

## ICT AND READING: REVEALING TEACHER'S BELIEFS TOWARD ICT IN READING CLASSROOM

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**Abstract:** Integration of Information, Communication, and Technology (ICT) will support teachers in the global condition to switch traditional teaching methods with technology-based teaching and learning tools and facilities. Gaps in human resources and lack of teacher competency have also become an essential matter when implementing ICT in language learning especially in the reading classroom. This study examined the teacher's beliefs regarding practicing ICT in the reading classroom. The participant was one of the senior high school teachers in Surakarta. This study applied a single case study to get in-depth information or knowledge from the participant. This paper showed that the teacher believes in ICT in the reading classroom has progressive effects. Meanwhile, it also has adverse impacts on the learning process particularly in the reading classroom.

**Keywords:** *teacher's attitude, ICT, reading classroom*

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### INTRODUCTION

Reading is a primary skill for academic practice. It is also a very important activity in which teacher and student have to deal with in daily academic life (Masduqi, 2014). Reading skills are some of the main components taught in English language teaching and learning processes in Indonesia (Suryanto, 2017). English as a foreign language (EFL) reading processes is actually difficult as it involves interaction of diverse factors, absence, and presence of anyone of these factors that can bring success or failure. Students in Indonesia also have to handle issues related to their teaching and learning processes. In terms of the students themselves they are relatively passive in learning, and they practice inadequate reading strategies, and achieve low attainment in English learning. So, the teacher may have innovations to teach reading in the classroom by integrating information and communication technology (ICT). ICT covers a wide range of technologies.

ICTs refer to technological tools and resources which are employed to communicate, create, disseminate, and manage information (Thierer, 2000). These technologies include radio television, computers, internet social network and etc. In recent years there has been an expanding interest in operating computers and the internet to recover the efficiency of teaching learning in all levels and in both formal and non-formal settings. In Indonesian concept one of the concerns within the framework of 2013 Curriculum is the integration of Information and Communication Technology (ICT) as the learning concept in English language teaching and learning in which it aims at promoting students learning autonomy and communicative development. But the teachers' perception and attitude towards its implementation still tend not to have linearity with the purpose due to lack of qualification, readiness, and resources to employ the concepts in the learning process (Handayani.T, 2016). The previous studies have discussed about ICT in English classroom, such as a research by Asep Budiman (2018), where he mentioned that integrating ICT is very important as ICT has the ability to make transformation to all education aspects by making use of it to reach meaningful-learning principle, and then quality of teaching and learning will improve. He added that there is no discrepancy between belief and practice as the teacher has been integrating ICT in the classroom. He also suggested that the teacher should be prepared for ICT integration to create more meaningful learning in the classroom. The other study reveals the

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benefit of the integration, and it is still focused more on the technical levels, not the communicative and functional ones in students' learning process. It then provides a grounding portrait for associated parties to revisit the formulation of ICT integration towards students' communicative skill.

Moreover, in the Indonesian context, the application of technology in the teaching learning process is in agreement with a ruling of Indonesian Ministry of Education No. 38 year 2008 about the implementation of Information and Communication Technology in Education system. The standard for its success is one hundred percent, of all Junior high schools that have access to electricity to implement TV based learning. Furthermore, the standard itself is fifty percent of senior high school that have access to apply ICT Based Learning. There are ten Universities in Indonesia that have applied ICT-based learning and research. Ultimately, the government believes that ICT-based learning is related with student-centered based-curriculum (Budiman, Rahmawati, & Ulfa, 2018)

Consequently, teacher's belief about learning and teaching are critical factors in how ICT is implemented in the classroom (Starkey, 2010). The primary teacher's perception of ICT and their pedagogy are shaped by their identity and participation in wide cultural and social spheres which influence the professional arenas and settings in which they practice (Loveless, 2004).

Technologies such as audio-visual tools, projectors, smart boards and various technologies are used in education and development. It also includes internet, blended learning, online learning, and social media computing classroom, learning management system, email, and online learning opportunities. The previously dominant common term for interactive electronic media, Information Technology is now increasingly being replaced by Information and Communications Technologies (ICT). ICT gives facilitated international learning opportunities through programs such as collaborative websites. ICT Educational possibilities are constantly changing, evolving, transforming, and progressing (Khanom, 2018). The educations of teaching English are quickly changing because of the improvement ICT.

Arnesen's (2010) explanation is that ICT, like background, is a considerably challenging concept to include to a specific definition since it encompasses so much and since it is consistently changing. At times, however, we locate in the references some specific ICT areas; such as using the term 'digital tool' and 'digital competence' throughout the discussion (Arnesen, 2010).

The prospects of using ICT application are profitable for learner and teacher. In this case learners get opportunities for communication to others by application of ICT: they can exchange information in real time, they can participate on different projects, exchange emails, search for information etc. By using real material provided by the internet it will have a better significance to the language that we study (Padurean, 2014). ICT applied in education are those technologies including computers and the internet technologies. These technologies have been identified as important tools for realizing a new standard of learner-centered education that better supports learners' needs through differentiated and personalized instruction (Watson & Watson, 2010)

Teachers and students are more in need to the available of technologies tools than ever before. Even though difficult factors exist, such as the ways in which technology has been introduced to different schools' systems around our society, and the amount of money that has been used to buy technology at individual schools, ultimately, the schools will be held accountable for these investments. Roschelle, Pea, Hoadley, Gordin, & Means (2000) identify four fundamental characteristics of how technology can enhance both what and how children learn in

the classroom: Active engagement, Participation in groups, frequent interaction and feedback Connection to real-world contexts.

They also indicate that the use of technologies produces more effective learning. As a classroom tool, the computer has attracted the attention of the education community. This adaptable instrument can store, manipulate, and reclaim information, and it has the capability not only of engaging students in instructional activities to enhance their learning, but also of helping them to solve complex problems to enhance their cognitive skills (Jonassen & Reeves, 1996).

Considering the explanation of the two previous studies above, this research aims to study: to what extent integration of ICT is applied in reading classroom; and to know the teacher's beliefs about ICT in reading classroom. Discussions about ICT in EFL context have been initiated by scholars. In a broader range, 'information and communication technology' is a term described as any kind of technology engaged to become, manipulate, store, exchange, and produce information.

## **METHOD**

Since this study is aimed at finding teacher's attitude and practices on integrating ICT in reading classroom in addition on how well ICT is implemented. This study uses a single case study method which fixed on the case of individual teacher (Gay, Mills, & Airasian, 2012). A case study itself is typically used if researcher wants to focus on a single unit to produce an in-depth description that is rich and holistic (Ary, Jacobs, & Sorensen, 2010). This research was conducted at one of senior high school in Surakarta, Central Java. A single teacher from that school was purposively chosen as the research subject. It was found that the teacher has been integrating the teaching and learning process in the classroom with ICT especially during reading subject. The reason for selecting this design and the teacher is because this study needs to get deep understanding on teacher's attitude and practices on integrating ICT in reading classroom as well as knowing what the extent that the ICT affected.

Relating to the qualitative research methods, this study conducted interviews to let the researcher to collect authentic data and to have a full idea about the teacher's attitudes that affect the implementation of ICT. The interview will be transcribed and analyzed later on. The instruments were carefully selected to gather the data to meet specific objectives and to answer precisely the research questions. The subject of the study was one English language teacher in Surakarta.

## **FINDINGS AND DISCUSSION**

### **Teacher's Belief on The Integration ICT in Reading Classroom**

As mentioned above in the introduction by ministry of education as well as the school, the participant has been integrating ICT in the teaching and learning process in the classroom. The belief following the teacher about ICT integration will influence the process of teaching and learning in the classroom.

The participant of this research is an EFL teacher in Surakarta. She has contributed in this qualitative data by doing semi-structural interview. The interview was on 30<sup>th</sup> of June 2019. The participant demonstrated her opinion and understanding in applying ICT in reading classroom. She specified that she was not knowledgeable about the applicable ICT in the reading classroom. She also revealed her problem of utilizing it in the classroom. In addition, the implementation of ICT was not simply about 21<sup>st</sup> century technology, but also giving students reality, interest, and

innovation in learning as teacher apply ICT. The teacher described her beliefs about the implementation of ICT.

*I consider that technology will increase the quality of teaching and learning process especially in reading material. Because, reading can be boring, and to make students do not feel like that teacher could use ICT such as LCD, laptop/ computer, smartphone to support their needs in reading classroom. These media also present some material in front of the class, such as LCD, as it is used for presenting information by using some illustrations to make it more informative and exciting because it is more helpful than presenting the printed one. Laptop, computer and smartphone are used to look for some resources; the development of technology in 21<sup>st</sup> century demands the need of learning in order to know the current issues and what is happening now.*

In line with her statement, the teacher believed that the media or ICT as tools is important to support teaching learning process. It could act as a facilitator in the classroom. She also mentioned that it is essential for the reading class because reading is not a productive skill but reading is a receptive skill. To avoid ineffectiveness she preferred to use ICT as a tool to maintain her classroom. Talking about something happening in current situation will attract the student to think critically so the teacher did that using information and communication technology. She also explained her view about ICT in relation to the role of teacher:

*I am not the only one who applied ICT in the classroom. Many teachers may try about the I am not the only one who applied ICT in the classroom. Many teachers may try the integration of ICT of course in different ways in the teaching learning process. He revealed that integration ICT in my class is useful. Why? Because I am not going to be the one who is talking in the class. So, by using ICT I would make the students talk more than me whether divided them into some groups and presented the material in front of the classroom by using LCD. Before they explain their assignment in front of the class, they discussed the information by searching the material in blog or other platforms. So, ICT could enhance my teaching, and then the student can understand what I am teaching even more.*

Based on the statement above, the participant mentioned that the students' role in the educational process is active receivers of information. Basically, in the teaching-learning process, the teacher organizes teaching and student-centered learning. She requested the student to be involved in learning by dividing them into some groups. Then, each group should open an internet address discussed by them before searching for some articles. During the teaching-learning process, she also checked each group and helped them whenever it was required.

Then the participant also mentioned the challenges during teaching with the integration of ICT:

*In the teaching-learning process, it is impossible that the teacher does not have difficulties. Even me, in using ICT tool itself. I cannot predict that the media such as LCD or PC, and so on will be fine or without problems. For example, when I or my students were presenting in front of the class, the connector does not work. Then when all of the tools are already turned on, but it could not be shown on the screen. Even I do not know which one has the problem.*

The participant explained some obstacles during her teaching. She indicated that the unpredictable problem would appear when she was teaching. As long as she or her student

cannot fix the problem, it would disturb the teaching-learning process.

*Most of the time when I am teaching reading, I do not use printed materials anymore because I prefer to use digital text. It is more helpful, saves time and also saves money. But once I used printed text when doing a test. The students also enjoyed the learning process when I used digital media than when I used conventional media. Sometimes I make the text on the screen with different colors to explain a main idea or others, but it will be time-consuming. Then the students will, of course, get a better understanding when I prepare that. I have adopted the text with a hyperlink to online sources. It needs a fast connection, which is why if the connection is bad it will interrupt the learning process.*

Moreover, the students are likely to be more active and contributive in this activity, but it is not linked with the willingness of the teacher to integrate into a higher level in the classroom as she explains that teaching reading accompanied by multimodal text is very complicated and time-consuming.

## CONCLUSIONS

In this study teachers' beliefs about ICT in reading classroom have been reported based on interviews. Related to the present learning improvement agenda in Indonesia, the teacher is being asked to utilize contemporary learning resources and activities that will confirm to a digitized curriculum through digital pedagogies. Supporting this important variation to teaching and learning implies that teachers would be in a better position to be involved with this is if they controlled ICT beliefs and practices that are demonstrative the beliefs. As the teacher personally believes about ICT usefulness, she is more certain to use ICT in the classroom especially in reading. As evident in ICT beliefs, the teacher is admitting the role of ICT as an understanding structure tool through collaborative activity; the teacher believes that ICT is very important to be applied in the teaching process as it will give benefits to teachers also students, aside from improving education progress in Indonesia.

This research suggests several suggestions to EFL teachers and learners. First, the teacher must provide themselves with training, workshop or seminar before they apply ICT in the classroom, although they are confident in using it. Second, the teacher should give more attention to the student because ICT will provide a random thing and to avoid the bad impact the teachers have to manage their students.

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