

**Teachers' Readiness on Using ICT for Teaching at Two
State High Schools in Plaju District**

A Thesis by

Riva Shafira Nur Aisyah

Student Number: 06011281722029

English Education Study Program

Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

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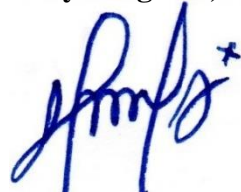
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Certify that thesis entitled “Teachers’ Readiness on Using ICT for Teaching at Two State High Schools in Plaju District” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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THESIS DEDICATIONS

This thesis is dedicated to :

My beloved parents, Nurul Salasa Nilawati and Ewan Kurniawan
hafidzhahumullah.

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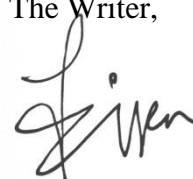
Bismillah. Alhamdulillah bini'matihi tatimmush sholihaat, this thesis entitled “Teachers’ Readiness on Using ICT for Teaching at Two State High Schools in Plaju District” was written to complete one of the bachelor’s degree requirements at Sriwijaya University’s English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education.

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The Writer,



Riva Shafira Nur Aisyah

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TEACHERS' READINESS ON USING ICT FOR TEACHING AT TWO STATE HIGH SCHOOLS IN PLAJU DISTRICT

ABSTRACT

This research was aimed to identify the teachers' readiness on using ICT for teaching purposes and to explore more about the teachers' knowledge, skills, and attitudes on using ICT in the classroom. This research focused on two state high schools, namely *SMAN 4* and *SMAN 8* Palembang in Plaju district, Palembang. The researcher selected these schools because of their strategic locations and the variety of teachers in terms of basic knowledge and experience in teaching and using ICT. The participants of this research were 103 teachers of *SMAN 4* and *SMAN 8* Palembang. They were chosen based on the researcher's purposive reason. This research applied a descriptive qualitative approach. The data were collected by using questionnaires, interviews, and observation. All the teachers had to fill the questionnaire, then six of them were interviewed and two of them were observed. In terms of data analysis, descriptive analysis was used to analyze the questionnaire data, Miles and Huberman's interactive model was used to analyze the interview result, and the observation was analyzed based on the observation sheets, video recordings, and images captured in the classroom. Finally, it was found in the findings that the majority of teachers demonstrated a high level of readiness for using ICT. In terms of learning and teaching activities, the majority of teachers were ready and willing to use ICT. It was clear that the teachers were able to use technology such as electronic tools and interface media. To summarize, the teachers in *SMAN 4* and *SMAN 8* Palembang in the academic year 2021-2022 demonstrated a high level of readiness to use ICT in the classroom.

Keywords: *teachers' readiness, ICT*

CHAPTER I

INTRODUCTION

This chapter presents the introductory points of (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significances of the study.

1.1 Background of the Study

The ease of raising the standard of education almost without time and distance constraints is also increasingly manifested in today's teaching and learning as a positive influence arising from the rapid growth of technology (Arigusman, 2013). The possibilities of Information and Communication Technology (ICT) are viewed in a global context in higher education and the development of it has certainly changed teaching and learning processes (Pulkkinen, 2006). The use of ICT helps create learning environments that can change the process of learning and teaching so that learners can engage with information in an active, self-directed, and positive manner. It is possible to obtain information about anything, including knowledge and skills, quickly and easily, wherever and whenever. As a result, by using technology to improve students' skills and knowledge, there are great opportunities for them to access new information (Volman & Van Eck, 2001).

ICT is currently considered to be an effective way of encouraging modern teaching and learning methods. Some empirical studies have been performed around the world regarding the use of technology for the growth of language skills (Kennedy et al., 2008; Thompson, 2013; Sabti & Chaichan, 2014; Ko et al., 2014; Abukhattala, 2016; Kızıl, 2017), social (Roessler, 2004; Kubicek & Dutton, 1997), and any qualified local contexts of education that are emphasized (UNESCO, 2005). In every area of life, ICT is increasingly relevant (learning, work, health, and leisure) and everybody must become proficient in it (Mndzebele, 2013) which means acquiring the necessary skills during education. In dealing with information and transforming it into knowledge, ICT plays an important role, which is a fundamental necessity for people to become successful participants in an information society (Grimus, 2007).

ICT for education is more important than ever as its rising power and capabilities are creating a shift in the learning environments available for nowadays education (Pajo & Wallace, 2001). New learning skills and methodologies for teaching are facilitated by new technologies and the great advancement of new technology has significantly altered the teaching and learning traditions; one of the concrete realizations is the incorporation of ICT in the learning process (Ramamurthy & Rao, 2015). ICT, in particular, according to Becta (2003), provides students with quick and precise input, as well as speed up computations and graphing, allowing students to concentrate on strategies and interpretation. Furthermore, using interactive multimedia software, as an example, motivates students and improves their performance. In reality, studies indicated that more students are graduating from high school and that many more are considering entering college, where they can practice and study technology regularly basis (Becta, 2003). Besides, according to Barak (2006), the use of ICTs in education promotes deep learning and helps schools to properly adapt to students' various changing needs.

However, Salehi and Salehi (2012) said that teaching and learning support from ICT offers huge opportunities, but it is not problem-free. Rabah (2015) proposes that, as applied to pedagogical contexts, the most significant purpose of educational technology is to promote the teaching and learning process together with the occurrence of research on the relative effectiveness and efficiency of educational technology to promote learning and achievement that has been carried out alongside this development. Besides ICT help build a learning environment, the use of ICT requires the readiness of teachers (Cahyani & Cahyono, 2017) since teachers are the key to whether education technology is used correctly and efficiently or not (Kumar, Rose, & Silva, 2008). Teachers' readiness involves knowledge, skills, and attitudes (Alazzam, Bakar, Hamzah, & Asimiran, 2012). Suherdi and Mian (2017) suggest that it is a must to have a strong capacity to use ICT nowadays.

Ironically, however, not all schools have implemented ICT in education, especially in Indonesia, according to Waryanto (2014). Throughout this respect,

Silviyanti (2015) argued that only a few of the schools incorporate ICT into the classrooms, especially those that are located in large cities or international schools. In their classroom directions, some teachers also prefer to apply the conventional ways (e.g., textbooks become their primary source) even though they have already been very familiar with the technology and ICT is only used for additional teaching materials such as finding learning tools, printing them, and taking them to the classroom (Silviyanti & Yusuf, 2015). Nevertheless, some teachers use ICT to involve students in enabling their learning, such as using the Internet to interact through e-mails with other students (Silviyanti & Yusuf, 2015).

The urgency of exploring the readiness of teachers for their teaching practices is also in line with the demand of the digital age, where today's students are considered digital natives of the digital language of smartphones, computers, games, the Internet, and other digital technologies (Prensky, 2001). Research in this field is still limited in Indonesia. Research conducted by Son, Robb, and Charismiadj (2011) from very few studies indicates that teachers can still improve their expertise through the use of technology for teaching-learning and professional development activities. Cahyani and Cahyono (2012) also found, in line with this finding, that some Indonesian language teachers have not been able to use technology effectively in their teaching.

Therefore, it is very important to re-examine the readiness of teachers to use ICT, to contribute to the education system of the 21st century in developing countries such as Indonesia, since almost all of the research that has been carried out has examined science teachers and teachers in general. Therefore, little attention has been received to the investigation of teachers' readiness for ICT. Most of the research used a quantitative approach in the teaching and learning sector. A descriptive qualitative approach is therefore used in this research to provide a detailed and more systematic portrait by performing interviews and observations after the distribution of the close-ended questionnaire. Since the effectiveness of the implementation of ICT in teaching and learning depends strongly on the readiness of teachers, the present study aims to investigate the readiness of teachers

including teachers' knowledge, skills, and attitudes towards ICT that focuses on two state high schools in Plaju District, Palembang.

1.2 Research Questions

This study attempts to answer these two research questions which are formulated as follows :

- 1.2.1 To what extent is the ICT readiness exhibited among the teachers in two state high schools in Plaju District?
- 1.2.2 How do the teachers in two state high schools in Plaju District use ICT in teaching?

1.3 Research Objectives

Based on the research problems above, the researcher concludes that the research has several objectives. The objectives of this research are presented as follows :

- 1.3.1 To identify the teachers' readiness in two state high schools in Plaju District in terms of ICT knowledge, skills, and attitudes.
- 1.3.2 To explore teachers' use of ICT in classrooms in two state high schools in Plaju District.

1.4 The Significance of the Study

The research was performed to provide the teachers and students with many contributions. Some of the benefits of the analysis taken and used for the future are clarified by researchers. It is predicted that the results of this study would make a positive contribution to :

1.4.1 Teachers

It is important to understand the ICT readiness of how teachers use ICT in classrooms. This research provides a deeper description of teachers' readiness on using ICT and will provide knowledge about ICT preparation for teachers across the entire education cycle. This information can be used to design ways of applying ICT in teaching. The findings can also help policymakers recognize readiness for a broader population and the use of ICT by teachers. In addition, solutions such as a

policy structure that can contribute to the complete acceptance and embrace of ICT among teachers should be offered.

1.4.2 Students

The aim of research for teachers can never be separated from the students. This research is expected to be useful and can be used as a reference to motivate teachers to be able to provide the best for students in using ICT in the classroom since supporting a good learning process and including modern effectiveness through knowing teachers' readiness on using ICT in classroom can be planned to produce a renewable generation of students.

1.4.3 The Future Researchers

The researcher expected that the research can stimulate future researchers to explore more in the teachers' readiness on using ICT and also find other essential findings such as the implementation, the challenges, and other research possibilities to help teachers, students, or even schools to understand the material more.

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