

## TEACHERS' PERCEPTION ON ICT-BASED ENGLISH TEACHING

**Yayan Suryana**

*Department of English Education, Faculty of Teachers Training and Education,  
University of Kuningan, Indonesia.  
E-mail: ysuryana2008@gmail.com*

APA Citation: Suryana, Y. (2013). Teachers' perception on ict-based English teaching. *English Review: Journal of English Education*, 2(1), 17-24

Received: 10-09-2013

Accepted: 29-10-2013

Published: 01-12-2013

**Abstract:** This article was related to the teachers' perception on the application of ICT-based English teaching in Senior High School and the readiness of the teachers and schools in applying the 2013 Curriculum. This qualitative data was described from the interview and the survey during the socialization of the 2013 Curriculum. 8 participants of different ages from different Senior High School in Kuningan Regency were interviewed by phone, direct interview, and Facebook-chatting. The findings showed that most of the senior teachers (80%) of more than 50 years of age were not motivated in using the ICT, 20% of them were familiar with ICT; 60% of the teachers between their 30s and 40s generally understood how to use ICT but seldom implemented the ICT based English teaching because of lack of ICT facilities. Almost 95 % of new English teachers were familiar with ICT and they applied the ICT-based English teaching when the ICT facility was available. Their reasons of not using ICT were lack of ICT literacy, taking too long to learn, and the fact that it was expensive and not always available. The conclusion of this research was that the application of the ICT-based English teaching could not be applied 100% because some teachers were still illiterate with ICT and the ICT facilities were still limited.

**Keywords:** *ICT, teachers' perception, the 2013 Curriculum, ICT literacy, ICT-based English Teaching*

### INTRODUCTION

This research discusses "Teachers' Perception on ICT-Based English Teaching for Teachers' Professionalism in Kuningan, West Java Indonesia." This research tried to find out the existing condition of English Teaching for teacher's professionalism in Kuningan Regency and the teachers' perception on ICT-Based English teaching for professionalism, and the impact of using ICT-Based English teaching for teachers' professionalism in human capital, social capital, and social economic growth.

ICT has been studied by many scholars from different countries in different aspects with different methodologies such as those from Sue Webb (2006) ICT reducing social exclusion, Zare-Ee (2010, 2011) ICT in teaching and research, Mellar and

Kambouri (2005) Observing ICT use in Adult Literacy and Numeracy, Celik, Arkin & Sabriler (2012) ICT for Self-Regulated Learning, Kristina (2010) On-line with Language Courses, Jaffer, Ng'ambi & Czerniewicz (2007) ICT in teaching and learning strategy, Mullamaa (2010) ICT in language learning, Lu, Hou & Huang (2010) ICT in audio-video speaking class, and Hu & Webb (2009) integrating ICT to higher education.

This research used a case study qualitative approach. The qualitative research was characterized by the research question, the qualitative strategies to be used in this study, the roles of participants and the writer, purposive sampling strategy for sites and individual identified, the data collection procedure for recording

information during the data collection, and data analyses, on qualitative research. The first part of the dissertation research was concerned with the need analysis from the existing condition of ICT-Based English Teaching in the research site, which, in this program has been promoted both through participating in the direct interview, telephoning, and chatting via Facebook to glean the information related to the existing condition in ICT-Based English teaching. Kuningan Regency was chosen as a case study site in this research to ease in collecting the data where the researcher worked. The condition of ICT facilities in five secondary schools was observed and 8 secondary school teachers participated in this research.

Based on the background above the writer would like to answer the following questions: "What is the existing condition of English Teaching for teacher's professionalism in Kuningan Regency," and "What is the teachers' perception on ICT-based English teaching for professionalism?"

Based on the research questions above, the objectives of this research are, as follows: to find out the existing condition of applying English Teaching for teacher's professionalism in Kuningan Regency, and to identify the teachers' perception on ICT-Based English teaching for teachers' professionalism.

## METHOD

The research used qualitative case study. A case was based on the models of Creswell (2009) and Gillham (2000). According to Creswell (2009), a case can be an *individual*, it can be a *group* - such as a family, or a class, or an office, or a hospital ward; it can be an *institution* - such as a school or a child's home, or a factory; it can be a large-scale *community* - a town, an industry, a profession. All of these are single cases; but you can also

study *multiple* cases: a number of single parents; several schools; two different professions. It all depends what you want to find out - which leads us on. (Creswell, 2009: 176)

Gillham (2000: 1-2) states that a case *study* is one which investigates the above to answer specific research questions (that may be fairly loose to begin with) and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions. No one kind or source of evidence is likely to be sufficient (or sufficiently valid) on its own. (Gillham 2000: 1-2).

This case study was conducted in Kuningan Regency of West Java Province. There were 5 Senior High Schools observed in this research, and 8 English teachers as participants of different ages starting from the teachers with less than 10 years of experience, those with 11 to 20 years of experience, those with 21 to 30 years of experience, and those with more than 30 years of experience. The research was conducted between July and October 2013. Natural setting was used to collect data in the field.

The instrument used in this research was observation, interview using open questions, and documents (Creswell 2009: 183). In collecting the data the observation was carried out without the researcher participating. The interview was conducted in different ways: recorded face-to-face interviews, recorded telephoning, and chatting through facebook. The documents came from different resources, for example: journals related to ICT in education, MGMP Report years 2011 and 2012 and other supporting data from the government like rules and regulations issued by the president or the ministry of educational and cultural affairs, and other related documents.

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. (Creswell, 2009: 183). Open-ended data was collected based on asking general questions and the data was developed from the data supplied by participants.

The steps of analyzing the data began from organizing and preparing the data for analysis. This involved transcribing interviews, scanning materials, typing up field notes, or sorting and arranging the data into different types. First, the data related to the ICT facilities was put in the first group. The information from the interview related to the participants' condition was grouped into the second, and the information related to the teachers or participants' perception was put in the third group. The interpretation was related to the teachers' perception and the researcher's analytical view of the findings.

## RESULTS AND DISCUSSION

The findings were about the existing condition of ICT facilities and English teachers, the teachers' perception on the application of ICT-based English teaching, and the impact of the application of ICT-based English teaching in human capital, social capital and social economic growth.

### *Existing condition of ICT facilities and English teachers at several schools*

In this part, the existing conditions were divided into two points: the school ICT facility and the teachers

#### *ICT facilities at several schools*

Before describing the existing conditions of ICT, let us broadly classify the ICT resources that must be owned by

the school, as follows: (i) Hardware – the equipment, such as a PC or interactive whiteboard, linked smart boards, opaque projectors, LCD projectors; (ii) Software – the stored instructions which enable the hardware to operate automatically, together with the information that it stores and processes, such as a word processing program and the documents produced using it; (iii) Media – the materials that carry data and programs, such as floppy or hard disks; (iv) Services – combinations of hardware, software and human resources that enable users to achieve more than they could with hardware and software alone, such as the internet.

From the above description the existing conditions of the school ICT facilities in Kuningan were still limited. The first was the ICT facility in a Senior High School in the center of the city. This school was famous for the best school in Kuningan. Based on the information from the participant, every class had been equipped with a permanent LCD projector. All teachers used ICT in teaching although not always. The school ICT facilities owned by the school were a Wi-Fi, server, internet, 40 sets of students' computers, 3 sets of teachers' computers, 29 laptops, a television, a VCD-DVD player, speaker, fixed-LCD projectors in every class, and laptops in each classroom. General problems were not all teachers were "smart" in using IT, and sometimes the internet connection was disconnected, and that it was not directly fixed because they did not have an IT technician.

In the second school, the ICT facilities in this school were not as complete as the first school. From 27 classrooms, there were only 6 LCD projectors. One of them was permanently installed in the computer laboratory. One was broken because of wrong use during the classroom process. The rest of the four LCD projectors could be borrowed

from the office by ordering first because they had limited Projectors. The school had also 3 laptops that could be borrowed when necessary. The internet connection in this school was also often disconnected and not directly fixed by the technician.

One of the state senior high schools in the rural area in Kuningan with 9 classrooms, there were 3 LCD projectors used for teaching and learning. Not many teachers use this facility, so the only one English teacher often uses the LCD Projector in teaching and learning. Just as in the other facilities, the internet connection was using limited bandwidth, so the connection was late, and they need a faster special additional power network.

In the fourth school, the boarding school with 24 classrooms, all students stay in the boarding school. The ICT facilities in that school were also limited. Of the 6 LCD projectors the school owns, there were only 4 projectors. Two of them were broken and could not be used. The problems were the same. They did not have for fixing them technicians.

The last school consisted of 22 classes and was located in rural area. There were only three LCD/video projectors here. All were OK. Two were installed permanently in the classroom and one could be borrowed from the office by ordering first. When a teacher wanted to use the LCD, he/she should order to be noted by the administrator. The limited ICT facilities in this school also made each teacher difficult to use ICT facility for teaching.

#### *English teachers' condition at several schools*

Basically, all English teachers and teachers of other subjects should be able to apply the ICT-based teaching. This was because based on the 2013 Curriculum which had been applied since July 2013 in the secondary schools all teachers should be able to use ICT in

teaching. Teachers who were not familiar with ICT were also forced to use ICT equipment in their teaching. This fact shows that the ICT illiterate teachers are not motivated to renew their knowledge.

The malfunction of some teachers in using LCD projectors in the classrooms had caused some headmasters or school principals not to allow new or novice teachers to use the LCD Projectors to avoid the wrong use of the projectors during the teaching process. When the lamp was broken, to change the old lamp with the new one, they had to spend almost 2/3 of the total price of a new projector. The lamp was almost as expensive as the new projector.

The existing conditions of the English teachers were as follows: A participant who was more than 50 years old described that he was not motivated to learn how to operate the computer because of many factors. One of the reasons was that he could not think and understand easily with the instructions in the computer. He was illiterate with the computer technology.

The second was a senior teacher with interest in ICT. He was above 50 now, and was a dept at using many ICT products, his smart phone and internet connection. He used his smart phone in teaching writing by asking the students to find a certain topic in the internet through their smart phone. Then after every group had done the assignment they discussed the topic in the classroom in speaking or reading class.

The next participant was a teacher in his 30s. He was one of the more proficient English teachers in ICT-based English teaching. He often gives presentation during the English Teacher Secondary Subject Teacher Forum (MGMP) and used to be the head of the English Teachers Forum in all Senior High Schools in Kuningan. From the interview I got much information about the teachers' condition in understanding

ICT. He knows how to design good presentations, how to use IT and how to explore the internet. He was also one of the presenters in every English teacher training.

The fourth participant was A 28 year old young male teacher. He was involved in teaching the classes using ICT-based English in the 10<sup>th</sup>-grade. As a new teacher whose experience in teaching was still less than 10 years he was generally familiar with basic ICT, but he did not use ICT in teaching all the times. He did not have any materials from the 2013 Curriculum that could be used for teaching. He had not even gotten any training yet from the government to apply new curriculum, but in practice he sometimes used the teaching materials from 2006 Curriculum which were related to the new curriculum to run the class.

Another young teacher who still had less than 10 years of teaching experience was a woman teacher. She was familiar with basic ICT. Although in practice, she did not also use the ICT facility in her teaching. The problems were that she was unable to use the ICT facilities because of the limited facilities that they had and because of the slow internet connections.

A participant in his 40s from a rural Senior High School with nine classes had no serious problem in using the ICT in teaching. He could use the ICT facility any time he wanted although there were only 3 LCD projectors in his school. Most of the teachers here were still illiterate with the ICT facilities.

A woman participant who was in her 40s from a senior high school in one of favorite school in Kuningan was familiar with ICT. In her teaching, she often used ICT as media for teaching. The bad internet connection that sometimes appeared often forced her not to use ICT in her teaching. For her, ICT was only one of the media in teaching.

There were many media that could be used for teaching.

A fifty one year-old participant from the best senior high school in Kuningan was a woman with a vast experience in teaching English. For her, in whatever condition, teaching English had to be fun. With ICT facility in every class, she could apply ICT-based English teaching in her own class whenever she wanted. Her perception in applying the new 2013 Curriculum was that she found no problems because the school had practically applied ICT based teaching since the previous curriculum (2006 Curriculum or School Based Curriculum). The term in the previous curriculum was different from the current curriculum, for example, the term "*peminatan*" or 'specialization' was used in the 2013 Curriculum while in the previous curriculum it was called "*penjurusan*" or majors. Teaching times of some courses were added and some others were reduced and even deleted. For her, everything was OK, she took it for granted because teaching was compulsory for her, and it was her passion.

#### *Teachers' perception on ICT-based English teaching*

From eight teachers, only one participant optimistically described that she was ready to apply ICT-based English teaching. She was a teacher of the school where the ICT facilities were representative.

The teacher's perception on this ICT-based English Teaching for teachers' Professionalism showed that most of the teachers thought that it was not the time to apply ICT-based English teaching because the schools had not been facilitated with the representative and complete ICT equipment as required. Most of certified teachers were ready to apply the ICT-based English teaching, especially the ones who always

followed the ICT development and who were eager to learn new things about information technology. On the other hand, most of the senior teachers who were more than 53 years old and illiterate in ICT were unable to follow this new technology and they tended to use conventional ways in teaching. They were not motivated to learn ICT media for teaching and learning.

Regarding the perception on the application of ICT-based English teaching, he agreed to apply the ICT-based teaching because by monitoring the changes in ICT development of new technology could be followed, and we would never be left behind like right now. By being stubborn, unmotivated, and not following the new technology we would be left behind, so we needed to be ready to any possibility of new changes in ICT and especially in teaching.

He also perceived that the application of the 2013 Curriculum was too early. The government should have provided the schools and the teachers with good ICT equipment first, then we could apply the new curriculum.

One perceived that the government should facilitate the schools with the comprehensive ICT facilities so that the ICT-based 2013 Curriculum could be applied at all schools not only in Kuningan but also in other cities in Indonesia.

Another perception in applying ICT-based English teaching was not coming from the teachers. However, many students in rural areas were not motivated in learning English. Most of them were lazy, and could not follow the teachers' explanation or instruction.

From the above existing condition, it can be temporarily concluded that only one senior high school was facilitated with better ICT facilities, the others were equipped with limited ICT facilities. The ICT facilities

usually owned by the schools consisted of limited LCD projectors, folded LCD screens, laptops, internet connection, Wi-Fi, one or two smart phones (owned by individuals), computer lab with one server PC and 20 to 40 client PCs.

Another phenomenon was that most of the schools did not have qualified technicians, so that when there was a problem with the IT facilities, it generally could not be solved directly. They had to wait for someone from private companies or individuals who work as computer service center to repair their LCD projectors or other IT devices.

The LCD projectors' breakages were mostly caused by malfunction during the operation. The malfunction was related to the steps of operating the projectors from the starting point to shutting down the power. When the instructions in operating the LCD projectors were not followed as it was mentioned in the operating manual of LCD projectors the breakage could happen.

A phenomenon between the existing condition and the teachers with the ICT literacy perceived the application of ICT based English teaching in the classroom was something interesting and easier to do many things with the teaching process.

The teachers were divided into two major group conditions. The first group was the teachers with no interest in ICT; the second was the teachers with interest in ICT. The teachers with no interest in ICT were divided into three groups of age. The old groups of more than 50 which was generally stuck in their habits, teachers between 40 and 50, between 30s to 40s, and young teachers of less than 30s. They were not motivated on changes. They did not want to study new things that caused time consuming. When there were new things they tended not to make any response.

The senior teachers of more than 50 were mostly less motivated in using ICT in their teaching. They were even illiterate on IT. Even did they not know how to operate computers. When they had to do such a thing, they usually asked somebody to do it for them. They were not motivated to learn how to operate the computer. When they were forced to learn how to do so, they had to work together with the other by only imitating what other literate people had done.

The teachers of less than 50 who know how to operate computer but never use ICT in teaching. Based on the information from the participants, actually he wanted to use ICT in teaching, but the condition of the facility of ICT in his school forced him not to use the ICT in his teaching.

The teacher's perception on this ICT-based English Teaching showed that most of the teachers think that it was not the time to apply ICT-based English teaching because the schools were not facilitated with the ICT equipment as required. Most of certified teachers were ready to apply the ICT-based English teaching.

## CONCLUSION

Based on the 2013 Curriculum, ICT-based English teaching was required by every teacher, and it could be applied thoroughly when every school had been facilitated with ICT in every class. The participants consist of three teacher types. The first type was the teacher's perception on the use of ICT as a compulsory. This was supported by the fact that consulting with information and computer technology made the class more interactive and we could get quick solving problem. The participants of experience senior but ICT-illiterate teacher perceived that teaching using ICT facilities took times and costly. This was not the correct time using the ICT

as the facility was still incomplete and took long times to learn how to use the computer. They had no time to learn the computer. This was not good time to use the technology. The third type was the person who was literate with ICT but he or she preferred to use whiteboard, once in a while he used the computer and some ICT facility. The lack of ICT facility had caused most of the teachers not to apply it in their teaching. Teachers as profession in this era need to know much about ICT and apply this in their teaching.

## REFERENCES

- Creswell, J. W. (2009). *Research design qualitative, quantitative, and mixed methods approaches Third Ed.* California: SAGE Publication.
- English, E. & Williamson, J. (2005). *Meeting the Standards in Primary English. A Guide to the ITT NC.* London: RoutledgeFalmer.
- Gillham, B. (2000). *Case study research methods.* London: Continuum.
- Kemdikbud. (2012). *Bahan Uji Publik Kurikulum 2013.* Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kemendiknas. (2007). Permendiknas No. 6/2007 about *Perubahan Peraturan Menteri Pendidikan Nasional Nomor 24 Tahun 2006 Tentang Pelaksanaan Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah dan Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah*
- Lamy, M. N. and Hampel, R. (2007). *Online communication in language learning and teaching.* Hampshire: Palgrave Macmillan
- McNaught, C. (2005). Integrating teaching and learning principles with IT infrastructure and policy. In Kym Fraser. *Education Development and Leadership in Higher Education Developing an effective institutional strategy.* New York: Routledge Falmer

- p.108
- Mullamaa, K. (2010). "Going 100% On-line with Language Courses: Possible?" *Journal of Language Teaching and Research*, Vol. 1, No. 5, pp. 531-539, September 2010
- \_\_\_\_\_ "ICT in Language Learning - Benefits and Methodological Implications" *International Education Studies Volume III No. 1 p. 38 February 2010*
- Saito, K. (2012). Effects of Instruction on L2 Pronunciation Development: A Synthesis of 15 Quasi-Experimental Intervention Studies. *TESOL Quarterly* December 2012.
- Serkan, C., Erkan, A. Derya, S. (2012). EFL Learners' Use of ICT for Self-Regulated Learning. *The Journal of Language and Linguistic Studies*. Vol. 8, No.2, October 2012
- Shaheeda, J. Dick, N. and Laura, C. (2007). The role of ICTs in higher education in South Africa: One strategy for addressing teaching and learning challenges" *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, , Vol. 3, Issue 4, pp. 131-142.2007
- Webb, S. (2006). Can ICT reduce social exclusion? The case of an adults' English language learning programme. *British Educational Research Journal* Vol. 32, No. 3, June 2006, pp. 481-507. 2006.