

**AN ANALYSIS OF INTEGRATED INFORMATION
AND COMMUNICATION TECHNOLOGY (ICT) IN
EFL TEXTBOOK ENTITLED “ENGLISH LIFE
TODAY” FOR TWELFTH GRADE STUDENTS**

A THESIS

**Submitted to fulfill one of the Requirements for *Sarjana Pendidikan* the
Degree at the English Education Department**



By:

Uswatun Khasanah

2521035

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
K.H. ABDURRAHMAN WAHID STATE ISLAMIC
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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“AN ANALYSIS OF INTEGRATED INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EFL TEXTBOOK ENTITLED “ENGLISH LIFE TODAY” FOR TWELFTH GRADE STUDENTS”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku baik Sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah.

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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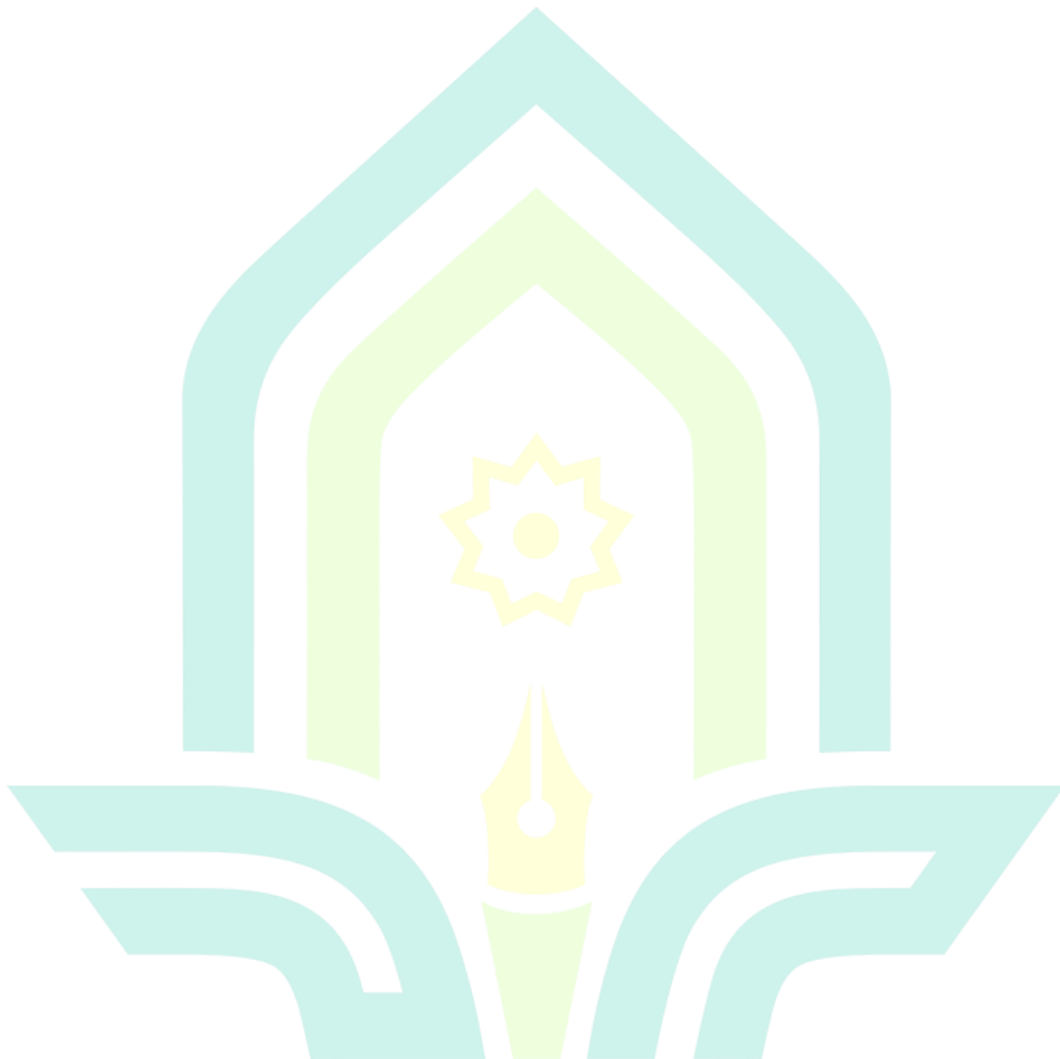
All praise be to Allah SWT., the most gracious and most merciful who has made my affairs related to thesis easier. My thesis has been realized well and received much support from many parties. Therefore, I express my deepest gratitude to all of them.

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MOTTO

It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.

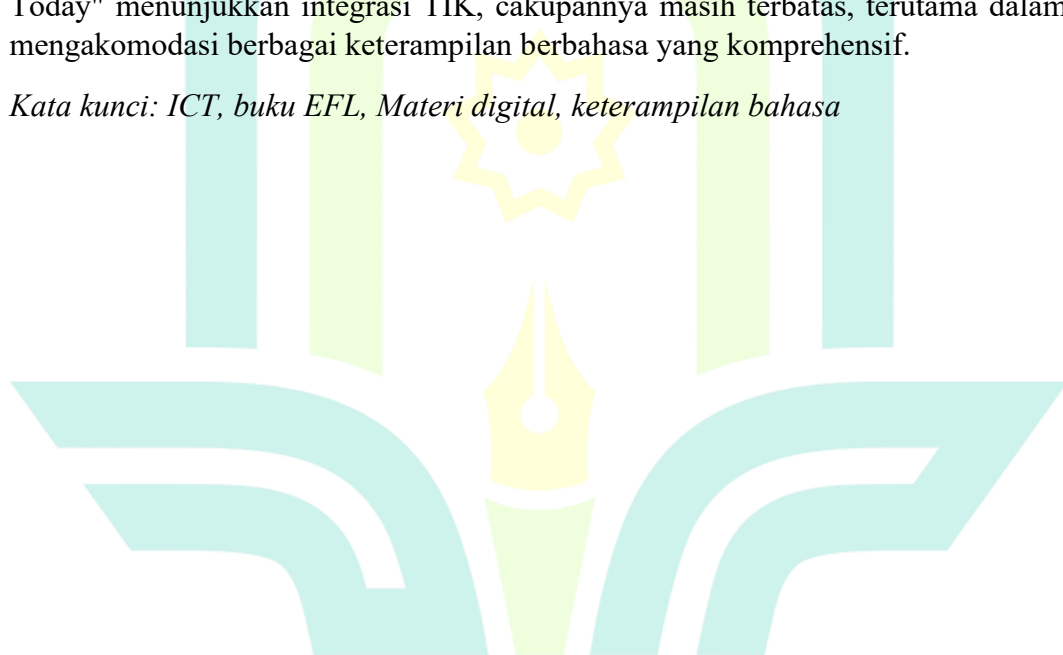
(Charles Darwin)



ABSTRAK

Kemajuan pesat Teknologi Informasi dan Komunikasi (TIK) dalam beberapa tahun terakhir telah mengubah wajah pendidikan secara signifikan, memungkinkan pembelajaran yang lebih dinamis dan interaktif. Dalam bidang pengajaran bahasa Inggris, TIK memainkan peran penting dalam meningkatkan materi ajar, mendorong keterlibatan peserta didik, dan menyediakan akses ke beragam sumber daya dan platform komunikasi. Studi kualitatif ini menyelidiki integrasi TIK dalam buku teks EFL berjudul "English Life Today" untuk siswa kelas dua belas. Metode yang digunakan adalah analisis isi dan dipandu oleh kerangka kerja Tomlinson (2014) untuk materi elektronik. Temuan penelitian mengungkapkan bahwa terdapat tiga jenis TIK, yaitu hipermedia, multimedia, dan media komunikasi, di mana multimedia menjadi yang paling sering digunakan, sementara media komunikasi hanya muncul sekali. Dalam mendukung pengembangan keterampilan berbahasa, fitur-fitur TIK yang teridentifikasi memfasilitasi keterampilan mendengarkan, berbicara, dan menulis, dengan keterampilan mendengarkan menjadi yang paling dominan. Perlu dicatat, tidak ditemukan elemen TIK yang mendukung pengembangan keterampilan membaca dalam buku teks tersebut. Hasil ini menunjukkan bahwa meskipun "English Life Today" menunjukkan integrasi TIK, cakupannya masih terbatas, terutama dalam mengakomodasi berbagai keterampilan berbahasa yang komprehensif.

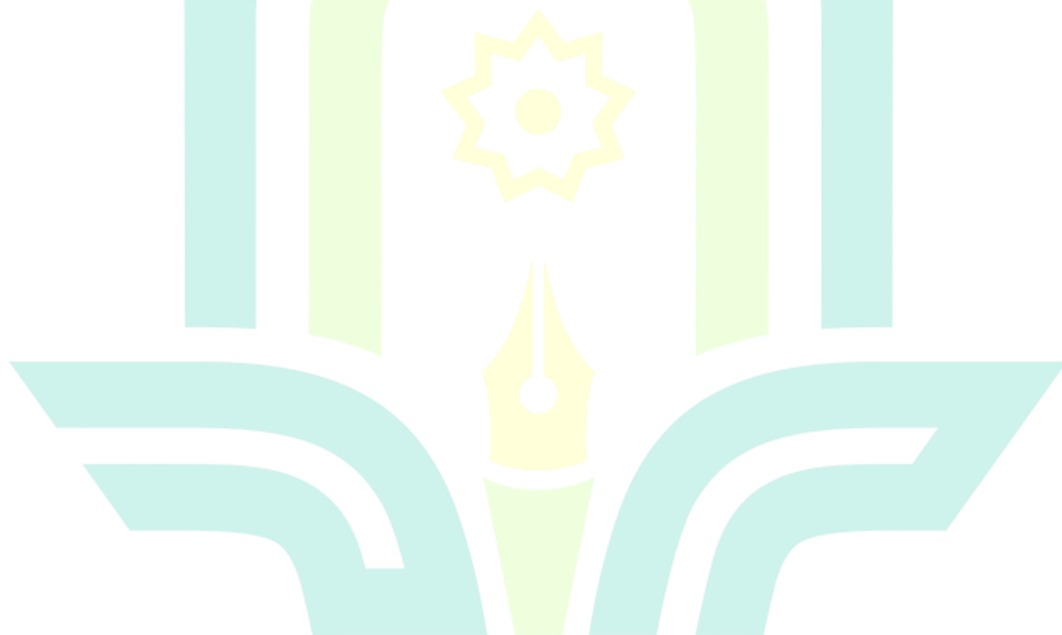
Kata kunci: ICT, buku EFL, Materi digital, keterampilan bahasa



ABSTRACT

The rapid progress of Information and Communication Technology (ICT) in recent years has significantly changed the face of education, enabling more dynamic and interactive. In the field of English language teaching, ICT plays a crucial role in enhancing teaching materials, fostering learner engagement, and providing access to diverse resources and communication platforms. The qualitative study investigates the integration of ICT in the EFL textbook entitled “English Life Today” for twelfth grade students. Employing content analysis as its method and guided by Tomlinson's (2014) framework for electronic materials. The findings reveal that three types of ICT hypermedia, multimedia, and communication media are present in the textbook, with multimedia being the most frequently utilized, and communication media appearing only once. In supporting language skill development, the ICT features identified facilitate listening, speaking, and writing skills, with listening skill being the most dominant. Notably, no ICT elements are found to support reading skill development within the textbook. These results indicate that although “English Life Today” demonstrates integration of ICT, it remains limited in scope, particularly in accommodating a comprehensive range of language skills.

Keywords: ICT, EFL Textbook, electronic materials, language skills

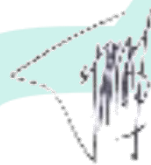


PREFACE

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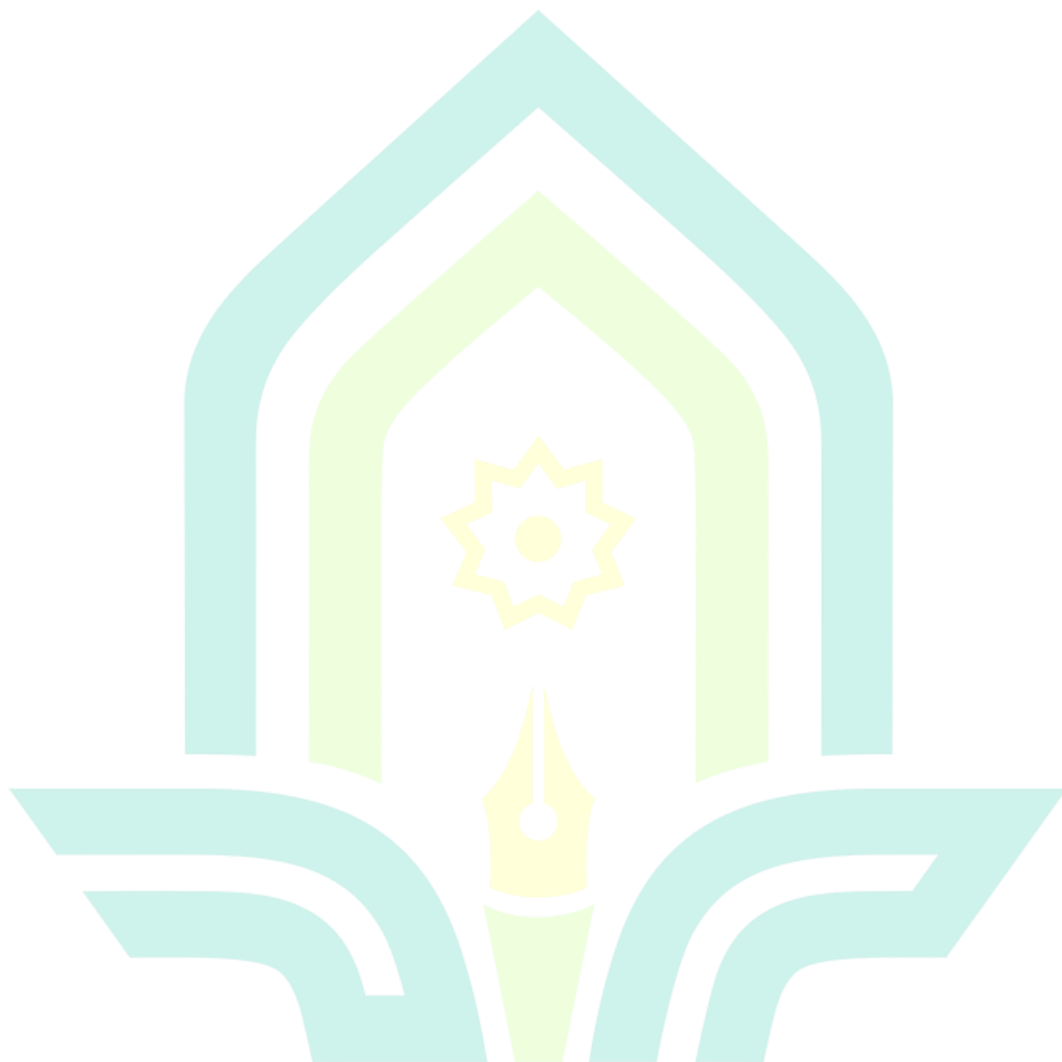


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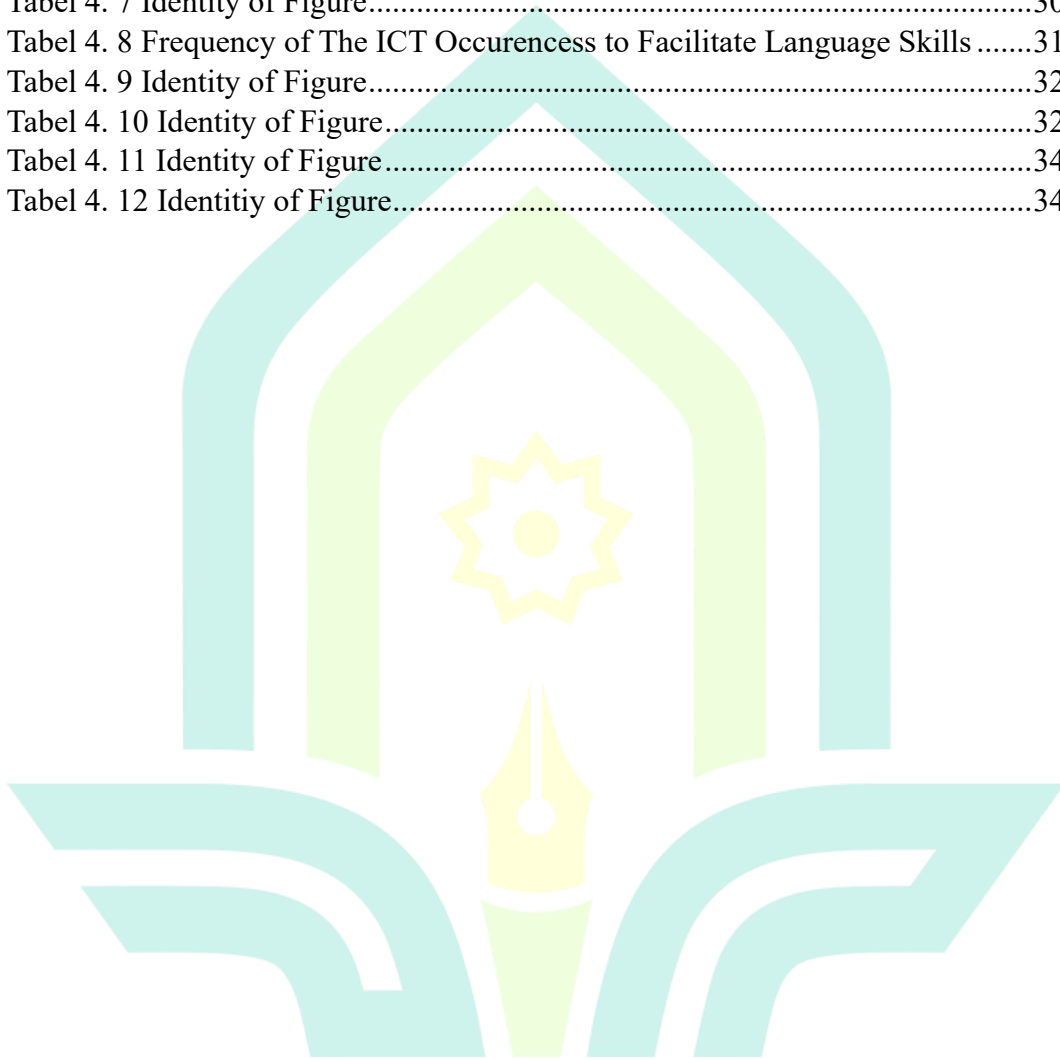
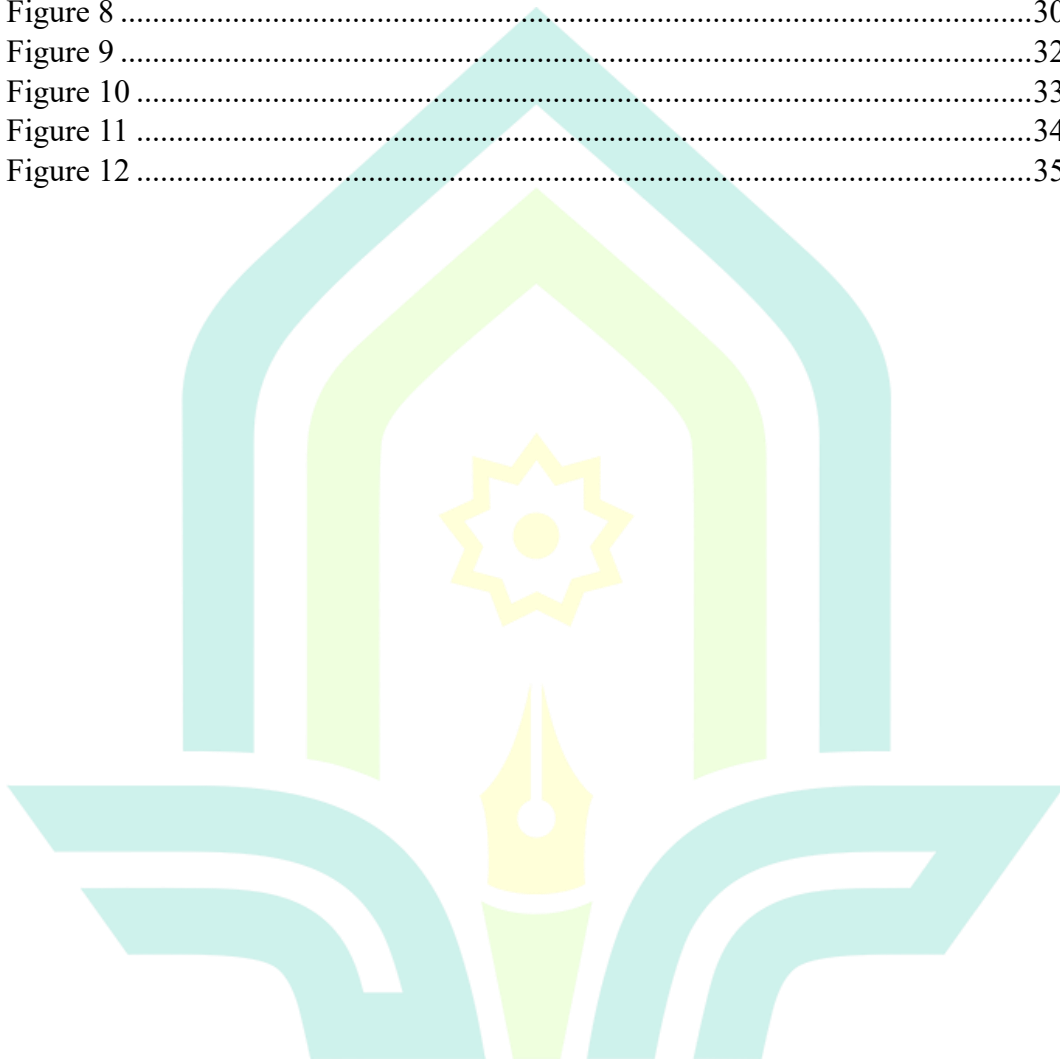


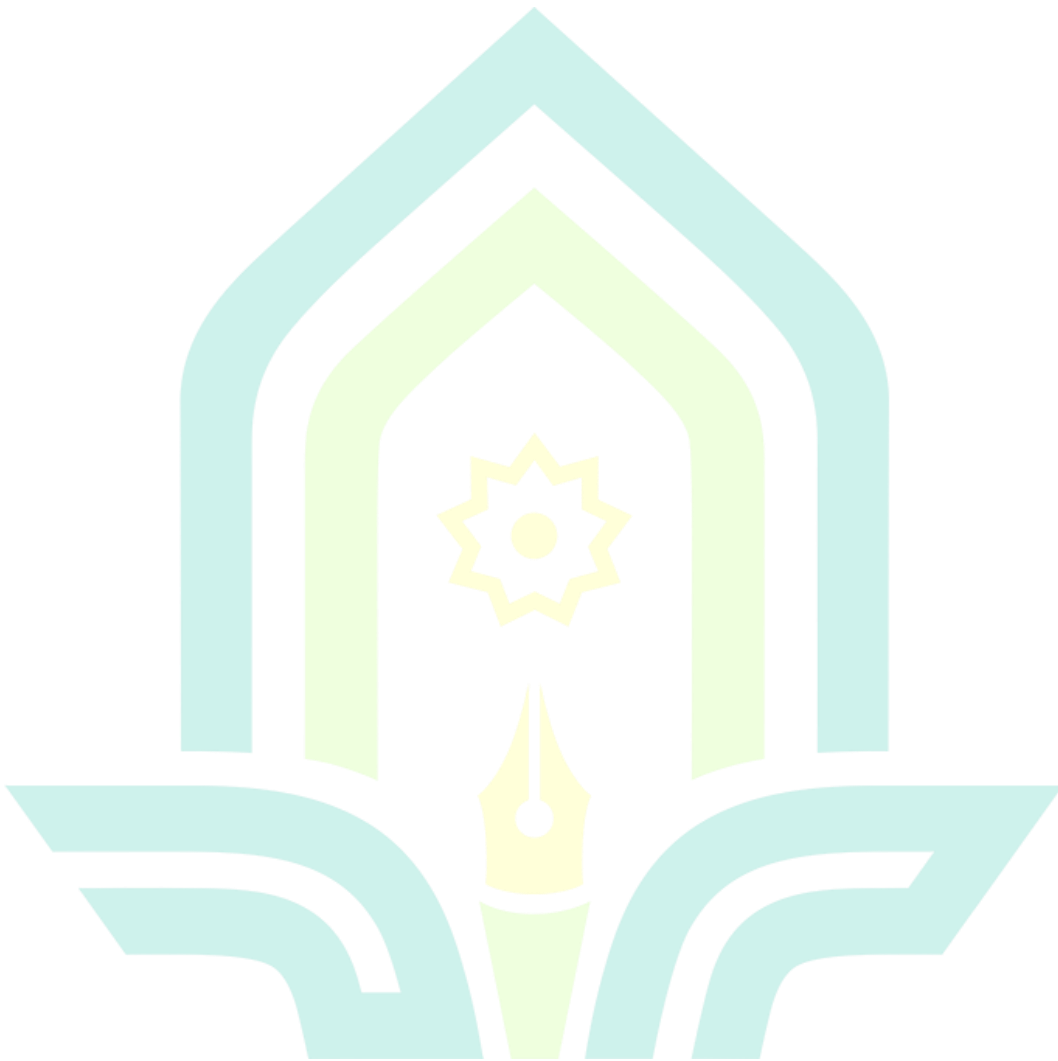
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CHAPTER I

INTRODUCTION

1.1 Background of the study

Developments in the 21st era have changed very rapidly, technology and digital literacy are very important aspects in this era in various sectors. Cited of Educational Testing Service (2002), changes in technological devices and creative applications of technology have the capacity to improve the quality of life of people directly proportional to the increased effectiveness of teaching and learning, industrial and government productivity, and national welfare. This is because ICT has begun to change the way of living, learning, and working.

ICT in the education sector has been widely used, such as in student activities, administration and as a source of knowledge. Based on the results of a survey conducted by the Central Statistics Agency (BPS) on the use of ICT in the education sector in (2018) was conducted on 4,014 schools spread across 34 provinces. Survey results show that internet usage is almost evenly distributed, although there are still many challenges in equalizing infrastructure and optimal utilization in all regions.

The integration of ICT in education has transformed traditional teaching and learning methods, making them more interactive, flexible, and effective (Ratheeswari, 2018). The use of ICT in the classroom has benefits for both teachers and students. ICT provides students with the opportunity to learn and apply the 21st century skills they need. ICT enhances teaching and learning and assists teachers in their role as creators of the pedagogical environment. In

addition, the presentation of materials and teaching provided by teachers is presented in an interesting way and is able to provide learning for students at all levels of the educational program.

In English learning, ICT has many important roles that are useful for improving students' language skills. According Rofi' et al. (2024) ICT helps students acquire English language knowledge and skills more effectively and enjoyably through easy access to learning resources, learning applications, multimedia-based learning, global communication and collaboration, e-assessment, and self-directed learning. In conclusion, the integration of ICT in English learning not only improves students' language skills but also creates a more engaging and independent learning environment. As Warschauer (2019) asserts, "Technology in language education empowers learners by providing a variety of interactive opportunities that traditional methods cannot offer," highlighting the irreplaceable role of ICT in modern language acquisition.

Teaching materials are one of the crucial things in improving students' knowledge and understanding. Therefore, the preparation of teaching materials must be done proportionally in order to support the development of student learning. In compiling learning materials, of course there are standards that must be met in order to achieve certain criteria. In Indonesia, this is regulated by the Ministry of Education and Culture in the legislation on content standards which was ratified in (2022) The regulations, when compiling learning materials, multimodal texts must be included in various forms and must have visual effects. Combining multimodal texts in various forms will certainly

optimize students' understanding in building their knowledge. According to Mary (2019), ICT-based learning innovations can increase student motivation and learning effectiveness, particularly in English language learning, which encompasses pronunciation, grammar, and vocabulary. The use of interactive electronic learning media in textbooks helps improve overall language skills and prepares students for the challenges of the digital era.

Textbooks help students obtain information or knowledge about the topics they will study at school. In Indonesia textbooks are one of the main sources for student learning at school. Using this textbook will certainly make it easier for teachers to convey the material to be studied. Besides, Textbooks can help develop students' self-esteem by increasing it knowledge and thinking skills that enable them to face everyday life problems (Hussain, 2012) Good integration will certainly support the development of student knowledge. According to Griffin & Care (2015) least in the 21st century, there are 11 skills that a person must have.

"English Life Today" was chosen as the thesis analysis material because it is an official book published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as part of the Merdeka Curriculum for 12th grade high school students. Furthermore, this book is designed to facilitate students in understanding English concepts contextually and communicatively, as well as integrating current important issues such as environmental awareness, financial literacy, and digital security. In addition, this book also has content that supports ICT in its activities.

1.2 Formulation of the problem

This study provides research questions. The researcher explored,

1. What kinds of ICT usage are integrated in the textbook “English Life Today” for XII grade?
2. How do ICT features in the textbook facilitate the development of English language skills?

1.3 Aims of the study

The aims of study are:

1. To analyze the integration of ICT within the textbook “English Life Today” for twelfth grade students by examining to what extent ICT-based components, activities, and materials are included to support the English language learning process.
2. To identify the contribution of ICT features to the development of English language skills by exploring how digital and technological elements in the textbook help improve students’ listening, speaking, reading, and writing skills.

1.4 Operational definition

To avoid misunderstandings regarding the terms in this research, the researcher provides several related definitions as follows:

1. Information and communication technology : The use of digital tools, devices, and networks to store, share, and process information. It includes computers, the internet, mobile phones,

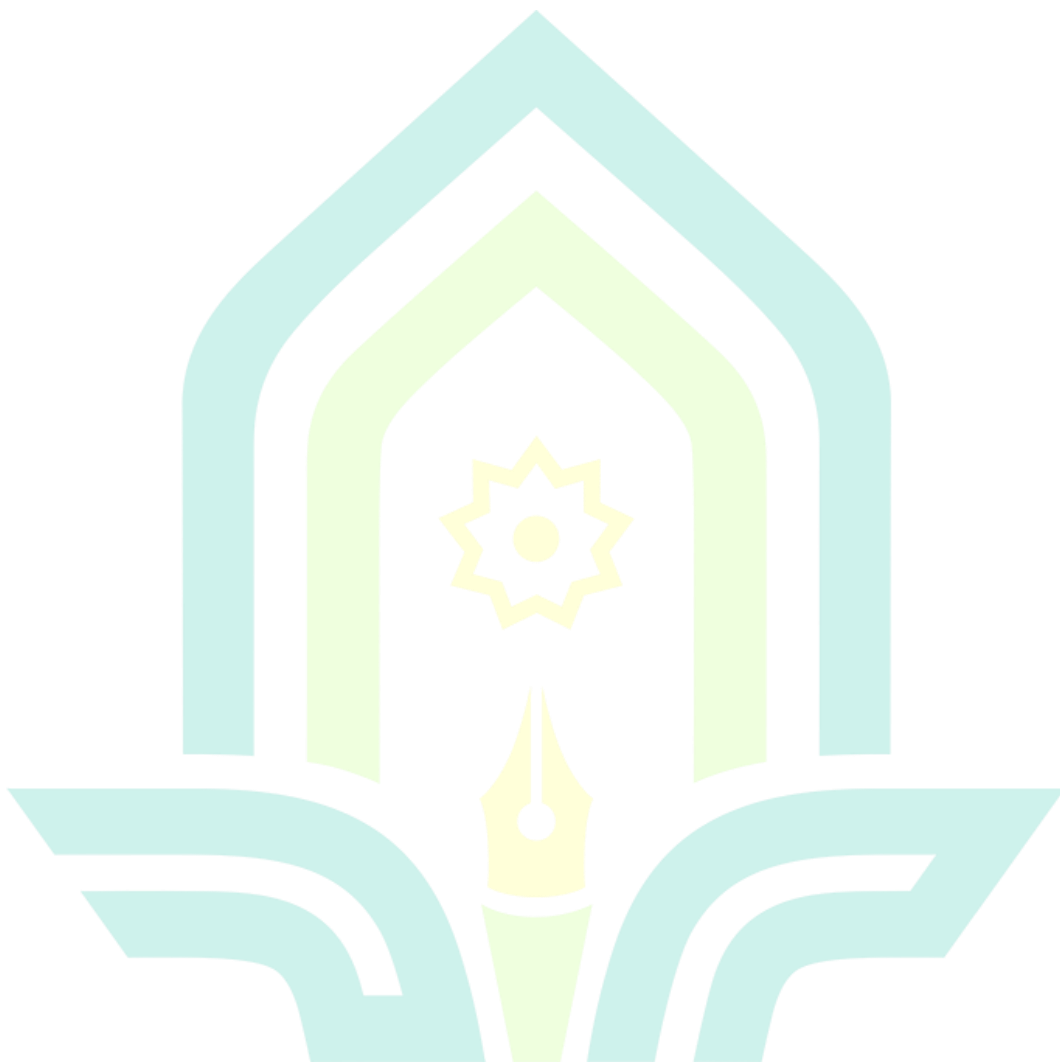
and software that help people communicate and access information easily (Bilyalova, 2017).

2. **ELT Textbook** : is a structured educational resource designed to facilitate the learning and teaching of English for non-native speakers. It contains systematically organized lessons, activities, exercises, and assessments that focus on developing the language skills (Hismanoğlu, 2011).
3. **Integration** : combining different parts or systems to work together as a whole. It can refer to mixing ideas, technologies, or processes to improve efficiency and effectiveness (Kumar et al., 2021).

1.5 Significance of the study

1. **Theoretical Significance:** This research will contribute to electronic materials by Tomlinson (2014)
2. **Empirical Significance:** This research will provide empirical insight into information and communication technology
3. **Practical Significance:** This study can provide recommendation curriculum developers or textbook writers to develop ICT in the textbook. In addition, this

research can be used by teachers to design interactive learning using ICT in the classroom.



CHAPTER V

CONCLUSION

In this chapter, we provide some conclusions and recommendations for readers. These conclusions and recommendations are based on our analysis of the textbook "English Life Today" for twelfth grade high school students.

5.1 Conclusion

Based on the data presented in Table 4.2, it was found that multimedia and hypermedia occupied the largest portion of ICT utilization within this textbook, with 17 and 11 contents, respectively. Multimedia such as videos, audio, and interactive animations specifically appeared in 13 out of 18 ICT-based activities. Communication media, meanwhile, was identified as the least used feature. All types of electronic materials, according to Tomlinson (2014) multimedia, hypermedia, and communication media were integrated into learning tasks in this textbook, although in differing proportions. The use of hypermedia combined with multimedia, such as QR codes linked to YouTube videos, also serves as an innovation that supports more dynamic interaction and learning experiences.

Regarding the second research objective, namely how ICT features facilitate language skill development, the analysis in Table 4.1 shows that out of 18 ICT-based activities, only 15 were found to directly aid the development of language skills—specifically in speaking, listening, and writing. No activities were found to explicitly support reading skills in the context of ICT; two activities were not

relevant and one activity's role could not be identified. This indicates that while ICT has been widely integrated into the textbook, its contribution to all aspects of language skills remains uneven, particularly in terms of reading skills.

Overall, the findings of this research support the hypothesis that ICT integration in the “English Life Today” textbook has optimally utilized electronic materials, particularly multimedia and hypermedia, and has facilitated the development of language skills, especially speaking, listening, and writing. However, there is room for further development in the use of communication media.

5.2 Recommendations

1. For educators and classroom practitioners

The findings of this analysis of ICT integration in textbooks should have a direct impact on everyday pedagogical practice. Teachers should develop professionally by focusing on the effective and practical use of suggested ICT tools, ensuring that these activities align with deeper learning objectives, rather than being used for the sake of technology. Furthermore, teachers should critically evaluate the digital resources available in their schools against textbook requirements and be trained in low-cost or adaptive ICT alternatives when resources are limited. Most importantly, students should receive consistent guidance and support to develop essential digital literacy skills, empowering them to use technology as a versatile learning tool, rather than simply a source of distraction or entertainment.

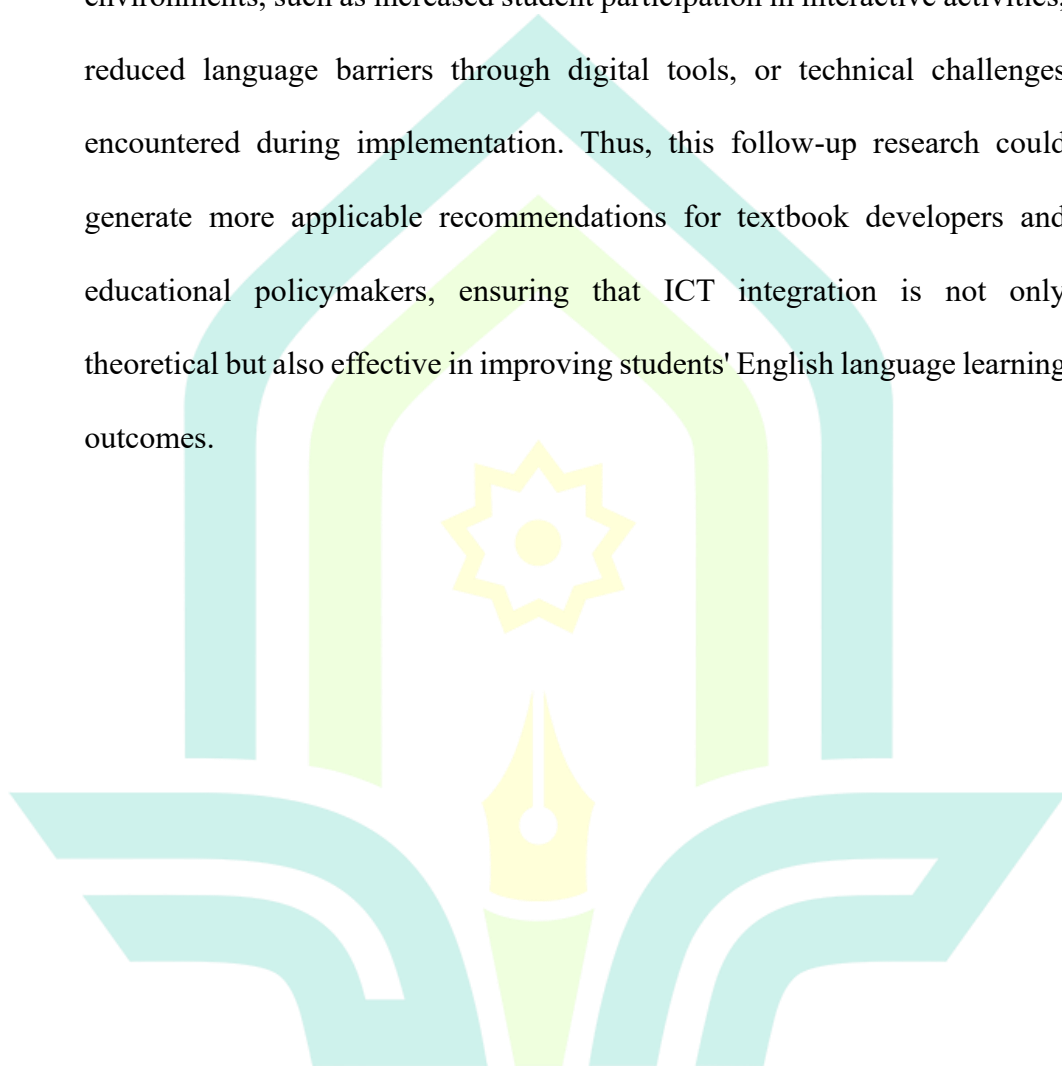
2. For textbook designers and writers

Textbook authors and designers must significantly improve the quality of ICT integration by prioritizing variety, accessibility, and pedagogical relevance in student activities. The first priority is to go beyond generic instruction by introducing a broader and more diverse set of specific ICT tools aligned with learning objectives, ensuring that the technology supports higher-order thinking skills such as analysis, creation, and collaboration, rather than simply information retrieval. This means explicitly recommending and illustrating a variety of tools, such as free online simulations, data visualization software, or collaborative document platforms, to enrich the learning experience. Most importantly, a primary design consideration should be usability and feasibility across a variety of school settings. To maximize student success, authors should include clear, gradual scaffolding for using recommended technologies. Finally, textbooks should use ICT to actively build digital literacy skills.

3. For future researchers

Future researchers could expand the scope of the analysis by comparing ICT integration in EFL textbooks. This approach would provide deeper insights into how variations in cultural context, national curricula, or technological levels influence the effectiveness of ICT integration in English language learning. Furthermore, it is recommended to combine qualitative methods such as in-depth interviews with teachers and students, as well as

field surveys through classroom observations or questionnaires, to evaluate the practical impact of ICT features on students' motivation and language achievement in real-time. This method goes beyond static content analysis by collecting empirical data on ICT use experiences in real-life learning environments, such as increased student participation in interactive activities, reduced language barriers through digital tools, or technical challenges encountered during implementation. Thus, this follow-up research could generate more applicable recommendations for textbook developers and educational policymakers, ensuring that ICT integration is not only theoretical but also effective in improving students' English language learning outcomes.



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