TEACHING WITH TECHNOLOGY : TRENDS AND CHALLENGES

THESIS

Submitted in Partial Fulfillment of the Requirement for The Degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Etha Sahdevi, Sisilia. (2020). *Teaching with Technology: Trends and Challenge*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Dr. Irma Soraya, M.Pd and H.Mokhamad Syaifudin, M.Ed., Ph.D.

Keywords: Teaching English, Technology, Trends, Challenges

The purpose of this research is to investigate the response of English Teacher while implementing technology into teaching and learning process. The focus of this study are trends and challenges. The study administered the questionnaires to eight English Teachers from different national Islamic school. The researcher also interviewed the English Teachers. The result of the questionnaire indicated that the teachers' tendency of using technology is the usage of computer in the teaching and learning process. The result of the interview represented most of the teachers use computer as the tools for fulfill the needs during teaching and learning process, especially for accessing and delivering materials, giving tasks and making students' report. Moreover, this study also found that the challenges during the implementation of teaching using technology appear due to funding, administrative and technical support issues.



ABSTRAK

Etha Sahdevi, Sisilia. (2020). *Teaching with Technology: Trends and Challenge*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Dr. Irma Soraya, M.Pd and H.Mokhamad Syaifudin, M.Ed., Ph.D.

Kata kunci: Pengajaran Bahasa Inggris, Teknologi, Kecenderungan, Masalah

Tujuan dari penelitian ini adalah untuk meneliti tanggapan dari guru bahasa Inggris selama penerapan teknologi dalam proses belajar mengajar. Fokus dari penelitian ini yakni kecenderungan dan tantangan. Penelitian ini memberikan kuisioner kepada delapan guru bahasa Inggris dari sekolah Islam nasional yang berbeda. Peneliti juga mewawancarai guru bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwa kecenderungan guru dalam penggunaan teknologi yaitu penggunaan komputer selama proses belajar mengajar. Hasil dari wawancara merepresentasikan bahwa guru menggunakan komputer sebagai alat untuk memenuhi kebutuhan selama proses belajar mengajar, terutama untuk mengakses dan mencari materi, memberikan tugas dan membuat laporan belajar siswa. Selain itu, penelitian ini juga menemukan bahwa kesulitan dalam penggunaan teknologi selama mengajar muncul dari segi pendanaan, administratif dan masalah pendukung teknis.

TABLE OF CONTENTS

ADVISOR APPROVAL SHEET	
EXAMINER APPROVAL SHEET	i
MOTTO	ii
DEDICATION SHEET	iv
ABSTRACT	v
ABSTRAK	V
ACKNOWLEDGEMENT	vi
PERNYATAAN KEASLIAN TULISAN	vii
LEMBAR PERNYATAAN PUBLIKASI PERPUSTAKAAN	ix
TABLE OF CONTENTS	
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICIES	XV
LIST OF ABBREVIATION	XV
CHAPTER 1	1
INTRODUCTION	1
A. Research Background	1
B. Research Questions	
C. Objectives of the Study	9
D. Significances of the Study	10
E. Scope and Limit of the Study	10
F. Definitions of Key Terms	11
CHAPTER II	13
REVIEW OF RELATED LITERATURE	13
A. Theoretical Framework	13

В.	Review of Previous Studies	20
CHAP	TER III	25
RESEA	RCH METHOD	25
A.	Research Design	25
B.	The subjects of The Research	25
C.	Data and Source of Data	26
D.	Data Collection Technique	
E.	Research Instrument	
F.	Data Analysis Technique	29
G.	Trustworthiness of Data	29
Н.	Research Stages	
CHAP	TER IV	31
RESEA	RCH FINDING AN <mark>D DISCUSSION</mark>	31
A.	Research Finding	31
1.	Teacher's trends in using technology in the English teaching and learning process	_
2.	The challenges faced by the teachers in using ICT	43
B.	Research Discussion	48
1.	Teacher's trends in using technology in the teaching and learning process 48	ess
2.	The challenges faced by the teachers in using ICT	53
CHAP	TER V	55
CONC	LUSIONS AND SUGGESTIONS	55
A.	Conclusions	55
B.	Suggestions	56
REFERENCES		
ADDEN	IDICIES	60

LIST OF TABLES



LIST OF FIGURES

Figure 4. 1 The usage of the board as the instructional tools and materials 32
Figure 4. 2 The usage of computer as the instructional tools and materials 33
Figure 4. 3 The usage of computer projector as the instructional tools and materials
Figure 4. 4 The usage of television as the instructional tools and materials 35
Figure 4. 5 The usage of a video camera as the instructional tools and materials 36
Figure 4. 6 The usage of Over Head Projector (OHP) as the instructional tools and materials
Figure 4. 7 The usage of printed materials as the instructional tools and materials
Figure 4. 8 Teachers' tendency to using technology in teaching-learning for a specific subject
Figure 4. 9 Teachers' tendency to using technology for teaching computer skills38
Figure 4. 10 Teachers' tendency of using technology for finding and accessing information and educational materials
Figure 4. 11 Teachers' tendency of using technology for making a presentation 39
Figure 4. 12 Teachers' tendency of using technology for preparing lesson 40
Figure 4. 13 Teachers' tendency of using technology for communicating with students
Figure 4. 14 Teachers' tendency of using technology for communicating with other teachers
Figure 4. 15 Teachers' tendency of using technology for monitoring and evaluating students' progress
Figure 4. 16 Teachers' tendency of using technology for keeping track students' performance
Figure 4. 17 Teachers' tendency of using technology for preparing reports 43
Figure 4. 18 Lack of systematic approach to ICT implementation as the challenges faced by teachers in using ICT

Figure 4. 19 Less of awareness and attitude towards ICTs as the challenges faced by teachers in using ICT
Figure 4. 20 Lack of administrative support as the challenges faced by teachers in using ICT
Figure 4. 21 Less of staff development as the challenges faced by teachers in using ICT
Figure 4. 22 Lack of ownership as the challenges faced by teachers in using ICT
Figure 4. 23 Lack of funding from the school as the challenges faced by teachers in using ICT

LIST OF APPENDICIES

Appendix 1 Interview Guideline for Teachers	6
Appendix 2 Questionnaire checklist for teacher	62
Appendix 3 The Result Of Interview	6′
Appendix 4 The Result Of Questionnaire	7
Appendix 5 Surat Tugas Dosen Pembimbing	81
Appendix 6 Surat Validasi	83
Appendix 7 Kartu Konsultasi Skripsi	84

LIST OF ABBREVIATION

ELT English Language Teaching

ICT Information And Communication Technology

OHP Over Head Projector



CHAPTER 1

INTRODUCTION

A. Research Background

Nowadays, developments in technology have impacted all sectors, including in the education field. It can be proven that the use of technology is developing rapidly. Technology is a set of practices and components.¹ It refers to the improvement of the method of the teaching process to solve a problem or achieve a goal. Technology, also known as the tools which provide unrestricted information source to language learners.² This indicates that using technology can explore learners to promote the thinking ability about more knowledge.

Technology is a system created by human beings for some specific purposes, extending human knowledge, enhancing the ability to provide messages, producing a lot of things easily, processing data, and offering many amenities.³ Thus, the existence of technology is greatly useful for a human being to complete the necessity adequately included in the education world.

The existence of technology is expected to be developed into one of the media that can be used to become facilities and infrastructure. The progress of technology affects the importance of language learning equipment to

¹ W. Brian Arthur. 2009. "The Nature of Technology: What it is and How it Envolves".

²M. R. Ahmadi. 2018. "The Use of Technology in English Language Learning: A Literature Review". International Journal of Research in English Education.

³ Miarso Yusufhadi. 2004. "Menyemai Benih Teknologi Pendidikan".

facilitate learners.⁴ More precisely, it is used as a media to help teachers delivered the material during the learning process. The integration of technology is interpreted as the utilization of technology to enhance the educational environment.⁵ It encourages the development of classroom teaching through building opportunities for learners to accomplish their work rather than use traditional styles such as paper and pen.

Considering the importance of technology, the word "integration" is used. In consequence, it is time to rethink the mind of integrating technology into the learners. In addition, the widespread utilization of technology becomes an essential part of education.⁶ Thus technology is one of the life skills that must be mastered in this era of globalization. There are many ways to utilize technology as educational tools. More precisely, it is used as a media to assist the learning process. One of the uses of technology is as the resources for problem-solving such as knowledge, skills, processes, techniques, tools and materials. Technology offers extended access for learners to explore their own material, which teachers cannot control.⁷ It means that there is no boundary for students to access the material. They are able to gain material insignificantly and quickly.

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⁴M. R. Ahmadi. 2018. "The Use of Technology in English Language Learning: A Literature Review", International Journal of Research in English Education.

⁵ Dockstader. J. 2008. "Teachers of 21st century know the what, and how the technology integration.".

⁶ Tazrin Rahman. 2015. "Challenges of Using Technology in the Secondary English Language".

⁷ Lam, Y. & Lawrence. 2002. "Teacher-students role redefinition during a computer-based second language project: Are computer catalysts for empowering change?".

Considering the use of technology that easily to be obtained and rapidly to be accessed, this is a matter that technology facilitates the learning process, which can take place anywhere and anytime. Employing technology in the teaching and learning process can be as a facilitator and provider the obvious object for learners that enable the learning to arise. Since technology becomes a whole part of the learning impression, it is important to embed technology into teaching to support the learning process.

In the world of education, there are many ways to combine technology in the teaching and learning process. As well as the application of technology that can help students find their concerns. For instance, the interesting audio and visual of technology make students feel satisfied. It is expected for the teacher to create interesting audio/visuals which will keep students engage in understanding the material. Furthermore, another application of technology that is frequently used in computer-based learning. These activities accommodate learners to gain information and compatible materials quickly. They extend that internet materials give the learners motivation to study broader.

Regardless of the use of technology, one of the important things is introducing technology itself. Especially in the education field, it is a must for teacher to integrate technology to students. It will help students stay

⁸ Salonkani, D., & Shyamleel, M. P. 2012. "Use of technology in English language and learning: Analysis", International Conference on Language, Medias and Culture IPEDR.

⁹ GencIter, B. 2015. "How does technology affect language learning process at an early age? Procedia – Social and Behavioral Sciences". involved. This thing also can build a learning atmosphere focused on the learner rather than the teacher that will create positive changes.¹⁰ Thus, the combination of technology in teaching can be used as the media for teaching.

Besides that, in the introduction of technology, a teacher plays a very important role. It helps learners to find any sources of teaching materials, learning references, and sources of information for students and teachers so that in learning, students can discover information from various sources. Therefore, widespread technology is suspected to the teacher to take the advantages to assist students in learning English. In the utilization of technology to facilitate students in learning English, there are two opposites, specifically trends, and challenges.

Trends in implementing technology have a positive effect on the learning process. Most students today have used mobile devices such as tablets and smartphones to play and learn, so it is better if this is harmonized by using the strategies students' anxiety along with the learning interests. Furthermore, teaching using technology can extend students learning by supporting instructional purposes. Introducing technology into the learning process believed that it could increase students learning motivation.

Considering the importance of using technology in teaching, the teacher is highly encouraged to have sufficient background knowledge of the technology itself and also the implementation in the classroom. Teacher as well needs more professional development in the application of technology in

¹⁰ Dawson, K et.al. "Florida's EETT Leveraging Laptops Initiative and its impact on teaching practices". Journal of Research on Technology in Education, 41(2), 143-159.

teaching process. If teachers do not use technology in their teaching, they will not be able to integrate these technologies. By implementing technology in education, it is hoped that students can establish technology as a real object that makes students interested in the material that will be given by the teacher, motivate students to understand the material, and build the critical thinking of the students.

On the contrary, in the process of integrating technology in education is complicated and multidirectional.¹¹ There are many aspects that occur during the process of implementing technology itself, such as teachers, students, background, school administrators, policy determiners, and parents. There are also many challenges of introducing technology, such as the lack of systematic approach, awareness, and attitude, administrative support, technical support, transforming higher education, staff development, lack of ownership, and inadequate funds.¹² These challenges lead teachers to difficulty implementing technology into their teaching.

In addition, one of the aspects of the problem in teaching using technology is professional development.¹³ Teachers need a major understanding of the subject, particularly computer knowledge; teachers may need to equalize the pedagogical strategy and develop new pedagogical tools.

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¹¹ Baris Sezzer. 2013. "Integrating Technology Into Classroom: The Learner Centered Instructional Design". International Journal On News Trends in Education and Their Implications.

¹² Lwoga & C. Sanga. 2013. "New technologies for teaching and learning: Challenges for higher learning institutions in developing countries".

¹³Jan Barners & Steve Kennewell. "The impact of teachers' perspective on the development of computing as a subject". pp.40.

It means that teaching students in the digital era is necessary therefore teachers have to promote their teaching by using technology effectively. Consequently, teachers need to offer modern strategies and tools of the teaching in order to integrate technology in their teaching process.

The study from Leavey Y. Jefferson Davidson et al. investigated the English language art teachers about the reason for infrequently using technology as pedagogy tools. The study showed that there are some problems faced by the teachers. It can be proven by the findings that the teachers are less of using technology because of the insufficient appliance, disability to solving the issue through technology, and lack of training in a learning activity. He Besides that, the development of the professionalism of the teacher to use the technology also focused on the instructional tools. Otherwise, the learning and teaching process may be distracted because of the teacher disable to implement the technology itself in the classroom.

Regarding with the study from Asnawi Muslim et al. analyzed that there are several problems faced by English Teachers in Banda Aceh. The findings showed that there were three primary challenges in using ICT.¹⁵ The first is the limitation of ICT tools and the lack of internet connection. Second, the lack of ICT tools that make teachers has to share the ICT tools with other

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¹⁴ Leavery Y. Jefferson Davidson et.al. 2014. "Teachers' perspective on using technology as an instructional tool". E-Journal from Higher Education, vol 24.

¹⁵ Asnawi Muslem. et.al. "Perceptions and Barries to ICT Use Among English Teachers In Indonesia". Teaching English with Technology, 18(1), 3-23

teachers. This thing confiscated the teacher's time. The last challenge is less of teachers' knowledge and training experience about utilizing technology. Related with the challenges faced by the universities in Tanzania, the study, which has the title "New Technologies for Teaching and Learning: Challenges for higher learning Institutions in Developing Countries," found that there were eight challenges faced by the universities in the process of implementation technology in teaching and learning process. There were lack of systematic approach to ICT implementation, awareness and attitudes toward ICTs, administrative support, technical support, transforming higher education, staff development, lack of ownership, and inadequate funds. It is argued that some universities in developing countries should administered E-learning to promote the teaching and learning process.

The study from T.S.Safitri et al. showed that the teachers have a positive perception about the implementation of technology in the class. Besides that, there are still some problems faced by the teachers, including the lack of technical support and ICT proficiency.¹⁷ The title of this study is "*Teachers'* perspective and practices in applying technology to enhance learning in the classroom. The findings showed that the teachers satisfy in using ICT in the

¹⁶ A.S Sife, E.T. Lwoga and C. Sanga, 2007. "New technologies for teaching and learning: Challenges for higher learning institutions in developing countries". International Journalof English Education and Development using Information and Communication Technology (IJEDICT). Vol 3. Issue 2. pp. 63-64.

¹⁷ Safitry. T. Et.al. "Teachers' perspectives and practices in applying technology to enhance learning in the classroom". IJET (International Journal of Emerging Technologies in Learning). accessed on December 20 2019, http://dx.doi.org/10.3991/ijet.v10i3.4356

class. On the other side, they also feel depressed because some problems still occur when they disable to apply the ICT and also less knowledge about software/website. It means that become a teacher is an essential part of mastering knowledge about using technology through ICT training.

The study from Simin Ghavifekr and Wan Athirah Wan Rosdy analyzed the point of view from the teachers about the effectiveness of ICT integration to support the teaching and learning process in the classroom. The end results showed that integration of ICT contributed to the effectiveness both from teachers and students¹⁸. The researchers also discovered that one of the key successes of technology-based teaching and learning is having teachers with well-completed preparation of ICT tools and facilities. It means that as the teacher who integrated ICT into the learning process must have sufficient knowledge about how to use technology and combining technology into language teaching.

Most of the previous studies above only focused on the teachers' trends in using ICT. Beside that, some of the previous studies only focused the challenges about the implementation of technology into the teaching and learning process. Meanwhile, this study will discuss both of the trends and challenges while the teachers' implementation of technology in English teaching and learning. The method that used in analyzed the data is

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¹⁸ Simin Ghavifekr and Wan Athirah Wan Rosdy, "Teaching and learning with technology: Effectiveness of ICT integration in school". International Journal of Research and Education Science (IJRES). Acessed on December 20 2019, http://www.ijres.net/

descriptive qualitative. The data will be collected from eight English teachers in two diffrent Islamic School. The purpose of this study are to explore the trends and challenges in the technology use among the ELT teachers to support their English teaching learning process.

B. Research Questions

The researcher narrowed down the issue by focusing on the teachers' trends and challenges while utilizing technology in the classroom. As a consequence, this study counted the following research questions:

- 1. What are the trends in the technology use among the ELT teachers to support their English teaching learning process?
- 2. What are the challenges in the technology use among the ELT teachers to support their English teaching learning process?

C. Objectives of the Study

Based on the research questions above, the objectives of this research are as follows:

- 1. To explore the trends in the technology use among the ELT teachers to support their English teaching learning process.
- 2. To investigate the challenges in the technology use among the ELT teachers to support their English teaching learning process.

D. Significances of the Study

The findings of this study are expected to be beneficial for some categories. They are described as follows:

- For ELT teachers who have similar problems, the result of this study can
 be used as the prior knowledge and valuable source information to
 improve the quality of language teaching to be more innovative by using
 technology in the classroom.
- For students who had been engaged with technology in their daily life in school, they must understand about the technological developments.
 Consequently, they are able to take the advantage of technology during the teaching and learning process.
- 3. For readers and further researcher, the result from this study gives the information to the readers regarding with the teachers' trends in using technology and also the challenges. The result from this study can be used as a reference to conduct further studies on the reconsideration of the implementation technology in the school from different perspectives and problems.

E. Scope and Limit of the Study

This study only focused on the teachers' trends in using technology. Based on the theory from Safitri et al., the trends are dealing with some aspects including teaching-learning for a specific subject, teaching computer skills, finding and accessing information and educational materials, making a

presentation, preparing a lesson, communicating with students, communicating with other teachers, monitoring and evaluating students' progress, keeping track students' performance and preparing reports.

The challenges of this study approved some problems that teachers might be found during the implementation of technology while teaching English in class. The case of this study will also determine the factors that might affect teachers during the implementation of technology in their language learning. As explained in the background, the researcher defined the study about challenges of integrating technology theory by L. Woga and C. Sanga, including the lack of systematic approach to ICT implementation, administrative support, technical support, staff development, and inadequate funds. These kinds of challenges were appropriated with the Indonesia learning context.

F. Definitions of Key Terms

To avoid misunderstanding of the research findings, the researcher would like to explain and define the key terms that are used:

1. Teaching with Technology:

Technology has been an essential part of education since it was introduced. ¹⁹It is important for teachers to introducing technology into English teaching as early as possible. Teaching with technology is the utilization of ICT tools in the English teaching process. Teaching English

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¹⁹Rahman Tazrin. 2015. "Challenges of Using Technology in the Secondary English Language".

using technology is the application of technological tools during English instruction in the class.

2. Trends for implementing technology:

Trends are the tendency of English teachers during the process of using technology in language learning. It also includes how often the English teachers use technology, in what part of English teachers utilize the technology, and what tools the English teachers use to support the learning process.

3. Challenges of implementing technology:

Challenges are defined as problems faced by the English teacher during the implementation of technology in the teaching and learning process. According to Toynbee, the challenge is difficult things that demand work and establishment. It tests potency, skill, or ability.²⁰ In this research, the challenge is ELT teachers' problems in applying technology into the teaching and learning process.

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²⁰ Arnold Tonybee. A Study of History, (London: Oxford University Press, 1987). 125

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teaching English Using Technology

English is taught and used as a foreign language in Indonesia.²¹It is the most important international language for communication that has been admitted by the Indonesian government. The aim of teaching English in schools has been improved the students' communicative competence that would help students in their university level.²²Therefore, it is important to teach English as early as possible. Since English used as the international language that have to mastered by students, ELT teachers are necessary to have innovation in teaching using technology in the digital era.

Technology is a piece of equipment made by science experts that combine the machine mechanics that aim to facilitate a job. Technology defines a set of sophisticated tools or devices that are used for a simple job. In the education field, the technology uses as the media for developing the learning process. Technology facilitates teachers during the teaching process. It will help the teacher to deliver the material, giving students tasks and assessing the students' scores. According to Davies (1972), there are three kinds of education technology:

²¹Songbatumis, Aisyah.M. 2017. "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia", Journal of English Foreign Language Teaching & Leaning, vol 2, no.2, July.

²²Nurkamto, J. 2003. "Problema pengajaran bahasa Inggris di Indonesia". Jurnal Ilmiah Masyarakat Indonesia. 21(2), 288-307".

a. First education technology

The first education technology leads the hardware such as projector, laboratory, computer (CD ROM, LCD, TV, VIDEO, and other electronic tools). Those kinds of technology are very efficient and effective. The mechanic of technology helps the learning process run conveniently. It is because of the mechanism of the appliance of technology above produce the radiate, strong voice, distribute and record the material that can extend students in large quantities.

b. Second education technology

The second education technology refers to the software. It is pointed to the teaching support, particularly in the curriculum field, such as instructional development, the teaching method, and teaching evaluation.

c. Third education technology

The third education technology is the combination of hardware and software. The point of this part is a systematic approach, which refers to the tools to increase the function of the environment, such as problem-solving.

The relationship between the types of technology used above is very close to the research topic that will be examined by the researcher. It is because those technologies have similarities with the research topics. As a consideration, the example of those types of technology used can help the researcher measure how far the ELT teachers implement technology into the teaching and learning process.

2. Types of technology integration

There are various technology tools used by the teacher during English teaching and learning. The best selection of technology tools will increase student's motivation and achievement. Therefore, it is also important for the teacher to choose the appropriate technology which will be used to support teaching and to learn English in the classroom. According to Pitler, there are seven categories of technology integration as follow²³:

Table 2 1 The Seven Categories in Technology

Technology	Definition	Example
Category		
Word processing	Software that enables the	Microsoft Word, Open
applications	user to type and manipulate	Office.org Writer, Google
	text	Docs, MY Access!
Spreadsheet	Software that allow the	Microsoft Excel,
software	user to type and manipulate	OpenOffice.org Calc, Inspire
	numbers	Data, Google Spreadsheets
Organizing and	Software that allow the	Inspiration, Kidspiration,
brainstorming	user to create idea maps,	BrainStorm, SMART Ideas,
software	KWHL charts, and	Visual Mind

²³ Howard Pitler, et.al., Using Technology With Classroom Instruction That Works (United States: Library of Congress Cataloging, 2007), 12.

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	category maps	
Multimedia	Software that allow the	iMovie, Microsoft Movie
	user to create or access	Maker, Adobe Photoshop,
	visual images, text, and	Microsoft PowerPoint, Kid Pix
	sound in one product	Studio, Keynote, Open
		Office.org, Impress
Data collection	Hardware and software	Probe ware, USB
tools	that allow the user to get	microscopes, classroom
	data	response systems
Web resources	Resources available on the	Virtual tours, information,
	Web that allow the user to	applets, movies, pictures,
	gain the information or	simulations
	apply or practice a concept	
Communication	Software that allow the	Blogs, e-mail, VoIP, po
software	user to be able to	deasts,
	communicate in a text,	
	presentation, voice, or a	
	combination of the three	

The table above categorized technological education based on the function. There are seven categories, and each category has a different benefit. Thus, the researcher uses the table as references while collecting the data.

3. Trends in technology use

The amount of the role of technology in the learning process proves that all of the subjects in teaching depend on technology. Therefore, many teachers involve technology for some purposes, including delivering material, giving tasks and assessing students' scores. The resulting study from Safitri et.al stated that there is one level category of ICT used for educational purposes by teachers. There are some purposes of the teacher while using ICT for support the teaching process including teachinglearning for a specific subject, teaching computer skills, finding and accessing information and educational materials, making a presentation, preparing a lesson, communicating with students, communicating with other teachers, monitoring and evaluating students' progress, keeping track students' performance and preparing reports.²⁴ In addition, the reports from the US Consortium of School Networks (CoSN), the British Education and Communication Agency (BECTa) and Education.au Limited (Australia) found that there were some devices to access the internet and service provided on the internet that were emerging, such as MP3 players, laptop computers, tablet PCs, games devices, scanners, interactive whiteboards, digital cameras and videos, RFID and digital

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²⁴ T. S. Safitri et.al. 2015. "Teachers' Perspective and Practices in Applying Technology to Enhance Learning in the Classroom", International Journal of Emerging Technologies in Learning (IJET), Vol 10, Issue 3, page 13.

TVs.²⁵ All of these trends will be used by the researcher as the subject of the discussion in this study.

4. Challenges of using technology

In the process of implementing technology, there will be many problems faced by the teacher. This will frequently happen if the teachers do not have any prior knowledge about the technology itself, the facility of the school that is not supported, and the lack of awareness of the use of technology. Based on the research from Tanzanian Universities, there are many problems faced by the teacher during the implementation of ICT for teaching and learning process as follow as below²⁶:

a. Lack of a systematic approach to ICT implementation

Lack of a systematic approach to ICT will be difficult for school institutions to develop technology education. This can be minimized by preparing a framework for the development of the technology used.

b. Awareness and attitude towards ICTs

Remembering the importance of technology in the education field, it is an essential part of all the parties in school to aware of the effectiveness of ICT. Awareness of the importance of ICTs must be realized by all of the parties of the school.

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²⁵ Gerry White. 2008. "*ICT Trends in Education*". Australian Council for Educational Research. ²⁶ A.S Sife, E.T. Lwoga and C. Sanga. 2007. "*New technologies for teaching and learning*:

Challenges for higher learning institutions in developing countries", International Journal of English Education and Development using Information and Communication Technology (IJEDICT). Vol 3. Issue 2. pp. 63-64.

c. Administrative support

Considering the utilization of technology in the teaching and learning process, one of the important parts is to make sure the school has sufficient administrative. Dwyer stated that the success of the integration of ICTs must be effective and resistant. The administrators also must have broad knowledge about the technical pedagogical, administrative, financial, and social dimensions of ICTs in the education field.²⁷ Therefore, to have a successful implementation technology in school, it is a necessity of the parties in school to provide good management of administrative such as prepare the resource, requirement, and encouragement.

d. Technical support

There are still many issues regarding technical support. This thing often causes frequent constraints when the teacher implements technology into the teaching and learning process. Due to the problem, it is very important to choose technicians who are able to overcome the problems with the defense of technicians through worker training related to the development of educational technology.

e. Transforming higher education

The use of technology is often misunderstood. The effectiveness of ICT is sometimes used to replace the traditional teaching of the

²⁷ Dwyer, D.C et al. 1997. "Teacher beliefs and practices part II: support for change: the evaluation of teachers' instructional beliefs and practices in high access to technology classrooms, first – fourth year findings, Cupertino, CA: Apple Computer.

teacher. Hence, teachers have to realize that the existence of ICT is to facilitate teachers to support the teaching and learning process. Due to the development of technology from year to year, it is a necessity of all the parties to check the technology that the school used is still good or needs some improvement. Transforming higher education means that the stakeholders need to update educational technology, which will be a new revolution.

f. Staff development

Related to the previous problem, lack of staff knowledge is one of the issue that are often found. Farrel stated that the training and workshops required not only to support the instructors' skill but also to make them involved in the process of implementation of technology in teaching and learning.²⁸ Therefore, the training is very important, especially by following the training continuously because remembering that technological education will keep growing.

g. Lack of ownership

The school has an important role as the determiner of the policy and plan. In the process of using technology in the education field, it is a necessity for schools to continue doing a consultation with the authorities such as educational institutions or education offices. The consultation is carried out in order for the school knows the extent of the problem owned by educational support.

²⁸ Farrel, G.M. 1999. "The development of virtual education: A global perspective", A study of current trends in the virtual delivery of education, Vancouver.

h. Inadequate funds

In many developed countries, there are some problems. One of the problems is the lack of funds for educational technology. This makes the school difficult to update the educational technology that has been used to be new and sophisticated technology.

All of the problems will be used as references for the research in this study. The researcher will discuss how far the English teacher faced the problem and to what extent the teacher solve the problems.

B. Review of Previous Studies

Related to the study, several previous studies have been conducted by some researchers. The first study has been done by Nuril Imamah. This study focused on the integration of the technology categories from the English teacher and also the integration of teachers's technology level for the English classroom.²⁹ The finding showed that the teacher integrated some technologies, for instance, word processing, spreadsheet software, organizing and brainstorming, multimedia, web resources, and communication software. This study proved that combining some technologies into the teaching process will be able to involve the students to interact during the teaching and learning process. They can create ideas, making mind mapping, listening to a song, and many more activities through the application of technology.

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²⁹ Nuril Imamah. 2019, "Teacher's Technology Integration Levels for English Classroom Instruction at 12th Grade of MAN 2 Gresik Jawa Timur", accessed on: http://digilib.uinsby.ac.id

The second study was conducted by Karima Fajarwati. This study focused on the challenges and the problems of presenting Web-based instruction and also the ways of ELT teachers in dealing with challenges.³⁰ The researcher gained the data by interview 4 ELT teachers in 4 different schools who have experienced in presenting Web-based instruction. The findings showed that the teacher used two different Webs which two teachers use Quipper, and the other two teachers use Google Classroom as the Web classroom to deliver web-based instruction to the students apart from face-to-face classrooms. In the application of that web-based instruction, the researcher found some aspects that caused challenges. There were three challenges that included technological support, students' engagement, and time management.

The third study was conducted by Asnawi Muslim, Yunisrina Qismullah, and Rena Juliana. This study identified the teachers' perceptions and challenges of the implementation of ICT in the EFL classroom.³¹ There were 26 English teachers from 16 public senior high schools in Banda Aceh. They were selected as the subject for a purposive sampling technique. The data were analyzed and interpreted by qualitative and quantitative procedures. The result of the study showed that the teachers have a positive effect on the use of technology. They agreed that ICT could make the class more interesting rather than teaching manually.

³⁰ Karima Fajarwati. 2018, "ELT Teachers' Challenges in Delivering Web-based Instruction for Senior High School level in Sidoarjo", acessed on: http://digilib.uinsby.ac.id

³¹ Asnawi Muslem, et.al. 2018, "Perceptions and Barriers to ICT Use Among English Teachers In Indonesia", Teaching English with Technology, accessed on: http://www.tewtjournal.org

Besides that, limited ICT tools, low internet connection, lack of knowledge, and also less training experiences became the problems encountered by the English teacher during the implementation of technology.

The fourth study was organized by Aisyah Mumary Songbatumis. This study investigated the teachers' perspective of the teaching challenges and also the solution. The researcher found that the challenges came up from three aspects included from the students, teachers, and the school's facility. The first aspect was taken by the students. They were lack of vocabulary mastery, low concentration, poor discipline, sickness of boring, and speaking problems. While for the teacher, the challenges arise from the shortage of teacher training, language proficiency, less of teaching method, unrecognized with IT, and lack of professional development. Additionally, insufficient resources & facilities and the time constraint were also the problems caused by the school.

Another study was conducted by by Tazrin Rahman. The purpose of this study was to indicate the benefit of adding technological tools in the classroom.³³ It was taken place in four secondary schools in Bangladesh in Dhaka. The data were collected using a survey questionnaire of 10 close-ended questions for students. Besides, the

³² Aisyah.M Songbatumis, 2017, "Challenges in Teaching EnglishFaced by English Teachers at MTsN Taliwang, Indonesia", Journal of English Foreign Language Teaching & Learning. Vol 2

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no 2.

33 Rahman Tazrin. 2015. "Challenges of Using Technology in the Secondary English Language".

researcher also used interviews and prepare some questions for teachers. The questions are naturally descriptive. As a result, the students are very enthusiastic about learning English using technology. On the other hand, the researcher found that the textbook that the teachers used from the National Curriculum and Textbook Board (NCTB) does not support the audio-visual material for teaching and learning. Whereas the textbook contains a lot of audio material, but most schools do not use it when they teach English in the classroom. Similarly, the teachers did not attend the training on how to use technology in the English language classroom.

The last study was conducted by Salasiah Ammad, Murni Mahmud, Baso Jabu & Suradi Tahmir. This study discussed a study of an analysis of cross-cultural findings to establish the factors caused by technology in some very countries.³⁴ This study tries to find out the factors that might be useful for Indonesia in order to improve English language teaching and learning. The inventions of this study showed that there were some kinds of technology. Social media, Whatsapp, mobile learning, websites, blogging, and learning software used as a tool of this study. Those tools were so satisfactory for the teacher to support the English teaching. It also increases students' activeness over the learning process.

To conclude from those previous researchers, in this study, the researcher hopes to get different results from those previous studies above.

³⁴ Salasiah Ammade et.al. 2018. "Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia", International Journal of English Linguistic 8 (6):107.

The focus of this study are the trends and challenges faced by the English teacher during the implementation of technology in the classroom.

Additionally, the similarity of the previous studies above is all of the previous studies discuss about the use of technology in teaching learning process. Meanwhile, each of previous studies have different focus, subject and object of the research. Study by Nuril Imamah focused on the integration of technology categories while study by Karima Fajarwati focused on the challenge and the problem of presenting Webbased instruction. Study by Asnawi take the subject of 26 English Teachers from 16 public senior high school in Banda Aceh.

In term of the object study by Aisyah Mumary had found some challenges faced by the teacher during the implementation of technology. There are the shortage of teacher training, language proficiency, less of teaching method, unrecognized with IT, and lack of professional development. However, the difference between those studies and this study is that this study focused on the kinds of technological tools used by the ELT teachers, the teachers' tendency of using technology and the challenges that may occur during the implementation of technogical tools in teaching learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

To answer the research question based on the purpose of the research that analyzed the trends and challenges faced by the English teachers; this study uses qualitative research that focused on the analysis of the data. Qualitative research is an interpretative research which you can create your own assessment to describe the situation or topic that indicates the main information.³⁵ In qualitative research, the researcher try to find out the data through interview in order to get the deep understanding.

B. The subjects of The Research

The subjects were eight English teachers from two different Islamic schools in Surabaya. The school level that will be used as the research site is junior high school. Islamic school was chosen because of the researchers' background who studied at Islamic University. The data also gained from the technology tools used in the English classroom instruction. It was about the teachers' trends of technology utilization and also the challenges while applying technology tools in the English classroom instruction.

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³⁵ John W.Creswell, Eduational Research Fourth Edition (University of Nebraska-Lincoln), 238.

C. Data and Source of Data

1. Data

The data used in this study is the teachers' tendency in the implementation of technology that will focus on the trends and challenges during the teaching and learning process. Trends are the the activities that teachers tend to do when teaching with technology during the learning process, and challenges are the problems faced by teachers when using technology in the teaching and learning process. In addition, the source of this research is English teachers. The researcher choose 8 English teachers with different schools from advanced Islamic Junior high school.

2. Source of data

The source of data was obtained from the subjects of this research by conducting the interview as data collection. The subjects were eight English teachers from two different Islamic schools in Surabaya. The data also gained from the technology tools which used in the English classroom instruction. It is about trends and challenges. It used to find out the teachers' trends of technology utilization and also the challenges while applying technology tools in the English classroom instruction.

D. Data Collection Technique

The data collection techniques was the way the researcher gathered the research data. The method of this study was interview and questionnaire to the

respondents. This research distributed the questionnaire to the 8 English teachers and did the interview using the interview guideline. The data were collected through the following procedures:

1. Interview

The interview happens when the researcher needs to ask one or more participants in general, open-ended questions, and record the answer.³⁶ Therefore, the researcher decides to use the interview in order to get the information deeply. Due to the pandemic Covid-19 the researcher collected the data through an online interview. The researcher did the interview by calling the respondents. The interview was conducted to get the data thoroughly. The procedure held as below:

- a. Ask the teacher's approval.
- b. Plan the schedule interview session.
- c. Conduct the online interview.

2. Questionnaire

The researcher used the questionnaire to answer both of the first and second research question. The questionnaire used to strengthen the research data. The questions were about the usage of instructional tools and materials, the teachers' tendency of using technology for educational purposes and the challenges faced by teachers in using ICT. The

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³⁶ John W. Creswell. 2017. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks: SAGE Publications, 2014).

questionnaire was divided into three different tables. In each table there were five likert scale to assess every point of the question.

E. Research Instrument

1. Interview Guideline

Interview guideline is a list of questions that the researcher will ask the participants. In the interview guideline, there is a short identification of the study presenting the goal, moderator, and participants³⁷. The interview guideline was used to help the researcher gain the data in the process of collecting the data. The researcher used an interview guideline to answer both of the first and second questions. The interview guideline was expanded from the theories mentioned by Wozney in the literature review. The topics that were developed into interview guidelines consist of 8 questions that focused on the educational tools used by the teacher, the trends of technology used by the teacher, and the challenges during the implementation of technology faced by the English teachers. (See appendix 1)

2. Questionnaire

The researcher used the questionnaire that was designed by adopting the theory called Technology Implementation Questionnaire (TIQ) proposed by Wozney³⁸. The questionnaire provided three topics, including

³⁷ Susanne Pedersen et al. 2016. "Sustainable Organic Market Development with International Trade" Interview Guide(WP2).

³⁸ T. S. Safitri et.al. 2015. "Teachers' Perspective and Practices in Applying Technology to Enhance Learning in the Classroom", International Journal of Emerging Technologies in Learning (IJET), Vol 10, Issue 3.

usage of instructional tools and materials, teachers' tendency to use technology for educational purposes, and the challenges faced by teachers in using ICT. The questionnaire has been revised and suited to the aim of this study.

F. Data Analysis Technique

The entire data had been analyzed based on the interview section and the questionnaire provided by the researcher. The data will be analyzed qualitatively into descriptive analysis. The steps to analyze the data have been conducted as follows:

1. Analyzing the questionnaire

In this part of the study, the researcher make sure that the checklist have been fulfilled by teacher. Then, the researcher analyse the result and write it down using descriptive statistics to explain each section from the questionnaire.

2. Interpreting the result from interview and questionnaire

In this stage, the researcher interpreted both the result of the transcript and the questionnaire.

G. Trustworthiness of Data

This research uses triangulation to check the validity and authenticity of the data. Creswell stated that triangulation is used to check and compared the validity of the research from different sources to test evidence that the data

obtained is authentic.³⁹ In this study, the researcher compared the data gained from the interview and the result from the questionnaire. Therefore, as the essential part, triangulation served to contribute the theory used by the researcher to prove the findings real and authentic.

H. Research Stages

In this study, the researcher followed some stages as below:

- 1. Find the theories and previous studies
- 2. Find the problem that has difference with the previous studies
- 3. Create the research questions
- 4. Collect the data to find the answer to research questions
- 5. Analyze the data
- 6. Interpret the result

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³⁹ John W. Creswell. 2017. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed". (Thousand Oaks: SAGE Publications, 2014), 191.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher explained the data that have been gathered during the research. The research findings and discussion used to answer the research question mentioned in the research question in the first chapter of this study.

A. Research Finding

In this chapter, the findings described based on the two research questions of this study. The first research question was, what are the trends of the teacher when teaching using technology in the learning process? The second research question was, what are the challenges faced by the teacher when teaching using technology in the learning process? This chapter presents the research findings as follow:

1. Teacher's trends in using technology in the English teaching and learning process

a. Usage of Instructional Tools and Materials

Based on the data gained from the questionnaire, there were some educational tools and materials that the teachers usually used during the teaching and learning process. The result of the questionnaire was gained to develop the answer from the first research question. The teachers' tendency to use educational equipment will be seen from the

result of the questionnaire below. It will be mentioned the detail information of each findings as follow:

1) Board



Figure 4. 1 The usage of the board as the instructional tools and materials

From figure 4.1, 3 teachers (37.5%) always use board, three teachers (37.5%) sometimes use aboard, and two teachers (25%) often use the board. Some teachers used the board for teaching grammar or just for giving additional information to students who difficult to understand the material. This is a statement also expressed by T1:

T1: Using board sometimes make teacher easier for teaching some materials such as grammar. Because grammar is one of the difficult materials for students, it means that as a teacher, we need more explanation that is sometimes not provided in PowerPoint. So we use the board for giving the example of the sentence".

In this context, board still be used as tools for delivering material in this digital era. Due to the usage of board, teachers thougt that board is the effective therefore they likely use board in the class. Nowadays, the developing blackboard is no longer a black board and use chalk but the whiteboard which use marker. Because some teachers still believe that sometimes board to give the unclear understanding material to students.

2) Computer

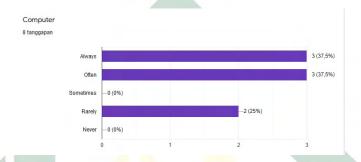


Figure 4. 2 The usage of computer as the instructional tools and materials

From figure 4.2, 3 teachers (37.5%) always use computers, three teachers (37.5%) often use a computer, and two teachers (25%) rarely use the computer. Some teachers who always use a computer in the teaching and learning process agree that computers can help teachers for finding and accessing material. It can be proven by following statement from T2:

T2: "Using a computer provided by the schools really help teachers to find and access materials. On the other hand, sometimes it is also used to make questions or material when the school is having urgent activities such as meeting".

Besides that, the usage of computers as the instructional tools and materials is also used for giving students listening material. This is in line with the argument from T3 in this following statement:

T3: "We use computers for giving students listening materials. Remembering the schools provided us with a computer laboratory, so we utilize it as well as possible".

Computers considered as easy media to help teachers deliver the material such as listening section. This is because the school have facilitated by sufficient computers. Most of the teachers are comfortable using computers in the school. They do not prepare and bring it from home because school has already prepared for them Therefore, it will help teachers to give the material in large quatities of student.

3) Computer projector

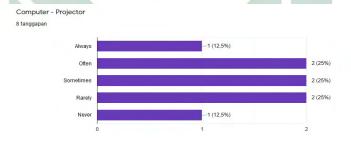


Figure 4. 3 The usage of computer projector as the instructional tools and materials

From figure 4.3, 1 teacher (12.5%) always uses a computer projector, two teachers (25%) often use a computer projector, two teachers (25%) sometimes use a computer projector, and one teacher (12.5%) never use computer projector.

4) Television

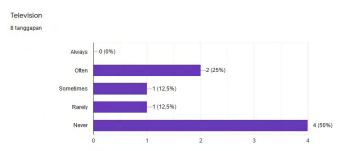


Figure 4. 4 The usage of television as the instructional tools and materials

From figure 4.4, 2 teachers (25%) stated that they often use television, 1 teacher (12.5%) sometimes use television, 1 teacher (12.5%) rarely use television, and 4 teachers (50%) never use television. Teachers believed that television sometimes helps them to give students an assessment. This opinion also in line with the argument from T5 in the following statement:

T5: "I used television to ask my students to find the current issue on the news channel. I direct them to write it and report the result in the next activity in school".

Television also considered as tools for teaching. ELT teachers have to be able to combine television with their teaching. It is because some of television channel has the interesting topics with English subtittle that can help students improve their English especially their pronunciation.

5) Video camera



Figure 4. 5 The usage of a video camera as the instructional tools and materials

From figure 4.5, 1 teacher (12.5%) often use video camera, 4 teachers (50%) sometimes use video camera, 1 teacher (12.5%) rarely use video camera and 2 teachers (25%) never use video camera. Not all teachers use a video camera for teaching English because sometimes video is considered as inefficient tools. This is because video manage high capacity of memory.

6) Over Head Projector (OHP)

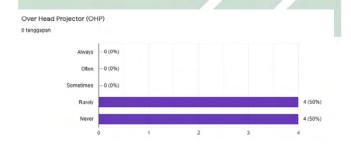


Figure 4. 6 The usage of Over Head Projector (OHP) as the instructional tools and materials

From figure 4.6, 4 teachers (50%) rarely use an overhead projector (OHP), and 4 teachers (50%) never use an overhead projector

(OHP). It means that the majority of the teacher are rarely using an overhead projector (OHP).

7) Printed materials

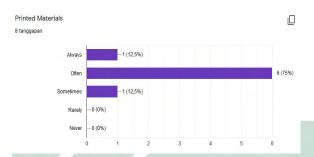


Figure 4. 7 The usage of printed materials as the instructional tools and materials

From figure 4.7, 1 teacher (12.5%) always uses printed material, 6 teachers (75%) often use printed materials, and 1 teacher (12.5%) sometimes use printed materials.

From the result above, it can be known that most of the teachers are likely using board and computer because it is simple and efficient for delivering material to students. A computer is considered an easy media both to deliver the material or to provide examinations and even assess students learning outcomes. Therefore, most of the teachers choose to use computers because they are available at school.

b. Teachers' tendency of using technology for educational purposes

1) Teaching - learning for a specific subject

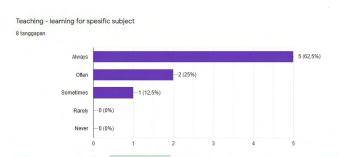


Figure 4. 8 Teachers' tendency to using technology in teachinglearning for a specific subject

From figure 4.8, 5 teachers (62.5%) always use technology for teaching specific subject 2 teachers (25%) often use technology for teaching a specific subject, and 1 teacher (12.5%) sometimes use technology for teaching a specific subject.

2) Teaching Computer Skills

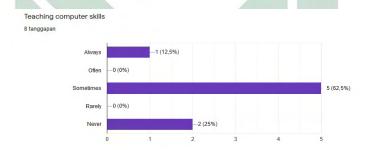


Figure 4. 9 Teachers' tendency to using technology for teaching computer skills

From figure 4.9, 1 teacher (12.5%) always uses technology for teaching computer skills, 5 teachers (62.5%) sometimes use technology for teaching computer skills and 2 teachers (25%) never used technology for teaching computer skills.

3) Finding & accessing information and educational materials

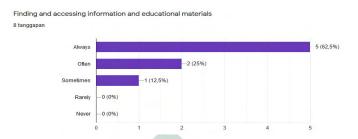


Figure 4. 10 Teachers' tendency of using technology for finding and accessing information and educational materials

From figure 4.10, 5 teachers (62.5%) always use technology, specific computer for finding and accessing materials, 2 teachers (25%) often use technology for finding and accessing materials, and only 1 teacher (12.5%) never use technology for finding and accessing materials.

4) Making a presentation

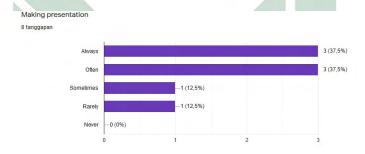


Figure 4. 11 Teachers' tendency of using technology for making a presentation

From figure 4.11, 3 teachers (37.5%) always use technology for making a presentation, and on the same percentage, 3 teachers (37.5%) often use technology for making presentation, 1 teacher (12.5%) sometimes used technology for making presentation and

1 teacher (12.5%) rarely use technology for making a presentation.

5) Preparing lesson

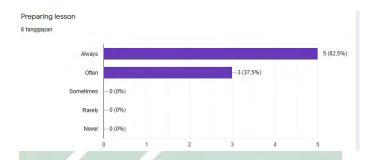


Figure 4. 12 Teachers' tendency of using technology for preparing lesson

From figure 4.12, 5 teachers (62.5%) always use technology, especially computers, for preparing lessons and 3 others (37.5%) often used technology for preparing lessons.

6) Communicating with students

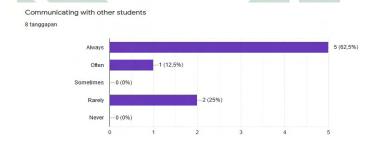


Figure 4. 13 Teachers' tendency of using technology for communicating with students

From figure 4.13, 5 teachers (62.5%) always use technology, especially mobile phone for communicating with students and 1 teacher (12.5%) often used technology for communicating with

students, 2 teachers (25%) rarely used technology for communicating with students.

7) Communicating with other teachers

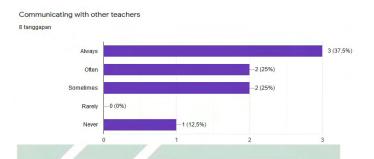


Figure 4. 14 Teachers' tendency of using technology for communicating with other teachers

From figure 4.14, 3 teachers (37.5%) always use mobile phone for communicating with other teachers 2 others (25%) often use mobile phone for communicating with other teachers, and 2 teachers (25%) sometimes use mobile phone for communicating with other teachers, and only 1 teacher (12.5%) never use mobile phone for communicating with other teachers.

8) Monitoring and evaluating students' progress

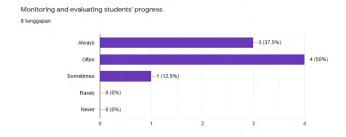


Figure 4. 15 Teachers' tendency of using technology for monitoring and evaluating students' progress

From figure 4.15, 4 teachers (50%) often use technology for monitoring and evaluating students' progress, 3 teachers (37.5%) always use technology for monitoring and evaluating students' progress, and 1 teacher (12.5%) sometimes use technology for monitoring and evaluating students' progress.

9) Keeping track students' performance

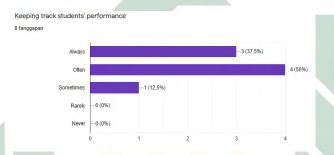


Figure 4. 16 Teachers' tendency of using technology for keeping track students' performance

From figure 4.16, 3 teachers (37.5%) always use technology for keeping track students' performance, 4 teachers (50%) often use for keeping track students' performance especially computer for saving students outcomes such as video presentations and 1 teacher (12.5%) used technology for keeping track students' performance.

10) Preparing reports

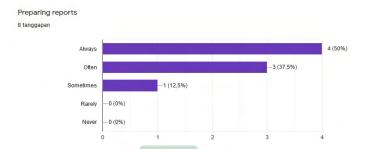


Figure 4. 17 Teachers' tendency of using technology for preparing reports

From figure 4.17, 4 teachers (50%) always used technology, especially computer for preparing students' reports, 3 teachers (37.5%) often used technology for preparing reports, and 1 teacher (12.5%) sometimes used technology for preparing reports.

2. The challenges faced by the teachers in using ICT

a. Lack of a systematic approach to ICT implementation

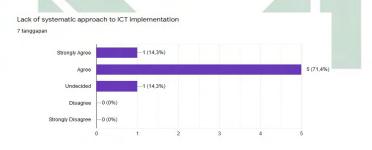


Figure 4. 18 Lack of systematic approach to ICT implementation as the challenges faced by teachers in using ICT

From figure 4.18, 1 teacher (14.3%) strongly agree, 5 teachers (71.4%) agree, and 1 teacher (14.3%) undecided that lack of systematic approach to ICT implementation was the challenges they found in school.

b. Less of awareness and attitude towards ICTs

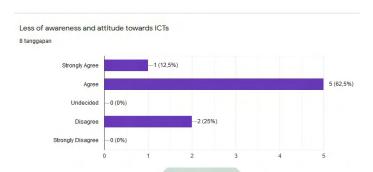


Figure 4. 19 Less of awareness and attitude towards ICTs as the challenges faced by teachers in using ICT

From figure 4.19, 1 teacher (12.5%) strongly agree that their school is less of awareness and attitude towards ICTs, 5 teachers (62.5%) agree and 1 teacher (12.5%) who disagree that their school is less of awareness and attitude towards ICTs.

c. Lack of administrative support

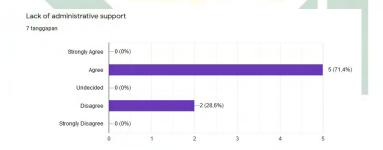
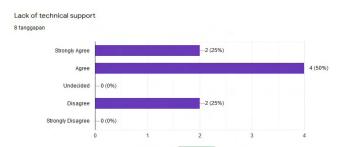


Figure 4. 20 Lack of administrative support as the challenges faced by teachers in using ICT

From figure 4.20, 5 teachers (71.4%) agree that their schools are lack administrative support, 2 teachers (28.6%) are disagree, and 1 teacher who does not respond to this point.

d. Lack of technical support



Based on the figure, 2 teachers (25%) strongly agree that their school is lack of technical support, 4 teachers (50%) agree and 2 other teachers (25%) are disagree that their school is lack of technical support. The majority of the teachers agree that technical support is a necessity because it will help teachers to deliver the material easily. Especially with the completeness of its facilities will support teachers to implement technology in the teaching and learning process. This statement is in line with the argument from

T4: "Technology requires additional equipment, such as electricity, internet connection, and hardware."

Therefore, it can be known that most of the teachers complain because of the lack of technical support that facilitates teachers in the teaching and learning process.

e. Less of staff development

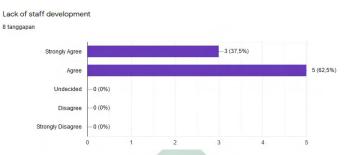


Figure 4. 21 Less of staff development as the challenges faced by teachers in using ICT

From figure 4.21, 3 teachers (37.5%) strongly agree that their school is less of staff development, and 5 teachers (62.5%) agree that their school is less of staff development. Most of the teachers agree that teachers need to have sufficient knowledge capacity on how to implement technology in the classroom. This is in line with the opinion of T6 and T7:

T6: "Teachers should be more creative in how to increase their skill when they are using technology."

T3: "In the digital era, teachers should upgrade and update the knowledge regarding the use of technology in teaching and learning process."

It can be concluded, the staff development here is to the teachers who teach in the digital era should developing their knowledge in utilizing technology in the teaching and learning process.

f. Lack of ownership



Figure 4. 22 Lack of ownership as the challenges faced by teachers in using ICT

From figure 4.22, three teachers agree, and three others disagree that their school is lack of ownership, 1 teacher (14.3%)is undecided that their school is lack of ownership and 1 teacher who did not respond this point.

g. Lack of funding from the school

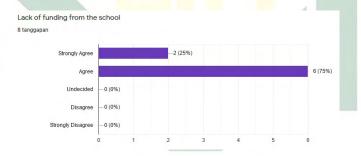


Figure 4. 23 Lack of funding from the school as the challenges faced by teachers in using ICT

From figure 4.23, 2 teachers (25%) strongly agree, and 6 teachers (75%) agree that their schools are lack of funding from the school. Funding limitations related to the support of the facility are very important issues. Most of the schools are difficult to get funding from both government and related institutions.

B. Research Discussion

After explaining the findings of this study, this chapter will discuss the research findings based on the theories which have been stated in chapter 2 that related to the research questions. This sub chapter discussed the research discussion as follow as:

1. Teacher's trends in using technology in the teaching and learning process

In this section, the researcher described the findings of the study related to the theory that has been written in chapter 2. The discussion is based on the research question, which is what are the trends of the teacher when teaching using technology in the learning process and what are the challenges faced by the teacher when teaching using technology in the learning process? The brief explanations discussed as follow as:

a. Usage of Instructional Tools and Materials

Based on the research findings, there are two items of instructional tools and materials which has the same percentage. First is the usage of the board. Figure 4.1 shows that 37% of the teachers always use the board as an instructional tool, and 25% of them answered often. It can be known that the board still be the facilitator for teachers in giving students an explanation about difficult material. Therefore, most of the teachers using the board because the board is always provided by the school, and it's quite simple to deliver the material to students.

Second is the computer use as the tools and materials for teacher. Figure 4.2 shows that 37% of the teachers always use computers as an instructional tool, and 37% of them answered often. Based on the result from figure 4.2, the computer has an important position as the instructional tools and materials to facilitate both teachers and students. Therefore, almost all of the teachers use a computer because it's simple and effective. The third is the usage of a computer projector, 25% of the teachers are often, and 25% of the teachers are sometimes using a computer projector. From the two positions, the same percentage of teachers use a computer projector to display PowerPoint slides. Besides that, the teachers also use it to present the material that contains images or visuals.

Fourth is the television use as the instructional tools and material, here most of the respondents say they never use television, they are around 50%, and only 25% of teachers are often, and 12.5% of teachers are sometimes using television. Meanwhile, the usage of video cameras here, most of the respondents say they sometimes use a video camera, they are around 50%, and only 12.5% often use a video camera for teaching. They usually use a video camera for practicing the students' speaking. The teachers ask students to speak for a topic and record it through a video camera.

Next is the OHP (Over Head Projector) use as the media for teaching. 50% of the teachers never use OHP because they think that

using OHP needs more time for preparing cable, connection, and wireless. The last is the usage of printed materials; here, 75% say that they are often use printed materials. It is because printed materials are considered as efficient tools for giving students exercise or tests.

Related to the previous study conducted by Nuril Imamah, this finding has the similarity about the teachers' trends in using technology in the teaching and learning process. Teachers used both of hardware and software tools for teaching English using technology. The similarity between previous study and the result from this study is the use of multimedia, web resources, and communication software. Teachers believed that by combining technologies, students will more interesting to learn. Together with findings from previous studies, the findings of the current study highlight that the teacher used computer as the tool to deliver the material into the teaching process. while using computer teachers used it to explaining material, giving students task and making students' report.

The result showed that there are 37.5% of respondents who always use the board, and 37.5% of them use computers as the instructional tools in their teaching and learning process. The result also in line with the research from T.S Safitri about the finding of usage of instructional tools and material that stated board has the higher

position of percentage.⁴⁰ It means that the board use as the tools of education still important as a media in the teaching and learning process.

b. Teacher's tendency of using technology for educational purposes

Related to the interview result, most of the teachers have been teaching for almost 4-6 years. The average of the teachers' proficiency in utilization of technology was advance. They also mentioned that combining technology into the teaching and learning process was highly important. Because looking forward to the development of the technology itself, it means that combining the technology in teaching can help teachers to advance students' knowledge and skills.

There were many arguments by teachers regarding the importance of technology in the teaching and learning process. First, they argued that using technology in the teaching and learning process allows students to use technology in real-life conditions without time and space limitations. Hence, using technology can help teachers to engage students in the learning process, preferably.

Second, the teacher also believed that using technology in the teaching and learning process was essential. Therefore, using interesting media of technology such as YouTube can catch the students' focus and interest. It will make the way of learning easier.

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⁴⁰ T. S. Safitri et.al. 2015. "Teachers' Perspective and Practices in Applying Technology to Enhance Learning in the Classroom", International Journal of Emerging Technologies in Learning (IJET), Vol 10, Issue 3, page 12.

Third, the teacher mentioned that combining technology can encourage students to learn more about a subject, and also, with the various technologies provided by teachers, it will make students excited to use technology more often. Besides, that teacher believed that seeing students' interest in using technology such as cellphones and computers can increase their curiosity about language so they can communicate with other people in the world. This is in line with the study conducted by Salasiah Ammad in the previous study. The result showes that the teachers' tendency in using technological tools is the use of mobile learning such as social media. It can be known that with the widespread of technology will be create many innovation in teaching. It is also make students more interesting to learn about English.

Fourth, using technology was really important. Because it will help teachers prepare the materials and find the supporting website for the teaching resource. Besides that, it also supports the process of delivery of the material easier.

Lastly, the teacher strongly believes that teachers also argued that using technology in the classroom makes students enjoy and fun. Technology has the ability to enhance relationships between teachers and students. When the teacher effectively integrates technology into the subject area, for example, giving material, the teacher grows into

roles of adviser, content expert, and coach. It will make the teaching and learning process more meaningful and fun.

In conclusion, there are 4 categories that have the same percentage. They are teaching for a specific subject, finding and accessing information and educational materials, preparing lessons, and communicating with other students.

2. The challenges faced by the teachers in using ICT

Based on the findings, the point that has the highest percentage is the less of staff development. This indicated that most of the teachers have the same experience in developing the staff management of implementing ICT in the teaching and learning process. This is the same as stated by L.Woga and C.Sanga about challenges found by the researcher in Tanzanian University which are lack of systematic approach to ICT implementation, less of awareness and attitude toward ICTs, lack of administrative support, lack of technical support, less of staff development, lack of ownership and lack of funding from the school.⁴¹

Moreover, related to the research that has been done by Asnawi et.al about the challenges of ICT use among English teacher.⁴² There were similar problems between previous research and the results of this study. The problem of using technology in teaching and learning process

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⁴¹A.S Sife, E.T. Lwoga and C. Sanga. 2007. "New technologies for teaching and learning: Challenges for higher learning institutions in developing countries", International Journal of English Education and Development using Information and Communication Technology (IJEDICT). Vol 3. Issue 2. pp. 63-64.

⁴² Asnawi Muslem et.all, "Perceptions and Barriers to ICT Use Among English Teachers in Indonesia", Teaching English with Technology, 18(1), 13, http://www.tewjournal.org

occurred when the equipment and facilities are not completed. It was also in line with the finding of this research about teachers' difficulty and dissatisfaction with the available facilities. Associated with the previous research that has been done by Karima about the challenges in technology use, this research has the same problem that was technological support.⁴³ This indicated that the problem of applying technology in the teaching and learning process is on the technological promotion. Therefore, the electricity, internet connections, and hardware must be really complete and work well, so the process of delivering material in the teaching and learning process will run well.

Regarding the interview that has been conducted by the researcher, the teachers experienced many problems while utilizing technology during the teaching and learning process. First, there were still many difficulties encountered when so many new applications which must be mastered by the teacher. Because technology required more skills in mastering technical equipment and programs, when the teachers did not understand and have a willingness to learn these skills, it will inhibit the teaching and learning process. This indicated that the ability of some teachers was still low

⁴³ Karima Fajarwati, 2018, "ETL Teachers' Challenges in Delivering Web-based Instruction for Senior High School Level in Sidoarjo", accessed on http://digilib.uinsby.ac.id

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Regarding to the development of technology in this digital era, it should be greatly utilized by teachers to take as much profit as possible to facilitate teachers in the teaching and learning process. The use of educational technology can improve teachers' performance in teaching process. Beside that, it may also increase students' interest in during the learning process.

The findings of this research showed that most of the teachers with more than 7 years of experience in teaching are likely use educational technology in teaching and learning process. The findings indicated that trends in the technology use among teachers to support the teaching learning process is the use of computers. Most of the teachers used computer as the tools for fulfill the needs during teaching and learning process. Teachers used it especially for accessing and delivering materials, giving tasks and making students' report. Computers considered as an adaptable and simple media because it is available in school and it can be accessed easily therefore teachers are comfortable using it.

On the other side, this study also concluded that the challenges in using technology appeared due to funding, administrative and technical support issues. It should be considered as the main focus for developing technology into teaching and learning process. The electricity, internet connection and

hardware properties must be really complete and work well so the process of delivering material in the teaching and learning process will run properly. This also should be taken into consideration by the school in order to make this problem as a priority both of funding perception and facility maintenance.

B. Suggestions

For the teachers, it is argued that teachers should be more aware of technology in this digital era. Especially, technological tools and materials to facilitate them in their teaching learning process. Teachers should able to find new innovation for more educational technologies. Such as the use of modern media or tools. Because with the existence of technology can help teachers to make technology-integrated materials. Therefore, it is better for teachers to take the advantage of technology to support their teaching.

Teachers also should be professional in combining technology with their needs for teaching. It can be beneficial for teachers to use technological tools and materials such as computer, laptop and video camera that can make learners interest during their learning process. It is also necessary for teachers to use innovative media to support their teaching.

For the schools, they should be more pay attention to several aspects related to the problem of applying technology. One of the more important aspects is the technological support which are tools and internet connection. These two things must be sufficient to facilitate teachers in the teaching and learning process. Additionally, the future researchers who want to study the

similar topics of this research, for example they can investigate the use of any new technological tools and also finding more challenges faced by the teacher during the implementation of technology in the teaching learning process.



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