

EXPLORING EFL TEACHERS' BELIEFS IN INTEGRATING TECHNOLOGY IN ENGLISH CLASSROOM

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ABSTRAK

Pada abad 21 guru dituntut untuk mampu mengintegrasikan teknologi ke dalam proses belajar dan mengajar. Penelitian ini bertujuan untuk mengetahui keyakinan guru dalam mengintegrasikan teknologi di kelas bahasa Inggris. Penelitian ini melibatkan dua orang partisipan: Seorang guru bahasa Inggris laki-laki dari SMA di Bogor dan seorang guru bahasa Inggris perempuan dari SMP di Bogor. Metode studi kasus digunakan dalam penelitian ini. Peneliti menggunakan kuesioner dan wawancara untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa guru meyakini bahwa teknologi penting dalam pendidikan. Guru meyakini bahwa teknologi memiliki banyak manfaat dalam proses belajar dan mengajar di kelas bahasa Inggris. Dengan teknologi yang terintegrasi di kelas bahasa Inggris mereka meyakini bahwa pembelajaran bahasa Inggris akan meningkat, siswa akan lebih termotivasi, siswa juga menjadi lebih tertarik untuk belajar bahasa Inggris, juga memudahkan siswa untuk belajar bahasa Inggris. Dengan teknologi pembelajaran bahasa Inggris menjadi efektif. Oleh karena itu, mereka meyakini bahwa teknologi harus diintegrasikan dalam kelas bahasa Inggris. Penelitian ini mengimplikasikan bahwa keyakinan guru yang positif terhadap teknologi dapat membuat proses belajar dan mengajar bahasa Inggris menjadi lebih baik. Karena keyakinan guru dapat mempengaruhi praktik mengajar mereka di kelas, maka jika mereka meyakini bahwa teknologi memiliki dampak positif pada proses belajar dan mengajar bahasa Inggris, maka mereka akan mengintegrasikan teknologi di dalam kelas mereka.

Kata kunci : Keyakinan guru, Integrasi teknologi

ABSTRACT

In the 21st century teachers are required to be able to integrate technology into the teaching and learning process. This study aims to find out the beliefs of teachers in integrating technology in the English classroom. This study involves two participants: A male English teacher from senior high school in Bogor and a female English teacher from junior high school in Bogor. A case study method was used in this research. The researcher used questionnaire and interview to collect data. The results of this study indicate that teachers believe technology is important in education. Teachers believe that technology has many benefits in the learning and teaching process in the English classroom. With technology that is integrated in the English class they believe that learning English will increase, students will be more motivated, students also become more interested in learning English, it also makes it easier for students to learn English. With technology English learning becomes effective. Therefore, they believe that technology should be integrated in the English classroom. This research implies that teachers' positive beliefs in technology can make the learning and teaching process of English better. Positive teacher belief in technology can make the process of learning and teaching better. Because teachers beliefs can affect their teaching practices in the classroom, so if they believe that technology has a positive impact on the process of learning and teaching English, then they will integrate technology in their classroom.

Keywords: Teacher's beliefs, Technology integration

INTRODUCTION

Information and Communication Technology (ICT) is the design, production, application, and evaluation of means, modes, and devices for disseminating, managing and storing

information about the principles and method of solving human (biological, environmental, economic, and education) problems (Akinwamide & Felicia, 2018). Technological developments in the digital era have brought

changes to human life in various aspects. With technology, human can easily complete a variety of jobs. The use of Information and Communication Technology (ICT) has been proven to facilitate the process of teaching and learning in general (Hillson et al., 2019). In this sophisticated era, the teaching and learning process can be easily done because of the technology. Many teachers also use technology in their teaching and learning processes. They have started to use microsoft power point and projectors instead of whiteboard to explain the learning material. Even in teaching foreign languages, teachers have started to use online dictionaries and several other applications such as Cartoon Story Maker, Duolingo, BBC Learning English, and Memrise. In addition, in utilizing technology, teachers can provide material to students without having face-to-face.

According to Arnseth & Hatlevik (as cited in Ghavifekr & Rosdy, 2015) Integration of Information, Communication, and Technology (ICT) in education refers to the use of computer based communication that incorporates into daily classroom instructional process. In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classroom. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environment. This technology based learning process is indeed needed in the 21st century. Changing in the way of learning and teaching. Moreover, technology has many benefits for the learning and teaching process. James (as cited in Talebian et al., 2014) stated that students can proceed through a training program both at their own pace and their own place. The use of ICT in teaching and learning of foreign languages has brought a revolutionary by making knowledge more accessible to all students as those who live in the city and those who live in the village (Dedja, 2015). By using ICT, it allows students to find whatever they want to know wherever they are. The other benefit is able to provide opportunities for relations between learners by the use of discussion forums (Arkorful & Abaidoo, 2015). Rank (as cited in Azmi, 2017) assumed that a simple Internet video or audio link can allow language users to exchange information and ideas, discuss issues and engage in authentic conversations and exchanges. A student can visit an important cultural link or they can communicate with a native speaker through chat, forums, e-mail, skype messenger, etc, by

practicing the important skills of speaking and writing without barriers (Dedja, 2015). It means, with technology, teachers and students can stay connected to each other. ICT does indeed have many benefits in the teaching and learning process. However, like the other media, ICT brings some weakness for teacher and students in the process of teaching and learning. The e-learning method may be less effective than traditional methods of learning (Arkorful & Abaidoo, 2015). Because the learning and teaching process is carried out online, not face-to-face, it is rather difficult for students to understand the material described by the teacher. Because there are some students who find it easier to understand if the explanation of the learning material is done face-to-face. Not to mention the signal interference that makes the sound choppy, causing the material being explained not to be fully heard by students. Hodavand (as cited in Talebian et al., 2014) said that students sometimes access to erroneous information on the internet which is not scientifically confirmed and therefore unsupportive to refer to. E-learning may also be subject to piracy, plagiarism, cheating, inadequate selection skills, and inappropriate use of copy and paste (Arkorful & Abaidoo, 2015). By using ICT students can search and read learning materials on the internet. However, not everything on the internet is true. Therefore, students must be more careful in finding materials for learning. In addition, teacher must also be more careful in examining students assignments. Because there may be students who do assignments by copying answers from the internet.

It is undeniable that today technology is an important part of our lives. Even in the world of education, technology is a necessary part. However, there are still some teachers who have not integrated technology in their teaching practices. Some teachers tend to be more comfortable teaching using the old method even though the school has actually provided technology and the teachers are able to use technology. This could be because the teacher's belief in integrating technology in the classroom is negative.

According to Borg (as cited in Alghanmi and Shukri, 2016) "beliefs are defined as a proposition which may be consciously or unconsciously held, as evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and

behaviour". So how teachers teach is determined by their belief in integrating technology. If the teacher thinks that the integration of technology in the English classroom can help students improve, facilitate, make students better at learning, the teacher will integrate technology in the English classroom. On the other hand, if the teacher believes that the integration of technology in the English classroom will only hinder the learning process of students, then the teacher will not use technology in the classroom. Teacher's belief about what they do is of paramount significance and could affect their classroom behaviours (Mardali & Siyyari, 2019). For learning foreign language to use technology successfully, teachers must have belief that learning foreign language using technology is not just style or to look more modern. Teachers must believe that learning using technology will make the learning and teaching process better and more efficient. Teachers must also believe that the use of technology in the classroom will provide many benefits. So, the teacher's decision to integrate technology into the English classroom is based on whether they believe that technology can help the learning and teaching process or actually make the learning and teaching process difficult. Therefore this research aim to find out the teachers' beliefs in integrating technology in the classroom. With the research problem "What is the teachers' beliefs in integrating technology in English classroom?"

METHOD

The participants are two of the teachers at a junior high school and senior high school in Bogor. The first participant is a male. He teaches at senior high school in Bogor. The second participant is a female. She teaches at junior high school in Bogor. The researcher used case study design. Jacobsen (as cited in Gustafsson, 2017) stated that a case study can be defined as intensive study about a person, a group of people or a unit, which is aimed to generalize over several units. In a case study the focus is based on specially unit. Another definition is stated by Thomas (as cited in Gustafsson, 2017) that a case study is an analyse of systems that are studied with a comprehensive view by either one or several methods.

1. Data Collection

The researcher collected the data which falls into two stages. In the first stage, the researcher implemented the questionnaire. The second stage, the researcher implemented the interview to strengthen the data.

a. Questionnaire

The researcher gave a questionnaire containing ten questions to the teachers. The questionnaire used in this study is a closed questionnaire, which is a questionnaire with an available answer. So, participants only need to choose or answer questions with the answers provided by the researcher. The questionnaire was conducted online via google form. The questionnaire questions in this study focused on teachers' beliefs in integrating technology in the English classroom. This activity is carried out to know the teachers' beliefs in integrating technology in English classroom.

b. Interview

The researcher conducted interviews to find out more information about teachers' beliefs in integrating technology in English classroom. Researchers conducted online interviews. The technique used in this interview is a structured interview conducted by compiling a list of questions. Researchers prepare a list of questions so that interview activities can be carried out in a systematic and more directed manner. This activity is carried out to know more and strengthen about teachers' beliefs in integrating technology in English classroom.

2. Data Analysis

The data which is collected from the questionnaire, observation and interview is analyzed to explain the distribution of data and also for answering the research questions. According to Miles et al., (2014), analysis can be define as consisting as three current flows of activity that is data condensation, data display, and drawing and verifying conclusions. In this research, the researcher used Miles, Huberman, and saldaña's theory in analyzing the data, so there are three steps to do, they are:

a. Data Condensation

Data condensation become the first steps to do in analyzing the data in this research. According to Miles et al. (2014), "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written-up fields notes,

interview transcripts, documents and other empirical materials by condensing”. In this study the data were in the form of questionnaires and interviews. At this stage the researcher first collected data from questionnaires and interview notes. Then the researcher analyzed the data by reading the answers from the questionnaires and interviews that had been answered by the teachers. Then make a summary to make it easier to analyze the data and continue with the next steps.

b. Data Display

The second steps is data display. According to Miles et al. (2014), “Generally, a display is an organized, compressed assembly of information that allows conclusion drawing and action”. In this step the researcher describing the data from questionnaire and interview notes, shortening the data, categorizing the important data to seek the important information related to research focus.

c. Drawing and Verifying Conclusions

The third steps is drawing and verifying conclusions. According to Miles et al. (2014), “from the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. “final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes, the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met. In this step the researcher draw conclusion from the result of data that have been taken through questionnaire and interview.

RESULT AND DISCUSSION

1. Research Findings

1.1 The Need for Technology in Education

No	Statements “I believe that...”	YES	NO
1	Technology is needed in education	100%	0%

Table 1.1 The Need for Technology in Education

From the result of the questionnaire point 1, all the participants responded “yes” to this belief. It showed that the participants believed that technology is needed in education.

They believed that technology is important for education.

The result of the statement supported by the data interview from most of participant believe that technology is needed in education. It was lined with the teachers’ opinions from the interview session. P2 informed that “There are some reason why technology is important in education since it can improve and enhance the students’ learning process.” If technology is integrated into education, the learning process will increase.

1.2 The Reason Why Technology Must be Integrated

No	Statements “I believe that...”	YES	NO
1	Technology can improve learning English	100%	0%
2	Students are more motivated when learning English using technology	100%	0%
3	Students are more interested in learning English using technology	100%	0%
4	Using technology make it easier for students to learn English	100%	0%
5	Learning English using technology is effective	100%	0%
6	Technology has many benefits for learning and teaching English	100%	0%

Table 1.2 The Reason Why Technology Must be Integrated

From the result of questionnaire point 1, all the participants responded “yes” to this beliefs. It showed that they believed that learning English can be improved by using technology.

From the result of questionnaire point 2, all the participants responded “yes” to this belief. It showed they believe that students will be more motivated when learning English is done using technology.

From the result of questionnaire point 3, all the participants responded “yes” to this belief. It showed they believe that students will be more interested if learning English is done using technology.

From the result of questionnaire point 4 all the participants responded “yes” to this belief. It showed they believe that the use of technology makes it easier for students to learn English.

From the result of questionnaire point 5, all the participants responded “yes” to this belief. It showed they believe that the use of technology is effective for learning English.

From the result of questionnaire point 6, all the participants responded “yes” to this belief. It showed they believe that technology has many benefits for learning and teaching English.

The result of all the statements supported by the data interview from most of participant believe that technology should be integrated in the classroom, because technology can improve learning English, making students more motivated and interested in learning English. Technology can also make it easier for students to learn English. With technology too, learning English becomes effective. They believe that technology should be integrated in English classroom because technology has many benefits for learning and teaching English. It was lined with the teachers’opinions from the interview session. P2 informed that “Technology can increase students’ interest in learning process and help teachers’ give lesson materials in a variety of ways.” P1 informed that “It is very effective, because it easier for teachers and students to access, analyze, present, and transmit information.” If technology is integrated in the English classroom, they believe the learning and teaching process will be effective and English language learning will improve.

1.3 The Impact of Integrating Technology in English Classroom

No	Statements “I believe that...”	YES	NO
1	Learning English with technology makes students quickly bored	0%	100%
2	The use of software/applications in learning English makes students lazy because they require sufficient memory storage space, as well as internet quota to study in the application.	100%	0%

Table 1.3 The Impact of Integrating Technology in English Classroom

From the result of questionnaire point 1, all the participants responded “No” to this beliefs. It showed that they believed that learning English with technology will not make students get bored quickly.

From the result of questionnaire point 2, all the participants responded “Yes” to this belief. It showed that they believed that the use of software/applications in learning English makes students lazy because the students need sufficient memory storage as well as internet quota to study in the application.

The result of all the statements supported by the data interview from most of participant believe that technology has positive impact in learning English. Technology does have more positive impacts, but like any other media, technology also has negative impact. However, they believe that if technology is integrated in the English classroom, there will be many positive impact. It was lined with the teachers’opinions from the interview session. P1 informed that “A lot more positive. Integrating technology in learning makes students easier to learn English, makes students enjoy in learning, students can access information at any time.” P2 informed that “technology can avoid boredom in class”

1.4 Difficulties of Learning English Using Technology

No	Statements “I believe that...”	YES	NO
1	Learning English using technology is difficult because of many obstacles	0%	100%

Table 1.4 Difficulties of Learning English Using Technology

From the result of questionnaire point 1, all the participants responded “No” to this belief. It showed that they believe that learning English using technology is not difficult.

The result of all the statements supported by the data interview from most of participant believe that technology makes it easy for them to learn English. They believe that technology is not difficult for learning English. It was lined with the teachers’opinions from the interview session. P2 informed that “Not difficult, even easier. We can learn to find meaning of a word on google or find the correct

pronunciation on youtube.” Technology actually makes it easier for them to learn English.

2. Discussion

Based on the results of questionnaire and interview showed that the teachers responded positively to the nine beliefs in questionnaire and responded negatively to the others beliefs. They believe that technology is needed in education because technology has many benefits. They believe that technology should be integrated into classroom because technology can improve learning English, motivated students in learning English, make students more interested in learning English, make it easier for students to learn English, and technology is effective to learn English. They believe if technology is integrated in the English classroom, there will be many positive things that will be obtained. They also believe that with technology, learning English becomes easier to do. The teachers also responded positively to the beliefs held in the interview. In the interview they believe that technology is important since it can improve the students learning process. They also believe that teachers have to integrate technology in English classroom because technology can avoid boredom in class, help teachers give lesson materials in a variety of ways. They believe that the use of technology in the classroom must have positive and negative impacts, but they believe that technology has more positive impacts on the process of learning and teaching English. They believe that by integrating technology in the classroom, learning English becomes easier because students can learn English using applications available on their phone. With technology students can learn pronunciation by listening to audio on YouTube or online dictionary. This finding is supported by (Arkorful & Abaidoo, 2015). Rank (as cited in Azmi, 2017) assumed that a simple Internet video or audio link can allow language users to exchange information and ideas. They also believe that there are no difficulties in learning English using technology. Precisely technology makes it easier for them to teach English because students and teachers can access information at any time. This Finding is supported by James (as cited in Talebian et al., 2014) stated that students can proceed through a training program both at their own pace and their own place. The use of ICT in teaching and learning of foreign languages has brought a revolutionary by making knowledge more accessible to all students as those who live in

the city and those who live in the village (Dedja, 2015). By integrating technology into the English classroom, students can learn English anytime and anywhere. They also believe that this technology is effective for the teaching and learning process.

CONCLUSION

The purpose of this study is to find out the teachers' beliefs in integrating technology in English classroom. The results of the study revealed that the teachers had positive beliefs in integrating technology in English classroom. The teachers believe that technology is needed in education. The teachers also believe that technology must be integrated into the English classroom because technology has many benefits: First, technology can improve English learning. Second, technology makes students motivated. Third, technology makes students more interested in learning English. Last, learning English using technology is effective. They believe that many positive things can be obtained if technology is integrated in the English classroom. Besides, they also believe that learning to use technology is not difficult, precisely with the existence of technology it becomes easy because it can be done in various ways.

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