Teachers' Attitude towards Implementing ICT for Teaching English in Elementary Schools in Surabaya

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Abstract

Technology has an important role nowadays. Technology can be used for many subject such as, economics, politics, health, education and soon. But the usage of technology in Indonesia still little. In Surabaya as a big city the use of technology still not maximal. However, the introduction of technology itself started from young or from school. Education in Indonesia feels like ICT (Information, Communication, and Information) now is a need and obligation. English as a EFL (English as Foreign Language) in Indonesia are given from elementary school. In some kindergartens English already given to the students. The use of ICT in the English lesson can give more benefits for the teacher and student. The problems are the teacher as a students' guide already know about the ICT or not. Teachers' attitude will show the implementation of ICT. Teachers positively implement ICT for their teaching and learning activities. The teachers find more benefits when they use ICT. However, there still some challenges when using ICT in the English lesson. To suggest the complete ICT equipment can make ICT implementation more effective.

Keywords: ICT, teaching English, teachers' attitude, ICT implementation, elementary schools

1. Introduction

Today in technology age students are required to be well-prepared to face their future. It happens because technology has a big part on life. According to Manitoba Education and Training (1998) from history, technology has an important part in social. Technology also refers as tool or machine, a process, environment, epistemology, and ethic to extend human capabilities. Technology does not only include tools and machine but also impact on process and system on society and on the way people think, perceive and define their world. This condition forces students to master the technology skills and other skills, such as information skills and communication skills, or we know it as Information Communication and Technology skills (ICT skills). That's why 21st Century

Learning is needed to solve this problem. The term 21st Century Skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. (Great School Partnership, 2015)

Partnership for 21st Century Skills stated that the 21st century framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. One of 21st century learning cores subject is information, media, and technology skills. ICT literacy demands students to apply technology effectively, such as: use technology as a tool to research, organize, evaluate, and communicate information; use digital technologies (computers, PDAs, media player, GPS, etc), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy; apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies (P21 Century Skills). These won't happen if teachers do not master in applying technology when teaching students.

In Indonesia the implementation of ICT is less encouraging compared with other developed countries or neighbor countries, such as: Singapore, Malaysia, Thailand, etc. (Yuhetty). According to the World Economic Forum Networked Readiness Index 2013 cited from Gentile (2014) the measure of ICT implementation in Indonesia is ranked 76th out of 144 countries; Thailand is ranked 74th, Singapore 2nd, and Malaysia 30th. This data shows that the use of ICT in Indonesia is not maximal.

The usage of ICT in education in Indonesia now is not only as a support but also as needs and obligation. According to Wahyudi (2010) ICT in the education has many applications, such as E-learning, Online Courses, Electronic

Library, Computer Aided Instruction (CAI), etc. Barrets' (2009) cited in Gupta and KPN (2012) review of the international experience of using ICT to improve the learning environment in schools has been demonstrative in identifying the conditions in which ICT can be effectively used to enhance the quality of learning and create social payoffs which would be conducive to sustainable growth and equitable development. That's why education towards ICT should start from young or in this paper start from elementary school. Amante (2013) stated that by using ICT in the school the student more effective in learning because computer games encourage more complex and fluent speech. Children are encouraged to use language when they use program that encourage fantasy and exploration, such as; art program, children tell more elaborate stories about drawings made in the computer, interactions with computer encourage verbal communication and collaborative between children, and the stimulation of vocalizations by children with speech problems has also been evidenced. Looking at these reasons, elementary school students can be taught like those in Indonesia.

Teachers as a guide for student to learn should master technology skills before they teach the students. But teacher who learned to teach in the 19th century was odd of this technology age. Based on United Nations Educational, Scientific and Cultural Organization (2008) in the early stages of development teachers competence related to the technology literacy approach including basic digital literacy skills along with the ability to select and use appropriate off-the-self educational tutorials, games, drill and practice, and web content in computer laboratories or with limited classroom facilities to complement standard curriculum objectives, assessment approaches, unit plans, and didactic teaching methods. Teachers attitude towards computers affect the success use of computers in the classroom and these attitudes, whether positive or negative affect how teachers respond to technologies.

Sabzian and Gilakjani (2013) stated that the importance of teacher's attitude towards computer use provided evidence to suggest that the teachers' attitude is directly to computer use in the classroom. For example, teachers often

view computer as a tool to accomplish housekeeping tasks, manage their students more efficiently, and to communicate with parents more easily.

The main purpose of this paper on teachers' attitude towards using information, communication and technology in teaching English is to find out Surabaya Elementary English teachers' attitudes towards the implementation of ICT in teaching and another information that related to the teachers' personal characteristics: gender, age, computer experience and computer ownership at home.

2. Teaching English in Elementary Schools

The status of English as an International or global language is determined by its use in in some fields such as politics, diplomacy, international trade and industries, commerce, science and technology, education, the media, information and technology, and popular culture (Crystal, 2003, Huda 2000: 68, Jenkins 2003 cited in Lauder, 2008). The policy in Indonesia makes English as a foreign language after Indonesian and vernaculars (Lauder, 2008). As the third language in Indonesia after Indonesian and vernaculars, English is also used by modern parents as daily language to their children.

English in Indonesia has many functions such as economics and business, communications, international travel and safety, international relation, the media for current information and popular culture, and education. English's function as education can be seen from the scientific papers published in all subject is in English. English is also increasingly used as a medium of instructions in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. English is also taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment (Lauder, 2008). English in Indonesia known as English as Foreign Language (EFL).

In Indonesia as the implication of teaching English as EFL starts from the teachers. According to Madya (2003)

> There are assumptions that the teacher should have new charateristics such as good character, hard-working, autonomous, competitive, and democratic. Those characteristic can be done by providing in-service education and creating work place with those characteristic. However, if the assumption proves to be wrong, the in-service teacher education programs should be replanned, redesigned, and implemented in such a way that weak and old characteristics identified. The teachers educators should reflect the desires thir characterictic through their behavior to support the develop EFL teacher competencies. The existing and prospective EFL teachers should also be adaptable and reflective to the demand of the ever-changing world.

The success of English as EFL in elementary schools depends on the way teacher teach the students. According to Madya (1997) cited in Madya (2003) the competencies of EFL professionals are command of English, knowledge ofrelevant disciplines, the ability to teach, and responsibility as profesionals . But the reality is many professionals are lack of teaching competencies, average mark for NCT was 42/100- 98.3% registered teachers sat the test (Cited from Jakarta Globe, March 19, 2012), and average mark of NCT for English teachers: 34 (Iswari, Rachmawaty, Makasar State University).

According to Sahiruddin (2013) Indonesian curricula have changed for several times during the past fifty years as responding to worldwide English Language Teaching (ELT) methodologies;

(a) 1945's grammar translation-based curriculum,

(b) 1958's audio-lingual based-curriculum,

(c) 1975's revised audio lingual-based curriculum,

(d) 1984's structure-based communicative curriculum,

(e) 1994's meaning-based communicative curriculum,

(f) 2004's competency-based curriculum.

Sahiruddin stated (2013) now Indonesia use 2013 Curriculum. 2013 Curriculum is the new form of 2004's competency-based curriculum. The governments decide to rethink, reformulate and redesign the curriculum after finding some problems such as;

- too many subjects being learnt by students and many competences were overlapping each other ignoring the cognitive development of the students,

- curriculum was not fully based on competency,

- competency did not holistically reflect domain of knowledge, skills and affective behavior,

- some competences were not accommodated such as character building, active learning methodology,

- the equilibrium of developing soft skills and hard skills,

- standard of learning process is still teacher-oriented,

- standard of assessment and evaluation still neglects process and end product, and

- KTSP was still open for multi interpretation by many educators and teachers in real practice.

The time allocated for English subject is reduced in 2013 curriculum. This makes some consequences teaching and learning process in Indonesia (Sahiruddin, 2013).

3. Definition of Teachers' Attitude in Using ICT in Teaching

Attitude has many definitions, according to (Hogg and Vaughan, 2005 cited in Sabziane and Gilakjani, 2013) attitude is defined as a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. Albirini (2004) stated that attitudes are considered as a major predictor to the use of new technologies in the classrooms. It can be related to the use of ICT in teaching. Attitude is an emotion

that prepares an individual to respond consistently in a favorable and unfavorable manner when confronted with a particular object (Fishbein, 1967 in Al-Zaidiyeen et. Al., 2010 cited in Shah and Empungan, 2015). According to (Albirini, 2006 cited in Shah and Empungan, 2015) attitudes are thought to consist of three elements: affect cognition and behavior. Affective refers to the teachers feeling about using ICT, cognition refers to the teachers understanding about ICT and behavior refers to the frequency of the use of ICT by the teachers.

Teacher will realize the importance of ICT tools and resources when they use them in the classroom. Joseph (2013) stated that the influence of ICT in teaching and learning is largely based on the perceptions and attitudes of the teachers who are responsible for using this technology. The longer the teacher use the ICT in teaching and learning process the more the teacher will easily understand the ICT itself. Becta (2008) stated that teachers' positivity about the possible contributions of ICT was moderated as they became 'rather more ambivalent and sometimes doubtful' about 'specific, current advantages'.

4. Method

The data for this study is collected from the questionnaires given to the English teachers in the elementary school in Surabaya. The questionnaires were made to obtain enough information needed for the research.

There are four participants from four different elementary schools in Surabaya. Two is from a state school and two another from private school. The participants are English teachers for grade 1-6.

In order to get the data, questionnaires were distributed to the English teachers. The instrument is a questionnaire divided into 4 parts. The first part contents are about the teachers' personal information such as gender, age, the length of teaching experience, type of school, etc. The second part consists of 11

questions about teachers' knowledge towards ICT. The third part is about the use of ICT by the teachers that scale in four point from Never to Often. The fourth part consists of 17 questions about the difficulties and challenges in using ICT. This last part scales in four point from Strongly Agree and Strongly Disagree.

5. Results

5.1 Demographic Background

There were 4 respondents who were female in this survey. Respondent A was from a private elementary school. The age was between 41-45 years old with teaching experience of 6-10 years. Respondent B was from a private elementary school. The age was between 36-40 years old with teaching experience of 1-5 years. Respondent C was from a state elementary school. The age was between 21-25 years old with teaching experience of 1-5 years. The last, Respondent D was from a state elementary school. The age was between 21-25 years old with teaching experience of 1-5 years.

5.2 Teachers' Understanding about ICT

Teachers' understandings about ICT are showed in Table 1. The table shows the used of the laptop or computer for the teacher.

Table 1. Teachers' Understanding towards Using ICT

Statements		Yes	No
Get formal trainings for Ms. Office			4
Get formal training for using ICT equipment			4
Have laptop or computer at home		4	
Use laptop or computer for make assignments, school administration, etc		4	
Have internet connection at home		4	
Need to go somewhere to get internet connection			4
Use educational websites such as Edmodo. Google, Youtube, Edufun, Quipper School, etc		4	
Do you also use the computer for other things such as;	Play games		4
	Watch video or DVDs	4	

	Edit pictures	4	
	Browse	4	
	Open social media	4	
Which of the following ICT equipment are provided in the school?	LCD	4	
	Projector	4	
	TV	4	
	Speaker	4	
	DVD Player	3	1
	Computer or laptop for teacher use	4	
	Computer or laptop for students in laboratory	4	
	Computer or laptop for students in the classroom		4
	Printer / scanner	4	
	Internet connection	4	
	Other : handycam	1	3
Which of the following ICT equipment are provided in the classroom?	LCD	2	2
	Projector	2	2
	TV		4
	Speaker	1	3
	DVD Player		4
	Computer or laptop for teacher use	2	2
	Computer or laptop for students in the classroom		4
	Printer / scanner		4
	Internet connection	1	3
	Other : Handycam	1	3

The result of the table about teacher knowledge towards ICT shows that all of the respondents are capable in using ICT equipment even though they do not get any formal training. The respondents have their own laptops and they have internet connection in their home. The respondents uses educational website to search teaching materials. The respondents use the laptop to make teacher administration. They also can use the laptop for watching videos or DVDs, editing pictures, browsing, and opening social media. They learn that all by themself.

The schools also have a big part to provide ICT equipment to help the respondents. The result shows that the schools where the respondents are work provide LCD, projector, TV, speaker, DVD player, computer for teachers, computer for students in laboratory, printer / scanner, internet connection. But one of four schools did not provide DVD player. One of four schools also provides other equipment such as: handycam to record some activities. All of the schools does not provide computer for the students in the classroom.

The schools where the respondents work also provide ICT equipment in the classroom. Two of them provide LCD, projector, computer for teachers in the classroom and the other does not provide it. All the schools do not provide TV, DVD player, computer or laptop for students, and printer / scanner in the classroom. One of the four schools provides internet connection in the classroom but the other three do not provide.

The quessionaire result shows that the school where Respondent B's teaching also provides handycam. The school provides more equipment that can be used by the respondents. Respondent B also has more knowledge about education websites. She also uses Quipper School for teaching and learning activity. Respondent B has more knowledge than the other respondents because she graduated from a graduate program of a private university in Surabaya.

5.3 Teachers' Behavior towards ICT

Teachers' behavior towards ICT refers to the frequency of using ICT equipment when teaching or preparing teaching materials. This table shows the frequency of the ICT equipment used by the teacher. This part scales for 4 point from Never to Often. Table 2 shows the result of the quessionnaire on page 11.

Table 2. Teachers' Behavior towards ICT

Statements		N	R	S	O
How often do you use ICT equipment in your English class?	LCD			3	1
	Projector			3	1
	TV	3	1		
	Speaker			3	1
	DVD Player	3		1	
	Computer or laptop for teacher use				4
	Computer or laptop for students in laboratory			4	
	Computer or laptop for students in the classroom			2	2
	Printer / scanner			2	2
	Internet connection				4
	Handycam		1		
How often do you use ICT equipment for the following activities?	Use laptop to deliver English lesson				4
	Use laptop to give assignment to the students			4	
	Use laptop to explain the materials using Ms. Power Point or Offline Exercise (Wondershare)			1	3
	Use internet connection to search materials and make lesson plan				4
	Use Youtube to get videos related to the materials			1	3
	Use Educational websites to give assignments to the students		1	3	

Note: N: Never, R=Rarely, S=Sometimes, O=Often

This table shows that the respondents implementation in using ICT equipment is high. All of the respondent agree that they sometimes use computer or laptop for students in laboratory. Three of four respondents sometimes use ICT equipment such as: LCD, projector, and speaker. All of the respondents also often use computer or laptop for teacher, and internet connection. But three of four respondents never use TV and DVD player in the classroom. The teachers think

that LCD, laptop and speaker enough to deliver materials to the students. Two of four respondents sometimes use laptop for students in the classroom and printer / scanner. One of four respondents rarely use handycam.

The result also shows the respondents also have positive implementation when using ICT for some activities. All of the respondent often use ICT when deliver English lesson using laptop, and use internet connection to search materials and make lesson. All of the respondents sometimes use laptop to give assignment to the students. Three of four respondents sometimes use educational website to give assignments to the students. Three of four respondents also often use ICT equipment for activities such as: use laptop to explain the materials using Ms. Power Point or Offline Exercise (Wondershare) and use Youtube to get videos related to the materials.

The respondent B often uses ICT equipment in teaching and learning activity and often uses them for some activities such as delivering English lesson to the students, using offline exercise (Wondershare), using laptop or computer to give assignment to the students, etc. She thinks using ICT can make her teaching and learning activity easier.

5.4. Teachers' Affection towards Using ICT

Teachers' affection refers to the teachers' experience in using ICT. The questions were about the difficulties when using ICT, the challenges in using ICT equipment and teachers' emotion when using ICT equipment. This part also scales for four points from Strongly agree to Strongly disagree. The result can be seen on Table 3 on page 13.

Table 3. Teachers' Affection towards Using ICT

Statements	SA	A	SD	D
Using ICT equipment for teaching and learning is a good idea	3	1		
Using ICT equipment for teaching and learning is easy	2	2		
Using ICT in the class makes the teacher more confident when teaching	1	2		1
Using ICT in the class makes teaching easier	3	2		
Using ICT is easy for the students		3		1
Using ICT makes students easily understand the lesson		3		1
ICT changes the way teacher teach	1	3		
ICT equipment are more effective to help teacher teaching	3			1
ICT equipment are easy to use	2	1		1
ICT equipment technical problems makes teaching not conducive	1			3
ICT equipment save more time and effort for teaching and preparing teaching materials		4		
Teacher will always use ICT equipment when teaching	1			3
Teacher will always use ICT in the future	1	1		2
Teacher prefer teaching and making lesson plan by ICT equipment than manually	1	3		
Large class makes ICT equipment hard to use				4
Un-updated ICT equipment make lesson hard to deliver		1		3
Internet access is unreachable and unavailable		1	1	2

Note: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree

The result of the table shows that the teachers' affection towards ICT is positive. All of the respondents agree that using ICT equipment save more time and effort in teaching and preparing lesson. The three of four respondents strongly agree that using ICT is a good idea. ICT equipment are more effective to help teacher teaching and using ICT in the class makes teaching easier. The three of the respondents also agree that using ICT is easy for the students, using ICT makes students easily understand the lesson, and the respondents prefer teaching and making lesson plan by ICT equipment than manually. Because by using ICT teachers can makes lesson more enjoyable and make class more creative. The two of the respondents strongly agree that using ICT equipment for teaching and learning is easy and ICT equipment are easy to use.

The challenges that the respondents face such as technical problem that make teaching not conducive, large class make ICT hard to use, un-updated ICT equipment make lesson hard to deliver, and unreachable or unavailable internet access do not give any difficulties to them. All of the respondents disagree that large class makes ICT equipment hard to use. The three of four respondents disagree that un-updated ICT equipment make lesson hard to deliver and technical problem that make teaching not conducive. The two of four respondents disagree that unreachable or unavailable internet access does not give any difficulties to them. The respondents feels that they can handle all of those problems. However the three of four respondents disagree to always use ICT when they teaching. The two of the respondents disagree that they will always use ICT in the future. The respondents think for the teacher who is not capable when using ICT equipment will struggle with them.

The quessionaire shows that the respondent B's affection towards ICT is positive. Eventhough she is not get any training about ICT, she thinks that ICT is helping her for teaching. She thinks by using ICT she can the explain the lesson easier and can ensure student's comprehension. She also thinks ICT makes teaching more enjoyable and can create interactive classes.

6. Reflection

The result of the data which collected by questionnaires shows that the teacher have positive attitude towards ICT. The first point is the teachers already have knowledge about ICT even though they do not get any formal training. The teacher can use laptop not only for making assignment or doing teachers' administration but also the teacher can use the laptop for editing pictures, watching videos or DVDs, browsing, and opening social media. They also can use website to search lesson materials. The schools also provide ICT equipment to help the teacher in teaching and learning activities. The school provide LCD, projector, laptop for teacher and students, DVD player, speaker, printer / scanner,

internet connection. But not all school provides ICT equipment such as LCD, projector, speaker, computer or laptop for teacher and student, internet connection in the classroom. All of that show that the respondents encourage themself to find out more information and knowledge about ICT eventhough they does not get any formal trainings about ICT. They want to know more about ICT and learn to create creative learning by using ICT equipment. The schools where the respondents work also support learning by provides ICT equipment. But for schools which does not provide ICT equipment such LCD, and speaker in the classroom will makes the respondents hard to deliver materials when using ICT equipment. That will affect to the teachers attitude to use ICT equipment. More often teacher use ICT the more student will realize that ICT is needed.

The second point is about teacher implementation towards ICT. The result shows that the teachers have high implementation in using ICT equipment such as laptop, LCD, speaker, projector in the English class. But the teachers hardly use TV, DVD player, and handycam. The teacher feels just by laptop, LCD and speaker is enough to deliver the materials such as songs, videos, and to present the lesson. The teachers also have high implementation when using ICT for some activities such as use laptop to deliver lesson, to give assignments to the students, to explain materials, to use internet connection to search materials and to use Youtube to get videos that related to the materials, and to use educational websites to give assignments to the students. But only one of four respondents rarely uses educational websites to give assignment to the students. The teacher feels to get assignment for the students from books and exercises is enough. The use of ICT in those activities by the teacher is good enough. By the teacher use ICT equipment for teaching and learning activity will encourage the students to learn more about ICT. The student will familiar about it.

The last point is about teacher affection towards ICT. The respondents give positive affection towards using ICT. They feel using ICT is easy and help them in teaching. The students understand the lesson easily and by give them

beautiful pictures makes them pay more attention. The teachers also prefer using ICT equipment in teaching and preparing lesson because it saves more effort and time than by manually. The teacher also can handle challenges that they face when using ICT in the classroom such as; technical problem that make teaching not conducive, large class make ICT hard to use, unupdated ICT equipment make lesson hard to deliver, and unreachable or unavailable internet access. The teacher can teach the student without using ICT when they find some errors with the ICT equipment. Even for large class the teacher can still teach the student because the LCD can be seen until students in the back seat. Teacher can still teach if the ICT equipment is unupdated as long as the equipment is not broken. The teacher rarely use internet connection for teaching, they usually use it to search materials and preparing lessons. However the teachers will not always use ICT when teach or in the future. The respondents think even without ICT equipment they still can teach the students. Those statements show a good sign that the respondent give positive affection towards ICT. They maybe use ICT in the future or when teaching even though not always use it.

7. Conclusion and Suggestions

This paper investigates the attitude towards ICT of English teachers in elementary schools in Surabaya as well as personal information such as age, gender, computer ownership, etc. This paper also investigates teacher's experience towards ICT.

The finding of the study is only specific for English teachers in elementary schools in Surabaya. The respondents in this study have positive attitude towards ICT. They agree that ICT help them in teaching. The teacher already have knowledge about ICT even they did not get any formal trainings. The schools also provide ICT equipment for the teacher and students. The teachers also have positive implementation in using ICT. The teachers often use ICT equipment when teach and doing some activities in the classroom. The complete ICT

equipment is important to use it in the classroom. Teachers' affection towards ICT is high the teacher feels that ICT is help them in teaching and easy to use both for the teacher and the student.

As a suggestion, the teachers should get training about ICT such as education website that can be used with the students, game about education in the internet, operating ICT equipment, etc. The teacher also should develop their way to teach and their creativity. That is why the schools should encourage the teachers to learn more about ICT. The school should provide complete ICT at least for each classroom with LCD, speaker, computer or laptop for teacher, and internet connection. The school should provide printer / scanner for teacher to print materials etc. If the school provide complete ICT, the implement ICT in the classroom will be more effective. The government also has important roles towards teachers' ICT implementation. There are many schools which do not have ICT equipment. The government should give the facilities to those schools so the teacher and the student can use them to improve the quality of teaching and learning process.

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