Month							
		January	February	March	April	May-June	July-August	September	October
1.	Developing research proposal								
2.	Seminar of								

No.	Activity									
	Research Proposal in Campus		▓							
3.	Revision of research proposal		▓	▓	▓					
4.	Preparation to start the research, make a permit letter to conduct the research					▓				
5.	Conducting the Research						▓			
6.	Analyzing and conduct the data from Document analysis								▓	
7.	Selecting and analyzing data from the result of Interview								▓	
8.	Making Conclusion									▓
9.	Finalization of the Research									▓

Table 1.1 : Research Timeline