

CHAPTER I

INTRODUCTION

This chapter presents the introductory points of the thesis. They comprise the background of the research, clarification of key terms, research questions, aims of the research, scope of the research, significances of the research, and organization of the thesis.

1.1 Research Background

As a positive effect resulted from the rapid growth of technology, the ease in elevating the quality of education almost without time and distance limitations is also increasingly manifested in today's English as a Foreign Language (hereafter EFL) teaching and learning. Information about everything including the knowledge and skills of English can be accessed fast and easily wherever and whenever. As a result, there are great opportunities for students to access new knowledge by using technology to develop their English ability. Some empirical studies about the use of technology for English language skill development have been carried out around the world (Abukhattala, 2016; Kennedy et al., 2008; Kızıl, 2017; Ko et al., 2014; Li, 2016; Sabti & Chaichan, 2014; Thompson, 2013).

Currently, the praxis of English language teaching (hereafter ELT) is exponentially being advanced by technology in conjunction with the creation of new devices or tools and inventions. Consequently, opportunities and challenges coexist. New learning skills and English language teaching methodologies are promoted by new technologies (Ramamurthy & Rao, 2015). The great development of newer technologies has changed the traditions of EFL teaching and learning drastically; one of the concrete realizations is through ICT integration in the learning process. The ICT integration in language teaching-learning aims to promote students' full involvement in the language environment which gives contribution to their communicative competence development (Bilyalova, 2017).

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THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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Teachers should be able to see technology advancement as possibilities to be easier in delivering the knowledge and increasing the skills of English. The use of technology helps EFL learners to develop their language skills i.e. listening, speaking, reading, and writing (Kasapoğlu-Akyol, 2010).

Suherdi and Mian (2017) propose that good ability to use ICT nowadays is a must. Therefore language teaching in EFL classroom should be ICT-based. The development of ICT-based foreign language teaching in the last 30 years started from the implementation of Computer-Assisted Language Learning (CALL). It was developed and used in education (Domalewska, 2014). Rabah (2015) proposes that to facilitate the teaching and learning process is the most important aim of educational technology as applied to pedagogical contexts. Accompanying this development, research into the relative effectiveness and efficiency of educational technology to foster learning and achievement has been conducted (Rabah, 2015). The research revealed that teachers are the key actors to the successful integration of ICT into language education.

Viewed from the lens of learning approach in ELT, ICT integration changes the paradigm from teacher-centered to learner-centered approach. The use of technology within the latter approach focuses on the students' potentials to improve their language skills and to develop their motivation to use technology (Gay & Sofyan, 2017).

Technology has a power to easily attract the EFL learners' attention (Pun & Campus, 2013). Hence, ICT advancement becomes one of the issues that give a reason to develop Indonesian latest curriculum as stated in Ministry of education and culture's (hereafter MOEC) regulation number 59 year 2014. It mandates that 2013 Curriculum is developed based on two factors, they are internal and external factors. Internal factors related to the condition of the education that refer to National Education Standard and demographic bonus in 2020-2035. External factors include the globalization era and various of issues including technology and information advancement.

However, ironically, according to Maulida and Lo (2013), not all schools have implemented ICT in EFL learning particularly in Indonesia. With respect to this, Silvianti (2015) argued that only a few of the schools, mostly those which

are situated in big cities or international schools, integrate ICT into the classrooms especially language classroom. She also said that ICT is not used by EFL teachers optimally in their ELT (English Language Teaching) process because not all of them are willing to use ICT even though it enables them to provide massive resources to their classroom teaching practices. Some teachers still tend to apply the traditional ways in their classroom instructions (e.g., textbooks become their main source) even though they have been already quite familiar with the technology (Silviyanti, 2015). ICT is only used for supplementary teaching materials such as finding learning resources, printing them, and bringing them to the classroom (Silviyanti, 2015). However, some teachers use ICT to involve the students to activate their own learning such as using the Internet for communicating with other students via e-mails (Silviyanti, 2015). Balanskat, Blamier, and Kefala (2006) also propose that there are several difficulties that the teachers face in the implementation process of technologies in their classrooms even though they acknowledge the advantages of ICT use in education. The study of the difficulties or challenges to the ICT use in education will help the teachers to overcome the problems and become successful technology users in the future teaching and education in general (Bingimlas, 2009).

Hence, the field of ICT is dynamically changing and developing. Only those who are knowledgeable in their fields and who are technologically savvy can fulfill the job demands of this era (Rabah, 2015). Educational technology requires teachers who can integrate technology into curriculum and use it to improve students learning. Therefore, it is clear that the position of teachers cannot be replaced by technology because teachers are the key to whether the educational technology is used appropriately and effectively (Kumar, Rose, & Silva, 2008).

In conjunction with the dynamic job demands and the significance of ICT integration to encounter such demands, teachers' readiness needs to be revisited (Cahyani & Cahyono, 2017). EFL teachers need to have knowledge, skills, and positive attitudes not only on the issues of EFL itself, but also on technology as well. Teachers' readiness include knowledge, skills, and attitudes (Alazzam, Bakar, Hamzah, & Asimiran). Inan and Lowther (2009) defined teachers' readiness as teachers' opinion about their skills and abilities which are required to

integrate technology tools into their classroom activities instruction. In the present study, it refers to the three aspects of the ICT readiness among teachers: ICT knowledge, skills, and attitudes proposed by Alazzam, Bakar, and Hamzah (2012). Knowledge is defined as the fact or condition of knowing something with familiarity gained through experience or association (Webster, 2018). In the present study, it refers to the teachers' understanding of computer and internet functions. Skills refers to the teachers' ability on the use of ICT that includes computer applications and internet, and the capability to use the ICT for English language teaching instruction to EFL students. And attitudes are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985). The three aspects should be always updated and upgraded (Kirschner & Woperies, 2003).

The urgency of exploring EFL teachers' readiness for their teaching practices is also in accordance with the demand of digital age where the today's students are called digital natives of the digital language of smartphones, computers, games, internet, and other digital technologies (Prensky, 2001). While today's teachers can be called as digital immigrants. They used many new technology aspects at a latter point in their lives but were not born into the digital world as their students. To teach today's students, teachers have to learn to communicate in their students' language, in which using ICT tools is one part of it (Kolbakova, 2014).

However, Cahyani and Cahyono (2017) found that some language teachers still do not have the ability to use technology effectively in their teaching and learning practices. Thus, more study about how EFL teachers use ICT in teaching should be explored to achieve good understanding and authentic information about it that will enable the stake holders to evaluate the integration of ICT in EFL teaching.

Some previous research on the teachers' ICT readiness has been conducted in several countries such as Saudi Arabia (Al-Furaydi, 2013; Saqlain, Al-Qarni, & Ghadi, 2013), Malaysia (Alazzam, Bakar, Hamzah, & Asimiran, 2012; Kumar, Rose, D'Silva, 2008; Singh & Chan, 2014), Thailand (Chomphuchart, 2013; Yordming, 2017), and Cambodia (Richardson, 2011). In Ghana, Boakye and

Banini (2008) found that most Ghana's teachers did not seem prepared to integrate ICT in their teaching instruction. Al-Furaydi (2013) also investigated teachers' ICT readiness in Saudi Arabia. The results indicated that around half of the teachers had ability in using Microsoft office, computer-mediated communication, and had experiences in Internet and Computer. Singh and Chan (2014) found that most of Malaysian teachers had good knowledge on Spreadsheet and PowerPoint. More than half had very good ability in Graphic software. And most of them had fair knowledge in term of internet browsing.

In Indonesia, the research on this field is still limited. From the very few studies is a study conducted by Son, Robb, and Charismiadi (2011) which recommend that the teachers still should develop their skills in technology use for the practices of teaching-learning and professional development. In line with this finding, Cahyani and Cahyono (2017) also found that some Indonesian language teachers have not been able to utilize technology effectively in their teaching. Muslem et al. (2018) found that limited time and tools, a poor Internet connection as well as a lack of knowledge and experience of ICT training were challenges for the teachers in using ICT.

Lubis' (2018) descriptive qualitative study about English teachers' perception on and attitude toward the implementation of ICT integration revealed that the advantages of the implementation of ICT use were still focused more on the technical levels, not the communicative and functional ones in the learning process. Time allocation and technical problems were two main challenges to realize ICT use implementation.

Thus, it is very crucial to re-examine the teachers' readiness, their use of ICT, and challenges they encounter in using ICT especially in EFL classroom context to contribute to the 21st-century education system in the developing countries such as Indonesia. It is because almost all of the research that have been conducted explored science teachers and teachers in general. Hence, the exploration on EFL teachers still receives little attention. Most of the research in EFL realm applied quantitative approach. Therefore, to provide in depth and more comprehensive portrait, a descriptive qualitative approach is applied in the present

research by conducting interview and observation after the distribution of close-ended questionnaire.

Therefore, it is necessary to understand the EFL teachers, whether as a user or non-user, on the current use of ICT. Since the success of the ICT implementation in teaching and learning strongly depends on the teachers' readiness, the way they use the ICT and challenges they encounter, the present study aims at investigating Indonesian EFL teachers' readiness, teachers' use of ICT in EFL classroom, and challenges toward ICT use.

1.2 Clarification of Key Terms

ICT: information and communication technologies (ICT) is defined as the electronic and non-electronic technologies and infrastructure systems which are used to create, store, manipulate, retrieve, and communicate or spread information (Meadowcroft, 2006, cited in Elsaadani, 2013). The ICT discussed in the present study focuses on the following ICT tools proposed by Son, Robb, and Charismiadj (2011). They are Word Processing, e-mail, World Wide Web, Database, Spreadsheet, Multimedia (Audio & Video), Language Software, Concordancer, Blogging, Wiki, Online Discussion Group, Text and Video Chatting, Computer Games. The following ICT tools are also added to the discussion because they are regarded as the common ICT tools which are used by EFL teachers including Power Point, Electronic Learning Resource Centers (such as CD and E-book), Learning Management System (LMS), and Social Media.

Readiness : Inan and Lowther (2009) define teachers' readiness as teachers' opinion about their skills and abilities which are required to integrate technology tools into their classroom activities instruction. In the present study, it refers to the three aspects of the ICT readiness among teachers (basic ICT knowledge, skills, and attitudes) proposed by Alazzam, Bakar, and Hamzah (2012).

Knowledge: it is defined as the fact or condition of knowing something with familiarity gained through experience or association (Webster, 2018). In the present study, it refers to the teachers' understanding of how to manage ICT for personal use and how to use ICT as tool for teaching, understanding the policy dimensions of the use of ICT for teaching and learning, mastery of a range of

assessment paradigms which involves use of ICT, and mastery of a range of educational paradigms related to the use of ICT (Kirschner and Woperies, 2003).

Skills : it refers to the teachers' ability on the use of ICT that includes skills in Internet Experience, skills in Computer Experience, skills in Computer Mediated Communication, and skills in Microsoft Office (Al-Furaydi, 2013).

Attitude: Attitudes are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent (Gardner, 1985). Allport (as cited in Al-zaidiyeen & Mei, 2010) defined attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Other researchers propose that attitude is a positive or negative emotional reaction toward a certain situation.

Challenges : challenges or barriers is any condition which makes it difficult to make progress or to achieve an aim (Schoepp, 2005).

1.3 Research Questions

1. To what extent is the ICT readiness exhibited among the Indonesian EFL teachers?
2. How do the Indonesian EFL teachers use ICT in teaching?
3. What are the challenges encountered by the EFL teachers in the use of ICT in the classroom?

1.4 Aims of the Research

1. To identify the teachers' readiness in terms of ICT knowledge, skills, and attitudes.
2. To explore Indonesian EFL (English as a Foreign Language) teachers' use of ICT in EFL classrooms.
3. To find out the challenges encountered by Indonesian EFL teachers in the use of ICT in English language teaching.

1.5 Scope of the Research

The current study concerns on three matters. First, to see the readiness in term of ICT knowledge, skills, and attitudes toward ICT among EFL teachers in

Indonesia. Second, focuses on how EFL teachers implement the use ICT in EFL classroom. Finally, concerns on the challenges found by EFL teachers in the use of ICT in EFL classroom.

1.6 Significances of the Research

Understanding teachers' ICT readiness, the ways teachers use ICT in EFL classroom, and the challenges in using ICT in EFL teaching at schools are important. It is because they may provide the entire education cycle with information regarding teachers ICT readiness, the ways of EFL teachers in using ICT in EFL classroom, and the obstacles that the EFL teachers encounter in the use of ICT in English language teaching. This information can be used to design ways through which ICT can be implemented in teaching. The results may also help policymakers to identify readiness involving a wider population, teachers use of ICT and challenges of the use of ICT among EFL teachers. In addition, it is to offer solutions such as a policy framework which may lead to total adoption and embracing of ICT among teachers. Most importantly, the results may guide the educational stakeholders on how to approach the issues of teachers when working on everything related to the use of ICT in English language teaching.

1.7 Organization of the Thesis

Chapter I consists of an introduction which provides the information on the background of the research, clarification of key terms, research questions, aims of the research, scope of the research, significances of the research, organization of the thesis, and concluding remarks.

Chapter II concerns on the theoretical framework related to the present study. It covers the description of technology in 21st-century language teaching, advantages of using ICT in teaching and learning, teachers' readiness on the use of ICT that includes three aspects (teachers' ICT knowledge, teachers' ICT skills, and teachers' attitudes towards the use of ICT), the use of ICT in EFL classroom, challenges of using ICT in EFL classroom, and the previous related research.

Chapter III comprises the explanation about the research design and procedure of the research.

Chapter IV discusses the findings and discussion of the research; ICT readiness in terms of ICT knowledge, skills, and attitudes toward ICT among EFL teachers in Indonesia, the implementation of the use of ICT in English language teaching, and the challenges found by EFL teachers in the use of ICT in English language teaching.

Chapter V presents the conclusion of the study and also provides the implications and suggestions for further study.

1.8 Concluding Remarks

This chapter has discussed the background of the research, clarification of key term, research questions, aims of the research, scope of the research, significances of the research, and organization of the thesis. The next chapter will discuss the theoretical framework related to this research.