INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ORIENTED TASK IN ENGLISH TEXTBOOKS

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ABSTRACT

As the world changed into the digital era, it surely affected the educational field where the curriculum also developed. The latest curriculum used in Indonesia called as Curriculum 2013 (Kurtilas) which was the product of a long discussion within the ministry demanded the integration of Information and Communication Technology (ICT) in educational field. This study was intended to explore the implementation of Curriculum 2013 *(Kurtilas)* in the aspect of Mindset Refinement where isolated teaching and learning system was changed into learning in a networking way in which learners can gain knowledge from anyone and from anywhere that could be reached and obtained through the use of technology. This study analyzed ICT-oriented tasks reflected in two English textbooks. Qualitative study is conducted to analyze the skill focus, hardware used, software used, and activity types found in both English textbooks through document analysis. The result shows that both books were different in developing skill focus when formulating ICT oriented task in which one of them was only focusing on the speaking and writing skills. The use of hardware was mostly centered on computing and communication equipments. In case of the software used, the result showed that both books mainly focussed on the use of office and multimedia software. Both English textbooks were different in the frequency of the software used for assisting students in doing ICT oriented tasks as the differences between both textbooks in formulating the activity types.

Keywords: ICT, Textbooks, Skill focus, Hardware, Software, Activity.

Introduction

It is accepted to say that in this 21st century, people have been aware of the Information and Communication Technology (ICT) which has become one of the basic building blocks of modern society. ICT has been widely used in the English teaching and learning process. This has been affected by the rapid development of ICT devices. Many countries now consider the importance of ICT and try to master the basic skills and the concepts of ICT as a part of the educational process in teaching and learning proses. This is due to the capability of ICT in

providing a dynamic and proactive teaching and learning environment. A learning environment which incorporates ICT may afford possibilities for interactive learning, in which students are active, receive feedback (from the teacher and/ or from the ICT tools) and thus improve their understanding and construct new knowledge (Schwartz et al. as cited in committee on Developments in Science Learning: 2000). In line with the current digital era, teachers are required to integrate ICT in their daily teaching and replace their traditional methods with modern tools and facilities.

There is no doubt that technology in this contemporary society is used more and more widely, especially for the purpose of teaching and learning process. This happened because technology provides a lot of tools to improve teaching and learning quality process. Rosnaini Mahmud and Mohd Arif (2008) define ICT integration as the process of determining where and how technology fits in the teaching and learning scenario. It is able for everyone can enter the websites from everywhere at any time to use the free information by the internet. Worldwide research has shown that ICT can lead to improve students' learning as well as better pedagogical practices.

Meanwhile, UNESCO (2002) defined information and communication technology (ICT) as the combination of 'Informatics technology' with other related technology, specifically communication technology. There are various kinds of ICT products available for the purpose of teaching and learning process also having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs have been used in education for different purposes.

The latest curriculum demands the teacher for integrating media of teaching and learning process with the use of computer technology (Goodwyn, 2000:12). He added that the use of technology intrinsicly has a motivating purpose for the students. In other word, it can capture the interest and enthusiasm of the students in the classroom. However, if we only focus on interests and enthusiasms aspect in students, it will relatively not a long-lived method in teaching and learning process as the students' interest will always change by the time. The use of technology will only be valuable when it is providing intrinsic benefit. We should consider the practical aspect of the technology in order to make it is more valuable for assisting teacher in teaching and learning process.

As the importance of using ICT in teaching and learning process, several researchers have conducted some research regarding to the ICT. Costa et al. (2012) have discussed tangible and effective ways to integrate Information and Communication Technologies (ICT) into school curricula. In order to do so, they make use of several years of thoughtful consideration about this issue and, more specifically, of the work that they have recently developed in the context of the "Learning Outcomes" project hosted by the Portuguese Ministry of Education in 2010. In order to explain and share the work done regarding ICT, this study presents and discusses the rationale that supported an ICT Learning Outcomes Framework based on four main competence domains: Information, Communication, Production and Security. After clarifying the concept of teaching and evaluation strategies used in theproject, they discuss the implications these

examples may have in teachers' decisions about selecting content, pedagogy, resources and evaluation methods.

In another research, Tran et al. (2015) conducted their study on A Comparative Educational Study which is focusing on an Analysis of the Content, Policies and Assessment of ICT Curricula in the Final Years of Secondary Schooling in Australia and Vietnam. They explored and analysed similarities and differences in ICT curricula, policies, and assessment between the Vietnamese and Australian educational systems for the final years of secondary educational level. It was found that while having a common core set of tendencies, the Australian ICT curricula, policies, and assessments differ markedly from the Vietnamese counterparts. These differences can be explained by economic and cultural factors, national-wide educational trends, ICT strategies, and their degrees of implementation in schools.

In many countries, Information and Communication Technology (ICT) has a lucid impact on the development of educational curriculum which made Nisar et al. (2011) conducted their study on Usage and Impact of ICT in Education Sector which is specifically focusing on a Study of Pakistan. They use convenient sampling to accumulate the data from district Rawalpindi of Pakistan and accumulate data from 429 respondents from 5 colleges and universities. The consequences show that Availability and Usage of ICT improves the knowledge and learning skills of students. This indicates that existence of ICT is improving the educational efficiency as well as obliging for making policies regarding education sector.

As globalization become a worldwide issue noticing that ICT has been a focus on teaching and learning area, there are several research conducted regarding ICT took place in Indonesia. As various parties may dispute the government's readiness on implementing the latest curriculumwhich is called curriculum 2013 (Kurtilas). This illustrates that the previous and recent national education policy, teachers and school administrators have not been synergised. Elmunsyah (2014 conducted a study focusing on a national education policy-based ICT model for Indonesian vocational high schools (VHS). This study explained that a national education policy-based ICT model is proposed as a solution to increase the quality of school education, especially at Indonesian vocational high schools (VHS).

Despite of the research regarding to how important the use of ICT in teaching and learning process, Harendita (2013) offers a critical analysis of Indonesian teachers' resistance to ICT (Information and Communication Technology). This researchis conducted to have a closer look at indonesian teachers' resistance to ICT. Although the Indonesian Government has attempted to overcome the issues of access to ICT through the provision of bothsoftware and hardware at schools, the use of ICT in teaching and learning process remains low. In light of this, teachers' resistance to ICT is deemed responsible for causing the problem. Therefore, the study is conducted to find the root of the problem in Indonesian Teachers' Resistance to ICT.

The importance effective learning and teaching process needs some appropriate resources, including textbooks to enhance students learning process. Schools need to select, adapt and, where appropriate, develop

relevant resources to support student learning. Indonesia has aware of the development of ICT in the educational fields, as the Curriculum 2013 (Kurtilas) becoming a prove for the commitment of the Ministry to develop teaching and learning process in Indonesia. Ministry Of National Education And Culture has released the guidelines for the teachers and students in term of the textbook to help them engaging the lesson in which they will be used in the classroom. In order to do so, the each and every school needs to select learning and teaching resources, including textbooks for ICT classroom. In some situations, textbooks may provide the basis for the content of the lesson, the balance of skills taught and the kinds of language practice the students take part in (Richards, 2001). According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000: 1238).

Hutchinson and Torres (1994: 315) state that the textbook is an almost universal element of (English language) teaching. Textbook has been primary in teaching and learning process in a classroom. It offers significant advantages for both students and teachers. With this view, students' opinion is that published materials (textbooks) are more trusted to be primary references to study.

Considering the primary function of textbook for both students and teachers in teaching and learning process, it will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and students. Wang and Reeves (2003) explained that especially in the last 25 years, emerging new technologies such as computers and the Internet have attracted a lot of people to research and practice focused on improving education with technology. As mentioned in the previous explanation, the integration of ICT in Indonesian education seems to offer many potential benefits so that the Indonesian Government has made a right decision to insert ICT-oriented activity in the curriculum. Regarding to the impact of the development of recent technology and the important role of textbook in supporting the effectiveness of teaching and learning process, it will be necessary to analyse how the recent english textbooks adopt ICT within the task and material provided to the teacher and students to look closer on the implementation of ICT affects the teaching and learning process in the classroom.

The Indonesian government through the Minister of Efficiency of State Apparatus as Head of the Coordination Team of Telemathics of Indonesia in his letter number 133/M.PAN/5/2001 had drawn up a Five-Year Action Plan for the Development and Implementation of Information and Communication Technologies (ICT) in Indonesia. This plan among others includes a plan for the implementation of the use of technologies in the area of education starting from 2001 until 2005, which includes developing and implementing Curriculum of ICT, also considering the use of ICTs as an essential part of the curriculum and learning tools in schools/universities and training centers.

The latest curriculum used in Indonesia called as Curriculum 2013 (Kurtilas) which is the product of a long discussion within the ministry demands the integration of Information and Communication Technology (ICT) in educational field. Curriculum 2013

(Kurtilas) has been introduced and applied in Indonesia since the academic year of 2013/2014. Since we cannot underestimate the globalization and ignore the digital era which is massively shifting the traditional era into modern and industrial and commercial societies.

As Indonesia is getting prepared of the shifting paradigm, the Educational Ministry of Indonesia tried to develop mindset refinement through Curriculum 2013 (Kurtilas) which is written in The Regulation of The Ministry of National Education And Culture number 69 year 2013 about basic framework and curriculum structure in Senior High Schools / Madrasah Aliyah specifically described in the Rational Development of Curriculum 2013 described at the point 3 in the aspect of Mindset Refinement which stated that " Isolated teaching and learning system is changed into learning in a networking way (learners can gain knowledge from anyoneand from anywhere that can be reached and obtained through the internet)", the use of the ICT in the teaching and learning process is considerably necessary.

Furthermore, describing the point 3 on the core competence for 11th grade of Senior High School which stated that "Understanding, applying, and analyzing factual knowledge,conceptual ,procedural, and metacognitive based on their curiosity of science,technology, art,culture, and humanities within the sight of humanity,nationality,state, and civilization regarding phenomenal clause and events, as well as applying procedural knowledge on specific field of study according to talents and interests to problem solving". The description of the core competence in 11th grade of Senior High School simply tells us that this curriculum demands the teacher to be aware of the use of technology in teaching and learning process.

Engaging the process of teaching and learning in Senior High School with the use of the technology unconciously demands the teacher to be familiar with ICT. As a process of learning, teacher can give several tasks to the students with using the internet as the product of technology which can be acsessed anywhere and anytime with regard to the guideline which is provided by the Ministry of National Education And Culture. Research in the field of ICT implementation reflected in the given tasks provided by the latests textbooksin supporting teaching and learning process is considerably important. The research in this field can be an indicator whether the latest english textbooks provided for teaching and learning process have integrated ICT in their tasks as mandated by the latests curriculum or not.

Some studies have investigated on similar area regarding tothe empirical studies on Information and CommunicationTechnology (ICT). Those studies have predominantly examine the experiment effect of using it in the teaching and learning process.Costa et al. (2012) have discussed tangible and effective ways to integrate Information and Communication Technologies (ICT) into school curriculum. In order to do so, they make use of several years of thoughtful consideration about this issue and, more specifically, of the work that they have recently developed in the context of the "Learning Outcomes" project hosted by the Portuguese Ministry of Education in 2010.

This project was about developing tools and materials to help schools and teachers make informed choices concerning the national curriculum aims, and thus decide which

learningexperiences suit them the best. Advocating a decentralised curriculum development, these resources are to be used voluntarily and freely by schools as part of their pedagogical autonomy. One of the tools developed and already available is the set of learning outcomes for preschool, primary and middle school students (ages 3-14) covering all subject areas.

Moreover, examples of teaching and evaluation strategies were provided for every subject area, so as to help teachers gain a better understanding of how the learning outcomes can be put into practice. In order to explain and share the work done regarding ICT, this study presents and discusses the rationale that supported an ICT Learning Outcomes Framework based on four main competence domains: Information, Communication, Production and Security.After clarifying the concept of teaching and evaluation strategies used in the project, they discuss the implications these examples may have in teachers' decisions about selecting content, pedagogy, resources and evaluation methods. This discussion seems even more necessary when it comes to ICT, as it is a domain which clearly benefits from open and flexible pedagogical processes that enforce a regular partnership between different subject area.

The second research regarding ICT comes from Tran et al. (2015) who conducted their study on acomparative educational study which is focusing on an analysis of the content, policies and assessment of ICT curriculum in the final years of secondary schooling in Australia and Vietnam. They explored and analysed similarities and differences in ICT curriculum, policies, and assessmentbetween the Vietnamese and Australian educational systems for the final years of secondary educational level.It was found that while having a common core set of tendencies, the Australian ICT curriculum, policies, and assessments differ markedly from the Vietnamese counterparts. These differences can be explained by economic and cultural factors, national-wide educational trends, ICT strategies, and their degrees of implementation in schools. They found thatlimited constructivist implementations are used in ICT curriculum in both countries, as Australian education has high expectations in national evaluations with an emphasis on standardized tests and Vietnamese education is still entrapped in prescriptive lessons of traditional pedagogy, emphasizing transmission model of information. They found that lack of opportunities in teacher professional development in ICT training is common for both countries. While the Australian educational system still struggles, especially in providing opportunities for learning theoretical and programming aspects, multiple challenging aspects were found in the ICT content and policies of the Vietnamese educational system that call for immediate change and improvement. In this sense, Vietnamese administrators are recommended to extensively follow up their educational strategies and policies, in order to make sure that their reforms are adequately implemented in schools. In order to bridge the gap and implement adequate ICT curricula, rigorous professional training in ICT teaching is essential for both Australian and Vietnamese teachers.

The third study conducted in a study of Pakistan. Information and Communication Technology (ICT) has a lucid impact on the development of educational curriculum which made Nisar et al. (2011) conducted their study on Usage and Impact of ICT in

Education Sector which is specifically focusing on a study of Pakistan. They use convenient sampling to accumulate the data from district Rawalpindi of Pakistan and accumulate data from 429 respondents from 5 colleges and universities.The consequences show that Availability and Usage of ICT improves the knowledge andlearning skills of students. This indicates that existence of ICT is improving the educational efficiencyas well as obliging for making policies regarding education sector.

The next study is the study which focused on the policy policy-based ICT model for Indonesian vocational high schools. Elmunsyah (2104) conducted a study focusing on a national education policy-based ICT model for Indonesian vocational high schools (VHS). This study explained that a national education policy-based ICT model is proposed as a solution to increase the quality of school education, especially at Indonesian vocational high schools (VHS).Various parties may dispute the government's readiness on implementing curriculum 2013. This illustrates that the previous and recent national education policy, teachers and school administrators have not been synergised. Therefore, a national education policy-based ICT model is proposed as a solution to increase the quality of school education, especially at Indonesian vocational high schools (VHS). The research outcomes resulted from a study of the development of adaptive ICT model that is relevant to Kemendikbud policy, are as follows: 1) the result of initial testing shows that the ICT management at VHS Malang Raya is sufficient (54.63%); 2) the expert validation of the developed model illustrated that the research product is applicable (81%); and 3) average trainee response (88.8%) indicate that the technology is relevant for VHS stakeholders.

The study conducted by Harendita (2013) offers a critical analysis of Indonesian teachers' resistance to ICT (Information and Communication Technology). This research is conducted to have a closer look at indonesian teachers' resistance to ICT. Although the Indonesian Government has attempted to overcome the issues of access to ICT through the provision of both software and hardware at schools, the use of ICT in teaching and learning process remains low. In light of this, teachers' resistance to ICT is deemed responsible for causing the problem. Therefore, the study is conducted to find the root of the problem in Indonesian Teachers' Resistance to ICT.

Yusri et al. (2013) has conducted a study focusing on Mobile Learning for ICT Training especially in enhancing ICT skill of teachers in indonesia. Teachers play a significant role in the successful integration of ICT in education. Providing teachers with adequate ICT skills will improve teachers' confidence in using ICT in the school curriculum. In Indonesia, teachers' participation in training is limited due to training location, time, cost, and opportunity. This paper proposes an ICT training program for teachers using mobile phones as a solution for these problems. The proposed program is suitable to different platforms and providing structured training, comprehensive content of ICT training and certification of completion.

ICT in Teaching and Learning Process

The term Information and Communication Technology (ICT) is widely recognised in the 21st century.

According to Bell, Loader, Pleace, and Schuler (2004: 110). ICT encompasses all digital computing and communication equipment. The definition denotes that ICT is related not only to computers but also to other digital devices such as mobile phones and digital televisions. Cuban (1986) and Wang & Reeves (2003) have documented how earlier types of ICT such as film, radio and television entered educational settings. Yet, the term ICT used in this article refers to computers and the Internet which are two of the recent, major developments in ICT which have been widely adopted in Indonesian schools.

There have been many factors influencing the inclusion of ICT in education. According to the OECD (2001), economic, social, and the pedagogical rationales become the underlying principles of ICT integration in schools. The economic factor makes it essential for ICT skills to be acquired because having ICT skills is deemed central to employability in the changing market.

Mercer et al. (2007: 14) has identified three related factors which are important fordetermining the educational value of joint activities at the computer:

1) The teacher's preparation and structuring of the activity to create the conditions for educationally effective interaction between computers andlearners.
2) The ability of the learners to interact effectively through talk or onlinecommunication, and their understanding that this is a critical aspect ofthe activity.
3) The design of the software as a stimulus and frame for joint activity.

Good teachers will always preparing the plan of the lessons before going into the classroom. They will never underestimate the power of a good planning in each teaching and learning process. Indeed, Elliot (2004) have emphasized that the great lessons are aproduct of great planning, plus a little bit of inspiration and a tiny amount of good fortune. In another word, the good planning before a lesson is helping a teacher to teach well in the classroom.

Here is a list provided by Kennewell (2007: 7) to help teachers avoid common mistakes in planning and preparing an ICT lesson:

- Be aware of the longer-term aims and requirements, and plan your lessons knowingwhere they fit the scheme of work and medium-term plan.
- Check that equipment works; for instance 'sound', as in Paul's lesson described earlierin the chapter.
- Check the compatibility of the software on the computers you are going to use; it maybe a different version from the one you use at home.
- Work hard on understanding the resources in advance to avoid being exposed:
- Technically; for instance you need to be able to fix simple hardware problems such as a printer jam, putting paper in a printer, getting the whiteboard displayworking.
- In terms of subject knowledge; you need to know and understand the software ortheory you are going to use.
- Pedagogically; make sure that you use teaching styles that are suitable for thepupils.
- Know the students' prior experience; avoid teaching the same thing too many times, but check what they remember from before.

- Do not overestimate/underestimate the students' abilities.
- Have good time management; for instance avoid running out of time to include key aspects of the lesson.
- Develop flexibility: adapt your plan/lesson to accommodate for the unexpected.
- Have a Plan A, Plan B, Plan C in case you have to abandon plan A.
- Include other adults who will be in the classroom; brief them clearly about what you want them to do.
- Plan transitions; for instance how and when students move, how you get them to save and log off.
- Consider possible health and safety issues; for instance, storage and location of bags, making sure projector leads are not where pupils will trip over them.
- If planning written work, have spare pens and pencils available. Students tend to think that because it is ICT they do not need to bring them.

Types of Activity in ICT Classrooms

Talking about ICT Classrooms type, teacher should consider that it would be a different kind of traditional classrooms they used to be in it. Kennewell (2007: 13) has described any typical ICT lesson you may see some of the following:

- The teacher introducing a new topic whilst standing at the front of the class.
- Students watch a demonstration via a digital projector.
- The teacher explains the task that students are to carry out.
- Students disperse to use computers for the task.
- The teacher circulates among the class members offering help whenever it is needed.
- The teacher conducts a plenary session to review what students have learned from thework.

The Benefits of of ICT in Education

The uses of ICT is making major differences in the learning of students and teaching approaches.Volman (2005) stated that schools in the Western World invested a lot for ICT infrastructures over the last 20 years and students use computers more often for a much larger range of applications. Several studies reveal that students using ICT facilities mostly show higherlearning gains than those who do not use.

ICTs are exerting impacts on pedagogicalapproaches in the classrooms. Theircontribution to changes in teachingpractices, school innovation, andcommunity services is considerable. Aresearch review by Kozma (2005) suggeststhree significant concerns of considerationregarding ICTs impact on education.

Firstly, student outcomes such as higherscores in school subjects or the learning ofentirely new skills needed for a developingeconomy. Secondly, we should considerteacher and classroom outcomes such asdevelopment of teachers' technology skillsand knowledge of new pedagogicapproaches as well as improved attitudestoward teaching. Finally, one has toconsider other outcomes such as increasedinnovativeness in schools and access ofcommunity members to adult

educationand literacy. The table below presentscomparison of the traditional pedagogy andthe emerging pedagogy of constructivismthat fits to the use of ICT (particularly thecomputer and internet) to increase studentinvolvement in learning. Emergingpedagogy is the name given to the newview of constructivist learning whencompared to the relatively long existingbehaviourist view of learning.

Tinio (2002) describes each of the pedagogic aspects in the table above in terms ofimplication for ICT use as follows:

a) Active learning: ICT-enhanced learningmobilizes tools for examination,calculation and analysis of information inorder to provide a platform for studentinquiry, analysis and construction of newinformation. The learners will learnas they do and, whenever appropriate workon real-life problems in-depth. Moreover,ICT makes the learning less abstract andmore relevant to their life situations. Incontrast to memorization-based or rotelearning, that is the feature of traditionalpedagogy; ICT-enhanced learningpromotes increased learner engagement.ICT-enhanced learning can also be 'just-intime'learning that the learners choose whatto learn when they need.
b) Collaborative learning: ICT-supportedlearning encourages interaction andcooperation among students, teachers, andexperts regardless of where they are. Apartfrom modelling real world interactions,ICT-supported learning providesopportunity to work with students fromdifferent cultures, thereby helping toenhance learners teaming andcommunication skills as well as their globalawareness. It models learning donethroughout the learner's lifetime byexpanding the learning pace to include notjust peers but also mentors and expertsfrom different fields.
c) Creative learning: - ICT-supportedlearning promotes the manipulation ofexisting information and the creation ofreal-world products rather than theduplication of received information.
d) Integrative learning: - ICT-enhancedlearning promotes a thematic integrativeapproach to teaching and learning. Thisapproach eliminates the artificial separationbetween the different disciplines andbetween theory and practice, whichcharacterizes the traditional approach.
e) Evaluative learning: - ICT-enhancedlearning is student-directed and diagnostic.Unlike static, text or print-based education,ICT-enhanced learning recognizes thepresence of different learning pathways toexplore and discover rather than merelylisten and remember.

Generally, Voogt (2003) describes the following functions of ICT in education.

- ICT as object. It refers to learning about ICT. Mostly organized in a specific course What is being learned depends on the type of education and the level of the students. Education prepares students for the use of ICT in education, future occupation, and social life;
- ICT as an 'assisting tool'. ICT is usedas a tool, for example while making assignments, collecting data anddocumentation, communicating, andconducting research. Typically, ICT isused independently from the subjectmatter;

- ICT as a medium for teaching andlearning. This refers to ICT as a toolfor teaching and learning itself, themedium through which teachers canteach and learners can learn. It appearsin many different forms, such as drilland practice exercises, in simulationsand educational networks;
- ICT as a tool for organization andmanagement in schools.

ICT Learning Outcomes

Taking into account the diversity of the concepts, goals and purposes that have been attributed to the technologies in an educational context over the years, the establishment and adoption of a reference framework has become crucial in order to carry out coherent and consistent actions to promote and improve the students' learning. Costa (2010) has described the four core competences around which it was possible to systematically outline and define the ICT learning that the pupils must acquire and develop throughout their primary education, including the preschool education period as follows:

- Information - Ability to search for and process information in line with specific goals in research, selection, analysis and summary of the data.
- Communication - Ability to communicate, interact and collaborate using network communication tools and environments as an individual learning strategy and to contribute tothe learning of others.
- Production - Ability to systematise knowledge based on work processes that use the digital resources available and develop innovative products and practices.
- Security - Ability to use digital resources in compliance with security regulations.
- ICT as a tool for organization andmanagement in schools.

Hardware and Software Used in ICT-Oriented Tasks

Talking about ICT, there are several hardware and software used to facilitate teaching and learning process in an ICT classroom activity.ICT refers to any device or system that allows the storage, retrieval, manipulation, transmission and receipt of digital information like personal computers, digital television, email, and robots. Furthermore, Doyle (2014) described ICT hardware will also include computers, scanners,digital TV, digital radio, e-mail, Internet, broadband,networks (wired and wireless), mobile phones, GPS (global positioning systems) videoconferencing, instant messaging, fax and digital cameras.

Furthermore, he added thart ICT also covers software used in the teaching and learning process which include:

- Word processing e.g. Microsoft Word: Write letters, reports etc
- Spreadsheet e.g. Microsoft Excel; Analyse financial information; calculations; create forecasting models etc
- Database software e.g. Oracle, Microsoft SQL Server, Access; Managing data in many forms, from basic lists (e.g. customer contacts through to complex material (e.g. catalogue)
- Presentation software e.g. Microsoft PowerPoint; make presentations, either directly

using a computer screen or data projector. Publish in digital format via email or over the Internet

- Desktop publishing e.g. Adobe Indesign, Quark Express, Microsoft Publisher; produce newsletters, magazines and other complex documents.
- Graphics software e.g Adobe Photoshop and Illustrator; Macromedia Freehand and Fireworks; create and edit images such as logos, drawings or pictures for use in DTP, web sites or other publications

According to Inspectorate Evaluation Studies (IES,2008) several hardware in ICT include computers, scanners, printers, digital cameras, projectors, e-mail, and CD-ROM. Galloway (2007) added that ICT classroom has a large scope in using hardware and software. He listed the following hardware and software used in ICT Classroom as follows:

- Computers - desktop, laptop, and handheld, as well as those that just performone function such as word-processing or data-logging;
- Playback And Recording - including video machines, video cameras,tape-recorders, digital cameras, DVD and CD players and recorders;
- Communications Equipment - phones, mobile phones, faxes;
- Monitoring – webcams, CCTV, electronic registration;
- Everyday Equipment – toaster, toys, washing machine, radio, walkie-talkie,microwave, cooker.

As several experts in ICT have concluded what kind of hardware and software used in ICT Classroom Activity, the researcher has synthesized several kinds of hardware and software used in ICT oriented task. As for hardware used, researcher has classified five categories included in hardware used. The categories are Computer, Digital Imaging (Camera and Video, Scanner, CCTV, Projector, Printer), Mobile Phone, Multimedia Player (CD/DVD Player, Tape Recorder, CD-ROM, Digital Radio) and the last is Grab Bag. Furthermore, the classification of software used in ICT oriented task has devided into seven categories. The categories are Office Software (Ms. Word, Ms.Power Point, etc), Database Software e.g. Oracle, Microsoft SQL Server, Access, Graphics and Video Software e.g. Adobe Photoshop and Illustrator, Corel Draw, Messaging (E-mail, Whatsapp, etc), Web Site (Blog, Facebook, Video Web, etc), Multimedia Software (GOM Player, VLC Media Player, etc) and the last category is Grab Bag.

Types of Activity in ICT-Oriented Tasks

ICT stands for Information Communications Technology has several types of activity which usually being used in teaching and learning process. Several experts have described what kind of activity included in ICT oriented tasks presented for the students Researcher has listed 3 different kinds of theory regarding this issue and make a synthesis from those theories. Galloway (2007) classified several activity types which could be found in ICT oriented tasks. The activity types included creating and revising text, creating and revising graphics, combining text and graphics, collecting

and analysing data, performing calculations, modelling situations and answering 'what if' questions, controlling real and virtual machines, combining text, graphics, sound and video, creating presentations to communicate ideas, finding information, and communicating electronically.

In the other hand, IES (2008) added the classification of activity types in ICT oriented task as drafting and redrafting and students' writing in a variety of genres, responding to art text, using exploratory software to develop problem-solving skills and logic capabilities, and the use of spreadsheets, drawing and designing activity, listening and responding, activity in music, and construction skills, producing group and class projects using of the digital camera, presenting data by using databases for the collation, and the last category is presenting students project work by using computer-generated presentations.

Doyle (2014) also give the classification of activity types which could be found in ICT oriented tasks as Word Processinge.g. Microsoft Word:in the activity of writing letters, reports etc. Spreadsheets e.g. Microsoft Excel in analysis of financial information, calculation, createforecastingmodels, etc. Database softwaree.g. Oracle, Microsoft SQL Server, Access in the activity ofmanaging data in many forms, frombasic lists (e.g. customer contacts through to complex material (e.g. catalogue),Presentation software e.g. Microsoft PowerPoint in the activity of making presentations, either directly using a computer screen or data projector, publishing in digital format via email or over the Internet.Desktop publishing e.g. Adobe Indesign, Quark Express, Microsoft Publisher; produce newsletters, magazines and other complex documents. Graphics software e.g Adobe Photoshop and Illustrator, Macromedia Freehand and Fireworks, creating and editing images such as logos, drawings or pictures for use in DTP, web sites or other publications.

Take a look at several classifications conducted by Galloway, IES, and doyle, researcher has made classification of activity types in both English textbooks in six categories. The categories are Word Processing (Creating and Revising Text and Graphics, Combining Text and Graphics, Collecting and Analysing Data, etc), Image and Video Processing (Drawing and Designing Actvity, Video-Making Projects using Digital Camera, etc), Communicating Electronically (Work Submitting, Presenting Students Project Work by using Computer-Generated Presentations, Publishing Students' Work in Web, etc), Multimedia Utilizing (Listening and Responding Activity in Music and Construction Skills), Web Surfing (Google,Youtube, etc), and the last is Grab Bag.

Research Methods

The objectives of this research are to reveal how ICT oriented tasks are reflected in both English textbooks. The analysis conducted in analysing ICT oriented tasks in both English textbooks focussed only on the aspects of skill focus, hardware used, software used, and the last is activity types. Those aspects are the results of synthesized theory from Galloway (2007) in *Primary ICT for Teaching Assistants*, Inspectorate Evaluation Studies (2008) in *ICT in School*, and the theory from Doyle (2014) in *Complete ICT for Cambridge IGCSE*.

In this research, the researcher used descriptive qualitative research

design. According to Ary (1985) descriptive research design is a design to obtain information concerning the current status of phenomena. It is used to find information or attend to make a systematic and accurate description concerning the facts and the feature of research data. This research is non – hypothesis research. It collects data, analyzes them and draws a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used in this research, not for others (Hadi, 1983). The type of descriptive research is documentation analysis.

This research used qualitative research because researcher analyze the data into certain categories based on some literatures as one of method in qualitative research. Since people know that qualitative research has several kinds such as observation, interview and content analysis, content analysis was chosen by researcher to do the research.

Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Ary et al., 2010:457). There are some purposes on conducting content analysis such as to identify bias in textbooks, types of errors in students' writing, describe prevailing practices, discover level of difficulties in textbooks or publications, and discover the relative importance of certain topics.

The Source of Data

According to Subroto (1992), data can be obtained from magazines, newspaper, book, etc. Arikunto (1996) said that data source means a subject where data can be obtained. He classifies the data source into three categories; they are person, place and paper.The data of this research are book's contents, approach and methods available on the book.

The source of the data in this research is taken from two english textbooks used by students in 11th grade of Senior High School. Book 1 is the textbook provided by Kementrian Pendidikan dan Kebudayaan Republik Indonesia and Book 2 is the textbook provided by Erlangga. Both textbooks are published in the same year, 2017. Researcher chooses two different english textbooks published in the recent academic year to know the implementation of the recent curriculum (Curriculum 2013) reflected in the tasks given in each textbooks.

Source of data in this research, adopted from Donal Ary et al, (2010:486) which states that the research should be based on primary and secondary resources. The source and type of data are as follows:

a. Primary Source
   Primary sources are original document like correspondence, diaries, reports and etc, and the others are as primary resource software and web document.
b. Secondary Source
   As secondary resource, the sources of research are taken from readings' textbooks, journaland reviews of research.

The Instrument of the Research

This study has an instrument. And the instrument of the research is researcher herself, because the discussion in this study is content analysis. Then, a synthesized theory formulations from Galloway (2007) in *Primary ICT for Teaching Assistants*, Inspectorate Evaluation Studies (2008) in *ICT in School*, and the theory from Doyle (2014) in *Complete ICT for Cambridge IGCSE* also used to be an instrument of this method because

through those theories, the data will be analyzed. It helped the researcher to analyse the data.

The Technique of Collecting Data

According to Arikunto (1995), there are six types of methods of collecting data. Those are test, questionnaire, observation, interview, upgrade scale, and documentation method. In this research, the writer uses the documentation method since the data are taken from textbook, but the researcher focus only to scientific approach looked from objectives, activities and methods used in the textbook. In documentation the researcher collects the data such as book, magazine, document, etc (Arikunto, 2006).

Checklist has been selected as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook under scope.

In this research the technique and collecting data use textbooks from ICT in School, Complete ICT for Cambridge IGCSE, and Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development. According to Fraenkel and Wallen (2009: 425-426), there are several steps to collecting data, such as:

a. Identification of the phenomenon to be studied
   The researcher selects the phenomena to investigate. Because of qualitative research is the method in this research.
b. Identification of the participants in the study
   For supporting this investigation, the researcher should review the relevant literature which related with this case in order to increase more understanding and insight into the phenomena and to determine what research may already have been done.
c. Generation of hypotheses
d. Data collection
   Data are not collected at the "end" of the study. Rather, the collection of data in a qualitative research study is ongoing.
e. Data analysis
   Next step is analysis data, so the researcher wills analysis the data from the English textbooks.
f. Interpretations and conclusions
   And then the last step is the researcher will interpret this investigate into narrative form and also will make a conclusion from the phenomena that have investigated.

The Technique of Analyzing Data

The technique that will be used in this study is study of document / data analysis. Then, the suitable one of analysis of study document is coding. Because according to Fraenkl, Wallen, and Hyun, (2011: 436) say that qualitative researchers most often use to analyze their data are called coding. Besides that Strauss and Corbin (1998) in Fraenkl, Wallen, and Hyun, (2011) defines coding in qualitative studies "as the analytic process through which data are fractured, conceptualized and integrated to form theory .In the other hand, Strauss and Corbin (1998) in Ary (2010: 464-465) presents that a systematic approach that is different from the constructivist approach adopted by Charmaz.

Data analysis is the most complex and mysterious phase of qualitative research (Ary et al., 2010: 481). So, researcher has to engage with the data because doing data analysis of qualitative research is time-consuming.

Due to the difficulties, researcher adopts several steps in qualitative data analysis from Ary (2010:481) as can be seen below:

1) Familiarizing and organizing
   The first stage, researcher has to familiar and organize the data so that the data can be easily retrieved. Getting familiar with the data can be done by doing reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to the audiotapes.
2) Coding and reducing
   This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. The first step in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding.

   According to Al-Wasilah (2012:114) coding has some benefits, as a follow:
   a. To identify the phenomena
   b. Make the researcher and reader easy in count the frequent of phenomena
   c. A code of frequent phenomena indicate the preference the problem
   d. To help the researcher arrange the category and sub-category
3) Interpreting and Representing
   After the researcher collects information from both English textbooks, the results obtained from them will be analyzed with the help of grounded theory

Research Findings and Discussions

This research found that Book 1 consisted of 170 pages with 9 chapters included in it. This research also found there were 20 tasks in which they were engaging students to use ICT included in book 1. In anoher hand, Book 2 consisted of 168 pages with 9 chapters included in it with 53 tasks in which they were engaging students to use ICT. All the data in this findings were taken through document analysis in both english textbooks.

Comparison Between Book 1 and Book 2 in the Aspect of Skill Focus

In this section, we explored the findings about comparison between Book 1 and Book 2 in aspect of skill focus. This section focused in finding and exploring some similarities and differences between Book 1 and Book 2 in aspects of skill focus. In the previous chapter, researcher had discussed about the skill aspects which had been categorised as four language skills in a language. As we discussed in the previous chapter, one of the aspects analysed in ICT oriented task was skill focus. The four aspects that were analyzed could be mentioned as reading, writing, listening, and the last was speaking.

Indeed, finding a comparison between Book 1 and Book 2 needed several aspects as a standard of comparison in which we could clearly see the data. Take a look at skill focus which was reflected in the Book 1 and Book 2, the researcher had drawn a specific data in the form of a table to describe the research findings. Table 3.1 showed us the number of ICT oriented tasks revealed in Book 1 and Book 2 in aspects of skill focus in language.

The Number of ICT Oriented Task Revealed in the Aspect of Skill Focus

No	Aspects	Book 1	Book 2
1	Reading	0%	16%
2	Writing	75%	6%

3	Listening	0%	76%
4	Speaking	25%	2%

The table above showed the data collected from Book 1 and Book 2 in aspects of skill focus. Book 1 focused only on writing and speaking in language skills regarding ICT in the formulation of its tasks provided in the textbook. From the data which had been collected before by the researcher, the most of ICT oriented tasks in Book 1 found in Writing skill with 75%. As the rest of 25% ICT oriented tasks were found in speaking skill. The data also showed us that Book 1 did not provide ICT oriented tasks in the 2 others aspects of language skills. Furthermore, table 3.1 above concluded that there was no ICT oriented tasks found in listening and reading skills.

In the other hand, table 3.1 showed us that the 4 language skills in language were developed in the formulation of the tasks in Book 2. The aspect of skill focus was covering reading, writing, listening, and speaking skills. The table described that listening was the most found ICT oriented task in Book 2. Coming up with 76% ICT oriented tasks, listening was being the main focus in the formulation of ICT oriented tasks reflected in Book 2. Coming in the second place was reading skills with 16% followed by writing with 6% and speaking with 2% of ICT oriented tasks found in Book 2.

After seeing the data served by table 3.1, we found some similarities and differences between Book 1 and Book 2 in aspects of skill focus. Both books were focusing on the same language focus with different proportions. Both books gives their focus in providing ICT oriented task in the reading and speaking skills. Furthermore, Book 1 was only focusing on those skills when Book 2 was expanding their scope to give a focus on the other two skills as well.

Book 1 mainly focused on writing skills in providing students with ICT oriented task with 75%, while Book 2 focused on listening skills with 76%. The gap between these books was only 1 % in giving the main proportion of ICT oriented tasks in the aspects of skill focus. Moreover, the focus was indeed different. Some kinds of given tasks in Book 1 asked students to write their ideas using ICT devices as their assistant in developing their critical thinking. As Costa (2010) stated that students must be able to not only search for information, but also students need to process the information they get in line with specific goals in research, selection, analysis and summary of the data that has been collected.

Going for further explanation, listening was the most found skill focus reflected in the ICT oriented tasks in Book 2 while there was no tasks in engaging students to use ICT in listening skills found in Book 1. Book 2 had a lot of listening tasks provided in the textbook. It was considerably being a question why Book 2 could provide various kinds of listening tasks rather than Book 1 did. Book 2 was one step ahead in utilizing the development of ICT tools. As android becoming worldwide used, Book 2 tried to take an advantage of it. Bringing such kind of major developments in communication system through android, Book 2 provided the digital content of the book in Google Play Store which could be downloaded using a mobile phone and computer. Exploiting the development of ICT tools in the modern world must be the duty of the textbook provider in providing a compatible tasks which was engaging students to be more creative.

Talking about reading assignments, Book 2 had a great proportion in providing ICT oriented tasks in the textbook. Wang and Reeves (2003) stated

that computers and internet were two of the recent, major developments in ICT which had been widely adopted in Indonesian School. As internet and computers had been developed and the use of those tools were ccepted by modern society, Book 2 seemed to consider to apply it in the given task which supported ICT oriented task. Book 2 tried to engage students to explore their knowledge by providing some tasks which demanded students to search for a reliable information regarding to the theme given in the textbook. As Tinio (2002) described the implication for using ICT in the pedagogic aspects that ICT oriented tasks promote a thematic integrative approach to teaching and learning process. The task facilitated students in guiding them to search a reliable and beneficial information in order to explore and collaborate their knowledge using various kinds of theme provided in the textbook.

In aspects of speaking skills, both english textbooks gave their own proportion in engaging students to use ICT while doing their assignments. Book 1 was more considerable to use ICT tools in assisting students to do the assignment rather than the Book 2 did. The integration between ICT and the material given in the textbook must acquire the interaction between students and ICT tools through the formulation of a given task in the textbooks.

Comparison Between Book 1 and Book 2 in the Aspect of Hardware Used

This section explored the findings about the comparison between Book 1 and Book 2 in aspect of skill focus. This section focussed in finding and exploring some similarities and differences between Book 1 and Book 2 in aspects of hardware used found in both english textbooks. As Bell et al. (2004) mentioned that all digital and computing equipment were included in term of ICT, computer itself must be one of hardware used in ICT oriented task. In the previous chapter, researcher had classified 5 types of hardware which usually used in ICT classroom. The categories of hardware used in ICT oriented tasks are computer, digital imaging, mobile phone, multimedia player, and the last is grab bag. Table 3.2 showed us the number of hardware used in ICT oriented tasks found in Book 1 and Book 2.

The Number of ICT Oriented Task Revealed in the Aspect of Hardware Used

No	Aspects	Book 1	Book 2
1	Computer	48%	49%
2	Digital Imaging	43%	2%
3	Mobile Phone	2%	12%
4	Multimedia Player	7%	37%
5	Grab Bag	0%	0%

From the table above, we could see that there were five categories of hardware that were used in ICT oriented task. Book 1 provided the students with the tasks which was engaging students to use ICT to complete their assignments. The five categories of hardware used in Book 1 were computer, digital imaging, mobile phone, multimedia player, and the last was grab bag. As described in the table 3.2 above, we could see that computer was the most used hardware used in Book 1. According to Bell et al. (2004: 110) that ICT encompassed all digital

computing and communication equipment, it could be summarized that computers will be the most using hardware in ICT oriented tasks found in both english textbooks. The number of hardware used in Book 1 can be mentioned as computer with 48%, digital imaging 43%, mobile phone 2%, multimedia player 7%, and the last was grab bag with 0% categories included.

On the other hand, the number of hardware used in Book 2 could be mentioned as computer with 49%, digital imaging 2%, mobile phone 12%, multimedia player 37%, and the last was grab bag with 0% categories included. After seeing the data served by table 3.2, we found some similarities and differences between Book 1 and Book 2 in aspects of hardware used. As a digital computing system, it would be clear here that we found both english textbook that had been analyzed were focusing on computer as the main device which was needed in conducting ICT oriented tasks. The number which described the hardware used in both english textbooks itself was considered unique. The gap between Book 1 and Book 2 in demanding students to use computer was only 1%. It showed that both english textbooks agreed to admit that working with ICT oriented tasks, computer was considered as the main tools in assisting students to do their assignments.

In the use of digital imaging as an hardware used in conducting ICT oriented task, both english textbooks were considerably different in the implementation where Book 1 used the digital imaging devices as the second tool which was usually used in ICT oriented task after computer while Book 2 considered Multimedia Player placed as the second tool which was usually used in ICT oriented task. CD/DVD Player, Tape Recorder, CD-ROM, Digital Radio were included in the category of Multimedia Player. The equipments included as digital imaging are camera and video, scanner, cctv, projector, printer, etc. The differences of hardware used found in both english textbooks happened because the types of tasks provided in each textbook itself was quite different between Book 1 and Book 2.

The other differences found in both english textbook was the use of mobile phone in assisting students to do their assignments. As we know that mobile phone was mainly used by the modern society where most of people have it in their own pocket. This device was considered as the simplest device which could be used anytime and anywhere considering the size and the easiness in operating this kind of device. Book 1 considered less in adopting this issue, then it only gave a less amount of tasks which was engaging students to use this device in order to do their assignments. In the other hand, Book 2 seemed to be more considerable about the use of mobile phone in assisting students to do the task given in the textbook. Mobile phone placed as the third hardware that usually used in conducting ICT oriented task which showed that there were several tasks in the textbook engaged students to use their mobile phone to help them communicating their ideas.

Comparison Between Book 1 and Book 2 in the Aspect of Software Used

This section described the findings about the comparison between Book 1 and Book 2 in aspect of software used. This section focussed on finding and exploring some similarities and differences between Book 1 and Book 2 in aspect of software used found in both english textbooks. When using ICT, students not only using a hardware itself, but students also familiarized

themselves with the software which was compatible with it. As Kennewell (2007) have stated that in planning and preparing ICT, teacher should also consider to check the compatibility of the software that are going to be used in teaching and learning process.

Book 1 and Book 2 had several kinds of software which had to be used in order to do the tasks given in the textbook. Several kinds of software had been categorised into seven categories. The categories consisted of office software, database software, graphics and video software, messaging, web site, multimedia software, and the last category is grab bag. Office software were included Microsoft Office like Microsoft Word, Microsoft Excel, Microsoft Power Point, etc. In database software, we included Oracle, Microsoft SQL Server, Access, etc. We included Adobe Photoshop and Illustrator, Corel Draw as Graphics and Video Software. In category of messaging, we included e-mail, whatsapp, and the other messaging software. In the category of Web Site, we included Blog, Facebook, Video Web, etc. As in multimedia software, we inserted GOM Player, VLC Media Player, and the other multimedia player in it. Take a look at the table 3.3 which showed us the number of software used in ICT oriented tasks found in Book 1 and Book 2.

The Number of ICT Oriented Task Revealed in the Aspect of Software Used

No	Aspects	Book 1	Book 2
1	Office Software	45%	9%
2	Database Software	0%	0%
3	Graphics and Video Software	33%	2%
4	Messaging	0%	0%
5	Web Site	11%	50%
6	Multimedia Software	11%	39%
7	Grab Bag	0%	0%

The table above showed that there were seven categories of software which were used in ICT oriented task. Book 1 provided the students with the tasks which was engaging students to use ICT to complete their assignments. The seven categories of software used in Book 1 were office software, database software, graphics and video software, messaging, web site, multimedia software, and the last category is grab bag. The table has described that software used reflected in Book 1 consist of office software with 45%, database software with 0%, graphics and video software with 33%, messaging with 0%, web site with 11%, multimedia software with 11%, and the last is grab bag with 0%.

On the other hand, the data which was taken from Book 2 showed that there were also seven categories of software that were used in ICT oriented task. Book 2 provided the students with various tasks which were engaging students to use ICT to complete their assignments. The seven categories of software used in Book 2 were office software, database software, graphics and video software, messaging, web site, multimedia software, and the last category was grab bag. The chart described that software used reflected in Book 2 consisted of office software with 9%, database software with 0%,

graphics and video software with 2%, messaging with 0%, web site with 50%, multimedia software with 39%, and the last is grab bag with 0%.

From that table given above, there were various types of ICT oriented tasks specifically in software used reflected in both Book 1 and Book 2. In the procees of choosing the right task to be given to the students, teacher should consider the compability of the software which will be used in doing some ICT oriented task. It was important to know which software and teaching style that suit in conducting ICT oriented tasks.

Take a look at the table 3.3 above we could see some similarities and differences between Book 1 and Book 2 in aspects of software used. Both books were not considering the use of database software and messaging in formulating ICT oriented task given in the textbooks. That was why we could not find any tasks which was engaging students to use database software and messaging in both english textbooks. Furthermore, both english textbooks gave their focus on the rest aspects that have been classified in the previous chapter. In the aspects of office software, graphics and video software, web site, and multimedia software, both english textbooks gave their focus in formulating ICT oriented tasks provided in their own proportion. As in Book 1 gave the main focus on the use of office software while Book 2 gave it on the use of web site software.

The use of office software was mainly found in the Book 1 reflected the tasks in which they were engaging students to use ICT. As described in the previous section, Book 1 mainly focused on the activity in which students were usually asked to use Microsoft office. The use of software in the ICT oriented tasks must be considering the compatibility of software and types of tasks given in the textbook. In case of Book 2, the tasks provided in the textbook mainly demanded students to use web site software in doing their assignments. It could be said that Book 2 were trying to exploit the benefit of the major development of technology reflected by the using of internet worldwide. The reason why Book 2 demanded students to use internet in conducting their ICT oriented tasks must be that internet is considered accessible everywhere and it also provided a lot of recent information regarding to what issues that society had been discussing recently. In giving the main focus in aspects of software used reflected in each texbook, with the gap only 5 % between Book 1 in office software and Book 2 in web site, it could be clearly seen that both books considered that the activity they provided in the textbooks were so important, just in case the the use of software was definitely different.

The differences between Book 1 and Book 2 in the use of software while conducting the tasks provided in textbooks were also influenced by the types of tasks they gave in the textbook. As in Book 1 mainly focused the activity where students would need office software and also graphics and video software in assisting them doing the assignments given in the textbook, we took a correlation discussed in the previous section that Book 1 mainly provided the activity in writing so it was clearly seen that students would need office software in most of their ICT oriented tasks. The use of these software must be compatible with the types of tasks given in the textbook. Furthermore, Book 2 focused the activity where students would need web site and multimedia software in assisting them doing the assignments given in the textbook. In the previous

chapter we discussed that Book 2 mostly demanded students to use multimedia software in case they needed it to support the listening activity. It might be different from Book 1 because the activity types also different in both books while conducting ICT oriented tasks. Further explanation regarding to the types of activity found in both english textbook was described in the next section.

Comparison Between Book 1 and Book 2 in the Aspect of Activity Types

This section explored the findings about the comparison between Book 1 and Book 2 in aspect of activity types. This section focussed on finding and exploring some similarities and differences between Book 1 and Book 2 in aspects of activity types found in both english textbooks. Indeed, types of activity in ICT classroom would be different from the activity types we found in the traditional classsroom. In the previous chapter, we had discussed that the activity types had been classified into six categories. The categories consist of the activity of word processing, image and video processing, communicating electronically, multimedia utilizing , web surfing, and the last category is grab bag.

The activity types regarded as word processing included the activity of creating and revising text and graphics, combining text and graphics, collecting and analyzing data, etc while the category of image and video processing included the activity in drawing and designing activity, video making projects using digital camera, etc. Furthermore, in the category of communicating electronically, we included the activity of students' work submitting, presenting students' project work by using computer-generated presentations, publishing students' work in web, etc. As the activity of listening and responding activity in music and construction skills was included in the category of multimedia utilizing. Web surfing category would be consisted of the activity of using internet in order to collect and enrich sources to their assignments. Take a look at the table 3.4 which showed us the number of activity types in ICT oriented tasks found in Book 1 and Book 2.

The Number of ICT Oriented Task Revealed in the Aspect of Activity Types

No	Aspects	Book 1	Book 2
1	Word Processing	46%	13%
2	Image And Video Processing	36%	3%
3	Communicating Electronically	13%	5%
4	Multimedia Utilizing	5%	57%
5	Web Surfing	0%	22%
6	Grab Bag	0%	0%

From the table 3.4 above, it showed that there were six categories of activity types which were used in ICT oriented task. Book 1 provided the students with the tasks which was engaging students to use ICT to complete their assignments. The six categories of activity types in Book 1 were word processing, image and video processing, communicating electronically, multimedia utilizing ,

web surfing, and the last category is grab bag. The table has described that activity types reflected in Book 1 consist of word processing with 46%, image and video processing with 36%, communicating electronically with 13%, multimedia utilizing with 5%, web surfing with 0%, and the last is grab bag with 0%. Here is the table which reflected ICT Oriented task in Book 1.

In the other hand, table 3.4 also showed us that there were six categories of activity types which were used in ICT oriented task. The table has described that activity types reflected in Book 2 consist of word processing with 13%, image and video processing with 3%, communicating electronically with 5%, multimedia utilizing with 57%, web surfing with 22%, and the last is grab bag with 0%. Here is the table which reflected ICT Oriented task in Book 2.

Take a look at the table 3.4 above, we could see some similarities and differences between Book 1 and Book 2 in aspects of activity types. The similarity was that four of six categories were reflected ICT oriented tasks found in both English textbooks. The four category were word processing, image and video processing, communicating electronically, and the last is multimedia utilizing. The differences were only on the proportion of each textbook in giving the number of activity types. The difference between both english textbook was also found in the activity of web surfing. The data collected from the Book 1 draw the picture that there was no activity which was demanding students to do web surfing activity while the findings from the analysed data from Book 2 explained that web surfing activity appeared as the second most found activity in ICT oriented tasks. It could be concluded that the most activity found in Book 2 after the activity of multimedia utilizing was students were asked to do an activity of web surfing while Book 1 did not do the same. Book 1 did not included the activity of web surfing when formulating the task which presented in the english textbook. Otherwise, Book 1 was trying to exploit the development of internet worldwide by focusing on the activity of communicating electronically.

This comparative study in the form of content analysis was designed to address the issue how ICT oriented tasks were reflected in both English textbooks and what are the similarities and differences between them. In the aspect of skill focus, both books gave their focus in providing ICT oriented task in the reading and speaking skills. Moreover, Book 2 enrich the tasks in expanding two other skills as the formulation in the given task printed in the textbook. Book 2 was not only providing ICT oriented tasks in aspects of reading and speaking skills, but also providing tasks in aspects of listening and writing skills. In the aspect of hardware used, both English textbooks considered that computer as the main tool in assisting students to do their assignments. The difference between two books laid on the second tool which was used in conducting ICT oriented task after computer where Book 1 used the digital imaging devices as the second tool which was usually used in ICT oriented task after computer while Book 2 considered Multimedia Player as the second tool which was usually used in ICT oriented task. Furthermore, in the aspect of software used we found there was no task which engaging students to use database software and messaging found in both English textbooks. Book 1 mainly focussed on the activity in which students were usually asked to use an office software while Book 2 mainly

demanded students to use web site software in assisting them to do their assignments. In activity types, both English textbooks focussed on the categories of word processing, image and video processing, communicating electronically, and multimedia utilizing. In the activity of web surfing, Book 1 had no such activity which was demanding students to do web surfing activity while in Book 2, web surfing activity appeared as the second most found activity in ICT oriented tasks.

Conclusion

This comparative study in the form of content analysis was designed to address the issue how ICT oriented tasks were reflected in both English textbooks and what are the similarities and differences between them. As it has been stated in the aims of the research, the study was conducted to analyze how ICT oriented task reflected in both English Textbooks and analyze the similarities and differences between Book 1 and Book 2. The categories of aspects that had been analysed in this research were skill focus, hardware used, software used, and the last was activity types.

The aspects of skill focus was covering reading, writing, listening, and speaking skill. As the findings, the result showed that Book 1 focused only on writing and speaking skills regarding ICT in the formulation of its tasks provided in the textbook. The data also showed us that Book 1 did not provide ICT oriented tasks in the 2 others aspects of language skills. In the other hand, all language skills were covered in the ICT oriented tasks found in Book 2.

The second aspect that was analysed was hardware used in Book 1 and Book 2. The findings could be summarized that computers was the most using hardware in ICT oriented tasks found in both english textbooks. As a digital computing system, it would be clear here that researcher found both English textbook that had been analyzed were focusing on computer as the main devices which was needed in conducting ICT oriented tasks. Considering digital imaging as an hardware used in conducting ICT oriented task, both english textbooks were considerably different in the implementation where Book 1 used the digital imaging devices as the second tool which was usually used in ICT oriented task after computer while Book 2 considered Multimedia Player as the second tool which was usually used in ICT oriented task. Indeed, the differences of software used in doing ICT oriented tasks might depend on the types of task itself which were quite different between Book 1 and Book 2.

Going further to the aspect of software used in Book 1 and Book 2, we found that both english textbooks were not considering the use of database software and messaging in formulating ICT oriented task given in the textbooks. The use of office software was mainly found in the Book 1 reflected the tasks in which they were engaging students to use ICT. In case of Book 2, the tasks provided in the textbook mainly demanded students to use web site software in assisting them to do their assignments.

As the findings in the category of activity types found in both English textbooks, there was four of six categories were reflected ICT oriented tasks found in both English textbooks. The four categories were word processing, image and video processing, communicating electronically, and the last was multimedia utilizing. The difference between Book 1 and Book 2

was only on the proportion of each textbook in giving the number of activity types. The differences between both English textbook was also found in the activity of web surfing. The data collected from the Book 1 explained that there was no activity which was demanding students to do web surfing activity while the findings from the analysed data from Book 2 explained that web surfing activity appeared as the second most found activity in ICT oriented tasks.

Book 1 and Book 2 indeed had their own way in reflecting ICT oriented tasks given in the textbooks. Both English textbooks are trying to compile the suitable activity in engaging students to use ICT. As these textbooks are both used by the students and teachers in the teaching and learning process, these findings could be important to find what kind of tasks provided in each books in order to choose which book was more supported students in doing ICT oriented task. The collaboration of both English textbooks was advantageous for teachers and students in assisting them to enrich their activity with the ICT oriented tasks provided by both English textbooks.

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