Students' And Teachers' Perception And Attitude Of Using Ict In English Class In Globe School 1 Batam

Gabriella Jap, Gabriela Micheline Slikker[2]

2161011.gabriella@uib.ac.id
2161012.gabriela@uib.ac.id

[1]Faculty of English Language Education, Universitas Internasional Batam, Batam, Indonesia
[2]Faculty of English Language Education, Universitas Internasional Batam, Batam, Indonesia

Abstract

Students at the private school in Batam are demonstrating promising trends in their use of technology for learning and adaptability. Other than that, the English teacher might still lack experience integrating ICT in the classroom, but the school's ICT resources are fully functional and ready for use. Because of the above urgency, using ICT in the classroom is mandatory for teachers. Further investigation is deemed necessary regarding the perceptions and attitudes of both students and teachers regarding the use of ICT in English classes at Globe 1 Batam. There is a pressing need to design this research on ICT use in the classroom because, in the twenty-first century, students will use it to meet ISTE standards and discover solutions for teachers who are still struggling to figure out how to integrate technology well enough to meet the standards for instructors as stated in the ISTE standards. The research design uses mixed-method research, this research uses the ASSURE model. In this study, which includes participants from the 9th and 12th grades as well as Ms. E, the English teacher at your partner school, a total of 24 students—13 from the 9th grade and 11 from the 12th grade—as well as Ms. E, the English teacher for Junior and Senior High school, highlight a challenge that Globe School faces in integrating technology usage in the classroom. By the time the school asks for assistance, this project has already been completed, and the researchers can offer advice on how to integrate ICT into English classes.

Introduction

In the twenty-first century, technology and education are are inextricably intertwined with one another. Under the law number 36-year 2018, as the Ministry Education and Culture of Indonesia (Dian Wahyuni, 2018) has mentioned to meet the needs of students in developing abilities in digital learning or ICT (Information and Communication Technology). Based on our understanding, the International Society for Technology in Education (ISTE) which the organization committed to empowering and connecting learning in the digital world and ISTE also helping students and teachers to meet the standard that has been designed by (David Moursund, 2018). The features and demands of 21st century learner's characters which are skills of integration, namely 4Cs (Critical thinking, Creative thinking, Collaboration, and Communication), this will direct digital literacy, showing teachers and students how important technology is.

Digital literacy pertains to an individual's capacity to utilize technology to conduct research, locate, assess, and generate content that leverages technology. According to (Ramadhan et al., 2019a) it has been said that readers of all ages, from young ones to elderly ones, are accustomed to accessing and reading information online these days. This means that they use technology to understand things more thoroughly and occasionally adjust to a new platform. Additionally, when the primary goal of education is technology, students should use ICT effectively by applying the 4Cs. This study aims to clarify how teachers and students view and feel about utilizing ICT in English classrooms.

The term "integrated technology and media for learning" describes the application of different digital tools and multimedia materials in a way that improves and supports educational experiences. By incorporating digital innovation into the classroom, teachers can provide students with real-world learning opportunities, such as creating enjoyable online activities through e-learning or participating in interactive online discussions that influence their perspectives on using ICT (Taghizadeh & Hasani Yourdshahi, 2020). The basic advantage of integrated ICT in English class that applied suitably can make the process of teaching and learning more fun and better to understand English materials (Albiladi & Alshareef, 2019). The student in private school Batam, show a good sign in learning using technology and they can adapt really well. Other than that, the English teacher may still precede a lacking knowledge in integrating ICT in classroom, but ICT tools in the school has adequately complete and ready for use. Thus, It is compulsory for teachers to use ICT in the classroom, through the urgency above.

Based on the discussion above, the researchers believe that this research about the students' and teachers' perception and attitude of using ICT in English class in Globe 1 Batam which need to be explored more. The urgency to design this research which the classroom using ICT is that the 21st century, that learners which will lead to the standard of the ISTE for the learners and can find out the solution for teacher which they still have a hard time to figure out on how integrating the technology well so that it will meet the teachers' competence which as written down on ISTE standard on the instructor in the present days.

Literature Review

A study has found out that DL and technologies are related to influenced student perception towards ICT (Nunez & Rosales, 2021). Other studies have shown that ICT has

brought a positive relationship (Basri & Paramma, 2019; Jan, 2018; Rusydiyah et al., 2020) to enhance students behaviour and perception which using DL as learning sources with ICT basic competencies. DL might also influence teacher perception in teaching English and crucial that teachers need to reach a higher level of DL and in digital learning environment to qualify students' processes, feedback, results and assignment and can support their decisions of their learning journey (Thoma et al., 2019). Then, Teachers' competence in using learning resources has an impact on the better achievement of the students (Ramadhan et al., 2019b). However, being a teacher in utilizing ICT must be competent in digital teaching of English, but in fact that the teaching still shows a lacking in integrating ICT in classroom.

According to previous research studies (Kuzembayeva et al., 2022) has mentioned that demonstrating ICT in classroom allows student to gain a higher motivation, in achieving better results during learning, but the barriers of ICT integration might experience in teacher side during teaching and learning. Furthermore, previous research conducted (Khan & Kuddus, 2020) that ICT makes English more interactive and livelier, promoting teacher-student and student-student interactions. Nevertheless, as a teacher, (Ramadhan et al., 2019a)has mentioned that they need to keep up and incorporate digital learning to obtain material and support the learning methods.

Research Methods
Mix method
The research design uses mixed-method research, this research uses the ASSURE model. This research phases six steps. As (Altın, 2021) has pointed out that ASSURE instructional models were found to be successful and the objectives were achieved. This case study took place in Globe 1 school Batam, located in Komplek Green Garden Blok C No 16 Trinity Batu Ampar. Globe school shows a difficulty where the English teachers have a deficiency in integrating technology usage in the classroom, they really attach to students work and believe that students can do a role play as a teacher and can teach in front of the class using technology that they have. Despite that, the students show a great confidence in utilising it, however, students still show a static move on their works. For instance, students only submit their work to their teacher and present it in front of the class instead of submitting it to online platforms.

Participants
In this research, the number of participants are from 9th and 12th grade and teacher of your partner school Ms.E, this research in total of 24 students which are 13 students from 9th grade and 11 students from 12th grade, along with Ms. E as the English teacher for Junior and Senior High school. The reason why this research chose 2 classes is because the students from Globe 1 are less than 20 for one classroom, that is why we chose to join both classes. Our lecturer, Ms Leil, also recommends us to help this school.

Instrument
Questionnaire and interview Sheet (number of questions, criteria, references) (likert scales) The first instrument that is used for this research is Google Form for the questionnaires that will be filled out by the students. A questionnaire is a list of questions that

are used to gather information and data from the respondents. Conducting good research by developing an efficient questionnaire can answer the problem based on the goals of the research (Ikart, 2019). The questionnaire consists of likert scales; 1) strongly agree, 2) agree, 3) neutral, 4) disagree, 5) strongly disagree. The second instrument is Interview. Typically, the interviewer will ask questions and the interviewee will provide responses. This purpose is to obtain more information. The second instrument that this research uses is an interview. The interviewee from Grade 9th there are Student T, Student V and Grade 12th there are Student S and Student B.

Procedure

First, we determine which school to conduct this research and consult it with our lecture. We analyse learners where they have adapted and use devices in the classroom. Before moving to the second step, we contact the school for permission to conduct this research. Second, we state the standards and objectives of the school. This aims for the school to have a goal from the needs. By stating the standard before we visit the school, the campus must create an official visiting letter such as Memorandum of Agreement (MoA) and Memorandum of Understanding (MoU) which are designed to be signed by the school. Next, we do a class observation for just one hour. After doing an observation, the researchers select strategies, technologies, media, and materials regarding the school needs. However, in this school, the teacher needs some help in integrating ICT such as utilising technology, media, and the materials. Then, after we seek the needs, the researchers make a questionnaire in the form of a blueprint and interview questions which will be filled out by the teachers and students. During making the blueprint, the lecturer helps to direct the researcher in conducting the questionnaire. Next, the researcher distributes the questionnaire via Google Form and conducts an interview face to face. Then, the researchers will Lastly, the researchers will evaluate and revise, where the researchers make a report about the observations that has been done by the team.

Data Analysis

Data analysis is the step of processing the raw material that will be useful for the research project. The data analysis in this research obtained by questionnaires, interviews, documentation and adding important parts in order that data will be studied.

1. Data Collection
   This research uses mixed-method research where the team uses questionnaires and interviews. The team has done qualitative and quantitative data. The team has distributed the questionnaire and interviewed questions for the English teacher and students in Globe 1 school Batam.
2. Data Reduction
   In order to have clearer data, the researchers summarise and select from the data blueprint which will be the best option for questioning and answer from their point of view. It focuses on the problem which occurred in Globe 1 Batam in integrating technology in by teacher and students.
3. Data Presentation

The data will be present in descriptive explanations and diagrams. It will be easier for the researcher to see what is happening and the reader could understand from the recent collected data.

4. Conclusion

The researchers will make a conclusion and also recommendations with related issues to help the implementation ICT in Globe 1 Batam.

Results and Discussion

Questionnaire results from data collection by Students' (TABEL SA, A, N, D, SD)

Questionnaire Kriteria	Final Revision	SA	A	N	D	SD
Learning Strategies	1. I often arrange and plan my learning by organising it.	12,5%	70,8%	16,6%	0%	0%
	2. I often ask my teacher or friends when I do not understand class material.	54,1%	29,1%	16,6%	0%	0%
	3. I often do exercise together with my friend.	41,6%	37,5%	16,6%	0%	4,16%
	4. I am optimistic about my progress in the classroom.	58,3%	20,8%	20,8%	0%	0%
Student's attitudes and perception using PPT	5. I feel motivated when the teacher uses PowerPoint	37,5%	33,3%	29,16%	0%	0%
	6. I believe learning English with PowerPoint helps me to learn grammar.	37,5%	29,16%	29,16%	4,16%	0%
	7. I prefer to use PowerPoint rather than a prescribed textbook.	4,16%	58,3%	37,5%	0%	0%
	8. I love that PowerPoint draws my attention during English class.	12,5%	58,3%	25%	0%	4,2%
Students perception of using ICT in classroom	9. In my opinion, learning using technology is more interesting.	33,3%	54,2%	12,5%	0%	0%
	10. I prefer to learn English using ICT.	16,7%	45,8%	37,5%	0%	0%
	11. I prefer reading digital texts rather than printed texts.	16,7%	25%	54,2%	4,2%	0%

	12. For me, using ICT is more comfortable for learning in the classroom.	20,8%	41,7%	37,5%	0%	0%
	13. For me, ICT can increase my motivation to learn English	16,7%	66,7%	16,7%	0%	0%
	14. I never get bored learning through ICT	12,5%	41,7%	45,8%	0%	0%
	15. I can present a video regarding my material in PowerPoint.	33,3%	45,8%	20,8%	0%	0%
	16. I'm more enthusiastic to learn with ICT	12,5%	45,8%	41,7%	0%	0%
Student's knowledge	17. I prefer to use a laptop to help my understanding during classroom learning.	16,7%	62,5%	20,8%	0%	0%
	18. I prefer to use PowerPoint to present my course during classroom learning.	16,7%	62,5%	20,8%	0%	0%
	19. I want to learn to make a project of movies or short videos and upload it on youtube related to the materials in the classroom.	20,8%	33,3%	41,7%	4,2%	0%
	20. I love using the internet to boost my knowledge related to the materials to complete my works.	58,3%	37,5%	4,2%	0%	0%

According to the above table and the student's criteria 1. The majority of students plan and organise their learning through organisation, in accordance with their preferred learning styles. During their English lessons with Ms. E, students also enthusiastically agree, asking her or their peers about any material that is unclear. Moving on to the criteria 2, Most students agree that PPT is more entertaining and has more animations than a required textbook, and they also feel motivated by it. Then, on the student's criteria 3 The majority of the class shows a data that they prefer to learn using ICT. they prefer reading digital texts, enthusiast and adapt to technology as well. Lastly, on the criteria 4, students prefer to use laptops, and nearly half of them are neutral when creating instructional videos. They also mention that using the internet can help students gain the knowledge they need to finish their assignments.

Gabriella Jap, Gabriela Micheline

Questionnaire results from data collection by Ms E

Questionnaire Kriteria	Final Revision	SA	A	N	D	SD
Barriers to ICT Integration at School	1. I think this school does not provide technical assistance to ensure of ICT in the working environment				100%	
	2. I think this school does not provide enough electronic educational resources				100%	
	3. I think this school does not provide integrated technology for class				100%	
Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools	4. I don't find a great opportunities that ICT offers for effective teaching				100%	
	5. I believe ICT can helps teachers to improve teaching with more updated materials		100%			
	6. I think the students didn't pay attention when ICT is used in teaching				100%	
	7. I believe that using ICT helps prepare teaching resources and materials		100%			
	8. I believe that using ICT helps the students to be more active and engaging in the lesson		100%			
	9. I think during the classroom can be out of control if ICT is used in teaching			100%		
	10. I believe that using ICT improves the quality of teaching		100%			

According to Ms. E's point of view, Globe offers suitable technology for teaching English to junior and senior high school students.

Ms. E discovered that ICT presents a fantastic opportunity to teach English in the classroom based on how well it integrates, and she believes that using ICT can make her job as a teacher easier.

Conclusions

In conclusions, This project has been done by the time that the school seeks help and the researchers could give a solution on how ICT works in the English classroom. The researchers used a mixed method and distributed the questionnaire through Whatsapp group

and interviewed the students and teacher of Globe 1 Batam offline. While during the interview session, the student shows confidence and enjoys using technology in learning English. Thus, Ms. E wants to learn and integrate her potential in her English class. Students do not show any kind of fear or difficulties in integrating technology during learning, while the teacher expressed lackness in ICT. The researcher has found a challenge that Ms.E lacked in integrating the technology in the classroom. As a solution, the team will create a materials in a form of tutorial video that will help Ms. E in integrating technology like making games or other websites. Investigating apps and software that support four English language skills will be very beneficial for future English learning and teaching. For group projects, Ms. E might want to think about utilising platforms like Google Docs or other collaborative tools. Google Forms and Microsoft Teams are two more platforms that could meet Ms. E's needs when it comes to grading students' work. The researchers hope that students will investigate additional websites or platforms, like British Council or Duolingo, that can be used to support and enhance their vocabulary through learning English. Additionally, use educational websites or YouTube videos to improve their listening and comprehension abilities.

References

Albiladi, W. S., & Alshareef, K. K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, *10*(2), 232–238.

Basri, M., & Paramma, M. A. (2019). EFL students' perspective on the usefulness of ICT based learning in Indonesian higher education. *ELT Worldwide*, *6*(2), 105–120.

David Moursund. (2018). *ISTE Standards: For Students*. Https://Iste.Org.

Dian Wahyuni. (2018). *PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 36 TAHUN 2018 TENTANG PERUBAHAN ATAS PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN NOMOR 59 TAHUN 2014 TENTANG KURIKULUM 2013 SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH*.

Jan, S. (2018). Investigating the Relationship between Students' Digital Literacy and Their Attitude towards Using ICT. *International Journal of Educational Technology*, *5*(2), 26–34.

Khan, N. M., & Kuddus, K. (2020). Integrating ICT in English Language Teaching in Bangladesh: Teachers' Perceptions and Challenges. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, *12*(5).

Kuzembayeva, G., Taganova, A., Spulber, D., & Maydangalieva, Z. (2022). Teachers' perspectives on using information and communication technology in the secondary school practice: a case study. *Journal of Social Studies Education Research*, *13*(3), 79–97.

Nunez, R., & Rosales, S. (2021). Inclusive Education: Perceptions and attitudes among Filipino high school teachers. *The Asian ESP*, *17*(6.1), 151–172.

Ramadhan, S., Sukma, E., & Indriyani, V. (2019a). Teacher competence in utilizing digital media literacy in education. *Journal of Physics: Conference Series*, *1339*(1), 012111. https://doi.org/10.1088/1742-6596/1339/1/012111

Gabriella Jap, Gabriela Micheline

Ramadhan, S., Sukma, E., & Indriyani, V. (2019b). Teacher competence in utilizing digital media literacy in education. *Journal of Physics: Conference Series*, *1339*(1), 012111. https://doi.org/10.1088/1742-6596/1339/1/012111

Rusydiyah, E. F., Purwati, E., & Prabowo, A. (2020). How to use digital literacy as a learning resource for teacher candidates in Indonesia. *Cakrawala Pendidikan*, *39*(2), 305–318.

Taghizadeh, M., & Hasani Yourdshahi, Z. (2020). Integrating technology into young learners' classes: language teachers' perceptions. *Computer Assisted Language Learning*, *33*(8), 982–1006.

Thoma, B., Turnquist, A., Zaver, F., Hall, A. K., & Chan, T. M. (2019). Communication, learning and assessment: Exploring the dimensions of the digital learning environment. *Medical Teacher*, *41*(4), 385–390. https://doi.org/10.1080/0142159X.2019.1567911

Gabriella Jap, Gabriela Micheline