ICT IN INDONESIAN PUBLIC SECONDARY SCHOOLS: EFL TEACHERS' ATTITUDE AND PROBLEMS

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Abstract
Teachers' attitude toward technology in the classroom plays a significant role to achieve educational goals; this mixed-method study investigates the attitude and problems of secondary school English teachers toward ICT in English teaching. Data of this study were collected from the questionnaire with forty-six English teachers and interviews with five teachers from eleven public secondary schools in Jambi city. The findings indicate teachers have a positive attitude toward the use of ICT. Meanwhile, the problems show that the overall mean rating was 3.11 (uncertain), which means English teachers could not determine whether they encountered problems or not in using ICT in teaching English. However, qualitative results showed that the problems faced by teachers were a lack of funds and support for training from the government.

Keywords: EFL teacher, teachers' attitudes, ICT, public secondary school

Introduction

Teacher's attitudes towards ICT need to take into account in EFL teaching because teachers' competence in technology is related to their attitude towards technologies (Gilakjani & Leong, 2012). Studies prove that teachers' positive attitude toward ICT would contribute strong relationship to the failure or success in EFL classroom and interest in language teaching (Atkins and Vasu, 2000; Chen, 2008; Lau and Sim, 2008; Lam, 2000; Yükselir, 2016). Consequently, teachers who have a good attitude in using technology in teaching might make the lesson more interesting for students and improve materials presentation (Cox, 1999; Cope & Ward, 2002).

Predominantly, the teacher is a key success in enacting ICT with tremendous belief and a positive attitude. Park and Son (2009) informed that teachers who have a great expectation concerning ICT would give more innovative and creative teaching materials in the classroom, and it creates effective language instructions for the students. Similarly, great expectation in the use of ICT in learning and teaching a language enable teachers more effective in delivering the content subject, creative in designing their lesson, support innovation of learning, and positive impact the learning atmosphere (Brown, 2001; Cox, Preston, & Cok, 2000; Davies, 1997; Harmer, 2007; Lee, 2007; and

Mikre, 2007). It assumes that the positive attitude toward ICT in the teaching-learning process would offer the necessary skills and knowledge of teachers and even more confidence in delivering their lessons in the classroom. According to Davis (1989), the degree of utilization of ICT might depend on the attitude of the teachers. Therefore, teachers need proper training on using technology in the classroom (Kent and Facer, 2004).

Seeing the consequence of attitude in the learning process particularly in the context of EFL toward ICT, this study investigated EFL public secondary school teachers' attitudes and problems in the Indonesian context. Consequently, this study aimed to describe the socio-demographic characteristics of secondary school English teacher respondents' in terms of gender, age, educational background, related training attended, length of service, rank, and academic position, investigate the attitude of secondary school teachers toward ICT in English teaching, and to identify the problems encountered by public secondary school English teachers in utilizing ICT in teaching the subject.

Literature Review

Teachers' attitude toward ICT

Teachers' attitude is important and should bear something in mind in the teaching and learning process particularly on the use of ICT. Becker and Riel (2000) argue, teachers' attitudes toward technology integration in the classroom play a significant role to attain academic purposes. In a similar vein, Kersaint, Horton, Stohl, and Garofalo (2003) found that educators who have uplifting perspectives toward innovation feel increasingly great with utilizing it and typically join it into their instruction. Thus, teachers' who have a positive attitude toward the use of ICT will enable to be more innovative in teaching and learning, and promote a learning atmosphere.

Attitude is one of the best ways to know people's behavior or feelings toward something, particularly attitude towards the use of technology in teaching and learning process. The involvement of technology or ICT in teaching and learning has brought changes toward people's thinking. The changes could bring negative and positive perspective on individual lens. Therefore, teachers should be more exposed towards ICT so that they become more confident and have positive attitude toward ICT (Albion and Ertmer, 2002). The positive attitude toward ICT in teaching learning process would offer necessary skills and knowledge of teachers and even more confident in delivering their lesson in the classroom. According to Davis (1997), the level of use of ICT might depend on the attitude of the teachers. Teachers need to be properly trained on using technology in the classroom (Kent and Facer, 2004). Zammit (1992) argues positive attitude of teachers toward computers can improve pre-service and in-service teachers in teaching. Therefore, the government should provide a continuous training for teachers in optimizing use of technology in classroom.

The importance of ICT in English teaching

The application of ICT can improve the quality of education and support the teaching and learning process at the school. It provides new content for other media to carry because it is a topic of great current interest (Salehi & Salehi, 2012). In its simplest form, such as a website on the internet provides writings for language students to peruse, with errands which they are urged to act to improve their understanding aptitudes. It is supported by Egnatoff (2004) the ICT offers a new

channel by which language learners can enhance their communication skills by participating in social dialogue via chat room, discussion forum, and online conference. By using ICT, the students will be easier to access the material and learn the language anytime and anywhere. The students can use their android phone connecting to the internet or computer to increase their ability in English.

Previous research has been conducted such as Presort as cited in Pimno (2009) found that ICT as communication media can (1) help maintain consistency of learning content, (2) develop various types of teaching-learning activities, (3) be collected systematically, (4) be used for remedial classes, (5) enrich the efficiency of the teaching-learning process, and (6) help determine the roles of teachers and students in the teaching and learning activities. Ali, Faruques, and Muhammad (2013) also pointed out the significance of utilizing ICT in the teaching-learning process. They contended that the utilization of new advancements in technology in the classroom is fundamental for giving chances to understudies to figure out how to work in a digital age.

Moreover, Branford, Brown, and Cocking (2000, p. 206) reported that "what is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century". ICT at first is applied to fill in as a technique for improving efficiency in the informational methodology. Also, it has been demonstrated that the use of ICT in preparing can help improve memory support, increase motivation, and generally expand understanding. ICT can in like manner be used to propel network arranged getting, including pretending, pack basic reasoning activities, and articulated endeavors. ICT at first is applied to fill in as a technique for improving efficiency in the informational method. Additionally, it has been demonstrated that the usage of ICT in preparing can help improve memory upkeep, increase motivation, and generally broadens understanding. ICT can in like manner be used to propel network situated getting, including imagining, bundle basic reasoning activities, and articulated endeavors (Castro, 2013; Cawthera, 2000).

Furthermore, Yunus, Lubis, and Lin (2009) expressed that ICT has various valuable uses in guidance, for instance, ICT is a helpful resource in acquainting or talking with information from different points of view. It will in general be presented through different structures, for instance, works, pictures, tables, charts, and even sight and sound which can make the class even more charming and abundant. Also, ICT can in like manner expect distinctive instructional employments, for instance, cause the understudies to feel more loosen up to get comfortable with the various focuses and task, and besides make the understudies dynamic, since they learn by applying the development to a task rather than by being honestly "taught" by the advancement (Grabe and Grabe, 2005). Besides, Krajka (2002) contended that ICT likewise can become specialized instruments, for example, messages, talk gatherings, conversation gatherings, buddies' clubs, and others to direct exercises that require a coordinated effort. ICT can be utilized in encouraging different structures for web-based conferencing and make virtual conversations with companions or instructors on the web (Flecknoe, 2000).

Methodology

This study used mixed-method in collecting the data aiming to describe the socio-demographic characteristics of secondary school English teacher respondents' in terms of gender, age, educational attainment, related training attended, length of service, investigate the attitude of secondary school teachers toward ICT in English teaching, and to identify the problems encountered by secondary school English teachers in using ICT in teaching the subject.

Total sampling was used to recruit all the participants. It was 46 EFL teachers from 11 public secondary schools in Jambi city. In addition, for qualitative data, the researcher selected only 5 teachers based on the willingness to be interviewed to support the data from the questionnaire. All schools' names and teachers were pseudonym for ethical reasons.

Table 1. *The participants of public secondary school English teachers in Jambi city*

No	Name of school	Total of English teachers
1	Public Secondary A	4
2	Public Secondary B	4
3	Public Secondary C	3
4	Public Secondary D	8
5	Public Secondary E	4
6	Public Secondary F	4
7	Public Secondary G	4
8	Public Secondary H	4
9	Public Secondary I	5
10	Public Secondary J	3
11	Public Secondary K	3
Total		46

Data collection in this research used the survey questionnaire and interview. The questionnaire was distributed to picture the teachers' demographic profile and their perceptions toward the use of ICT and problems in English teaching. The questionnaires were distributed personally to the schools. A semi-structured interview was used to collect the empirical data to support the questionnaire. The interview lasted for approximately 40-50 minutes, and it was recorded. The data was displayed to find themes and sub-themes, and data reduction was applied to draw and verify. To ensure trustworthiness, member checking was applied. The participants were given a chance to read the interview transcript for the accuracy and clarity of the interview.

Findings

Respondents' profile

There were 46 English teachers and 44 questionnaires returned and 2 questionnaires did not return. It meant that 95.65% of EFL public secondary school teachers were involved in this study and 4.35% were excluded. The results showed that the majority of the respondents (68.2%) were female and (31.8%) were male from the total number of 44 sampled teachers. As regards the age of the respondents, the result showed that among the respondents most (56.8%) belonged to 40-49 years old. Moreover, there were (9.1%) belonged to 20-29 years old, (9.1%) belonged to 30-39 years old, and (25%) belonged to 50 years above. It meant that the average mean for age was 44.27 years old.

Educational attainment is very important as it is one of the factors considered for having a job or position. The results of this study showed that 88.6% of the participants indicated they had finished Bachelor's degree, and only 11.4% had a master's degree. However, none of the participants

had a lower than Bachelor's degree and also Ph.D. degree. Meanwhile, in terms of training attended by the teachers with regards to ICT showed that most of the teachers (75%) did not take any kinds of ICT training in the last 2 years. The results showed that only 22.7% of the participants attended one or two training and 2.3% had 3-4 training s. Some of them said that they never joined the training. It can be concluded that almost all the participants are lack training related to ICT. Related to training materials attended by the teachers, they learned how to use Microsoft office (word, excel, publisher), how to make a slide presentation, using video or short movie, using a blog, internet, and email as their media in teaching English.

Furthermore, the length of service that there were 20.5% have rendered service for 1-10 years, 3.6% for 11-20 years, 3.6% for 21-30 years, and there were only 6.8% out of the respondents have rendered service for 31-40 years. The majority of the respondents were government teachers and only three part-time teachers.

Table 2. *Socio-demographic characteristics of respondents*

Variables	Participants	(N=44)
	F	%
Gender		
Male	14	31.8
Female	30	68.2
Age		
20-29 Years	4	9.1
30-39 Years	4	9.1
40-49 Years	25	56.8
50 Years and above	11	25.0
Educational Attainment		
Lower than Bachelors' Degree	-	-
Bachelor's Degree	39	88.6
Master's Degree	5	11.4
Doctorate Degree	-	-
Training		
No training	33	75
1-2	10	22.7
3-4	1	2.3
Length of Service (Years)		
1-10 Years	9	20.5
11-20 Years	16	36.4
21-30 Years	16	36.4
31-40 Years	3	6.8
Academic Position/Rank		
Government Official Teachers	41	93.2
Part-Time Teachers	3	6.8

Attitude to information communication technology (ICT)

Attitude in this study refers to how the respondents perceived the use and importance of ICT to teachers and students. Attitude affects how a person accepts new trends such as ICT and related to technologies particularly to those teachers who did not have yet any experience in using

this type of learning resource material. The attitude of teachers on the use, importance, and how they appreciate the use of ICT was measured in this study. The data showed in table 3 below:

Table 3. *Teachers' attitude toward ICT*

Teachers' Attitude to ICT	Percentage					Mean	SD	Level
Importance/Relevance	SD	D	U	A	SA			
ICT is relevant to education	2.3%	-	9.1%	61.4%	27.3%	4.11	.757	A
ICT is easy to work with	-	-	13.6%	65.9%	20.5%	4.07	.586	A
ICT is very useful in facilitating to access the data	2.3%	15.9%	2.3%	61.4%	18.2%	3.77	1.00	A
It is very timely to use ICT because of the fast pace change in technology	15.9 %	-	11.4%	45.5%	27.3%	3.84	1.01	A
The use of ICT is a good strategy in education	2.3%	2.3%	4.5%	63.6%	27.3%	4.11	.784	A
Teachers must learn how to use ICT to teach students better	2.3%	-	2.3%	36.4%	59.1%	4.50	.762	SA
I can easily manage my students to develop their abilities in the use of ICT	2.3%	-	18.2%	65.9%	13.6%	3.91	.640	A
I can teach better if I'm using ICT	2.3%	2.3%	11.4%	79.5%	4.5%	3.82	.656	A
The use of ICT could make teachers more creative in teaching	2.3%	-	4.5%	50%	43.2%	4.32	.770	SA
ICT contributes to better teaching-learning process	2.3%	-	6.8%	77.3%	13.6%	4.00	.647	A
Overall mean						4.04	.533	A

Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree(A); 2.60-3.39   Uncertain(U); 1.80-2.59 Disagree (D); 1.00-1.79 Strongly Disagree(SD)

The data presented in table 3 above showed that the attitude of teachers categorized as importance/relevance and appreciation of use. Related to the importance or relevance of ICT, the attitude of public secondary school EFL teachers in the following statements was strongly agreed: teachers must learn how to use ICT to teach students better (x=4.50), the use of ICT could make teachers more creative in teaching (x=4.32). They also indicated agreement attitude on these statements: I believe ICT is relevant to education (x= 4.11), As a teacher, I find ICT easy to work with (x= 4.07), The ICT is very useful in facilitating the access of data (x= 3.77), It is very timely to use ICT because of the fast-paced change in technology (x=3.84), The use of ICT is a good strategy in education (x= 4.11), Teachers must learn how to use ICT to teach students better (x=4.50), I can easily manage my students to develop their abilities in the use of ICT media (x= 3.91), I can teach better if I am using ICT equipment (x= 3.82), ICT contributes to better teaching-learning process (x= 4.0). The overall mean was 4.04 described as an agreed attitude to the use of ICT in teaching English. The agreement of teachers' attitudes toward the use of ICT in teaching and learning was supported by the interview with the respondents.

> **Teacher B:** "well, in my opinion, that using ICT in teaching English as a foreign language is very useful and very meaningful because by using ICT we can have an interesting material and visual material that can be given to the students."

Teacher C: "It is a medium to help students to understand the material easily. It is expected that ICT could be used in all levels of education and all subjects not only English. "

Teacher D: "As far as I am concerned using ICT for teaching English as a foreign language is very important. It can facilitate students to more understand English and it can make the teaching-learning process more interesting."

Teacher E: "Well, now you know that ICT is very useful for EFL teachers. I think ICT could improve students' skills. Furthermore, it encourages and motivates students to learn more about English."

Teachers' problems in using ICT

Table 4 above showed that the problems encountered by English teachers regarding the use of ICT in teaching. The results showed that the overall mean rating was 3.11 (uncertain) and SD of .50385. This showed that English teachers could not determine whether they encountered problems or not in using ICT in teaching English. However, the problems identified by the teachers were lack of training/workshop in using ICT were "low in quality" which had the highest mean score of 4.25 (strongly agree).

Table 4. *Teachers' problem in using ICT*

Teachers' Problems in using ICT	Percentage					M	SD	L
	SD	D	UN	A	SA			
School lack of ICT tools	25.0%	18.2%	2.3%	45.5%	9.1%	2.95	1.42	U
Most subject contents are not suitable for ICT use	9.1%	50.0%	20.5%	18.2%	2.3%	2.54	.975	D
Lack knowledge and skill in using ICT	9.1%	27.3%	20.5%	38.6%	4.5%	3.02	1.10	U
Lack of training/workshop in using ICT	-	4.5%	9.1%	43.2%	43.2%	4.25	.81	S A
Have limited time to access ICT	2.3%	13.6%	4.5%	77.3%	2.3%	3.63	.83	A
The school does not realize the importance of ICT in the teaching-learning process.	13.6%	31.8%	15.9%	38.6%	-	2.79	1.11	U
Teacher prefers to use traditional technique in teaching	6.8%	25.0%	13.6%	54.5%	-	3.16	1.03	U
School lack of staff responsible for serving ICT	-	15.9%	9.1%	70.5%	4.5%	3.64	.809	A
Teachers don't have enough competency and strategy in using ICT	-	27.3%	13.6%	59.1%	-	3.32	.883	U
Students are not ready yet to use ICT in learning English	54.5%	25.0%	9.1%	11.4%	-	1.77	1.03	S D
Overall mean						3.11	.503	U

Legend:

4.20-5.00	Strongly Agree	(SA)
3.40-4.19	Agree	(A)
2.60-3.39	Uncertain	(U)
1.80-2.59	Disagree	(D)
1.00-1.79	Strongly Disagree	(SD)

It is also supported by the interview below:

> **Teacher B:** "I think we have not got such as training in teaching and learning process using technology."
>
> **Teacher D:** "I think what I want to say, it is very hard to say. There is no special training for English teachers, especially for ICT. You know it is just our effort to get the skill to know how to operate the computer, to search from the internet."
>
> **Teacher E:** "Well, I never had the ICT training. I asked the senior teacher who knew about ICT well when I had a problem in using it or sometimes I studied and learned by myself. But again we need government support to develop our competence in teaching English using ICT."

It is followed by a "lack of staff responsible for serving ICT" with a mean was of 3.64 (agreed). In using ICT the teachers also faced a lack of staff responsible for serving ICT. That's why the teachers chose to learn ICT by themselves or asked their friends. As teacher **A** said that "Yes, so you have to be able even though there is no training so you have to be able to do the ICT for teaching, otherwise students are more knowledgeable using ICT than you as a teacher". The other problem was that it had limited time to access ICT with a mean score of 3.63 (agreed). This was one of the problems faced by English teachers in using ICT. As Teacher **B** stated in the interview result below:

> **Teacher B:** "A mountain of tasks is one of the reasons why teachers cannot develop professional competence in using ICT in teaching EFL. We want to, but as I mentioned no time and no money to attend the training provides for it. You know government requires us to be more professional and competent in ICT but fact always no budget for training."

Furthermore, the other problem was that it had no sufficient competency and strategy in using ICT with a mean was 3.32 (uncertain), teacher prefers to use a traditional technique in teaching with a mean was 3.16 (uncertain), and lack knowledge and skill in using ICT with mean was 3.02 (uncertain). It is also supported by Teacher **D** interview result that stated:

> **Teacher D:** "you know that to operate ICT not many teachers can apply it and can use ICT because of lack of competency. Like me, I don't say it is difficult, but I don't say I am expert."

Discussion

Teachers' attitude in the use of ICT implied that secondary school EFL teachers understood the importance of ICT in education as part of the learning resource materials. By analyzing the interview result, the researchers also concluded that English teachers admitted that ICT was very important in supporting the teaching-learning process even it could not be separated from education. The participants claim that ICT is the medium for them in teaching. As teacher C said that *"it is a medium, it means to help the students to understand the material easily"* It meant that ICT is very important to help them as the teacher in teaching English. It can be concluded that English teachers

had a positive attitude toward the importance and relevance of ICT to education. Similarly, teacher B said that *"I think using ICT in the teaching-learning is useful and it is more interesting and there are some advantages of using ICT in the teaching and learning process"*. It meant that the teacher knew well the advantages of using ICT in their teaching could help them to make the students more active and interested in learning English.

The findings of this study are in line with Bingimlas (2009), Habibi, Yusop, Razak, & Mukminin (2019), Melor (2007), Zhao, Tan, and Mishra (2001) indicated that positive attitude of teachers might supports and improve the learning process. According to Woodrow (1992), a positive attitude toward technology can transform educational practices toward successful learning. Therefore, the teacher's positive attitude towards the use of technology in the learning process is an inseparable part of building learning innovations. If the teacher already has a positive attitude towards the use of technology, it can be concluded that the teacher has the desire and motivation in innovating and creating the learning process. Thus, attitude is the readiness of individuals in responding or influencing something interesting that occurs (Ajzen & Fishbein, 2005). As Bullock (2004), Guskey (1989), Saye (1989) argued that teachers' attitude is a necessary and significant factor in adopting technology. This would make the lesson more interesting and make students more active in the learning process.

In terms of teachers' problems in using ICT, it is noted that English teachers had problems in using ICT in their teaching. It is noted that lack of training was the main problem encountered by the teachers. It is also supported by the interview result where most of the teachers explained that they never attended or took the training, especially in ICT. That was the reason the teachers had not enough capability in using ICT. From the problems encountered by English teachers, the researcher concludes that training is very important to develop teachers' skills and ability in using ICT. Therefore, training would help teachers to apply the use of ICT in real teaching.

Many studies showed that the use of technology in learning still causes problems (Balanskat, Blamire & Kefala, 2006; Pham, Tan, & Lee, 2019; and Syamlee, 2012). The problems that occurred in the use of technology in classroom learning are one of the limitations of the competence of teachers in developing learning innovations. The development of an attractive technology-based learning design is demanded good teachers' competence. This research showed that teachers should learn independently because of the limited support from the government to attend training in the development of learning innovations using technology. Furthermore, this study showed that teachers were aware of the use of technology in learning to greatly assist them in developing learning to be better and more interesting. However, this is not as easy to describe because for self-development to joining the training need funds. According to Gobbo & Girardi (2001) that training related to self-development including the use of technology in the classroom is a significant thing affecting teacher performance in teaching. They further argued that training has an important role in implementing technology and motivating students in learning. Thus, teachers are one of the significant factors contributing to educational improvements.

Conclusions

The results of this study indicated that the majority of teachers had a positive attitude toward technology used in the classroom. A positive attitude in the use of technology in the classroom would help teachers to better planning teaching material and create more interesting learning. Moreover, a positive attitude leads to successful learning and motivates students. However, this

research showed that even teachers have a positive attitude towards technology; government support for teachers in developing technological competence is not as expected. Previous studies emphasized that the development of teacher competence in technology has an important role in the learning process. More than half of the teachers in this study stated that they need technical training in the development of learning materials. The source of funds and lack of training on teachers' competency development are still one of the obstacles and major issues in this research.

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