



**TEACHERS' PERCEPTION ON THE USE OF INFORMATION
COMMUNICATION AND TECHNOLOGY (ICT) AT ENGLISH
LANGUAGE TEACHING**

SKRIPSI

**Presented to
Faculty of Teacher Training and Education
University of Islam Malang
In partial fulfillment of the requirements for degree of
Sarjana in English Language Education**

**BY
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**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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SEPTEMBER 2022**



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ABSTRACT

Amalya, Rifky. 2022. *Teachers' Perception on the Use of Information Communication and Technology (ICT) at English Language Teaching.*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Dr. Alfian Zuhairi, M.Pd; Advisor II; Dr. Muhammad Yunus, S.Pd. M.Pd.

Key words: Teachers' Perception, ICT, Perceived Usefulness (PU), Perceived Ease of Use (PEU).

ICT is an acronym for Information Communication and Technology. ICT developed very quickly in all aspects, including the educational aspect. Technology helps teachers carry out their duties in English language teaching. ICT offers ease of use because it can be accessed anytime, anywhere, and by anyone. However, there are some teachers who are still reluctant to apply it to the learning process. The purpose of this article is to explore and analyze teachers' perceptions on the use of ICT in English Language Teaching (ELT) at Islamic Junior High School.

This research used qualitative descriptive method. This research was carried out at MTs Al-Ma'arif 01 Singosari with three chosen English teachers. The data were collected through interviews. The questions consisted of 15 items, which were divided into two main variables. The first variable, consisting of 7 question items about teacher perceptions of perceived usefulness (PU) of ICT media. The second variable, consisting of 8 question items about teachers' perceptions of perceived ease of use (PEU) of ICT in English language teaching. The data in this study were analyzed by collecting data, reducing data, displaying data, and drawing a conclusion.

The results indicate that the teachers have received many positive impacts from ICT. The teachers feel that the existence of ICT can increase student motivation, make learning more fun, diverse, and interesting, and also improve teacher teaching skills in the classroom. Based on the results of this research, it can be concluded that the teachers have positive perceptions on the use of Information Communication and Technology (ICT) in English language teaching.

Amalya, Rifky. 2022. *Persepsi Guru tentang Penggunaan Teknologi Informasi dan Komunikasi (TIK) pada Pengajaran Bahasa Inggris*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing I: Dr. Alfian Zuhairi, M.Pd; Pembimbing II; Dr. Muhammad Yunus, S.Pd. M.Pd.

Kata kunci: Persepsi Guru, TIK, Persepsi Keefektifan (PU), Persepsi Kemudahan Penggunaan (PEU).

TIK adalah singkatan dari *Teknologi Informasi dan Komunikasi*. TIK berkembang sangat cepat dalam segala aspek, termasuk aspek pendidikan. Teknologi membantu guru melaksanakan tugasnya dalam mengajar bahasa Inggris. TIK menawarkan kemudahan karena dapat diakses kapan saja, di mana saja, dan oleh siapa saja. Namun, ada sebagian guru yang masih enggan menerapkannya dalam proses pembelajaran. Tujuan dari artikel ini adalah untuk mengeksplorasi dan menganalisis persepsi guru tentang penggunaan TIK dalam Pengajaran Bahasa Inggris (ELT) di SMP Islam.

Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini dilaksanakan di MTs Al-Ma'arif 01 Singosari dengan tiga orang guru Bahasa Inggris terpilih. Data dikumpulkan melalui wawancara. Soal terdiri dari 15 item yang terbagi menjadi dua variabel utama. Variabel pertama, terdiri dari 7 item pertanyaan tentang persepsi guru terhadap *perceived usefulness* (PU) mengenai media TIK. Variabel kedua, terdiri dari 8 item pertanyaan tentang persepsi guru dalam kemudahan penggunaan (PEU) TIK ketika mengajar bahasa Inggris. Data dalam penelitian ini dianalisis dengan beberapa cara yaitu, mengumpulkan data, mereduksi data, menampilkan data, dan menarik kesimpulan.

Hasilnya menunjukkan bahwa para guru telah menerima banyak dampak positif dari TIK. Para guru merasa bahwa dengan adanya TIK dapat meningkatkan motivasi siswa, menjadikan pembelajaran lebih menyenangkan, beragam, dan menarik, serta meningkatkan keterampilan mengajar guru di kelas. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa para guru memiliki persepsi positif tentang penggunaan Teknologi Informasi dan Komunikasi (TIK) dalam pengajaran bahasa Inggris.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, research problem, the objectives of study, the significance of study, the scope of study, and the definition of key terms

1.1 Background of the Study

ICT is an acronym for *Information and communication technology*. It is currently developing in all aspects of life, including in terms of education. For the last three decades, ICT is growing very fast. Technology that continues to develop brings many changes to everything around us. According to Arif et.al. (2022:19) stated that technology offers easier access to forms of voice, video, data, images that are useful for more than just communication between humans. This means technology will help us in our job, education, leisure and in other occasions. In the scope of education, Technology also helps teachers in carrying out their duties in class. Teachers must have the ability to integrate, compose and apply ICT-based learning in the classroom, because ICT is an unavoidable aspect of our lives. Furthermore, According to Fatimah and Santiana (2017:129) the use of ICT in the classroom has many benefits, such as increasing teacher creativity, producing a better learning experience, increasing student motivation or interest, and building teacher confidence when teaching in the classroom. ICT is also

effective because it is able to provide correct information, provide variations in content presentation according to their own speed and ability.

Currently, ICT is not only in the form of visible hardware, but it has developed into all technologies that help teachers carry out the teaching process in the classroom. According to Alkamel (2021:30) ICT is all forms of technology used to transmit, process, store, create, display, share, or exchange information through electronic media. In learning and teaching context, ICT is defined in a more limited scope, namely computer-based technology (including laptops, computers, lcd, tablets, smartphones), software application, Internet-based technology (covering websites, blogs, e-mails), and social media sites such as YouTube, which is used to facilitate learning and teaching (Pardede,2020:146). This is supported by opinion of Ammade, Mahmud, Jabu and Tahmir (2018:112) that there are many kinds of technologies which can be used for good teaching process. In the types of technology used for teaching, the results of their study show that social media, Whatsapp, mobile learning, websites, blogging, and learning software application are some of the good technology tools to be applied in supporting the teaching and learning process of students. So, currently ICT devices are not only hardware, but it can also take the form of software application, internet based technology and social media.

Technology is also used in the context of English Language Teaching (ELT). According to *Collins dictionary*, ELT is the teaching of English to people whose first language is not English. Indonesia is a non-native English country because it does not make English to be its main language. The main language in Indonesia is Indonesian language. This is supported by the opinion of Isnani

(2019:247) that English is a foreign language in Indonesia that caused the rare use of English in daily activities both inside and outside the classroom. Therefore, English teachers in Indonesia must make more efforts to develop their students' English skills. In improving the ability of non-native speakers in teaching and learning process, ICT can act as an effective medium. ICT is considered to be one of the effective media to learn English as it can be accessed anywhere, anytime and by anyone. The use of ICT media will also facilitate the performance of teachers in teaching process.

Unfortunately, there are still many teachers who do not use ICT optimally to facilitate learning activities in the classroom. When I did practical field experience, I found that some teachers had not used ICT optimally in the school. I conducted my practical field experience in MTs Al-Ma'arif 01 Singosari. The teachers have used several ICT tools, but they have not used the diversity of these media to match the material to be taught. This is unfortunate because ICT offers many benefits in the teaching and learning process in the classroom. Pardede (2020:145) stated the majority of EFL teachers in his research have not used ICT optimally in the classroom. Even though that possibility to provide great resources to support teaching practice, many teachers do not want to use ICT. They are more interested in using traditional media and resources, such as blackboards and textbooks. Even though, It would be nice if the teacher took advantage of the existence of ICT as a supportive tool in facilitating the learning process. So, the teacher does not always become the only center or source of providing material. Students will also be involved in the learning process in the class. According to Sakthivel (2021:22), many teachers also feel comfortable with

the lecture method (telling method) in class, even though the method has not been able to achieve different learning objectives. The lecture method (telling method) is a method that relies on an explanation of the material from the teacher. Students just sit and listen to the explanations delivered by the teacher. This method is considered less effective because it only relies on the teacher's memory without involving students in the learning process. This will cause students to get bored easily because of the monotonous atmosphere and also make them uninterested in participating the learning process. Therefore, ICT media are considered to be an alternative media that can help increase student interest because it involves them (students) in the learning process. ICT is also effective because it is able to provide correct information, provide variations in content presentation according to their own speed and ability. In fact, one of the benefits of the use of ICT in English language teaching is it can improve and optimize students' language acquisition and substantially motivate them to continue their learning and stimulate their creativity and passion (Azmi, 2017:117). This is a clear evidence that there are positive things and benefits caused by the existence of ICT in the scope of education.

Many research encountered the problem of teachers' perception when using ICT in teaching and learning process in the class (Silviyanti and Yusuf, 2015). According to the opinion of Wendell et.al (1956:149) which states that perception is a reaction in simple terms. So, in perception, we will respond or react to the information from outside, then we will adjust it to our own environment. Perception process consist of three stages : selection, organization, and interpretation of sensory information. Taiwo (2009) found that the level and

degree of technology use by teachers depends on their belief and perception on the role of technology in their classroom, or in the other words “based on what teachers can do using technology in the classroom”. Furthermore, Pardede (2020:145) reported that teacher perceptions and attitudes towards ICT are the leader of important factors in technology integration while teaching English. Thus, the teacher's perceptions about the application of ICT in English language teaching is highly necessary. Therefore, this study will discuss about the teacher's perception or point of view regarding to the use of ICT as one of the learning media in teaching English in the class. I conducted this research where I did my practical field experience, namely MTs Al-Ma'arif 01 Singosari.

Based on the explanation, the objectives of this study are to explore and analyze teachers' perception about the Effectiveness and the Practicality of ICT at English Language Teaching. By identifying and providing an overview of teachers' perception when English language teaching in the classroom, this will be a big step to improve learning curriculum and standard in schools and also develop skills or knowledge in the use of ICT as a learning media. The novelty of this research with previous research was found in the investigated variables. This study divides perceptions into two main variables, namely The Effectiveness (PU) and The Teacher's Practice (PUE). This study focuses on the variables of The Effectiveness and The Practice by teachers in the classroom.

1.2 The Research Problem

Based on the background previously, this research aims at finding out What are the English Teachers Perception on the Use of ICT at English Language Teaching (ELT) at *Islamic Junior High School (IJHS)*. Therefore, the present researcher formulates the following research problem as follow:

1. What are the English teachers perceptions about the Effectiveness of ICT at English Language Teaching?
2. What are the English teachers' perception about the Practicality of ICT at English Language Teaching?

1.3 Objectives of the Study

The objectives of this study is to explore and analyze about the perceptions of English teachers who used ICT media to facilitate teaching process. Therefore, the objective of this study is

1. To explore and analyze teachers' perception about the Effectiveness of ICT at English Language Teaching.
2. To explore and analyze teachers' perception about the Practicality of ICT at English Language Teaching.

1.4 Significance of the Study

The writer hopes this research can give contribution to the English teaching and learning process. It has two significances : theoretical and practical significances:

1. Theoretical Significance

Contribute to improving teacher competency standards, especially pedagogic competence in teaching English using ICT. Pedagogic ability is a teacher's skill in managing the learning process, including curriculum development, learning evaluation and exploring the potential of students. The teacher is considered to be successful if the classroom atmosphere being more effective and conducive

2. Practical Significance

The practical significance for the teachers is this research can increase the awareness of English teachers to use ICT in order to facilitate the teaching and learning process in the classroom. For education experts, this study is expected to assist education experts in developing learning curriculum standards with the utilization of ICT media. And for other researchers is to give additional information for other researcher who wants to conduct further research on the related field.

1.5 Scope and Limitation of the Study

The writer focuses on English teachers' perception on the use of ICT media in English Language Teaching. In this study, The main variables to be investigated in this study are *perceived usefulness (PU)* and *perceived ease of use (PEU)* which are considered as a key variables that directly or indirectly explain the research results. The writer explore and analyze the perception on the use of ICT by English teacher in the class, especially in English Language Teaching (ELT) at *Islamic Junior High School (IJHS)*.

The researcher wants to know in depth about the perception on the use of ICT while teaching English in the classroom. The writer's reason for choosing an English teacher at MTS Al-Maarif 01 Singosari, because it is an A-accredited school and has good learning facilities.

This study has limitations in the subjects used. The subjects in this research was limited. The researcher used three chosen English teacher. To get more in-depth findings, further research is suggested to involve more subject in interviews. This is done with the aim of obtaining more comprehensive data so that it can be generalized to all EFL teachers.

1.6 Definition of Key Terms

In order to avoid misunderstanding or get the same perception of the terms used in the study, the following definition are given:

Teacher perception in this study is the response, comments or point of view of English teachers (as an informants) about the use of ICT as a learning media while teaching English language in the classroom which consists of *perceived usefulness (PU) and perceived ease of use (PEU)*.

Information and Communication Technology (ICT) Information and Communication Technology (ICT) in this study means a technology that serves to transmit, process, store, create, display, share, or exchange information through electronic media to facilitate teaching process in the form of hardware (including laptops, computers, LCDs, tablets), e-mail, smartphones), software applications, internet-based technologies (including websites, blogs, e-mails), as well as social media sites such as Youtube.

English language teaching in this study means the practice of teaching English in the classroom and it is implemented for students whose first language is not English.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding and the second is the suggestion dealing with the objectives of teaching and learning process.

5.1 Conclusion

The use of ICT in learning English is important by teachers because the development of ICT cannot be separated from our lives. ICT brings many positive changes and benefits in all things, including in education scope. This is supported by the opinion of Fatimah and Santiana (2017) that ICT helps increase teacher creativity, produce a better learning experience, increase student motivation or interest, and build teacher confidence when teaching in the classroom.

In conclusion, this study has revealed that the teacher have positive perceptions on the use of ICT at English language Teaching. This statement is correlated with research findings which show that most of them have applied ICT and have received many positive benefits from ICT. Teachers at Islamic Junior High Schools feel that the existence of ICT is indispensable in the learning process. Furthermore, part from the many benefits that ICT provides in the process of teaching English in the classroom, ICT is also applied because its use offers convenience. ICT can be accessed anytime, anywhere and by anyone. The researcher explained the conclusion into 2 parts.

The first conclusion is teachers have positive perceptions on the use of ICT at English language Teaching in terms of the Effectiveness. ICT is considered effective because it can increase student motivation, make learning activities more fun, diverse and interesting, and improve teacher teaching skills in the classroom. All the subjects said that the existence of ICT is very important in the classroom. The use of ICT in learning English is important because the development of ICT cannot be separated from teacher's lives. They get a lot of positive benefits that bring a more active and conducive learning atmosphere in the classroom.

The second conclusion is teacher has positive perception on the use of ICT at English language teaching in terms of practicality in the classroom. All the subjects feel that ICT is a learning media that is easy to use and have easily accessible anytime and anywhere. ICT also offers a variety of methods and sources of teaching materials that can be used when teaching in the classroom. Almost all classroom activities use ICT media, so they highly recommend holding ICT training so that they can use ICT more optimally in the classroom.

5.2 Suggestion

Based on the result of the study, the researcher puts some suggestions to the following parties:

1. For school

The schools are expected to provide adequate facilities for the use of ICT in the learning process. it aims to support teachers to improve their teaching skills in the class. If the schools provides adequate ICT facilities, then the teacher will find it easier to use and implement ICT when teaching in the class.

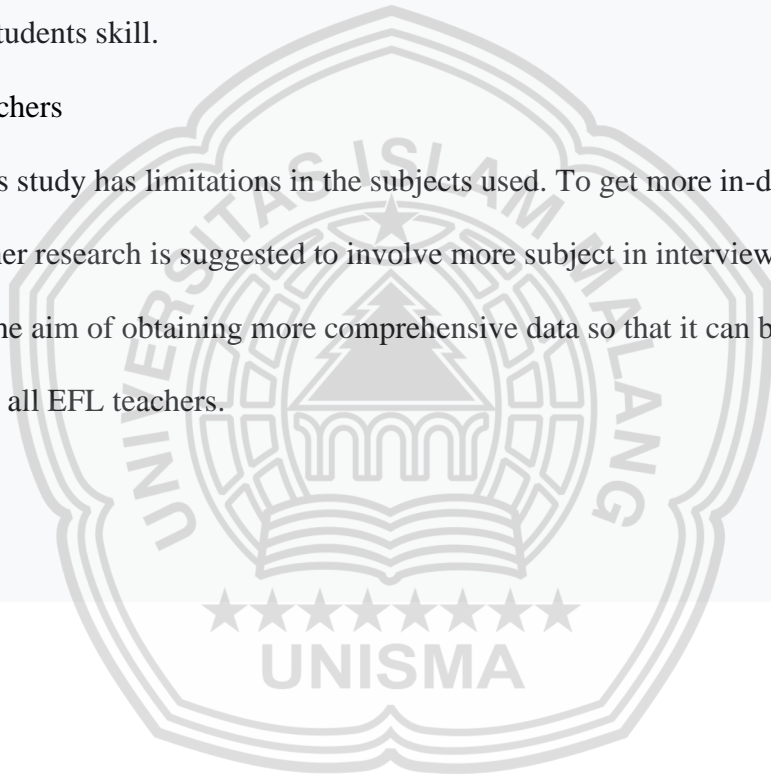
The schools are also advised to conduct ICT training for the teachers. ICT has many positive impacts in teaching and learning activity. And ICT training will motivate them to use and apply ICT more optimally in the classroom.

2. For teachers

For teachers, this research is expected to encourage them to apply ICT optimally as a learning medium that helps teachers apply appropriate learning methods, understand students needs, design and implement the learning process, and develop students skill.

3. Other researchers

This study has limitations in the subjects used. To get more in-depth findings, further research is suggested to involve more subject in interviews. This is done with the aim of obtaining more comprehensive data so that it can be generalized to all EFL teachers.



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