

English Teachers' Perception of Using Technology in Teaching English in Merauke

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Abstract: *The advance in technology has brought changes to every aspect of life including education. Various technology appliances and applications offer many helpful resources and techniques for teachers and learners to choose from in assisting their teaching and learning processes. Not only that it helps teachers to become more creative, it also encourages more motivation for the learners. The successful of its application closely related to the way it is perceived by the users. In this sense, the teachers' perceptions as the facilitator of knowledge in the class are worth exploring. This study therefore, investigated the perception of English teachers in Merauke in teaching English using technology. The data were obtained from six English teachers from four different junior high schools in Merauke through questionnaire and interview. The perceptions were categorized based on four acceptance aspects in the use of technology (UTAUT), performance, effort, and social expectations and facilitating conditions. The findings showed positive responses from the teachers regarding the use of technology in English teaching and learning. Pedagogical implications and suggestions for further study are discussed as well.*

Keywords: *teachers' perception, teaching English, technology, UTAUT*

Abstrak: Kemajuan teknologi telah membawa perubahan pada setiap aspek kehidupan termasuk pendidikan. Berbagai peralatan dan aplikasi teknologi menawarkan banyak sumber daya dan teknik yang bermanfaat bagi guru dan pelajar untuk dipilih dalam membantu proses belajar-mengajar mereka. Tidak hanya membantu guru untuk menjadi lebih kreatif, tetapi juga mendorong lebih banyak motivasi bagi peserta didik. Keberhasilan penerapannya erat kaitannya dengan cara persepsi pengguna. Dalam hal ini, persepsi guru sebagai fasilitator pengetahuan di kelas perlu ditelusuri. Oleh karena itu, penelitian ini menyelidiki persepsi guru bahasa Inggris di Merauke dalam mengajar bahasa Inggris menggunakan teknologi. Data diperoleh dari enam guru bahasa Inggris dari empat SMP yang berbeda di Merauke melalui kuesioner dan wawancara. Persepsi dikategorikan berdasarkan empat aspek penerimaan dalam penggunaan teknologi (UTAUT), kinerja, usaha, dan harapan sosial dan kondisi memfasilitasi. Temuan menunjukkan tanggapan positif dari para guru mengenai penggunaan teknologi dalam pengajaran dan pembelajaran bahasa Inggris. Implikasi pedagogis dan saran untuk studi lebih lanjut juga dibahas.

Kata kunci: persepsi guru, pengajaran bahasa Inggris, teknologi, UTAUT

Introduction

The development in the industry 4.0 brings many changes and challenges and influences various aspects of human life including education (Putrawangsa & Hasanah, 2018). When industry 4.0 has not well grown yet, the world is challenged to looking ahead to the next more human value-driven era, industry 5.0 (Xu et. Al., 2021). Its main purpose is to combine human creativity with machines to increase production with more human touch while putting the safety of the environment at forth and to increase sustainability at the same time. According to Xu et al. (2021), this industry 5.0 "centers around three interconnected core

values: human-centricity, sustainability and resilience” (p. 533). Hence, the focus will be shifted from mainly technology-driven processes to the manpower which prioritize workers’ fundamental human rights.

People are forced to be able to cope with the always-changing revolution where knowledge becomes essential to survive. One way to obtain knowledge is through learning. Learning is a simultaneous interaction between teachers, students, and learning resources in the same learning environment. The teachers are to assist in the process of acquiring and mastering knowledge, building characters, and enhancing the students’ talents. As stated by Richey (2002) that the purpose of learning is to develop knowledge, skills, and attitudes that enable the students to perform certain tasks according to the predetermined standards. Among these is the language skill which is essential to support the attainment of other skills as it functions to provide and obtain information and to express perceptions.

Technology has unlocked access to vast knowledge which is out of the teachers’ control or power (Lam & Lawrence, 2002). It opens ways to practical knowledge and learning resources that are previously not available in a conventional way. Including English classes. The existence of various advanced applications enables the process of English teaching and learning to be more effective and at the same time inspires the teachers to develop more unique and fun teaching practices (Indriani & Wirza, 2020). And how well they can make use of this technology development is influenced by their perception of it. At the same time, learning a language is a dynamic process. It is a many ways process between the learners, the teacher, the facilities and the environment. With a supportive environment and facilities that can be assisted by technology, the language learning process can be carried out more efficiently.

Perception is the assumption one has after receiving a stimulus from the five senses then develops into a thought that makes them have a view about a specific case that is happening (Gichella, 2019). Anything that is going on in the classroom, including how well the students receive the lesson may affect the teachers’ perceptions of either the teaching techniques or the media being used. As stated by Kreitner (2010), perception is a cognitive process that allows us to interpret and understand our surroundings. In understanding the process and the outcome, teachers can decide whether or not they need to make a change in some ways of their teaching. Simply put, perception is an interpretation based on one’s experience and observation.

Perception later affects the attitude. In relation to teaching with technology, according to Atkins & Vasu (2000) in Mollaei & Riasati (2013), teachers’ attitudes towards the use of technology give a significant influence on its practice in the classroom. Technology can only

be utilized fairly with knowledge and experience, although interest also has an effect on the process. As for Merauke, the internet connection might be the biggest challenge along with the insufficient supporting appliances and knowledge which are still a demanding problem in this revolutionary era. Therefore, this research aims to specifically seek the answer of how is the perception of English teachers in Merauke on utilizing technology in their English classes.

Methodology

It is a qualitative study in nature that focused on identifying, documenting, and knowing the in-depth interpretation of values, meaning, beliefs and thoughts. Six English teachers from four different private junior high schools in Merauke were taken as the subjects of the study. The data were gathered from two types of instruments, a questionnaire and an interview. The questionnaire consisted of 20 questions that were modified from the one of Widiyowati et al. (2021) which used 5-level Likert Scale scoring to measure the teachers’ perceptions of using technology in teaching English. Later, a structured interview was carried out with each participant independently with the aim to get more specific information. The interview questions were the modified version from the research of Indriani & Wirza (2020). Both instruments followed the UTAUT classification model of Widiyowati et al. (2021).

The data were analyzed qualitatively. At first, the data went through the data reduction process to find the themes and patterns and to eliminate the insignificant ones. Sidiq & Choiri (2019) noted that it provides a clearer picture and allowed the researchers to look for the eliminated data when needed. Later, the data were presented through data display in the form of tables and descriptions. Finally, the conclusion drawing was carried out to interpret the answers to the main research question.

Results and Discussion

Findings from the questionnaire on the teachers’ perception were divided into four categories, performance expectation, effort expectation, social expectation, and facilitating conditions.

Table 1. Questionnaire Results

No.	Statement	SA		A		D		SD	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Performance Expectations									
1.	I feel that the use of technology can help make learning activities easier.	5	83%	1	17%	-	0%	-	0%
2.	I feel technology relevant to be used for online or offline learning activities.	5	83%	1	17%	-	0%	-	0%
3.	I feel that the use of	4	67%	2	33%	-	0%	-	0%

	technology provides benefits in learning activities.								
4.	I feel that the use of technology provides a new experience in learning activities.	6	100%	-	0%	-	0%	-	0%
5.	I feel that the use of technology can facilitate me to be more creative in learning.	5	83%	1	17%	-	0%	-	0%
6.	I feel that by using technology, communication between teachers and students can be more efficient.	1	16.5%	4	67%	1	16.5%	-	0%
7.	I feel that using technology can increase the chances of successful learning that has been planned.	1	17%	5	83%	-	0%	-	0%
8.	I feel that the ability of teachers to use technology is an important provision to be able to use technology in learning.	3	50%	3	50%	-	0%	-	0%
Effort Expectations									
9.	I can easily operate technology in learning	1	16.5%	4	67%	1	16.5%	-	0%
10.	I can easily operate some of the features of the technology I use.	2	33%	3	50%	1	17%	-	0%
11.	Some features of the technology that I use make it easier for students to understand the learning material provided.	2	33%	4	67%	-	0%	-	0%
12.	The use of technology does not cost money during the learning process.	1	16.5%	1	16.5%	4	67%	-	0%
Social Expectations									
13.	I use technology because many of my friends use it.	1	16.5%	2	33.5%	2	33.5%	1	16.5%
14.	I am comfortable using technology because I have some friends who help me in using it.	1	16.5%	4	67%	1	16.5%	-	0%
15.	I use technology because the learning process expects me to use technology.	3	50%	3	50%	-	0%	-	0%
16.	I use technology in learning because of the support from the school	4	67%	1	16.5%	1	16.5%	-	0%
Facilitating Conditions									
17.	I am comfortable using technology in learning because it can be used easily.	2	33%	3	50%	1	17%	-	0%
18.	I am comfortable using technology because the	1	16.5%	4	67%	1	16.5%	-	0%

	functions/features provided are in accordance with the needs of learning activities.								
19.	I feel that technology is one of the tools that can support learning activities.	3	50%	3	50%	-	0%	-	0%
20.	I have the necessary knowledge to be able to operate technology in learning.	2	33%	3	50%	1	17%	-	0%

Performance expectations showed how the teachers believe that using technology would help them in teaching English. Based on Table 1, it can be seen that most participants believed that technology is very helpful to facilitate them to be more creative in delivering teaching materials and they gained new experiences as well in the process.

"It makes it easy. Moreover, if we teach using Google Classroom, it will make it easier for us to convey assignments and information. Like that" (Teacher 6: June 25th, 2022).

Some applications proved to be beneficial in improving the students' interest in learning, the most simple examples are the use of PowerPoint or Canva for presentations and Google Classroom to assign some tasks.

"I think students are very motivated when we teach using technology because it fits them very well and fits the children now so they are more enthusiastic and enthusiastic about seeing new things and happy to learn so they are motivated" (Teacher 1: June 17th, 2022).

The effort expectations that indicated the ability in applying technology in teaching received positive responses. Most of the participants admitted that they could operate some features of technology in their teaching. It helped their students to understand the material more easily. They used a few types of online platforms to give the assignments such as Quiziz and Google Form which were very effective.

"The technology is getting more and more advanced, yes, of course, we have to adapt, we have to learn more. For example, when we want to display a text recount on school YouTube, we have to know how to edit the video, enter subtitles, so we have to keep learning that way" (Teacher 5: June 23rd, 2022).

However, there was also an argument over how it would cost them and the students more money during the process as it required a high internet connection.

The third category, social expectations, signified how the environment played a role in the way of using technology. Some participants encouraged themselves to learn more about ways to bring technology into play in their classes. Some are pushed by the school regulations that required technology in their curriculum. The teachers believed that they are demanded to

keep learning and developing their ability in operating technology appliances and applications in this current era to assemble appropriate learning methods into their teachings.

The last category, facilitating conditions, was related to the availability of adequate facilities to support the application of technology in the classroom. 87% of positive results were attained from the questionnaire, showing that their schools have enough technological equipment that can be used in teaching. *"Our school supports and facilitates learning using technology, yes, the principal always encourages teachers to make updates. Even salute to the senior teachers who are older, they are still willing to continue to learn how to use this technology to be applied in lessons"* (Teacher 6: June 27th, 2022).

On the other hand, the rest of the participants' schools still have limited access to adequate technology resources and some devices such as projectors and speakers needed to be replaced.

Conclusion

The teachers show positive attitudes towards the use of technology in English teaching with the highest score of 85% on the overall performance expectation, effort expectation, social expectation, and facilitating condition factors. The use of technology is very helpful in facilitating the students to learn from various sources. The teachers can be more creative in delivering the classes through the use of technology and they gain more experience in operating some technology applications that are relevant for online and offline ways of learning. Moreover, the students are found to be more interested, motivated and focused on learning as well. Nevertheless, the limited resource of technology appliances and facilitation in some schools cannot be denied. This should be a consideration for further actions from some parties including the school board. The findings of this research are expected to bring benefits to a few parties in relation to teaching English using technologies as a reference as well as to gaining knowledge and experience in harnessing technology into classroom practices.

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