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Teachers' Skills in Integrating Technology in Teaching English.

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Abstrak

Mengintegrasikan teknologi dalam pengajaran bahasa Inggris memiliki peran positif dalam menciptakan proses belajar mengajar yang berorientasi siswa sehingga dapat membantu meningkatkan aktivitas dan proses berpikir siswa. Oleh karena itu, sangat penting bagi guru bahasa Inggris untuk memiliki keterampilan dalam mengintegrasikan teknologi dalam mengajar bahasa Inggris. Penelitian ini bertujuan untuk menggambarkan bagaimana keterampilan guru dalam mengintegrasikan teknologi dalam mengajar bahasa Inggris. Penelitian ini adalah penelitian kuantitatif deskriptif. Acara ini dilaksanakan pada Januari 2023- Juni 2023 di salah satu Sekolah Menengah Atas Islam Negeri di Pekanbaru, Provinsi Riau, Indonesia. Sampel penelitian diambil dengan menggunakan teknik pengambilan sampel total. Jadi, ada 10 guru bahasa Inggris sebagai sampel penelitian. Untuk mengumpulkan data, para peneliti menggunakan kuesioner. Data dianalisis dengan menggunakan Skala Likert dan rumus Mean Score. Hasil penelitian menunjukkan bahwa keterampilan guru dalam mengintegrasikan teknologi dalam mengajar bahasa Inggris dikategorikan ke tingkat tinggi dengan skor rata-rata 4,08. Jadi, dapat disimpulkan bahwa para guru memiliki keterampilan yang tinggi dalam mengintegrasikan teknologi dalam mengajar bahasa Inggris.

Kata kunci: *Keterampilan Guru, Mengintegrasikan, Teknologi, Pengajaran, Bahasa Inggris*

Abstract

Integrating technology in teaching English has positive roles in creating student-oriented teaching and learning process so that it can help improve students' activities and thought processes. Therefore, it is very important for English teachers to have skills in integrating technology in teaching English. This research aimed to describe how teachers' skills in integrating technology in teaching English were. This research was descriptive quantitative research. It was conducted in January 2023- June 2023 at one of State Islamic Senior High School in Pekanbaru, Riau Province, Indonesia. The samples of the research were taken by using total sampling techniques. So, there were 10 English teachers as the samples of the research. To collect the data, the researchers used questionnaires. The data were analyzed by using Likert Scale and the formula of Mean Score. The result of the research showed that the teachers' skills in integrating technology in teaching English were categorized into high level with the mean score 4.08. So, it can be concluded that the teachers have high skills in integrating technology in teaching English.

Keywords: *Teachers' Skill, Integrating, Technology, Teaching, English*

INTRODUCTION

Technology gives many positive impacts on education. It can help teachers transform education and improve students learning, (Hew., & Brush, 2006). Based on research studies in education cited by Hew., & Brush (2006), the use of technology (e.g., computers) can help improve students' scores on standardized tests (Bain & Ross, 1999), improve students' inventive thinking (e.g., problem solving) (Chief Executive Officer (CEO) Forum on Education and Technology, 2001), and improve students' self-concept and motivation (Sivin-Kachala & Bialo, 2000). Moreover, technology is also seen as being able to provide a number of opportunities that would otherwise be difficult to attain. The use of computer-mediated communication tools, for example, can help students from various geographical locations "talk" to one another and experts conveniently. The increased ability to communicate with experts enhances students' learning process (Bransford, Brown, & Cocking, 2000 in Hew., & Brush. 2006). Hew., & Brush (2006) stated that because of many positive impacts of technology on education, many governments create programs to integrate technology in their schools such as in United States and Singapore.

Some scholars stated that technology integration refers to terms of types of teachers' computer use in the classrooms. They divided it into two types. The first type is low-level (e.g., students doing Internet searches) the second type is high-level use (e.g., students doing multimedia presentations, collecting and interpreting data for projects) (Cuban, Kirkpatrick, & Peck, 2001 in Hew and Brush in 2006)". For other scholars, technology integration referred to terms of how teachers used technology to carry out familiar activities

more reliably and productively, and how such use may be re-shaping these activities (Hennessy, Ruthven, & Brindley, 2005 in Hew and Brush, 2006). Still others consider technology integration in terms of teachers using technology to develop students' thinking skills (Lim et al., 2003 in Hew and Brush (2006). These elements typically include the use of computing devices for instruction. In this paper, technology integration is thus viewed as the use of computing devices such as desktop computers, laptops, handheld computers, software, or Internet.

It is very important for teachers to have skills in integrating technology in their teaching because the lack of teachers' skills in integrating technology in teaching has been identified as a major barrier to technology integration. This is one of the common reasons given by teachers for not using technology in their teaching (Snoeyink & Ertmer, 2001/2; Williams, Coles, Wilson, Richardson, & Tuson, 2000 in Hew and Brush, (2006). For example, in a study of Scottish schools, Williams et al. (2000) in Hew and Brush (2006), found that lack of skills in the use of databases and spreadsheets was seen as an inhibiting factor by more than 10% of elementary school teachers. Snoeyink and Ertmer (2001/2) in Hew and Brush, 2006 , in their study of one middle-class school in the United States, also found that limited computer knowledge or skills contributed to the lack of technology integration by teachers. The teachers in their study did not attempt any technology-related activities with their students until they had developed basic skills such as logging onto the network, opening and closing files and applications, and basic word processing. Hew and Brush (2006) stated that because of the lack of technological skills in teaching, some teachers are unfamiliar with the pedagogy of using technology.

Hughes (2005) in Hew and Brush (2006) stated that teachers need to have a technology-supported-pedagogy knowledge and skills base, which they can draw upon when planning to integrate technology into their teaching. He classifies Technology-supported-pedagogy into three categories in which technology functions as: (a) replacement, (b) amplification, or (c) transformation. Technology as replacement involves technology serving as a different means to the same instructional goal. For example, a teacher could type a poem on a PowerPoint slide and project it on the wall. This activity replaces the writing of the poem on a poster and taping it on the wall with the unchanged instructional goal for students to read the poem. Technology as amplification involves the use of technology to accomplish tasks more efficiently and effectively without altering the task (Pea, 1985 in Hew and Brush, 2006) . For example, a teacher may ask students to edit peers' stories typed in a word processor. As opposed to hand-written stories, the author's ability to easily revise the story based on peers' comments is amplified because the student

does not have to rewrite the story each time to accommodate the peers' feedback. Finally, use of technology as transformation has the potential to provide innovative educational opportunities (Hughes, 2005 in Hew and Brush, 2006) by reorganizing students' cognitive processes and problem solving activities (Pea, 1985 in Hew and Brush, 2006) For example, students can use computer databases and graphing software as tools for exploratory data analysis, data organization, and for framing and testing hypotheses related to the data. Many teachers have not been exposed to transformative technology-supported pedagogy because professional development activities have focused primarily on how to merely operate the technology.

Furthermore, teachers' skills to integrate technology in teaching are identified by the following indicators, adopted from Soydal, Alir and Ünal (2013) : Firstly, teachers access computer, smart phone, etc. as technology to integrate in classroom, the teachers as professional who teaching in the classroom must be able to applied technology is like computer, smartphone, etc. – Secondly, teachers have to be confident in integrating technology in classrooms, which teachers must be able to apply technology in the classroom as well as possible. Thirdly, teachers give positive attitude toward the use of technology applied in the classroom by a teacher must have a positive and effective impacts on students. – Fourthly. technology enhances quality of theory and practice in learning English Integrate of technology is expected to provide an effective thing for teaching and learning process.

There are some previous studies related to integrating technology in teaching such as Vrasidas & S Mclsaac, (2010): Turugare & Rudhumbu, (2020): Lawless & Pellegrino, (2007); Judsen, E (2006):Hooper, S., & Rieber, L. P. (1995): Dogan, S., Agacli, N., & Celik, I. (2021): Gulbahar, Y. (2008): Guzmán, D, B. (2019): and Riasati, M, J. (2013) The previous studies focus on the implication of integrating technology in teaching and teacher education for curriculum reform and policy, the opportunities and challenges of integrating technology in teaching and learning in a university, integrating technology in teaching and learning Math, the effect of technology support, teachers' confidence in using technology, their beliefs about using technology, and their perceived skills on the use of instructional and application software, Improving the technology integration skills of prospective teachers through practice, teachers' perception of using technology in teaching EFL, and technology Integration for the Professional Development of English Teachers. The researchers have not found yet previous studies that are related to teachers' skills in integrating technology in teaching English. This research aimed to describe how teachers' skills in integrating technology in teaching English. It was necessary to conduct the research to know the level of teachers' skills in integrating technology in teaching English. By knowing the level of

teachers' skills in integrating technology in teaching English, it provides information whether the teachers have high skills or low skills in integrating technology in teaching English. If the teachers have low skills in integrating technology in their teaching, the school can solve the problem by providing professional development for teachers. Furthermore, if the teachers have a high skill in integrating technology in their teaching, they have to keep upgrading their skills in integrating technology in teaching English.

RESEARCH METHODS

This research used descriptive quantitative research design. The research was conducted at one of Islamic senior high schools in Pekanbaru, Riau Province, Indonesia. The population of the research were all of English teachers at the school. The number of English teachers were 10 persons. The samples of the research were taken by using total sampling technique. To collect data, the researchers used questionnaires that consisted of 15 items adopted from Khaweldah et al. (2016) in Soydal, Alir and Ünal (2013). The questionnaires used likert- scales that consisted of five options; Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree. To get the valid items of questionnaires, the researchers conducted a try out. Besides, the researchers also tested the reliability of the questionnaires with the result of Cronbach's Alpha 0.70. that showed that the questionnaires were reliable. To analyze the data, the researchers used the formula of Mean Score and Percentage. To know the level of teachers' skills in integrating technology in teaching English can be found from the level categories of the mean score adopted from Atef and Munir, (2009) as described in the following table.

Table.1. The Category Levels of the Mean scores

Mean Range	Categories
4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderate
1.50-2.49	Low
1.00-1.49	Very Low

RESEARCH RESULT AND DISCUSSION

To find out the teachers' skills in integrating technology in teaching English for each indicator can be found from the mean score and the percentage of each indicator of teachers' skills in integrating technology in teaching English as described in the following table.

Table.2. The Mean Scores and Percentages of Teachers' Skills in Integrating Technology in Teaching English

Teacher's skills in Integrating Technology in Teaching English	Mean Scores	Percentages
Access to computer, smartphone and internet	3.67	18%
Experience in using computer, smartphone and internet	3.67	18%
Confident in integration technology in English Class	3.78	18.5%
Positive attitude toward the use of technology in teaching English	4.70	23%
Technology enhances quality of theory and practice in teaching English	4.60	22.5%
Total	20.42	100%

From the table 2 above, it can be seen how the teachers' skills in integrating technology in teaching English for each indicator. The teachers' skill in accessing to computer, smartphone and internet was 3,67 with the percentage 18 %, the Positive attitude toward the use of technology in teaching English with the percentage 18 % as same as the teachers' skill in experiencing using computer, smartphone and internet. Confident in integration technology in English Class was 3.78 with the percentage 18.5 %. Then, Positive attitude toward the use of technology in teaching English was 4.70 with the percentage 23%. The

last, technology enhances quality of theory and practice in teaching English was 4.60 with the percentage 22.5 %.

To know the level of how the teachers' skills in integrating technology in teaching English were, the researchers used the formula of Mean Score by dividing the total of the mean scores (20.42) with the number of indicators (5). So, the result was 4.08 which was categorized into high level.

So, to know how the teachers' skills in integrating technology in teaching English are determined by the teachers' skills in accessing to computers, smartphones and internets. The computers, smartphones and internets are technological media used in teaching and learning process. Then, the teachers must have experience in using the technology in teaching and learning. The teachers are not only able to access the technology, but also must experience in using it in teaching and learning process. The teachers must be confident in integration technology in English class. The teachers must also have positive attitude toward the use of technology in teaching English. By using technology, the teacher can enhance quality of theory and practice in teaching English.

CONCLUSION

The result of the research showed that how the teachers' skills in integrating technology in teaching English for each indicator. The skills consist of the teachers' skill in accessing to computer, smartphone and internet was 3.67 with the percentage 18 %, the Positive attitude toward the use of technology in teaching English with the percentage 18 % as same as the teachers' skill in experiencing using computer, smartphone and internet. Confident in integration technology in English Class was 3.78 with the percentage 18.5 %. Then, Positive attitude toward the use of technology in teaching English was 4.70 with the percentage 23%. The last, technology enhances quality of theory and practice in teaching English was 4.60 with the percentage 22.5 %. Based on the result of teachers' skills in integrating technology in teaching English for each indicator, the mean score of teachers' skills in integrating technology in teaching English was 4.08. It can be concluded that the teachers' skills in integrating technology in teaching English are categorized into a high level with the mean score 4.08.

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