

## **Teachers' Attitude and Problems in Using ICT in Teaching English at Junior High Schools in Kabupaten Lima Puluh Kota**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui sikap dan masalah guru dalam menggunakan ICT dalam mengajarkan Bahasa Inggris di SMP di Kabupaten Lima Puluh Kota. Beberapa teori mengungkapkan bahwa sikap guru mempengaruhi frekuensi penggunaan ICT dalam mengajar. Oleh karena itu, peneliti melakukan interview dan observasi dan menemukan bahwa beberapa guru jarang menggunakan perangkat ICT dalam mengajar Bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Populasi dari penelitian ini adalah guru Bahasa Inggris yang mengajar di tingkat SMP di Kabupaten Lima Puluh Kota. Jumlah sampel dalam penelitian ini sebanyak 22 guru. Peneliti menggunakan simple random sampling sebagai teknik pengambilan sampel. Instrument dari penelitian ini menggunakan angket. Hasil dari penelitian menunjukkan bahwa sikap dan masalah guru dalam menggunakan ICT dalam mengajarkan Bahasa Inggris di SMP di Kabupaten Lima Puluh Kota adalah positive. Total persentase untuk aspek kognitif adalah 76,87%, aspek afektif 79,63%, dan aspek behavioural 71,20%. Sebagian besar guru tidak memiliki masalah terhadap penggunaan ICT. Hal ini dibuktikan dengan total persentase aspek school level barrier yaitu 77,72% dan teacher level barrier 75,95%. Dapat disimpulkan bahwa guru memiliki sikap yang positif dan tidak ditemukan masalah yang signifikan terhadap penggunaan ICT dan ada beberapa aspek yang mempengaruhi sikap guru terhadap penggunaan ICT.

**Kata Kunci :** *Sikap, Masalah, Penggunaan ICT.*

### **Abstract**

This study was aimed to find out the attitudes and problems of teachers in using ICT in teaching English at Junior High Schools at Kabupaten Lima Puluh Kota. Several theories reveal that the teachers' attitude influenced the frequency of ICT use in their teaching. Therefore, the researcher conducted interview and observation and found that some teachers rarely used ICT in teaching English. This study used a quantitative approach with a survey design. The population of this study were English teachers who teach at the junior

high schools in Kabupaten Lima Puluh Kota. The number of samples in this study were 22 teachers. The researcher used simple random sampling as a sampling. The instrument of this study used questionnaire. The results showed that teachers' attitude and problems in using ICT in teaching English at junior high schools in Kabupaten Lima Puluh Kota were positive. The total percentage for the cognitive aspect was 76,87%, the affective aspect was 79,63%, and the behavioural aspect was 71,20%. Most of the teachers had no problems in using ICT. This was evidenced by the total percentage of the school level barrier aspect, which was 77,72% and teacher level barrier was 75,95%. It can be concluded that teachers had positive attitude and found no significant problems in the use of ICT and there are several possibilities that affected the teachers' attitude towards ICT.

**Keywords :** *Attitude, Problems, The Use of ICT.*

## **INTRODUCTION**

ICT is information communication technology that is used for transmission, processing, storing, and disseminating information in all forms including voice, text, data, graphics, and video. Various electronic devices such as laptop or computer, e-mail, television, flash drive, mobile phone, ipad, ipod, etc. function as the reception and delivery of information electronically in digital form. According to Asabere and Enguah, ICT is the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing, and disseminating of information in all forms including voice, text, data, graphics, and video.

ICT in education refers to information and communication technology which includes computers, communication facilities and features that support various teaching and learning activities and various activities in the field of education (Kent, 2004). These facilities are useful for increasing the ability, willingness, and awareness of students in learning English. As Altun said that computers, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students' motivation and language awareness (Altun, 2015).

In addition to providing facilities for learning, the diversity of English content, context, and learning methods is also available in the application of ICT in education. Therefore, it is important to know the teachers' competence in operating ICT devices because it affects the successful implementation of the use of ICT in learning English at school. Schoepp stated that integrating ICT in education especially into classroom instruction is not as easy as flipping a switch; integration is a complex process and teachers may encounter difficulties or 'barriers'. The difficulties that might be faced by teachers related to the teacher's lack of confidence in integrating ICT into the material to be taught, the lack of teacher qualifications, the negative nature of change, little time, the absence of special training related to technology skills, lack of accessibility, and lack of technical support for the integrity of ICT in teaching.

On the other hand, what needs to be considered is the attitude of the teacher towards the use of ICT. What is meant by the teacher's attitude towards ICT is the teacher's feeling towards the use of ICT which can be a positive or negative way. If the teacher has a positive

attitude towards the use of ICT, it will result in the successful application of ICT in learning. This is based on the statement of Albirini, teachers' positive attitudes might eventually result in ICT use in their teaching practices (Albirini, 2006). Added by Hew and Brush that the success of ICT implementation in classroom instructions depends on the teachers' attitudes (Hew & Brush, 2007). In addition, Drossel, Eickelmann, and Gerick found that the teachers' attitudes had the most influence the frequency of ICT use in their teaching practices (Drossel et al., 2017). In order to measuring attitudes there are three components which is called the ABC model. Maio and Haddock stated that attitude divided into three dimensions: affective, cognitive and behavioural (ABC Model). In study by Syahrul, cognitive component refers to someone's belief, opinion, and prediction about an attitude object. Affective component refers to what someone feels about the object(like/dislike/proud/happy). Behavioral component refers to what someone wants to do against the object(tendency or willingness to act) (Syahrul, 2019). Identification of the Problem :

1. What is English teachers' attitude towards the use of ICT in teaching?
2. What are problems faced by the English teacher in using ICT in the English language teaching?

The purpose of this research were : 1) To find out the English teachers' attitude toward the use of ICT in teaching English, and 2) To find out the problems faced by the English teacher in using ICT in the English language teaching.

## **METHOD**

This study used a quantitative approach with a survey research design (Creswell, 2012). The population of this research were English teachers at junior high schools in Kabupaten Lima Puluh Kota. The sample technique used in this study was simple random sampling. The instrument used in collecting data in this research was questionnaire. Questionnaires distributed to teachers to determine teachers' attitude and problems in using ICT. In measuring teachers' attitude, there were three categories such as affective, cognitive, and behavioural. Meanwhile, teachers problems divided into two categories, teacher level barrier and school level barrier. Total item in the questionnaire were 35 items : 20 items for teachers' attitude and 15 items for teachers' problems.

## **FINDINGS AND DISCUSSION**

### **Finding**

#### **1. Description of Data**

The total of the data (N) were 22. The data was collected by using closed questionnaire. In distributing questionnaire, the researcher came to school and distributed it to the teachers. After getting the data, the researcher calculated the teachers' answer and percentage of the data per item, then the researcher made conclusion based on the result. The highest percentage of teachers' attitude was in affective with percentage was 79,63% and lowest percentage was in behavioural with percentage was 71,20%. Meanwhile, the highest percentage of teachers' problems was in school level barriers with percentage was 77,72% and lowest percentage was in teacher level barriers with percentage was 75,95%.

## 2. Analysis of the Data

### a. Teachers' Attitude in Using ICT in Teaching English in Cognitive

There were three indicators in cognitive of teachers' attitude in using ICT. There were ICT usefulness, ICT ease of use, and ICT difficulty. The highest percentage chosen by teachers was in ICT usefulness with percentage was 97% and the lowest percentage chosen by teachers was in ICT difficulty with percentage was 42%. The mean percentage of teachers' attitude in cognitive was 76,87%.

### b. Teachers' Attitude in Using ICT in Teaching English in Affective

There were five indicators in affective of teachers' attitude in using ICT. There were anxiety, boring, enjoy, scare and tired. The highest percentage chosen by teachers was in boring with percentage was 87% and the lowest percentage chosen by teachers was in tired with percentage was 69%. The mean percentage was 79,63%.

### c. Teachers' Attitude in Using ICT in Teaching English in Behavioural

There was one indicator in behavioral of teachers' attitude in using ICT. There indicator was habits. The percentage of indicator habits was 71%. The mean percentage was 71,20%.

### d. Teachers' Problems in Using ICT in Teaching English based on School Level Barriers

There were three indicators in teachers' problems based on school level barriers in using ICT. There were lack of accesibility, lack of training and lack of technical support. The highest percentage chosen by teachers was in lack of accesibility with percentage was 80% and the lowest percentage chosen by teachers was in lack of technical support with percentage was 75%. The mean score of respondents' answer based on school level barriers was 77,72%.

### e. Teachers' Problems in Using ICT in Teaching English based on Teacher Level Barriers

There were four indicators in teachers' problems based on teacher level barriers in using ICT. There were teachers' insufficient ICT competence, insufficient teacher time, resistance to change and lack of confidence. The highest percentage chosen by teachers was in resistance to change with percentage was 87% and the lowest percentage chosen by teachers was in lack of confidence with percentage was 69%. The mean score of respondents' answer based on teacher level barriers was 75,95%.

## Discussion

The highest mean score of teachers' attitude was in affective. Based on the data of questionnaire that was obtained, affective of attitude of the teacher was positive with mean percentage was 79,63%. This confirms that teachers enjoy using ICT in teaching English. Most of the teachers feel able to use ICT without any anxiety and fear.

The result of this study was probably caused by several factors. First, teachers support the use of ICT in education. ICT gives many advantages and also helps teachers in teaching. The second probably factor is teachers believe that ICT make the teaching process become effective and efficient. So instead of being scare about the use of ICT, the teachers feel enthusiastic and happy of ICT to assist them in teaching. The other possible reason that

effect good attitude of teachers towards ICT found in study by Guillén-Gámez. The result of research by Guillén-Gámez show that teachers regard ICT as a valuable educational resource. Most of the teachers use ICT in their classroom regularly and they also consider that they need to update their knowledge about digital tools (Francisco, 2020). It can be interpreted that teachers do not feel tired to use ICT in teaching English.

The next discussion was about teachers' problem in the use of ICT. Teachers' problem in the use of ICT were divided into school- level barriers and teacher – level barriers. The highest mean score of teachers' problems was school level barriers. Based on the data of questionnaire that was obtained, mean percentage of school level barriers was 77,72%. Teachers chose disagree that there was lack of accesibility, lack of training, and lack of technical support in school. This confirms that teachers do not have any problem in the use of ICT in school level barriers.

This results probably caused by several factors. First, teachers agree that ICT is very helpful in teaching and learning process. It is supported in study by Aminullah who did research to the English teacher in Palembang. Aminullah found that most of the teachers do not have problems towards the schools' policies on the use of ICT in the process of teaching and learning in the classroom. This may happen because school agree that ICT is very helpful in teaching and learning process (Aminullah, 2019). Moreover, based on the result of the study by Melani it concluded that the use of technology based learning platform has helped improved students' engagement as well as motivation in learning (Melani, 2020).

The other factors is various types of training, workshops and formal classes help teachers become ICT literate and assist in teaching and learning activities effectively. Some teachers learn ICT on their own while the others take part in training provided by their institution or other related organizations. This is partially matches with the finding of Bhattarai who found that teacher updates on the latest trends in ICT help teachers make effective use of ICT. To be updated, teachers take help from various ways. In a question about how they continuously up to date with ICT, participants in this study stated that they continued to attend various trainings and get help from people who are more knowledgeable about ICT (Bhattarai, 2021). Some trainings helps teachers in developing their skill and knowledge in using ICT in teaching English. Teachers as educators also have competence in digital literacy. In a study about digital literacy, Roza has found that English lecturers are quite literate in digital information and technology (Roza, 2021). This can help teachers to integrate technology into learning activities.

## **CONCLUSION**

Based on the findings and discussion in the previous chapter about teachers' attitude and problems in using ICT in teaching English at junior high schools in Kabupaten Lima Puluh Kota, the researcher concluded that teachers' attitude were divided into three indicator they were cognitive, affective, and behavioural while teachers' problems were divided into two indicator they were school level barriers and teacher level barriers. The highest mean score was in affective aspect with percentage 79,63%. Then, the highest mean score of teachers' problems was in school level barriers with percentage 77,72%.

According to these percentages of each aspect in teachers' attitude and problems, it concluded that teachers' attitude and problems in using ICT in teaching English at junior high schools in Kabupaten Lima Puluh Kota is positive and in good condition.

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