



**EFL TEACHER'S VOICE OF USING COMPUTER-BASED
TECHNOLOGY IN *SEKOLAH ALAM***

THESIS

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Abstract

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The use of information and communication technology (ICT) is one of the most important learning media in the 21st century. This study aims to explore the perception of EFL teachers on the use of ICT in learning English at *Sekolah Alam*. To achieve this goal, data was collected from 2 teachers from *Sekolah Alam* Bima and SD Alam Elkisi through interviews.

The method used in this research is descriptive qualitative. The results showed that the teachers have a positive perception of the use of ICT for learning English and their different voices in several other aspects. Teacher 1 had a positive perception of the use of computer-based technology, but the learning environment and concepts owned by the *Sekolah Alam* made the use of technology less intense.

However, the teacher thought that the students' learning atmosphere was still fun and their achievements in English subject were still good. While teacher 2 who also had the same perception argued that by maximizing the use of computer-based technology, students are more accomplished and more enthusiastic in participating in English teaching and learning activity.

Abstrak

Furotun, Nurus Syamsiyah, 2022. EFL Teacher's Voice of Using Computer-based Technology in *Sekolah Alam*. Tesis, Magister Pendidikan Bahasa Inggris. Universitas Islam Malang. Pembimbing: (1) Dr. Dra. Mutmainnah Mustofa, M.Pd

Kata kunci: opini guru, persepsi, Sekolah Alam, komputer, TIK, EFL

Pemanfaatan teknologi informasi dan komunikasi (TIK) merupakan salah satu media pembelajaran terpenting di abad 21. Penelitian ini bertujuan untuk mengetahui persepsi guru EFL tentang penggunaan TIK dalam pembelajaran bahasa Inggris di Sekolah Alam. Untuk mencapai tujuan ini, data dikumpulkan dari 2 guru dari Sekolah Alam Bima dan SD Alam Elkisi melalui wawancara.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa para guru memiliki persepsi positif tentang penggunaan TIK untuk pembelajaran bahasa Inggris dan perbedaan pendapat mereka dalam beberapa aspek lainnya. Guru 1 memiliki persepsi positif terhadap penggunaan teknologi berbasis komputer, namun lingkungan belajar dan konsep yang dimiliki Sekolah Alam membuat penggunaan teknologi kurang intens.

Namun, menurut guru suasana belajar siswa masih menyenangkan dan prestasi mereka dalam mata pelajaran bahasa Inggris masih bagus. Sedangkan guru 2 yang juga memiliki persepsi yang sama berpendapat bahwa dengan memaksimalkan penggunaan teknologi berbasis komputer, siswa lebih berprestasi dan lebih antusias dalam mengikuti kegiatan belajar mengajar bahasa Inggris.

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the research. It consists of background of the study, problem of the study, objective of the study, hypothesis of the study, limitation of the study, significance of the study, and definition of key terms.

1.1 Background of Study

Education is essentially a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. Munib et al., 2012: 143).

Learning at this time requires a teacher to provide more variety in teaching, such as variations in using learning strategies, because learning strategies are very influential in learning and can also improve student learning outcomes. Breen and Candlin add the importance of learning strategies in teaching language science. In this case, it is explained that strategies that have a communicative nature will be more effective to be applied in teaching and learning English, especially for the lower middle level. The explanation explains that learning strategies play an important role in helping teacher and students in teaching and learning practices. The concept of learning in foreign languages is an acquisition process that aims to achieve communication skills. According to the theory of learning a second language (Second Language Acquisition Theory)

shows that when a child learns because of the need to communicate and they can fulfill it from language learning. This theory also explains that a person's language skills will develop gradually from easy to more complex. And in language learning, the teacher acts as a model and interacts directly with students such as communicating directly using simple language. There are several methods of teaching English, including the grammar translation method, the direct method, and other methods that can be a solution for teaching English face-to-face. Larsen-Freeman in his book on English teaching techniques and methods explains that although there are several alternative techniques/methods in teaching English, it does not require a teacher to apply all existing methods. Instead, the teacher is required to be more creative in applying existing techniques or methods in the practice of teaching and learning English.

Psychologically, learning media is very helpful for the psychological development of children in terms of learning. In addition, the use of media in the learning process can also provide meaningful experiences for students. It can be concluded that the use of media in the learning process can have implications for three things, including on the teacher, on the students and on the learning process in the classroom.

Teacher must be more creative in their teaching, both in terms of learning methods and learning media that are compatible with technological advancements. Now, the learning process is more efficient if the learning is done with the help of a learning media. According to Djamarah and Zain (2006: 121-122), learning media is a communication process that involves delivering a message from a

message source to a message receiver via a medium. Media is a learning tool that directly facilitates the learning process in order to achieve the learning objective in an efficient and effective manner. Media can be thought of as a learning information distributor or a message distributor. Learning media is any tool that can be used as a message distributor to achieve a learning goal." It follows that the teacher is the source of the message and the students are the recipients of the message, and that the primary function of the learning media is to assist the teacher in delivering material to students in the classroom.

Learning media, on the other hand, can help students study more easily by serving as preparation before the teaching and learning process. Students are expected to grasp the paradigm of the material presented by educators, and evaluation students can improve their learning outcomes. The development of technology has an impact on the learning media used by teacher. Students also state that the use of learning media must keep up with technological advancements in learning. To encourage students' creativity, learning media must be appropriate for their level of ability. Learning media also demonstrate their existence to improve students' interest in learning. According to Azhar (2013: 20), one of learning media functions is attentional function, in which learning media serves as a core to attract and direct students' attention to concentrate on the subject material related to the meaning of displayed visual or text. Those, as well as learning objective achievement and desired learning outcome, can be accomplished more easily and quickly.

ICT is one of the media that can be used by teacher to teach English. ICT is an abbreviation for Information and Communication Technology. The development of Information and Communication Technology (ICT) has affected all existing aspects, such as economic, cultural, political, social, defense and security, even household work. Seeing the important role of ICT in learning, there are so many learning models that have been developed to solve learning and learning problems.

Teacher and schools in the 21st century face major challenges in learning. Today "21st century learning and skills" is well known. For students to master skills in the 21st century, teacher must be able to help them, so that students can tackle the challenges of the 21st century. Teachers have roles as facilitators and mentors in learning activities, while students have roles as knowledge builders, independent learners and problem solvers.

Ngallo (2019) stated that the limited use of technology facilities and learning media results in education being left behind. Schools that have a larger number of students and classrooms than the available learning facilities result in obstacles in the use of learning facilities, so that students experience limitations in using Computer-based Technology learning facilities, for example the use of LCDs and computers. In the modern era nowadays, educational facilities in learning materials have to use technology as a learning media tool instead of using classical teaching materials. When learning facilities in the form of computers and LCDs are not sufficient, it will affect the education and learning activities of

students themselves. In fact, if we look at the notion of education is a conscious effort that is carried out and arranged systematically to achieve a goal.

Mustofa (2020) stated that integrating ICT into English learning is a very feasible alternative because teachers can use to vary their teaching media. Teachers become more creative.

In addition to the lack of facilities which is a problem for education in this country, There are other problems such as the education system. In the field of education, the concept of school is one of the important elements for the sustainability of the national education system.

Santoso (2010) The failure of the education system in Indonesia has stimulated the growth of alternative schools which are believed to have a better quality of education than ordinary schools. One alternative school that is currently in demand is the *Sekolah Alam*. One form of the education system that was initiated to change the current state of the Indonesian education world, and has begun to be developed in Indonesia, is *Sekolah Alam*.

Although the *Sekolah Alam* also uses mobile phones as a medium of communication, during classroom learning that blends directly with nature, students will have more attention to the environment. Students will have more direct contact with the environment, classmates and teacher, so that their interest in gadgets is not too great.

There are two *Sekolah Alam* chosen by the researcher to do this research. First, *Sekolah Alam* Al-Qur'an Bima which is a nature school located in Bima. This school is a nature-based school with a Qur'anic learning program. Many

teaching and learning activities are carried out outdoors because of the concept of learning in nature which this school has. The second is SD Alam Elkisi which is a school under the Elkisi Islamic Boarding School Foundation. This school is located on the slopes of a mountain in Mojokerto. The school also uses the concept of learning while close to nature. This school has a vision and mission to make a pious generation, intelligent, independent and leading generation in technology.

Seeing the concepts and advantages offered by *Sekolah Alam*, the researcher is interested in understanding the EFL teacher's voice of using computer-based technology in *Sekolah Alam*.

1.2 Research Question

Based on the background of the study as mentioned above, the main concern of problem in this research is formulated as follow

1. What is the EFL Teacher's voice of using Computer-based Technology tools in learning English at *Sekolah Alam*?
2. How do teachers use Computer-based Technology tools in learning English at *Sekolah Alam*?
3. What are the obstacles faced by teacher regarding the use of Computer-based Technology tools in learning English at *Sekolah Alam*?

1.3 Objective of the Study

In line with the problem statement and research questions, the objective of the study are:

1. To describe the teacher's perception of using Computer-based Technology tools in learning English at the Sekolah Alam.
2. To find out how teacher using Computer-based Technology tools in learning English.
3. To find out the obstacles experienced by teacher related to the use of Computer-based Technology tool in learning English.

1.4 Hypothesis of the Study

The hypothesis of the research is using Computer-based Technology in *Sekolah Alam* has positive perception from English teachers.

1.5 Significances of the Study

The findings of t of this study are expected to be useful for:

1. For teacher, this research can be used as input in order to implement teaching and learning activities by utilizing Computer-based Technology tools in learning and teaching English.
2. For schools, this research provides a new discourse on the use of Computer-based Technology tools in learning and school policies related to the procurement and use of Computer-based Technology devices by students in the school environment.

1.6 Scope and Limitation

1. Researcher will focus on the teacher's perception, how to use it and the obstacles experienced in using Computer-based Technology tools in learning and teaching English.

2. The research was carried out in 3 elementary schools and the equivalent, those using the Sekolah Alam concept in several areas with the focus of the research being aimed at teacher of English subjects.

1.7 Definition of Key Terms

The definition of important terms is given as follows in order to get general overview and avoid misunderstanding.

1. ICT is Information and Communication Technologies which refers to all communication technologies, including the internet, wireless networks, call phones, computers, software, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form.
2. Computer-based Technology is based learning media computer or it can be called as assisted learning computer. The use computer as media interactive learning can manifested in various form. Those are hardware and software support, includes processor (data processing), media data/information storage (hard disk, CD, DVD, flash disk, memory, memory card, etc.), recording device (CD and DVD), input devices (keyboard, mouse, scanner, camera, etc.), and output devices (monitor screen, printers, LCD projectors, speakers, etc.).
3. *Sekolah Alam* is school provides students an opportunity to direct their learning through an emergent and inquiry-based approach to education. This child-centered approach is central to the teaching philosophy and takes place

in a natural outdoor setting. Sekolah Alam touches on all subjects and disciplines.







CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the study and some related suggestion.

A. Conclusion

Based on the results of the research on teacher's perceptions at Sekolah Alam Al-Qur'an Bima and SD Alam Elkisi towards the use of computer-based technology, it can be concluded that teachers have a fairly positive perception tendency. These results come from an analysis of the factors that cause teacher's perceptions, namely functional factors and structural factors. On the functional factors include the ability of teacher and teacher's feelings. Meanwhile, structural factors include environmental characteristics and learning stages.

This research is influenced by two factors, namely personal factors and object factors in perceiving the use of Computer-based Technology. Both factors influential here because Computer-based Technology is assessed according to the needs of teacher to improve students' English skills. The *Sekolah Alam* environment itself does not support the maximum use of Computer-based Technology due to the physical condition of the *Sekolah Alam* environment, which interacts and engages in outdoor activities more than indoors.

Even thought, Pipit as English teacher in *Sekolah Alam* did not find it difficult or burdened with the concept of *Sekolah Alam* where students interact more with nature compared to ICT. She also told students more interactive and happy study outside without computer-based technology device.

The statement from Pipit is opposite to Ahmadi, Mustofa & Karimullah (2021) stated that nowadays, teachers in various schools around the world choose to use new teaching methods that have been implemented using technology. Such learning media is considered effective to support student learning involvement.

Meanwhile, Agustin as English teacher in SD Alam Elkisi believed that the use of Computer-based Technology in teaching and learning activities in English class will make students more enthusiastic about learning English and they are not getting bored. Even in their daily life students are used to learning English outdoor. Agustin's perception of the use of technology is in line with Ahmadi, Mustofa, Karimullah, Hairi (2019) that argued if currently the world of education realizes that education cannot be separated from the use of technology

B. Suggestion

After the author conducted research and saw the reality, there are some suggestions that need to be conveyed:

1. Educational institutions pay more attention to facilities that are still incomplete so that anything that becomes a factor inhibiting the teaching and learning process can be completed immediately.
2. It is suggested to the school authorities to form a management team for Computer-based Technology facilities and train classroom teacher to be able to operate them. Aims to facilitate learning activities at the Sekolah Alam, providing more varied sources of Computer-based Technology. This can increase the interest of students to follow developments technology. Teacher

and school employees are expected to follow the development of Computer-based Technology, not just students.

3. For further researcher, it is recommended to conduct further research on teacher's perception of using computer based technology in Sekolah Alam and relate it to other variables not included in this study.





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