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**THE IMPACT OF ICT USE ON THE TEACHING PERFORMANCE OF
ENGLISH TEACHERS AT SMA NEGERI 10 PALEMBANG**

Thesis by:

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**MAGISTER PROGRAM OF LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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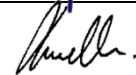
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Palembang, July 2021

The Undersigned,

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DEDICATION

I dedicated my thesis and my degree to my living angels, my Mother and father. You are the reason behind all this struggle and thanks for instilling the value of education, work ethic, and perseverance in me. Also to my wife who always kept me motivated and gave her all-out and restless support.

Motto

If there is a will, there is a way

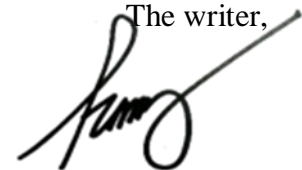
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THE IMPACT OF ICT USE ON THE TEACHING PERFORMANCE OF ENGLISH TEACHERS AT SMA NEGERI 10 PALEMBANG

ABSTRACT

The development of ICT could influence the educational fields as it might give chance to empower students. However, the use of ICT still faces some challenges in EFL teaching and learning. This study was aimed at investigating the perspective of ICT use both students and teachers, the implementation of ICT use and the challenges of ICT use in EFL teaching and learning. Qualitative in case study design was used in this study. The data were collected through interview, observations, and document reviews. The interview was administered to two teachers, and 4 groups of students that consist of 6 students in each group as the participants. The data collected were validated through triangulation with sources. The result showed: first, most of participants have believed in the importance and benefit of ICT based on their perspective. Second, the benefits of ICT implementation perceived by both teachers and students, it was found that it was as easy as they expected. Third, in implementing ICT use in English teaching performance, there were some challenges. for teachers, conducting online class is quite demanding, high demand on teachers' mastery to implement the ICT, network bandwidth, and difficult to monitor students' progress. Meanwhile, for the students, there were poor connection and lack of quota to access the class, and difficult for them to get the knowledge as it is worsened due to their condition.

Keywords: *ICT use, EFL teaching and learning, Teacher performance*

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CHAPTER I

INTRODUCTION

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

1.1 Background

In the Industrial Revolution 4.0 era, many activities have been influenced by Information and Communication Technology (ICT) since ICT industries have proven to be the backbone of national development in many countries, and the government has prioritized ICT as an issue of national importance and established new agencies and policy initiatives to accelerate its implementation (Tipton, 2002). Moreover, ICT has had a major impact on the education sector, on organisation and on teaching and learning methods (Aristovnik, 2012).

However, there are significantly different ICT expenditure levels within and between countries, as well as between institutions within countries. In Asia, some regulations have occurred. For example, Hong Kong implemented a government initiative to put ICT into schools through the ‘Empowering Learning and Teaching with Technology program’ (Government of Hong Kong Education Bureau, 2012). Thus, ICT should be applied in the educational field. The International Telecommunication Union (ITU) ICT Development Index 2015, which measures ICT access, usage and skills, lists the Republic of Korea at the top of the list, followed by Hong Kong, China (9th), Japan (11th) and Australia (13th) (United Nation ESCAP, 2016).

The development of ICT could influence the educational fields as it might give a chance to empower students. Yulia (2012) states that English language and technology

skills are increasingly inseparable given the realities of globalization and recent advancements in educational technology. According to Gee (2010), digital tools have transformed the human mind and human society. The internet, especially, has become a useful tool as the greatest source of information for students to learn (Harmer, 2007). Therefore, it can be concluded that by using ICT, quality of learning process could be enhanced.

In discussion about the potential role of technology in education, Townsend and Bates (2007) noted that educational reform networks are particularly well suited to making use of new technology and institutional of education. Many educators believe that computer use for instructional purposes can be employed effectively to enhance teaching and learning. Consequently, as an educator, it is my responsibility to elaborate deeply on Information Technology and the role it plays in enhancing students' achievement. Furthermore, Use of ICT in teaching-learning environment can bring a rapid change in society particularly in education sector as Chhabra (2014) explain. Similarly, Attaran and Vanlaar (2001) point out that technology reduces record keeping time in schools and simplifies administrative tasks. In addition, Soekartawi (2003) as cited in Muzid, et al. (2005) states that the teaching-learning process was dominated by the area of the teacher, and now it is dominated by the area of the teacher, book, and technology.

In educational fields, it is commonly believed that ICT has important contributions to teaching practices, school innovations, and community services (Lee, 2007). Therefore, the use of ICT cannot be ignored either by teachers or by students. This sentiment is stressed by Westhuizen (2004), who points out that, in relation to the use of ICT for learning, technology holds the promise of improved access to information and increased

interactivity and communication between teachers and their students. Ross, Morrison, and Lowther (2010) identified three roles for technology in education (i.e., technology as a tutor, technology as a teaching aid, and technology as a learning tool) that can be used to understand implementation differences in educational contexts.

In English language teaching, particularly in the EFL and ESL context, it has been noted that the implementation of ICT in the teaching and learning process has been increasing (Suherdi, 2012; Romero, 2008). Students are expected to get information about learning materials by themselves. It increases their creativity and critical thinking. Nevertheless, in 2012, it was still rare for schools in Indonesia to use ICT, particularly in English language teaching (UNESCO Bangkok, 2008; Suherdi, 2012). Yet, in 2019, based on the results of the Cambridge survey as stated in BBC (2019), it was found that Indonesian students are at the top of the use of computer space in the world (40%).

In fact, according to the Indonesian 2013 Curriculum of High Education, ICT is an essential component that should be integrated into each subject, including English. Due to the demand for incorporating ICT into each subject into the educational curriculum, it can be assumed that it is crucial for teachers to use ICT in the teaching and learning process in order to help students achieve high quality English. To do this, English teachers should be able to utilize ICT and be accustomed to searching and managing ICT-based resources.

On the other hand, based on several previous studies related to the use of ICT in other countries, Mostly, it was found that the use of ICT is still low. First of all, Aristovnik (2012) reported that the efficiency of ICT, when taking educational outputs/outcomes into consideration, differs significantly across the great majority of EU and OECD countries.

The analysis of the varying levels of (output-oriented) efficiency (under the VRS framework) shows that Finland, Norway, Belgium, and Korea are the most efficient countries in terms of their ICT sectors (when considering educational output/outcome). In Aceh, they found in their study about EFL teacher perception through ICT that the first was that EFL teachers have good perceptions of the potential of ICT for use in EFL classrooms. ICT can help teachers get and present a lot of information easily and quickly. The second was that teachers faced three major challenges in using ICT. (1) limited ICT tools and (2) low-level connections to the Internet. Moreover, (3) The last challenge is a lack of knowledge and lack of training and experience that the teachers have. Moreover, considering In Indonesia, Ihsan (2019) proved that about 26 percent of PJOK (Sport and art education) teachers in Yogyakarta were still low in doing teaching and learning the process of ICT-based instruction. He did the research for the teachers of sport and art education in all senior high schools in Yogyakarta. Based on that fact, it is possible to conduct a study about the use of ICT in English teaching at senior high school.

Therefore, this study was conducted at SMA Negeri 10 Palembang, a public school that applied online teaching and learning processes during the pandemic era. In this school, there are appropriate facilities that support teaching performance using ICT. The school has 5 laboratories. They are the Biologi lab, Physic lab, Chemistry lab, Computer lab, and Language lab. It was also supported by the Multimedia Room. In addition, SMA Negeri 10 Palembang is one of the best schools in Palembang, proven by their A accreditation from the education and culture ministry. The location of this school is quite strategic from the center of Palembang City. Based on their website (smanegeri10palembang.sch.id), they have 9 teachers of English that were suitable for this study. So, SMA Negeri 10 was chosen as the site of this study.

This study will investigate teachers' and students' perspectives on the impact of ICT use on ELT, the implementation of ICT use in EFL learning, and teachers' challenges in implementing ICT use in EFL learning through a study entitled "The Impact of ICT Use on the Teaching Performance of Public Senior High School Teachers of English in SMA Negeri 10 Palembang".

1.1 The Problems of Study

In this Study, the thesis intends to focus on the following problem:

1. How are teachers and students' perspective toward the impact of ICT Use in ELT?
2. How is the implementation of ICT use in EFL Learning?
3. What are teachers' challenges in implementing ICT use in EFL learning?

1.2 The Objectives of Study

Based on the problem above, the objectives of this study were:

1. To find out teachers and students' perspective toward the impact of ICT Use in ELT.
2. To find out the implementation of ICT use in EFL Learning.
3. To find out teachers' challenges in implementing ICT use in EFL learning.

1.3 The Significances of Study

This study is expected to be useful for the teacher both theoretically and practically. Theoretically, this study could be beneficial to broaden knowledge in education field, particularly in teacher performance and ICT usage. It can also be a reference source for related studies. In addition, this study gives practical impacts on;

1. Teacher

The result of the study can be the input of assessment on how well the teacher's performance in using ICT in the classroom. It could be as their guidance in evaluate their strength and weaknesses in carrying out their duties which then will enact further improvement as well.

2. School

This research is expected to be a reflection of how teacher's performance in using ICT in teaching and learning process. Therefore, the result can be taken into account by the principal and stakeholders to provide more policies and teachers professional development to maintain and create more fruitful teaching and learning process.

3. Student

This research is aimed to make the students be creative and innovative in using ICT in the classroom. So that the student can get beneficial in improving their acceptance about material in the teaching and learning process.

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