

Teacher's Perception of the Importance of ICT and its Application as Teaching English Media

Sudiran

Department of English, University of Muhammadiyah Malang, East Java, Indonesia

Abstract: This research aims to reveal the perception of teachers of the importance of Information and Communication Technologies (ICT) as a medium of teaching English at schools; to describe the application of internet in teaching and learning process and to identify the teachers' difficulties in implementing internet in class. The study applied quantitative and qualitative (mixed) method which used three data collection techniques: questionnaire, interview and observation. The data attained by questionnaires was analyzed by SPSS program, the data derived from interviews was analyzed by the open-decoding technique and observation data was used to support findings. The results show that teachers have a positive perception of the importance of the use of ICT as teaching English media. The fact is supported by data analysis which shows "I believe that knowing computers is very helpful" (100% of respondents respond that they "agree or strongly agree" with the statement), in which its mean score is ($M = 4.61$) and its standard deviation is ($SD = 0.48$). Meanwhile, the results of the interview show that there are three main phases that teachers apply ICT such as preparation, implementation and assessment. The results of the interview also show that teachers face three difficulties in utilizing ICT as teaching English media such as technical-computer error, no-internet connection and electric current outage.

Key words: Perception, teachers, ICT, teaching media, learning

INTRODUCTION

Fortunasari argue that the application of ICT in class helps teacher arouse student's motivation and interest to improve their English skills achievement. Many researches showed that the use of ICT plays a decisive role in the teaching and learning activities. Moreover, Rahimi *et al.* (2013) said that the application of Information and Communication Technologies (ICT) has enhanced English teaching. Numerous studies have been conducted to measure the effectiveness of learning by using internet technology. Today, the Internet which can be accessed by millions of computers has an important role in the education world. Internet is also applied widely in English language learning around the world. The use of internet in teaching English as a foreign language has many benefits (Aydin, 2007). In other words, the application of information and communication technologies like internet facilitates teacher's ability to teach course material in the classroom. Intern so helps teachers access various websites that provide a wide range of subject matter in accordance with the objectives of the curriculum. Through internet, teachers are able to access information and learning materials which are suitable for their student's level of knowledge so that their duty becomes more efficient.

The use of ICT plays a necessary role in education (Zarghami, 2016). The application of communication technology in the classroom enables teachers to teach lessons with authentic materials so that learning process in the classroom more fun and attractive. Information and Communication Technology (ICT) helps teachers improve the quality of the learning process. They depend on no textbooks, because ICT provides teachers with audio recordings, films and learning materials to promote the students' learning achievement. In addition, communication technology enables teachers to search for teaching materials related to the subject matter.

Advancement of ICT has changed all aspects of human life. It as a medium and as a source of learning has influenced education as a means of science and technology development. Therefore, teachers should understand and implement the ICT which has brought a change in the paradigm of education (Labbas and Shaban, 2013). Conventional learning process that emphasizes the role of the teacher as the main source of knowledge has been abandoned. It was triggered by the paradigm of autonomy in the learning process and the ease of access to sources of knowledge in the form of books, journals, VCD, multimedia and others. Ease of access to knowledge is now powered by the internet. It presents much and free information that many people can access it from all over

the world. Moreover, internet is efficient because it only takes a few minutes to access remote information. According to Sudiran (2011), there are some models to use internet as learning English media at school. The presence of the internet in education brings a great advantage in the learning process. Not only does internet serve as a source of information but it also improves students' motivation in class. It is important for teachers to use it as a source of information to support their career.

According to Jasmadi, internet users come from all over the world who applies various computers and applications. It provides people with various types of applications such as e-mail, chat, file data transfer, twitter, face book, blog and web. The use of e-mail is common in business. People use e-mail not only as a means of communication but also as a means of dissemination of knowledge. According to Sumintono *et al.* (2012), now a days, ICT is an integral part in various aspects of human life. The same things also expressed by Bakr (2011) that people around the world have raised awareness of the important role of ICT like internet in education. Various theoretical and empirical studies have strengthened the importance of information and communication technology in learning and teaching. In other words, the use of internet technology has been extended to all aspects of life. Almost all mass media such as newspapers, journals, magazines, corporations, government agencies and non-governmental have put their address at internet which many people are able to send them email. Widely published magazine usually includes the email address. Educational institutions like universities also publish the email or websites address on the brochure or leaflet. Therefore, it can be said that internet has been used for various purposes such as, education, business, social, political, government and many other purposes.

Internet technology enriches teaching and learning activities in the classroom. It also makes learning process more active and interesting. Marwan (2008) said that the use of the internet technology in teaching offers a large number of advantages: First, the technology helps teachers organize their teaching efficiently. It enables teachers to visualize abstract concepts and create a real-world simulation. Not only can teachers help students understand the lessons better but they can also save time in explaining the lesson to the students. Second, internet technology help teachers obtain various sources of learning materials that are useful for teaching because it is able to present a variety of information regarding the subject matter. The process of accessing information is fast and information attained such as text, images and sounds are interesting to stimulate the curiosity of students. High curiosity in learning activity makes

students feel happy to learn. Pleasure to learn is the beginning of the success of teaching and learning activities in the classroom because pleasure can motivate students to learn. Joyful learning also makes the students does not easily get bored and tired of doing practice questions in class.

People assume that internet is useful media applied in every aspects of career. For some teachers at the senior high school (SMA), the Internet is an electronic device that requires special skills to operate it. Teachers need to take training and education in order to utilize some internet operating procedures. Without adequate training and practice, the teacher will have difficulty in using the internet because it is an electronic device that consists of hardware and software. The hardware is a tangible object such as the Internet, desktop computers or portable computer (laptop). Meanwhile, the software is a program that exists inside of the computer that requires knowledge and training to use it. Moreover, the program is a determining factor to access information from cyberspace.

Through the development of information technology, internet has become popular media that can be found in many places ranging from big cities to the border areas of the city (Teo, 2008). Teachers who have no personal computers can take advantage of the internet through the services of internet cafes. It helps many people explore the virtual world and access information from many places easier. People who have knowledge and skills in internet can take advantage of internet service to access important information. Accessing information through the internet requires different knowledge and skills from the process of typing or editing text in a computer. The knowledge and skills required to operate the internet involves the ability to explore the virtual world in which the necessary information can be accessed.

Now a days, the development of modern information technology is becoming so modern that people do not need to have expensive computer to access internet to elicit information. They may use smart mobile devices such as iPad, iPod and mobile phones which are relatively inexpensive for middle class people to purchase. Then, they apply for internet subscription to internet service providers. In this way, they can access information through the internet network anytime and anywhere. (Zaranis *et al.*, 2013). Unlimited internet service subscription facilitates obtaining information about various current issues. Information existed in the internet is very broad and diverse. Therefore, the internet is a source of information that enables people to undertake their duties.

In education, not only are teachers required able to present course material in class but they are also expected

to present teaching media that help students understand the lessons easily. Ability to present and to create teaching media in class is a skill that teachers should know because teaching media and learning activities are two sides of the same coin in the classroom. Teaching media enable teachers to teach course material to students easily. The better media created the easier students understand the course materials which teacher teaches. The presence of internet technology in education helps teachers organize educational media. The information and communication technology help teachers access a variety of educational media appropriate to the topic of discussion of the subject matter. The ability to select media while utilizing the internet is essential skills that teachers need to implement them in teaching English. Teachers need media to make their teaching and learning process attractive so that their student's learning outcomes can be improved significantly.

Teacher's perception of ICT and its Application as Teaching Media in Class Research on teacher's perceptions of the Information and Communication Technology (ICT) has received great attention from many researchers, among others, Gorder (2008), Almekhlafi and Almeqdadi (2010), Hutchison and Reinking (2011), Oh and French (2004) and Marwan (2008). The researchers generally focused his research on the teachers' perception of the implementation or integration of ICT or computer technology in schools. Meanwhile, this study analyzed teachers' perceptions of the importance of ICT and its application as teaching English media in Senior high school.

According Almekhlafi and Almeqdadi (2010), the teacher's perception of ICT is affected by the ability to apply information and communication technologies in schools. Their ability to use the hardware and software of information technology in the teaching proses strongly supports their perceptions of the application of Internet technology. In other words, the higher the teacher's ability to use information technology in the teaching process, the higher the level of their perception of the use of the internet. Meanwhile, Papaioannou and Charalambous (2011) says that the teachers' perception of information technology relates to their educational background. The background includes training on the use of the internet and their experience in using information technology. It means that research on teachers' perception of the application of ICT as English teaching media is still very limited, so it needs efforts to increase investigations into activities related to the application of ICT. The application of information technology in learning supports the transformation of teaching and learning from the teacher-centered to student-centered. To put it

another way, the application of information technology is an effort to promote the quality of education which increases in students learning outcomes. The use of ICT in class helps students construct knowledge that is beneficial to enhance their learning achievement. The application of ICT in schools will be successful if it is supported by teachers' perceptions of it. Therefore, research on teachers' perceptions of the implementation of ICT is an important attempt to perform because it reveals how the status of their perceptions of the technology so that teaching and learning process in the classroom enable teachers to improve students learning outcomes.

Teaching media plays an important role in the language learning process. It helps students understand the teacher's explanation easily. The media also makes learning activities more interesting. The use of media depends on instructional goals. Teaching media is used as a tool to help the students learn the material because some students feel difficult to absorb the teacher's explanation. To bridge the teachers' explanation and the students' ability to understand, they need good learning media. In other words, media plays an important role in the learning process. Media help students achieve their goals and help teachers present the teaching materials. Teaching media which encompasses graphics, photographs and electronic tools enable teachers to produce visual images that facilitate teaching.

In terms of media, internet functions as teaching media because it facilitates teaching in class. In the process of teaching and learning, a teacher can use a computer with a variety of programs like internet that arouses student's interest and stimulates students to learn various subjects including English lessons. Kuragina *et al.* (2016) suggests that there are several salient strategies to apply ICT facilities in English Language Teaching class such as skype, weblog, email and many other internet facilities.

Based on the description above, this study aims: to reveals the perception of teachers of the importance of Information and Communication Technologies (ICT) as a medium of teaching English in high school; to describe the application of internet in teaching and learning process at schools and to identify the teachers' difficulties in implementing internet in class.

MATERIALS AND METHODS

This study applied quantitative and qualitative (mixed) method design which employed three data collection techniques: questionnaire, interviews and observation. Questionnaire was used to obtain

information about the teacher's perception of the internet as a medium of teaching English. Interviews were used to elicit information about the teachers' strategy to implement internet in teaching and learning activities in the classroom and about the teachers' difficulties to apply internet in class. Respondents were 15 English teachers who responded the questionnaire and participants interviewed were 6 English teachers from five public schools: SMA Negeri 1, 2, 3, 4 and 7 in Malang, East Java, Indonesia. This study was performed based on three main research questions:

- How is the teacher's perception to the importance of Information and Communication Technology (ICT) as teaching English media
- How is the application of ICT in teaching English in the classroom
- What difficulties do teachers face in utilizing the internet as teaching media

The data attained from the questionnaire was analyzed by SPSS application. Questionnaire contained 20 statements with a five-option response each which ranged from 1 (strongly agree) to 5 (strongly disagree). Data calculated with the SPSS was intended to determine the mean and standard deviation which were used to interpret the data and to draw conclusion. The data attained by interviews were analyzed by open decoding techniques (Campbell *et al.*, 2004), the results of observation were used to strengthen the interpretation and decoding analysis. Questionnaires were measured their validity and reliability before they were distributed to respondents. Validity test showed that correlation coefficient = 0.000 to 0.300 at $p < 0.05$. Thus, the questionnaires on teachers' perceptions of the importance of ICT as teaching English media were valid. Reliability test was done by using Cronbach Alpha in SPSS and it showed that the reliability level of significance = 0.913, $p = 0.000$ ($p < 0.000$). According to Sekaran, in Priyatno (2012) reliability of over 0.8 is good or reliable. Therefore, research instruments used to collect the data were valid and reliable.

RESULTS AND DISCUSSION

Teachers' perception of the importance of ICT: The respondents of the study were English teachers who taught at five public schools in Malang city, East Java, Indonesia. They responded the questionnaires about their perception of the importance of ICT as teaching English Media. The data obtained were analyzed by SPSS to attain percentages, mean and standard deviation which described the teacher's perception of the importance of the ICT. The results of data analysis illustrated in Table 1.

As illustrated in Table 1, the teachers respond to 20 statements of the questionnaires that represent their perception of the importance of ICT as a teaching English media. The table above shows the highest percentage of the teachers' responses to the questionnaire. A statement which receives the highest percentage is number 4, "I believe that knowing computers is very helpful" (100% of respondents respond that they "agree or strongly agree" with the statement) with mean score ($M = 4.61$) and standard deviation ($SD = 0.48$). Furthermore, a statement that shows the teachers' positive perception is number 3, "Computers help me facilitate teaching at schools," (99.3% of respondents responded that they "agree or strongly agree" with the statement) with the mean score ($M = 4.53$) and standard deviation ($SD = 0.51$). The next statement which shows the teachers' positive perception is number 1, "I use processor, e-mail and internet" (98.6% of respondents respond that they "agree or strongly agree" with the statement) with a mean score ($M = 4.53$) and standard deviation ($SD = 0.52$). On the basis of the table above, it can be said that the teachers of the public senior high schools of SMA Negeri 1, 2, 3, 4 and 7 Malang city have a positive perception of the importance of the ICT as teaching English media in schools.

The application of ICT in class and its difficulties: Based on the results of interviews with the teachers, it can be said that they have been using Internet technology as teaching media in school. They said that as English teachers they have designed their strategy to apply internet through several stages from preparation, implementation and assessment. In the first stage, they made preparations to establish the topics and materials to be delivered to students. Some teaching materials that they use are elicited or downloaded from internet. After they obtained the teaching materials, they adjusted them to competence and learning objectives. In the second stage, teachers implement the internet-based materials in the classroom. In the process of teaching, the teachers distribute handouts which contain materials and some questions to the students. They explain the materials and continue with discussion. When discussion finish, teachers have one of the students read their results. Then, the teachers end the class. After the teachers finish delivering internet-based course material, they implement the third phase, assessment. At this stage, the teachers are doing an evaluation of the advantages and disadvantages of the subject matter that has been delivered to students. The results of these evaluations can be used as teaching materials for next meeting in accordance with students' abilities. The results of the evaluation is important to know whether or not the materials relevant to the students' needs.

Table 1: Percentages, mean and standard deviation of the teacher's perception

Items	Perssen (%)					Mean	SD
	SA	A	N	D	SD		
I use processor. e-mail and internet	54.6	44.0	1.4	-	-	4.53	0.52
I think computers are able to improve achievement	47.5	48.9	3.5	-	-	4.43	0.56
Computers help me facilitate teaching at schools	53.9	45.4	0.7	-	-	4.53	0.51
I believe that knowing computers is very helpful	61.7	38.3	-	-	-	4.61	0.48
I feel confident in accessing internet	38.3	50.4	11.3	-	-	4.26	0.65
I feel confident in using e-mail	37.6	53.2	8.5	0.7	-	4.27	0.64
I feel confident in accessing internet websites	24.1	55.3	19.9	0.7	-	4.02	0.68
I feel confident in using yahoo and google	39.7	52.5	7.1	0.7	-	4.31	0.63
I feel confident in using E-mail for communication	31.9	55.3	12.8	-	-	4.19	0.64
Internet was my topic to talk to my friends	32.6	60.3	7.1	-	-	4.25	0.57
I feel happy to work with internet	28.4	60.3	10.6	0.7	-	4.16	0.62
I feel happy to use internet at home	29.1	59.6	11.3	-	-	4.17	0.61
Accessing internet is very beneficial	44.7	48.2	7.1	-	-	4.37	0.61
Internet helps me elicit important information	52.5	45.4	2.1	-	-	4.50	0.54
Internet helps me facilitate communication	40.4	51.1	8.5	-	-	4.31	0.62
Internet helps me facilitate understanding online information	36.2	59.6	3.5	-	0.7	4.30	0.60
I believe that internet is a good teaching media	37.6	54.6	7.8	-	-	4.29	0.60
Internet can motivate teaching online activity	43.3	52.5	4.3	-	-	4.39	0.57
Learning to use internet is very useful	35.5	57.4	7.1	-	-	4.28	0.58
Learning internet increases working achievement	36.2	51.1	12.8	-	-	4.23	0.66

Although, the teachers have knowledge and skills in applying Information and Communications Technology (ICT), it does not mean that they face no difficulties or challenges in internet implementation. Difficulties arise when they access the internet at school such as technical-computer error, internet connection and electrical supply. When the teachers access internet, some computers run into problems because of technical error. Although it does not cause a significant impact, it can interfere with teaching and learning activities. Difficulties on the internet connection occur when teachers access internet to elicit information in the morning school hours. They find no internet connection so that they fail to achieve meaningful information. The electric current outage is also another difficulty in accessing internet at school. When electric current is cut, all computer devices do not work and it causes negative effect on the performance of accessing the internet.

The data obtained is relevant to the teacher's perception of the importance of Information and Communication Technology (ICT) as teaching English Media at schools and the findings relate to the research questions because they answer all the questions asserted at the research method. Moreover, it can be said that teachers have a positive perception of the ICT and its application is useful for teaching English at senior high school. They are able to apply ICT as education media in teaching and learning process. The result of the study is consistent with the result of Fortunasaris (2016) study that the implementation of ICT enables teacher to promote the students' English competences.

CONCLUSION

From the study that has been undertaken, it is essential to conclude that: teachers have a positive perception of the importance of information communication technology as teaching media at schools. The application of internet as integral parts of the ICT is running well in accordance with the curriculum development at school. Teachers face difficulties in utilizing internet as teaching Media such as technical-computer error, internet connection and electric current outage. The study of the teacher's perception of the importance of ICT and its application as teaching English media need development efforts because it benefits teacher to promote students' learning outcome. In terms of the total number respondents, this study should be developed further in order to extend the field of study.

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