



BANYUMAS ENGLISH VOCATIONAL TEACHERS' PERCEPTIONS AND CHALLENGES IN UTILIZING ICT

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ABSTRACT

The aimed of this research is used to out the perceptions of English Vocational Teachers of Banyumas in the use of ICT in EFL language teaching-learning and the challenges the teachers face in the use of ICT for English language teaching-learning. The researcher used questionnaire and interview to gather the data. There were fifty Vocational English teachers in Banyumas regency as the sample in this study. The result showed that the teacher has high positive perception toward the existance of ICT and some of them found difficlties in using ICT. It represents the percentage of each sub-indicator more than a half, which is 67% of teachers on the attitude indicator, which shows the teacher's acceptance of the presence of ICT as part of the learning process. Meanwhile, in the perceived usefulness sub-indicator, 91% of teachers agree that the use of ICT has many advantages for both teachers and students in the learning process. In addition, 61% of teachers on the perceived ease of use sub-indicator indicate that the operation of ICT in learning is not too difficult. Besides the differences of generation didn't affected toward the teachers' barriers rather than the kind of ICT devices. Therefore a solution should be provided to support the teachers' skill.

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1. Introduction

ICT which stands for Information and Communication, nowadays, become part of the development educational digital. It's proved by a lot of studies on both the development ICT in learning and its use in the teaching and learning process, particularly English learning. The study of Salehi and Salehi (2012) showed that teaching tools have been using technologies like televisions, tape recorders, and videos since the 1960s. Moreover, the development of ICT today covers not only hardware but also software such as Microsoft Office, Youtube, Google Classroom, Canva, etc. According to Silviyanti (2014), described using YouTube seemed to be interesting and helpful for students, who appeared to be very eager to watch movie-videos and then practise pronouncing words and speaking like native speakers. Then As Liu (2009, p. 101) added that technology now has "a greater role during class and home study, as computer-assisted instruction and interactive media technologies supplement the traditional use of chalk and the blackboard". In order to catch up, the government published a National Strategic Plan 2004-2009 through the Department of National Education in 2004, but the plan still needs to be expanded and intensified with regard to the use of ICT, including the use of ICT as a curriculum resource and as a medium in the interactive learning process, (Department of National Education: 2007) cited in Hermawan (2018). Considering how ICT influences the evolution of digitalized education and the benefits for both learners and teachers in the teaching and learning processes.

Here, using ICT can empower teachers and learners by facilitating communication and interaction, providing new modes of delivery, and generally transforming teaching and learning processes, (Valk, Rashid, and Elder :2010). It's proved by Floris (2014) defined that ICT has been shown to enhance learning by making it more active and interactive and by giving students more opportunities to gain new perspectives via the internet, computers, audio video, newsrooms, and other learning aids. In addition, the integration of ICT necessitates deciding on the use of different ICTs in each skill, the types of ICT applications to be used, planning the favorite activities, managing problems arising from the activities planned, and so on. By those activities lead the teacher to be more creative in designing the learning. Then the emphasis placed on gathering, analysing, and organising information when using ICT as a teaching tool during the teaching and learning process creates the students to be more critical and familiar with various media. In fact, Rabah (2015) has made a strong claimed for the use of technology in learning, as it is a powerful and flexible learning tool that is needed and desired to encounter globalization challenges, advance a country's economic status, and motivate and assist students in the learning. In addition Qin and Shuo (2011) showed ICT makes English language environment interactive, flexible and innovative. Hence the use of ICT in education has potential to transform the teaching and learning process (Ghavifekr, et al : 2016). In this instance, it will result in diversity in English content, contexts, and pedagogical methods in the teaching environment. Considering that there are undoubtedly many challenges in implementing ICT in the learning process, it takes a lot of work to be able to apply it in this

2. Discussion

Information and Communication Technology (ICT)

Information and Communication Technologies (ICT) have developed very rapidly in recent years. Wang and Woo (2007, p. 149) have stated that ICT are basically tools, they can be hardware such as computers, projectors, digital cameras, etc. and they can also be software such as Microsoft Word, Power Point, etc. Rank, Warren and Millum (2011, p. 1) have found evidence that ICT is commonly used in English language teaching and "as most English teachers would acknowledge, there is still much more to do to make effective and enjoyable use of the (latest) technology".

The advancement of data innovation, the Web, coordinates the history of instructive innovation within the new groove. Online administrations within the instruction of both degree

and non-degree are fundamentally giving instructive administrations to clients utilizing the Web as a medium. Online services can be composed of different stages of the method of instructive programs such as: enrollment, test passage, installment, learning, case assignments, case discourses, exams, appraisals, talks, and declarations. Nothing the positive impact of different ponders on the use of ICT to bolster learning within the school, it could be a must on the off chance that the school isn't intemperate in this nation too have the prospect of a future that permits for conveying ICT in supporting learning and they are:

a. Electronic Book

Electronic Books Electronic book or e-book is one that utilizes computer innovation to convey interactive media data within the shape of a compact and energetic. In an" e-book can be coordinates impressions" sound, design, pictures, livelinesss, and" movie" so that the data displayed is wealthier than customary books. Type e-book of the only may be a insignificant exchange of ordinary books into electronic shape shown by the computer. With this innovation, hundreds of books can be put away in a single piece of strong circle / CD" or" compact disk (capacity of approximately 700MB), DVD or advanced flexible disc"(capacity 4.7 to 8.5 GB) and "flash" (as of now accessible capacity up to 16 GB). A more complex and require more thorough plans such as the Reference book Britannica and Microsoft Encarta reference book which is in interactive media organize. Interactive media organize permits e-book gives not as it were composed data but too sound, pictures, motion pictures and other mixed media components.

b. E-Learning

E-learning definitions can be found for the" e-learning". Victoria L. Tinio, for case, states that" e-learning" incorporates learning at all levels, formal and casual, which employments a computer organize (intranet and extranet) for the conveyance of educating materials, interaction, and / or assistance. For most of the method of learning that takes put with the assistance of the Web is regularly referred to as online learning. Broader definition proposed within the working paper SEAMOLEC, the e-learning is learning through electronic administrations. In spite of the fact that assortment of definitions but essentially concurred that the e-learning is learning by using electronic innovation as implies of displaying and distributing information. Included within the definition of educational television and radio broadcasts could be a frame of e-learning. In spite of the fact that radio and the instruction could be a frame of e-learning, it is for the most part concurred that e-learning comes to crest frame after synergize with web innovation. Internet-based learning or web-based learning in its least difficult shape is the" website" are utilized to display learning materials. This strategy empowers learners to get to learning assets given by the speakers or facilitators at whatever point wanted. In case it is fundamental that will moreover be given mailing list particularly for the learning site that serves as a gathering for dialog. E-learning facility" complete" given by uncommon program called computer program or learning administration LMS (learning administration framework). Current running LMS-based Web innovation so it can be gotten to from anyplace over the accessible get to the web. Offices given incorporate the administration of understudies or learners, learning materials administration, learning administration, counting administration of learning assessment and administration of communication between learners with facilitators.

3. Methodology

Participants

The subjects of this study were English Vocational Teachers in Banyumas regency who joined in teachers group of Banyumas which called as MGMP Bahasa Inggris. The researcher was used cluster random sampling in this research. Cluster random sampling is used to draw general conclusion which represent the population. Hence each member of the population has

equal chance to be a sample, Suwartono (2014). Here, there were fifty one English Vocational teachers as the sample.

Research method

The researcher use quantitative method approach in this research. Coghland and Miller (2014) say that Quantitative methodology is the dominant research framework in the social sciences. It is designed to find out the teacher's perceptions and the challenges to the implementation of ICT in their EFL classrooms.

Questionnaires

The methodology used in the research was questionnaires. Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as "yes/no" or among set multiple choice questions. The questionnaire is designed and modified from Ghavifekr, et al (2016) to collect quantitative data on English teachers' perceptions and challenges due to the implementation of ICT in EFL classrooms. The questionnaire is given to English Vocational teachers in Banyumas. The teachers are assured that the information they gave is confidential and would only be use for research and academic purposes. The researcher then collected the completed questionnaires. The table below informs the questionnaire indicators of this research.

Table 1. Questionnaire Indicators

Aspect	Indicator
Teachers' Perception	Attitudes/Affect
	Perceived usefulness
	Perceived ease of use
Teachers' Challenges	Attitudes/Affect
	Perceived ease of use
	Perceived usefulness

Data Analysis

The technique used to analyze the data was descriptive statistic. Here the descriptive statistic is used to calculate mean. Then the researcher gets the data from questionnaire in the form of Google which spread through Whats app group of Teacher Working Group of Banyumas (MGMP Bahasa Inggris Banyumas). After that the data will be analyzed by using Likert scale. Then, the researcher calculated the percentage of the teachers' responses from the data.

Findings and Discussion

This chapter presents the findings of this study. Two sections comprise up this chapter. In the first section of the study, it is discussed how English vocational teachers in Banyumas view ICT usage. The researcher then went on to discuss the difficulties the English vocational teacher encountered when using ICT in the classroom and how these perceptions and difficulties affected the teachers' attitudes about using ICT.

Teachers' perception toward the Use of ICT

In this section, the researcher divides the teacher perception indicators into 3 sub-indicators, namely: attitude, perceived usefulness, and perceived ease of use. Internal variables in the attitude sub indicator are used by teachers (or any other user of technology) to decide

whether or not to use ICT. In fact, it's a major influence on a user's technology experience (Elwood et al., 2006), cited in Ghavifekr (2016). While, perceived usefulness is another factor in determining the teachers' perception of how beneficial they perceive ICT to be; that is, how much teachers believe technology will improve their performance (Davis, 1989). Then perceive ease of use from the teacher's point of view on how to use ICT in the classroom, whether it is easy to use or not. To identify each sub-indicator in this study, the researcher used a Likert scale, which consists of strongly agree, agree, disagree, and strongly disagree, and then calculated the mean of indicators in a percentage as the result of the questionnaire. The table below informs the indicator perceptions of English vocational teachers in Banyumas regency toward the implementation of ICT in class as follows:

Table 2. Teachers' Perception in the Implementation of ICT

The Indicator	Teachers' Perception	The total score of each indicator	The
Percentage of each indicator	The Category of each indicators		
Attitude/Affect	110,5	67%	High
Perceived usefulness	147,3	91%	Very High
Perceived ease of use	98,3	61%	High

The table describes the perception of vocational English teachers toward the use of ICT in Banyumas regency, in which the teachers have positive responses toward the implementation of ICT in English class. It represents the percentage of each sub-indicator more than a half, which is 67% of teachers on the attitude indicator, which shows the teacher's acceptance of the presence of ICT as part of the learning process. Meanwhile, in the perceived usefulness sub-indicator, 91% of teachers agree that the use of ICT has many advantages for both teachers and students in the learning process. In addition, 61% of teachers on the perceived ease of use sub-indicator indicate that the operation of ICT in learning is not too difficult. Thus, this shows that teachers agree with the usefulness of ICT and its use in supporting learning activities. Even so, there are some teachers who do not agree with the use and utilization of ICT in the classroom.

Teachers' Challenges toward the Use of ICT

The researcher in this study divides the teacher challenge indicators in ICT implementation into three sub-indicators, similar to the perception indicator: attitude, perceived utility, and perceived ease of use. The researcher aims to discover what the problems are for English teachers in Banyumas in terms of using, employing, and showing the usage of ICT based on the findings of analysis on these sub-indicators. The results of a questionnaire on the challenges of using ICT for English teachers in Banyumas are as follows:

Table 3. Teachers' Challenge in the Implementation of ICT

The Indicator Teachers' Perception	The total score of each indicator	The Percentage of each indicator	The Category of each indicators
Attitude/Affect	55,7	35%	Low
Perceived usefulness	50,8	32%	Low
Perceived ease of use	117,5	73%	High

According to table 4.3, the most difficult challenge for teachers in implementing ICT is the procedure for using it. This is based on the highest percentage in the table, 73 percent, on the sub-indicator of perceived ease of use, where teachers struggle to integrate the use of ICT during the learning process due to limited teaching time. In line with these challenges, the attitude sub-

indicator shows that 35% of teachers still have difficulty using ICT due to a lack of experience and training in the use of ICT in learning. The next teacher challenge is perceived usefulness, which is shared by 32% of teachers. This figure indicates that teachers have not been evaluated.

4. Conclusion and Suggestion

In this digital era, the advancement of technology brings many changes in every aspect including education. Then, English as a foreign language in Indonesia encourage teachers to be harder in helping the students mastering English language. English teacher as a key role in English classroom should create an innovative and interesting English course by utilizing various ICT tools. However, before using ICT in teaching, the teachers should know and understand what the roles of ICT in Indonesian EFL classroom are in order make the teachers are able to employ it optimally. Based on the results of the research on English teachers' perceptions and challenges to the implementation of ICT, several conclusions can be drawn.

First, the English teachers involved in this study have positive perceptions of the implementation of ICT in the ELT classroom. ICT helps them obtain information easily and fast. They also think that ICT makes class more interesting than discussion and teaching without using any tools. They all agree that technology is very useful as it can assist them in teaching English. Nevertheless, ICT can never replace teachers because it cannot be the living role model that the teachers can offer the students. ICT can also be curriculum materials at their schools. The interviews showed that they proposed that the school and government should have enough funding and provide sufficient facilities for the teachers to be encouraged touse ICT in their teaching.

Second, this study demonstrates that the teachers have some major challenges in utilizing ICT. Limited time to integrate ICT tools is one of the challenges. The next challenge is the lack of knowledge and training experience that teachers have. Some teachers have difficulty using ICT and need to learn more to improve their knowledge and skills. Then, the demographic factors which include 3 generations, namely X, Y, and Z does not bring significant differences on their perceptions and challenges to using ICT. A solution would be to provide joint ICT workshops for school teachers so that they can learn from one another how to make effective use of technology in their teaching

Because the ICT usage is vital for teaching and learning effectiveness. The government should allocate more funds to hold ICT workshops for teachers, it is said. The school should then develop an equalization program to train teachers in the use of ICT, particularly in language labs. It includes an interactive board whose use in learning and teaching activities was less than optimal. Additionally, teachers are anticipated to teach kids in more creative ways.

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