



Teachers' Perceptions Toward Integrating ICT Into Language Teaching Activities

Oktariza Mardatillah

University of Bengkulu

oktarizamardatillah@gmail.com

ABSTRACT

In this globalisation era, technology has become the knowledge transfer highway in most countries including Indonesia. Because of this, schools and educational institutions alike need to consider ICT integration in their curriculum. The aims of this study was to examine teachers' perceptions on intergrating ICT in language teaching activities at senior schools in Rejang Lebong regency. A modified questionnaire originally designed by Gulbahar and Guven (2008) was used to gather data from the English language teachers. The samples of this study were 20 English teachers who have at least 10 years experiences of teaching English. This study used quantitative research method while the data were analyzed using SPSS software. The results show that teachers strongly agree that ICT integration is an important tool in enhancing teaching and learning process. Most teachers in this study strongly agreed that their students learn more effectively with the use of ICT as lessons intergrated with ICT are more engaging and interesting. Further may focus the level of actual and evident use of ICT in classrooms, the factors or challenges hindering teachers from incorporating ICT in instructions, learners' perceived effectiveness of ICT towards their learning, as well as the support given by government and other stakeholders to teachers in trying to integrate ICT in the teaching and learning processes.

Keywords: Language teaching; Intergating ICT; teacher's perception; Indonesia.

Introduction

In this 21st century, technology has become the knowledge transfer highway in most countries. Technology integration nowadays has gone through innovations and positively changed our societies that has totally reshaped the way people think, work and live (Grabe, 2007). Because of this, schools and educational institutions alike need to consider ICT integration in their curriculum (Ghavifekr, 2015). ICT or Information and Communication Technology plays a pivotal role in language teaching and learning process. Hence, many educational institutions, including those in the Philippines, are already incorporating ICT in their language classrooms. ICT incorporation in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that students are acquainted with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of technology in

education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013). It is right to say that almost all ranges of subjects' starts from mathematics, science, languages, arts and humanistic and other major fields can be learned more effectively through technology-based tools and equipment.

The New Medium Consortium (2005a) mentioned the technological areas that potentially contribute to the field of education as follows. The first one is called Extended Learning, in which traditional teaching and learning is enhanced through new communication tools or social networking sites such as *Facebook*, *Twitter*, blogs, wikis, and instant messaging. In other words, the process of teaching and learning is not confined to the classroom setting any longer, it is enhanced beyond the classroom via these social networking sites where learners can engage in a communicative platform that "facilitate collaborative discussion, exchange of opinions, and critical thinking" (Cheng, 2012, p.2). The second area is called Ubiquitous Wireless, which deals with the "the rapid penetration of wireless networks" (Jung, 2006, p.29), fostering students' flexibility in learning via the use of their portable or mobile devices including laptops, tablets, smartphones, and so on. Intelligent Searching, which is the third area, enables learners to search, organize and retrieve data in a more effective way. The fourth category is Educational Gaming, made up of games and simulations, is deemed as a learning tool to have beneficial effects on motivation, communication, critical thinking, and problem solving skills (Jung, 2006).

In specific fields like language arts, a considerable amount of literature has highlighted the benefits of ICT in language teaching and learning. Darasawang and Reinders (2010) stated that an online language support system helps promote learner autonomy. Another contributing factor of ICTs is motivation. The blossoming of multimedia technology including visual aids, sounds, video clips, animations, and so on motivates learners, "attracts their attention and elevates their interest in learning" (Kuo, 2009, p.25). What is more, the Internet connection allows learners to gain access to a huge amount of authentic materials to make English learning more enjoyable (Dang, 2011). Hence, the application of the online resources available to the inside and outside classroom activities can result in the enhancement of their competences in listening, speaking, reading, and writing. For example, according to Kelsen (2009, p.3), "*YouTube* has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience ...and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment".

The teacher's role in the integration of computers in schools is obviously very important, and every educational reform effort should take into consideration teachers' knowledge, skills, beliefs, and attitudes (Cuban, 2000). Shahan (1976) argues that one important concept of school reform is the human element, which embraces emotions, feelings, needs, beliefs, and pedagogical assumptions.

Similarly, Fullan's (1982, 1991, 2000) theory of school change also emphasizes that the alteration of mindsets, such as pedagogical assumptions, values, and beliefs, is a key factor to any educational change effort. Watt (1980) states that beliefs and attitudes play a fundamental role in the way that teachers deal with ICT in the classroom. In other words, dealing effectively with ICT relates not only to knowledge of the capability, limitations, applications, and implications of ICT, but also to individuals' attitudes and perceptions regarding ICT tools. Veen (1993) stated that the effective implementation of ICT depends upon users' having a positive attitude towards it. He showed that schools can go only so far to encourage ICT use, and that actual take-up depends largely on teachers' personal feelings, skills, and attitudes towards ICT. This implies that teachers who have positive attitudes toward ICT and perceive it to be useful in promoting learning will evidently integrate ICT in their classroom more easily than others (Becker & Riel, 2000; Cox, Preston, & Cox, 1999; Pedretti, Smith-Mayer, & Woodrow, 1999; Sandholtz, Ringstaff, & Dwyer, 1997). Therefore, this study investigates teachers' perceptions toward integrating ICT Into language teaching activities.

Research Methodology

This study used a qualitative method by using descriptive design approach, the results were presented descriptively. In selecting the sample, the researcher used purposive sampling techniques, those are teachers who apply ICT in their English class activities, the result found 20 Senior High School English teachers of Rejang Lebong Regency. The questionnaire used for this study was adopted and modified from the original questionnaire designed by Gulbahar and Guven (2008) that is considered suitable for this research. Some of the items are designed and developed by the researchers accordingly with the title chosen so that the items developed are able to provide the answers needed for both research questions and the questionnaire consists of 15 items.

Findings and Discussions

Findings

The first objective of the study was to identify the demographic profile of the respondents in terms of sex, age, and number of years of teaching experience. As shown in Table 1 below:

Demographic Profile of Respondents

Tabel 1

Age	Frequency	Percentage
20-25 years old	5	25
26-30 years old	12	60
31-35 years old	5	15
>35 years old	3	0
Total	20	100
Sex	F	%

Male	7	35
Female	13	65
Total	20	100
Years of Teaching experience	F	%
6-10 years	9	45
11-15 years	8	40
>15 years	3	15
Total	20	100

As shown in Table 1, 29.2 % of the respondents have ages ranging from 20-25 years old. The table also shows that 5 or 20.8% of the respondents have ages from 41 years old and above. It can be gleaned from this result that though many of the respondents are still young, there are also some of them who are in the middle age making the participants of this study diverse in terms of age profile. It is also interesting to note that 4 (16.7%) of the respondents did not indicate their age profile.

Table 1 also shows that the respondents are dominated by female teachers (83.3%). This illustrates that language teachers in Alag-alang are mostly led by female. This can be attributed to the theory that female individuals are more into language and teaching than males who are more inclined to mathematics and engineering.

With reference to their number of years of teaching experience, 37.5 % of the respondents have 5-10 years of experience. This is followed by respondents having 11-10 years of teaching experience (20.8%). The result illustrates that majority of the respondents are relatively new in the teaching field.

Teachers' Perception on Integrating ICT Into Language Teaching Activities

The second objective of the research is to get The information on teachers' perception with respect to the integration of ICT in language teaching were collected using a 15-item scale with four-point scoring: strongly agree=4, agree=3, disagree= 2 and strongly disagree=1. In the Table 2 presents the teacher-respondents' perception on the integration of ICT in language teaching activities, it presented as below:

Table 2.
Teachers' Perception on Integrating ICT
Into Language Teaching Activities

Statement	Frequency (n=20)	Percentage (%)	Interpretation
I feel confident learning new ICT skills	17	85	Strongly Agree
I find it easier to teach by using ICT	15	75	Strongly Agree
I am aware of the great opportunities that ICT offers to effective teaching.	13	65	Strongly Agree
I think that ICT supported teaching makes learning more effective.	14	70	Strongly Agree
The use of ICT helps teachers to improve teaching with more updated materials	16	80	Strongly Agree

I think the use of ICT improves the quality of teaching.	15	75	Strongly Agree
I think the use of ICT helps to prepare teaching resources and materials.	16	80	Strongly Agree
The use of ICT enables the students' to be more active and engaging in the lesson.	13	65	Strongly Agree
I have more time to cater to students' need if ICT is used in teaching.	11	55	Agree
I can still have an effective teaching without the use of ICT.	12	60	Agree
I think the use of ICT in teaching is a waste of time.	15	75	Strongly Disagree
I am confident that my students' learn best without the help of ICT.	11	55	Strongly Disagree
The classroom management is out of control if ICT is used in teaching.	12	60	Strongly Disagree
Students' pay less attention when ICT is used in teaching.	13	65	Strongly Disagree
Students' makes no effort for their lesson if ICT is used in teaching	12	60	Strongly Disagree

The results shows that, statements 1 and 2 relate to the language teachers' confidence in using ICT in the TL process. Table 1 shows that 70.8% of the respondents feel confident in learning new ICT skills which they can integrate in teaching. Also, 62.5% of them strongly agree that it is easier to teach using ICT. Statements 3 and 4 talks about teachers' ideas about how ICT supported teaching makes effective learning among students. As revealed in the table, majority of the respondents strongly agree that they are aware of the great opportunities ICT can make in students' effective learning.

Statements 5-9 ask respondents on their perception about how ICT improves the quality of teaching using updated materials and students' active engagement to the lessons. Table 2 illustrates that 70.8% of the respondents strongly agree that *ICT helps prepare teaching resources and materials*; also, there are 70.8% of them who think that the use of ICT improves the quality of their teaching. It can also be observed from the table that 75% of the teachers think that the use of ICT helps them prepare teaching resources and materials; and 79.2% strongly agree that the use of ICT enables the students to be more active and engaged in the lessons being taught. Among the sample studied, 58.3% reported that they have more time to cater to students' need if ICT is used in teaching. The results is congruent to the study of Ghavifekr & Rosdy (2015) where teachers view the use of ICT in teaching and learning process as something positive where ICT is the aid needed by teachers to ensure the effectiveness of both teaching and learning process.

Statements 10-15 are negatively stated items about the integration of ICT in language teaching. As shown in the table, 45.8% agree that they can still have an effective teaching without

using ICT. It can also be observed from Table 2 that majority of the respondents disagree to the statements that ICT use is a waste of time (62.5%); students learn best without the help of ICT (45.8%); classroom is out of control if ICT is used in teaching (50.0%) ; and students make no effort for their lesson if ICT is used in teaching (62.5%). This shows that language teachers regard the use of ICT in a positive way since the items are stated in negative form and most respondents disagreed to them. The result backs the study of Ghavifekr & Rosdy (2015) that teachers are aware of the goodness and usefulness of ICT in teaching. The result also supports the study of Cox and Marshall (2007) that teachers believe that ICT is a tool that could help in learning and teaching process.

Conclusions

Results of the study revealed the following:

1. In respect with the demographic profiles included in the study, it was found that the biggest percentage of language teacher- respondents have ages ranging from 25-25 years old. This shows that majority of the language teachers are young and are generally equipped with the know-how of integrating ICT in language classrooms; most language teachers are female with respect to their sex profile; and with respect to their years in teaching service, majority of the respondents have 5 years and less teaching experience which is parallel to their age profile.
2. By average, the language teachers strongly agree that ICT integration is an important tool in enhancing teaching and learning process. The results are in line with a research findings by Macho (2005) that substantiated that using ICT in instruction would improve students' learning. Similarly, most of teachers in this study strongly agree that ICT aids in improving classroom management as learners are well-behaved and more focused. Furthermore, this study ascertained that teachers believe that their students learn more effectively with the use of ICT as lesson designed are more engaging and interesting. Accordingly, the participants agreed that integrating ICT can foster students' learning.

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