

TEACHING WITH TECHNOLOGY : TRENDS AND CHALLENGES

THESIS

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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.Mokhammad 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.

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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.⁸ 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.⁹ 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

⁹ GencIter, B. 2015. "How does technology affect language learning process at an early age? *Procedia – Social and Behavioral Sciences*".

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

[illegible]

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.

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

[illegible]

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

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

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

[illegible]

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:

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

- [illegible]

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

1. 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.
2. 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

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.

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

REVIEW OF RELATED LITERATURE

1. Teaching English Using Technology

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:

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

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

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.

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.

³¹ Asnawati 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>

The fourth study was organized by Aisyah Mumary Songbatumis. This study investigated the teachers' perspective of the teaching challenges and also the solution.³² 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.

[illegible]

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 Web-based 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 technological tools in teaching learning process.

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.

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.

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:

- Ask the teacher's approval.
- Plan the schedule interview session.
- 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

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.

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:

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.

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

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

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

[illegible]

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

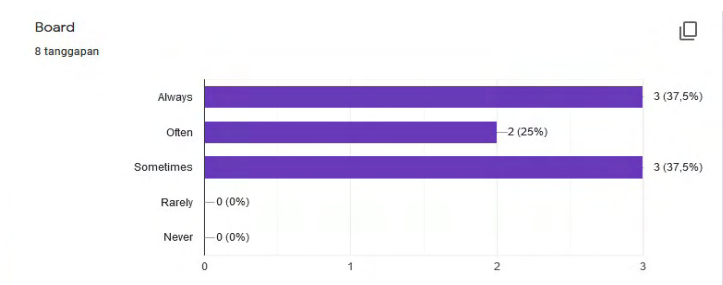


Figure 4. 1 The usage of the board as the instructional tools and materials

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 thought 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

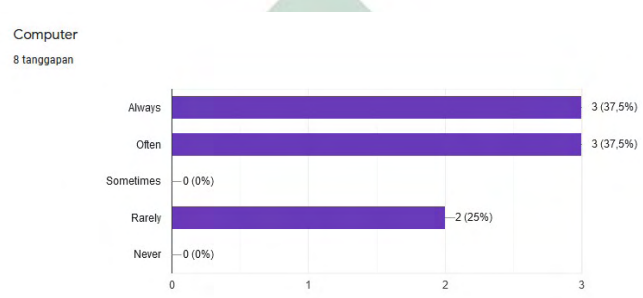


Figure 4. 2 The usage of computer as the instructional tools and materials

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:

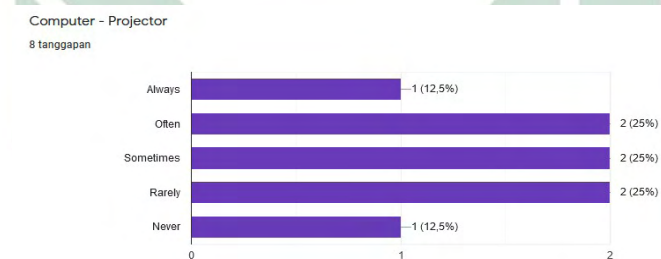
T2: *“Using a computer provided by the schools really help teachers to find and access materials. On the other hand, sometimes it is also used to make questions or material when the school is having urgent activities such as meeting”.*

Besides that, the usage of computers as the instructional tools and materials is also used for giving students listening material.

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 quantities of student.

3) Computer projector



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.

5) Video camera

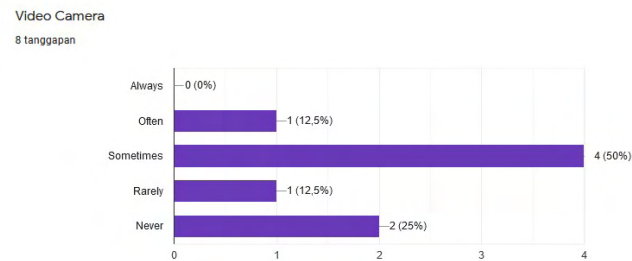


Figure 4. 5 The usage of a video camera as the instructional tools and materials

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)

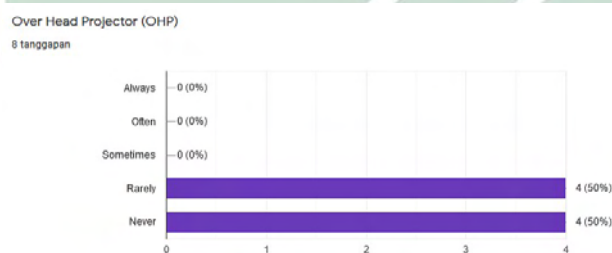


Figure 4. 6 The usage of Over Head Projector (OHP) as the instructional tools and materials

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

b. Teachers' tendency of using technology for educational purposes

1) Teaching - learning for a specific subject

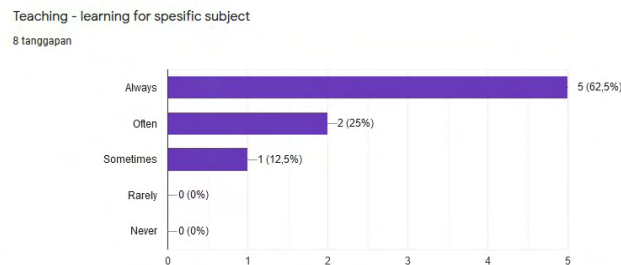


Figure 4. 8 Teachers' tendency to using technology in teaching-learning for a specific subject

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

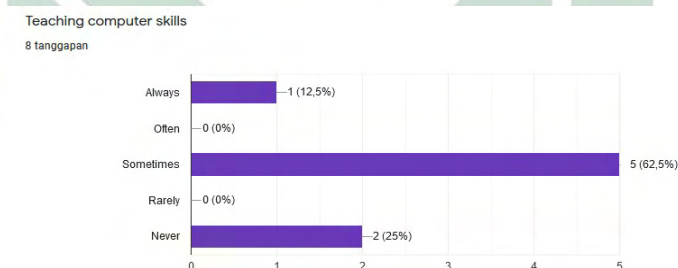


Figure 4. 9 Teachers' tendency to using technology for teaching computer skills

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.

b. Less of awareness and attitude towards ICTs

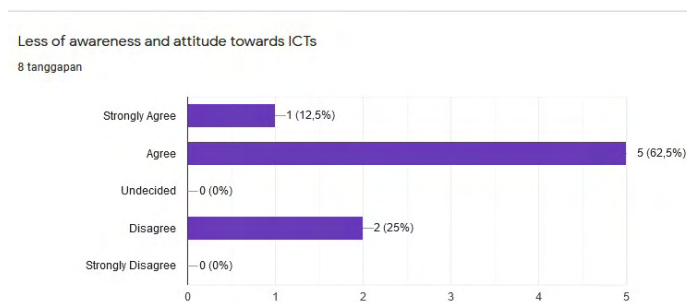


Figure 4. 19 Less of awareness and attitude towards ICTs as the challenges faced by teachers in using ICT

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

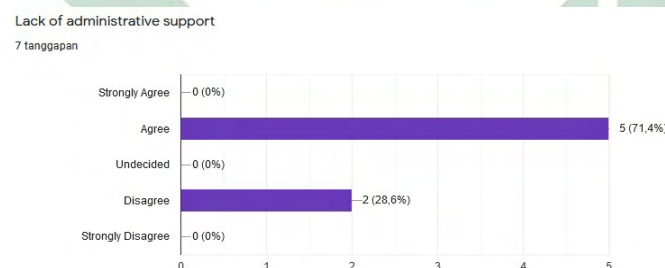


Figure 4. 20 Lack of administrative support as the challenges faced by teachers in using ICT

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.

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:

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.

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.

[illegible]

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

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

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.

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 shows 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

CONCLUSIONS AND SUGGESTIONS

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 be 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

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