

CHAPTER 1

INTRODUCTION

A. Background of study

In March 2020, Indonesia has experienced a world pandemic caused by a coronavirus disease 2019 (COVID-19) that was quite widespread and took place quickly. This virus first occurred in Wuhan, China, in December 2019. COVID-19 transmission can occur through the droplets produced when an infected person coughs, sneezes, or exhales.¹ This wide and rapid transmission from one human to another has reached all countries globally and still lasts until the present time. In Indonesia, COVID-19 remains to exist in March 2021, and its number keeps increasing.

This pandemic does not only harm individual's life but also hits many sectors of life, one of them is education. To prevent the spread of the virus, the government dismissed schools and universities, and ordered a distance learning system or online learning. Students must study at home using online media platform. This also happens in Indonesia. Indonesian government, represented by Minister of Education and Culture of the Republic Indonesia issued a circular letter No. 4 the year 2020 concerning the Implementation of Education Policy in an Emergency for the Spread of Coronavirus Disease (COVID-19).

¹ KementrianKesehatanRI, "Dokumen Resmi," *Pedoman kesiapan menghadapi COVID-19* (2020): 0–115.

The use of ICT, therefore, a means of solution to Covid-19 pandemic for school activity has been inevitable and urgently needed. The common ICT used for education is computer, Laptop, LCD, digital photocopy machine, digital Audio and Video devices, digital camera, scanner, DVD player and multimedia projector.² Moreover, during the COVID-19 pandemic, the main learning media often used by students was smartphone, which aims to make it easier for students to communicate with teachers through various existing communication applications after the enactment of online learning.

The use of ICT as an integrated object in teaching and learning during the COVID-19 pandemic turns out to be a challenge both for the teachers and the students. According to Maria, Marcos, and Maria Rodrigues (2020), who explained that, there are many different processes when the world is forced to switch from face-to-face learning to e-learning. There are many new challenges not only because the transition has been abrupt but also because there are teachers who do not have the basic digital skills required for this migration.³

² Simin Ghavifekr, Thanusha Kunjappan, and Logeswary Ramasamy, "Teaching and Learning with ICT Tools Issues and Challenges from Teachers' Perceptions," *Malaysian Online Journal of Educational Technology* 4, no. 2 (2016): 38–57.

³ María Gabriela et al., "Use of ICT in the Teaching-Learning Process during the COVID-19 Emergency Lockdown: An Analysis of International Cases," *International Journal of Innovation, Creativity and Change*. 14, no. 1 (2020), 1269.

Another challenge emerges when it comes to a lack resources of ICT such as in rural areas. As in every country, including Indonesia, the population spread in both urban and rural areas. Particularly in Indonesia, there are many rural areas in each province. One of them is located in Pandeglang district Banten Province. Pandeglang consists of about 35 sub-districts and 326 villages.⁴ Jiput, which is one of the sub-district in Pandeglang district, is one of the places where is relatively rural areas compared to other areas. The sustainability of education in Indonesia, especially rural areas of Jiput sub-district, is not all evenly distributed with adequate facilities and conditions, which are geographically different from urban areas. Lack of signals, school facilities, school environment, and available human resources have hindered the process of teaching and learning in this area.

These problems have created multiple obstacles and challenges to the teachers, and the students. They appear in all subjects, not to mention English language learning. As a result, one aspect is suggested to have an impact is in the teachers' attitude in facing all these problems. According to Roger's theory of diffusion of innovation, teachers' attitude are indispensable to the innovation-decision process.⁵ Based on the theory of Schiffman and Kanuk (2004); Teachers' attitude have three main

⁴ *biropemerintahan.bantenprov.go.id*

⁵ Bulent Cavas et al., "A Study on Science Teachers' Attitudes toward Information and Communication Technologies in Education," *Turkish Online Journal of Educational Technology* (2009).

components, there are; cognitive (beliefs / evaluations), affective (feeling / emotion), and conative (behavior / action). These three attitudes will be integrated with the use of ICT as well as the adjustment of learning English online in rural area.⁶

Reflecting on the importance of teachers' attitude in the learning system, especially for English Foreign Language Teachers who use ICT. Several previous studies have investigated the teachers' attitude used in ICT-based learning.

H. Şahin and T. Han, investigated the use of ICT and the attitudes of middle school teachers in EFL Turkey towards ICT. One of the developing countries that has taken many steps for ICT integration is Turkey, which has allocated 11% of the budget is for ICT. In addition, this study focused on the relationship between computer attitudes and expansion of ICT use, computer attributes and personal characteristics. The findings show that ICT tools are most widely used is a value book, the internet, software for repetitive exercises, text processing, interactive exercises and PowerPoint Presentation. It was also found that EFL teachers have positive attitudes towards usage ICT for educational purposes. However, the responses indicated that the class was insufficient training time and opportunity.⁷

⁶ Vishal Jain, "3D Model of Attitude," *International Journal of Advanced Research in Management and Social Sciences* (2014), 6-7.

⁷ H. Şahin and T. Han, "EFL Teachers ' Attitude Towards 21 St Century Skills : A Mixed-Methods Study," *The Reading Matrix: An International Online Journal* (2020).

Njma Salem and Behbood Mohammadzadeh, This study was designed to know Libyan EFL teachers' attitudes towards ICT adoption in the field of English Language Teaching (ELT). A study on teachers' attitude integration with ICT uses teachers' attitudes with three domains: the affective domain, the cognitive domain, and the behavioural domain. This research also discusses the relevance of ICTs to Libya's socio-cultural context and the adaptations needed for the successful adoption and use of it. The results of teachers' overall attitude about ICT in one of the major universities in Libya show that the teachers' attitude is positive in applying educational settings.⁸

Hilda Cahyani and Bambang Y Cahyono, explained the teachers' attitude and technology use in Indonesia EFL Classroom. This study also explained that the use of technology in education deals with two major aspects: mode and content. Currently, second-language teachers have the options to use technology, either web-based or non web-based, to help learners learn the target language (content) successfully. It involved 37 teachers teaching English as a foreign language at a different level. The research findings of this study are to report on the types of technology that the teachers use in their classrooms, how they apply them, and why they

⁸ Njma Salem and Behbood Mohammadzadeh, "A Study on the Integration of ICT by EFL Teachers in Libya," *Eurasia Journal of Mathematics, Science and Technology Education* 14, no. 7 (2018): 2787–2801.

decide to use them. To summarize, the teachers have positive attitudes towards the use of technology in the language classroom.⁹

Most of those researchers investigated the ICT use in education particularly more on the urban area (e.g. A Sahin Kizil, 2011; Hilda Cahyani, 2012; Njma Salem, 2018), few of them studied in a more rural area. Therefore, this study attempt to investigate the teachers' attitude in the use of ICT for teaching learning especially for the subject of English language in a rural area. The study will discover what their cognitive, affective and conative in responds to the integrated use of ICT during the process of teaching and learning in a pandemic era. Based on the background above, the study entitled **“The Investigation of EFL Teachers’ Attitude Towards The Integration ICT During COVID-19 Pandemic: A Study in Rural Area’s Public School of Jiput Sub-district, Pandeglang”**.

B. Identification of problems

The problem in this study can be identified as follows:

1. During the covid-19 pandemic, all teachers were required to master the ICT system for teaching.
2. Rural areas have many problems do teaching-learning using ICT.

⁹ Hilda Cahyani and Bambang Y Cahyono, “Teachers’ Attitudes and Technology Use in Indonesian Efl Classrooms,” *TEFLIN Journal* 23, no. 2 (2012): 130–148.

3. The teachers' attitude in rural areas of Jiput Sub-district might be different as they encounter problems in using ICT in each of their online meetings.

C. Research scope

This study focuses on the EFL teachers' attitude towards integration ICT in rural areas of Jiput Sub-district, Pandeglang. It means that researcher want to know the EFL teachers' attitude using three component based in theory of Schiffman and Kanuk; Cognitive, Affective, and Conative component in teaching English using ICT in rural areas and what are the techniques in challenges to do it.

D. Statements of problems

Based on the background of the study, the writer would like to write a problem of study :

1. What are the challenges do EFL teachers using ICT during the Covid-19 pandemic in the rural areas of Jiput sub-district?
2. What are EFL teachers' attitude toward integration ICT in the rural areas of Jiput sub-district?

E. The objective of the research

From the background of the study, the writer has the objective of the study.

The objective of the study are :

1. To find out the challenges do EFL teachers using ICT during the Covid-19 pandemic in the rural areas of Jiput sub-district.

2. To find out teachers' attitude toward integration ICT in the rural area of Jiput sub-district.

F. Benefits of Research

1. For the teacher

In this study, teachers can take new knowledge regarding their teachers' attitude during the Covid-19 pandemic. The covid-19 period requires teachers and students to learn online using the available ICT. Teachers can also take lessons from some of the experiences and practices of EFL teachers in rural areas. It can motivate teachers to be able to study technology in more detail to keep up with the changing times in this era.

2. For the students

In this study, students can see the education system broadly, especially seeing the condition of other students who are in rural areas. There are many obstacles they will face in using technology. The use of ICT is also beneficial for students to use in class, especially during English lessons. Learning English can be done flexibly as long as there is a will. The existence of ICT is very helpful for students in learning, such as learning four skills in English, namely listening, reading, writing, and speaking. Students can learn independently through video, sound, pictures, or writing sent by the teacher using the available technology.

3. For the future researcher

This research can be a reference for future researchers to further develop existing theories and provide more constructive solutions related to the use of ICT in learning English, especially in rural areas.

G. Organization of research

This research is arranged into five chapters, and every chapter has some points to explain the chapter.

Chapter I is the introduction. It contains the background of the study, identification of the problem, research scope, statements of the problem, the objective of the study, benefits of the research and organization of research.

Chapter II is theoretical frameworks; this chapter is consists of the theorist from some experts we have conducted the research related to this research, previous study, and theoritical framework.

Chapter III is research methodology. It contains the method of the research, the site and time of the study, the method of research, population and sample, instrument , technique of data collecting, the technique of data analysis.

Chapter IV describe findings and discussions. It consists of research findings and research discussion.

Chapter V is closing that consists of a conclusion and suggestion.