Teachers' Attitude Toward ICT at Junior High Schools

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Abstract	In 21 Century, ICT is the current issue in English language teaching. After Covid 19 spreads, online learning has been carried out by the government to be carried out. However, the attitude of teachers to the use of ICT has been less attention. The study was focus to reveal the attitudes of Junior High School English teachers toward ICT in their teaching practice. The present study used adopted questionnaire to collect the data which consist of 15 items. Both descriptive statistical methods were utilized for data analysis collected from participants. The results showed that although teachers' attitudes toward ICT did not differ in terms of their experiences with using ICT, teachers in junior high schools had positive attitudes towards ICT. It is hoped that the results of this study can be used in motivating teachers to involve more in the use of ICT when teaching in the Rejang Lebong regency. *Keywords: ICT; Attitude; English, Teachers; ELT*
Abstrak	Pada abad ke-21, TIK adalah isu terkini dalam pengajaran bahasa Inggris. Setelah covid 19 merebak, pembelajaran secara daring telah dianjurakan oleh pemerintah untuk dilaksanakan. Namun, sikap guru terhadap penggunaan TIK kurang diperhatikan. Kajian ini difokuskan untuk mengungkap sikap guru Bahasa Inggris di SMP terhadap penggunaan TIK dalam pengajaran. Penelitian ini menggunakan angket yang sudah diadopsi untuk mengumpulkan data yang terdiri dari 15 item. Metode statistik deskriptif digunakan untuk analisis data yang dikumpulkan dari para peserta. Hasil penelitian menunjukkan bahwa meskipun sikap guru terhadap TIK tidak berbeda dalam hal pengalaman mereka saat menggunakan TIK, guru di SMP memiliki sikap positif terhadap TIK. Diharapkan hasil penelitian ini dapat digunakan dalam memotivasi guru untuk lebih banyak melibatkan penggunaan TIK saat mengajar di Kabupaten Rejang Lebong. *Kata Kunci: ICT; Attitude; English, Teachers; ELT*

INTRODUCTION

The all-digital era and technological developments today have a great impact on our daily lives. One of them is the development of Information and communication technologies (ICT) which makes all people in the world can communicate and share information freely. ICT also significantly affect multiple facets of education. Albirini (2006) noted that integrating of ICT into education has been accepted as the future of the new technological devices to revolutionize an outmoded system. Schools can use various of ICT devices to communicate, produce, broadcast, organize, and manage information.

Information and Communication Technologies such as; computer, mobile phone technology, recorder and communication systems, have become main items in teaching (Friedman, 2006). Now a days, despite on increasing of ICT tools, Afshari, et al. (2009) said that the vast majority of teachers neither use technology as an instructional delivery system nor integrate technology into their curriculum. Yildirim (2007) said that the vast majority of teachers do not utilize ICT to advance student achievement in various areas across the curriculum, but they often utilize computers to prepare material and tests. It was noted that teachers, as those who were expected to facilitate technology integration in the classrooms, did not do so because of insufficient or inappropriate training or because of limited access to this technology (Clarke & Robinson, 2005; Cohen, 1993). Research also point out that although schools are equipped with ICT and appropriate training is provided to assist teachers on how to apply and use these technologies in their daily practice, they still have not, in sufficient numbers, integrated ICTs into their teaching (Ertmer, 2005).

Houcine (2011) said that ICT is considered an efficient tool to improve teaching and learning if the technological tools and connectivity involve human implications, so ICT requires real involvement of teachers as well as determined pedagogical projects. That is teachers should be key players in integrating the use of technology in the classroom. Rogers (1995) said that attitude of people towards new technology is a main factor in its widen. Unfortunately, the introduction of technology into schools and the demands for changes in teaching methods that involve further technological developments do not take much into account the attitudes of teachers towards innovation (Harper, 1987). It can be seen from the

lack of teachers using technology devices in the classroom in the teaching process.

Previous research stated that there are teacher level factors influencing teachers' ICT use in their teaching practice such as teacher demographics (Bebell & O'Dweyer, 2004), ICT knowledge and skills of the teacher (Hew & Brush, 2007), teachers' motivation, job and shortage of time (Galanouli & Gardner, 2004). Lal (2014) notes that experience in using computer plays an important role in increasing computer use. Some people who already have more experience with computers end up using computers comfortably and spend more time than those with less or no computer experience every time they use a computer. Ali (2018) noted that teacher' ICT attitudes, ICT skills, and their ICT training will influence the integration of ICT into educational setting.

Past study also showed that another key element influencing use of ICT by teachers in their classes is their ICT attitude. Attitude can be described as the factor that guides individual behavior, integrity and steadiness of heart, interest and behaviour of an object. Bowditch, et al (2007: 57) described attitude as a choice for what you like or dislike reaction to person, thing, place, or event. In addition, attitude leads to behavior. Consequently, the habit of people attitude will affect his or her performance in a particular way. The more we have positive attitude, the more building enhance behavior.

In 21 century, teachers should be prepared to follow technological developments in the classroom. ICTs are not only important devices for teachers in their daily work, but also offer them chances for their own professional development. In conventional teaching, most of the teacher's time is spent on input or output of their work and only a little time is left to carry out the process, but with ICT help, the input or output time is reduced, and processing time is increased. (Lal, 2014). Many previous studies above stated that teacher had positive attitude in ICT use in learning.

Despite, a lot of resecher did reseach on teacher attitudes toward ICT and the aspects associated with them, the complex relationship between these variables and attitude of teacher is not always obvious. Junior High School teachers may have different ICT experiences due to the recent presence of ICT in the schools and their demographic cultural backgrounds. The general purpose of

the study was to indicate the teachers' attitude towards the use of ICT in their classes. Then, it focuses on specify the potential differences on the Junior High School attitude of teachers toward the use of ICT in their teaching process.

METHOD

The current study used descriptive quantitative research design. The researcher used cross-sectional survey research and the data is collected at one point in a given time. Cross-sectional research investigates current attitudes or how individuals think about an issue (Creswell, 2012: 377). Thus, the depiction of teacher perceptions of ICT use in teaching learning process that is produced describes the participants' perceptions that existed at the period the data was collected.

Sampling

The population of the study consisted of all English Junior High School teachers in Rejang Lebong regency. The study adopted the convenience sampling method. Creswell stated that convenience sampling, the participants selected because they were happy to be involved in study and available to be studied" (Creswell, 2012, p.142). The participants for this study were 41 (9 male and 32 female). The participants were from different schools, both public and private schools.

Instrument

The present study used questionnaire to collect the data. To discover attitude of the English Junior High School teachers toward the use of ICT in English language teaching, the researcher used questionnaires. The participants were asked to choose one of the options that matched their real conditions as provided in the questionnaire. The researcher spread out the questionnaire to the participants. To discover the English Junior High School teachers' attitudes toward the ICT use, the questionnaire was adapted from Hernández-Ramos, et al. (2014) with 15 questionnaire items. There were four domains consist in the questionnaire such as: affective, usefulness, ease to use, and teacher behavior. Table 1 revealed the representation of English teachers' attitudes toward ICT use questionnaire.

**Table 1. The Representation of English
Teachers' Attitudes Questionnaire**

Variable	Indicators	Item Number	Number of Items
Teachers' attitude in ICT	Affective	2,6,12,14,15	5
	Usefulness	1,3,10,13	4
	Ease of use	8,9,11	3
	Behavior	4,7,5	3

The questionnaire validity and reliability were examined by the SPSS program version 26. The result was valid for all questionnaire items. The validity revealed that number of the Person product-moment (r) values (0.551 - 0.796) were higher than r table (0.308). Meanwhile, Cronbach's Alpha coefficient is used to examine the reliability test. Then, the Cronbach Alpha result of teachers' attitude questionnaire was 0.925. As specified by Cohen, Manion, and Morrison, the Cronbach's Alpha value >0.90 categorized as very highly reliable. Thus, this research questionnaire was rated as an excellent instrument for collecting data on teachers' attitudes towards the use of ICT in teaching English.

Data analysis in this study was descriptive statistical method. The percentages and frequencies were applied to describe the characteristics of the sample, while items of the questionnaire were examined applying descriptive statistics i.e. percentages, Mean and Standard Deviation. The statistical analysis of this study was resolved by SPSS program version 26.

RESULT AND DISCUSSION

The goal of the study was to discover English teachers in Junior High School attitude towards the use of ICT in English language teaching. The questionnaire was created to evaluated attitude of English teacher toward the use of ICT in English teaching learning process. The demographic variables related to this study cover teachers' ICT training experience. The detail information of English teachers as the research respondents is embellished below according to their experience in ICT training.

Table 2. Teachers' ICT Training Experience

ICT Experiment	Frequency	Percent (%)
Yes	16	39.0
No	25	61.0
Total	41	100.0

The variable ICT training experience that showed on Table 2 ,there were 16 teachers took ICT training is equal to 39.0% of the participants. Aside from that most of the English teacher presented that there were 25 or 61.0% of participants did not have experience in ICT training for their professional ICT development in English language teaching.

To acknowledge the English teacher positive or negative attitudes toward the use of ICT in English language teaching, SPSS program version 26 is utilized to examine statistically the collected data. Table 3 showed the category English teachers' attitudes toward the ICT use in English teaching learning process.

Table 3. The Score Interval of
English Teachers' Attitudes toward ICT

Score Interval	Category
X > Mi + SDi	Positive
X ≤ Mi - SDi	Negative

Mi = Mean Ideal
SDi= Standard deviation ideal

Teachers' attitude questionnaire that was adapted from Hernández-Ramos, consists 15 items and four concerns, such as; affective, usefulness, easy to use, and behavior. The participants could choose one of the four-point scales of the response mode questionnaire items. The four point scales were 4 (Strongly Agree) represents the maximum score, 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree) represents the minimum score of the scale.

**Table 4. Scale for English Teachers' Attitude
Towards The Use of ICT in English Teaching Learning Process**

Statements	Scale (%)			
	SD	D	A	SA
ICT use in teaching interpret the development of new students competences	0	0	56.1	43.9
More work is carried out in my classes because of the use of ICT	0	7.3	58.5	34.1
New methodological possibilities arise in my classes and I can put teaching innovations into practice more easily due to the incorporation of ICT.	0	0	51.2	48.8
Using ICT can help my students are more motivated to work at my subject.	0	2.4	58.5	39.0
Using ICT for the administration tasks involved in my subject (class lists, evaluation, etc.) has been a significant improvement.	2.4	4.9	65.9	26.8
ICT result in a higher education with a greater degree of inter disciplinarily.	0	2.4	58.5	39.0
Using ICT can improve student evaluation.	0	4.9	68.3	26.8
ICT facilitate teacher research.	0	0	63.4	36.6
ICT improve and facilitated teacher-students communication	0	2.4	58.5	39.0
ICT save the teacher repeating work.	0	7.3	48.8	43.9
The use of technology in the classroom facilitates teaching for English teachers.	0	2.4	56.1	41.5
Sufficient ICT use in teaching implies professional continuous training for teachers	0	2.4	46.3	51.2
Students appraise my teaching more positively if I use ICT.	0	9.8	61.0	29.3
English teacher has training opportunities for the integration of ICT in their teaching.	0	4.9	68.3	26.8
The possibilities opened up to the teacher to spent more time in training ICT	0	9.8	63.4	26.8

SA	*(Strongly Agree)*
A	*(Agree)*
D	*(Disagree)*
SD	*(Strongly Disagree)*

Table 4 provided the percent scales of each item on questionnaire English teachers' attitudes towards the use of ICT in English teaching learning. It showed that mostly teacher agree (56.1) and strongly agree (43.9) ICT use in teaching

learning process interpret the development of new students' competences. The teachers can make innovations in teaching learning process using ICT, it showed their mostly agree (51.2) and strongly agree (48.8) from the statements. ICT also can help the teacher to do research based on the teachers' statements agree (63.4) and strongly agree (36.6). This finding confirms the most effective learning strategy that can motivate students in learning is to use ICT devices. ICT can provide interesting activities and media for students. ICT facilitates the teachers to make their teaching and learning more challenging and fun which can prevent the monotony of learning activities and at the same time increase student interest (Frydrychova Klimova & Poulova, 2014). The students also gains new experience, skills, knowledge when interacting and learning using ICT (Yieng & Daud, 2018).

There were some negative attitudes shown by English teachers in ICT use for administration tasks involved class list, evaluation, etc, but most of them showed positive attitudes. This can be seen from the results only strongly disagree (2.4) and disagree (4.9) but mostly agree (65.9) and strongly agree (26.8).

Table 5. Distribution of Mean Scores
on The English Teacher Attitude Toward ICT Scale

Scale	Percent (%)				Mean	Std. Deviation
	SD	D	A	SA		
Affective	0.0	5.4	59.0	35.6	3.30	0.55
Usefulness	0.0	4.3	54.3	41.5	3.37	0.55
Easy to Use	0.0	1.6	59.3	39.0	3.37	0.52
Behavior	0.8	4.1	64.2	30.9	3.25	0.56
Overall Attitude	**0.2**	**3.8**	**59.2**	**36.7**	**3.34**	**0.55**

Affective concern was 0% of the participants strongly disagree, 5.4% disagree, 59.0% agree and 35.6% strongly agree. Usefulness concern was 0% of the participants strongly disagree, 4.3% disagree, 54.3% agree and 41.5% strongly agree. Ease to use concern was 0% of the participants strongly disagree, 1.6% disagree, 59.3% agree and 39.0% strongly agree. Behavior concern was 0.8% of

the participants strongly disagree, 4.1% disagree, 64.2% agree and 30.9% strongly agree.

The Overall attitude mean score of Junior High School English teacher was 3.34 (Std Deviation = 0.55) that showed on table 5 means the result was positive. Positive attitudes from the participants was proved base on table 5, (the affective mean = 3.30), usefulness (mean = 3.37), easy to use (mean = 3.37), and behavior (mean = 3.25). The findings in this study indicate that participants have a high level of agreement on the educational benefits of using ICT in teaching and learning process (Table 4 and 5). This finding supports the results of research by Kreutz and Rhodin (2016) who noted that using ICT is effective for aligning educational practices with the conditions and needs of 21st Century students. Research by Balash, Yong and Bin-Abu (2011) which shows that ICT facilitates teachers to combine elements of humanity, time, and space effectively to ensure learning processes and activities lead to high learning outcomes.

The results of the descriptive analysis presented those Junior High School English teachers in Rejang Lebong regency has positive attitudes towards ICT use in their teaching learning process even though 61% of them have not had training in using ICT. The four concerns of attitude, including affective, usefulness, easy to use, and behavior, showed positive results that highly supported positive attitude of the teacher. The teachers aware that using ICT in English language teaching can help them more effective. Further, as the attitude boosted individual behavior, then it is expected the teachers can always use ICT in teaching learning process. It is noted by Albirini (2006) positive attitude of the teachers indicated their approval of introducing ICT in the education field, particularly using ICT in English language teaching process. Most of the teachers are reported to be interested in using ICT in English language teaching process because ICT can encourage the awareness of their students, although the ICT facilities in the school was inadequate. The teacher's attitude is also positive towards the use of ICT in ELT which is also influenced by government policies that encourage online learning due to the Covid 19 outbreak.

CONCLUSION

The finding in this study showed that Junior High School English teacher in Rejang Lebong regency had positive attitude towards the instructional ICT use in their English language teaching process. Furthermore, this study did not show any statistically significant differences in the attitude of experienced/less-experienced teachers towards the use of ICT in English language teaching. Finally, ICTs are not essential tool to the whole education system; however, its theoretical and managerial implications highlight areas for addressing the main problems of teachers and other stakeholders in education as facing the 21st century all of society's activities have involved ICT in their daily lives.

This research has limitations. First, the cross-sectional survey was used as the method so that the information collected is narrowed to the perceptions of the participants at the period the data was collected. Second, the sample in this study was determined using convenient sampling so that the research results cannot be generalized to the whole population. The findings obtained are valid only for 41 participants to Junior High School English teachers who are the object of research. In this regard, the researcher recommends two suggestions for further research. First, the information obtained is more stable if the research conducts a longitudinal study, either in the form of trends, panels, or cohorts. Second, determine the sample randomly so that the study results can describe the perception of the whole population. In other words, the study results can be generalized to the population.

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