

**Beliefs and Practices on ICT Integration:
A Case of Digital-Native and Digital-Immigrant EFL
Teachers**

A THESIS

Submitted to English Language Education Study Program in partial fulfillment of
the requirement for the Master's Degree in English Language Education



by
NITA RATNANINGSIH
1707237

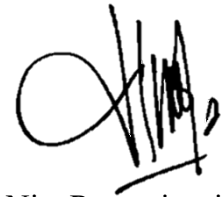
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STATEMENT OF AUTHORIZATION

I hereby declare that the research paper entitled “Beliefs and Practices on ICT Integration: A Case of Digital-Native and Digital-Immigrant EFL Teachers” is my original work. To the best of my knowledge and beliefs, it contains no element of plagiarism. However, I am fully aware that I have cited and paraphrased some statements and ideas from various sources. All citations are properly acknowledged in this paper. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if later there will be any violations of educational research ethics in this work.

Bandung, July 2021

Author,



Nita Ratnaningsih

NIM 1707237

APPROVAL

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A Thesis

By

Nita Ratnaningsih

1707237

Approved by :

Supervisor



Prof. Dr. H. Didi Suherdi, M.Ed.
NIP. 196211011987121001

Co-Supervisor



Dr. Fazri Nur Yusuf, S.Pd., M.Pd.
NIP. 197308162003121002

Head of English Department



Prof. Dr. H. Didi Suherdi, M.Ed.
NIP. 196211011987121001

ABSTRACT

Studies on teachers' beliefs about ICT integration show that belief has a great effect on teachers' decision to integrate or not to integrate ICT into their classroom. Hence, identifying teachers' beliefs about ICT integration, how they implement ICT-based activities, and how their beliefs affect their classroom technology practices is considered important. This case study, involving two teachers from two different generations, used observation and interview to collect the data. As results, it was found that: *first*, the digital immigrant teacher (Teacher A) believes that technology is a tool she used to deliver content and reinforce students' skills (transmissive beliefs), while the digital native teacher (Teacher B) believes that technology is an educational tool she used to complement or enrich curriculum (constructivist belief); *second*, by referring to Apple Classrooms of Tomorrow (ACOT) framework, both Teacher A and Teacher B are at a different stage of technology integration in which Teacher A is at the adoption stage, while Teacher B is at the adaptation stage; *third*, teachers' pedagogical beliefs about the integration of ICT into their classroom highly affect the activities they decide to take, the strategies they decide to apply, and the technologies or platforms they decide to use. Here, Teacher A claims the way she learned when she was a student has a great impact on the way she teaches, while Teacher B claims her belief affects her in a certain level of her teaching starting from lesson planning to assessment.

Keywords: *digital immigrant; digital native; ICT integration; pedagogical beliefs.*

ABSTRAK

Studi tentang keyakinan guru tentang TIK menunjukkan bahwa keyakinan memiliki pengaruh yang besar pada keputusan guru untuk mengintegrasikan atau tidak mengintegrasikan TIK didalam kelas. Oleh karena itu, mengidentifikasi keyakinan guru tentang integrasi TIK, bagaimana mereka mengimplementasikan kegiatan berbasis TIK, dan bagaimana keyakinan mereka mempengaruhi praktek teknologi dikelas dianggap penting. Studi kasus yang melibatkan dua guru dari dua generasi yang berbeda ini menggunakan observasi dan wawancara untuk mengumpulkan data. Hasilnya, ditemukan bahwa: pertama, *digital-immigrant teacher* (Guru A) percaya bahwa teknologi adalah alat yang dia gunakan untuk menyampaikan materi dan memperkuat keterampilan siswa (keyakinan transmisi), sedangkan *digital-native teacher* (Guru B) percaya bahwa teknologi adalah alat yang dia gunakan untuk melengkapi atau memperkaya kurikulum (keyakinan konstruktivis); kedua, dengan mengacu pada kerangka kerja *Apple Classroom of Tomorrow* (ACOT), baik Guru A maupun Guru B berada pada tahap integrasi teknologi yang berbeda dimana Guru A berada pada tahap adopsi, sedangkan Guru B berada pada tahap adaptasi; ketiga, keyakinan guru tentang integrasi TIK ke dalam kelas mereka sangat memengaruhi aktivitas yang mereka lakukan, strategi yang mereka terapkan, dan teknologi atau platform yang mereka gunakan. Disini, Guru A meyakini bahwa cara dia belajar ketika menjadi seorang siswa mempengaruhi cara dia ketika mengajar, sedangkan Guru B meyakini bahwa keyakinannya mempengaruhi cara dia mengajar mulai dari menyusun rencana pembelajaran sampai dengan penilaian.

Kata Kunci: *digital immigrant; digital native; integrasi TIK; keyakinan pedagogis.*

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