

Student Teachers` Literacy and Challenges In Using Technology For English Language Teaching

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Abstract

Technology has played an important role in human life including education. Teachers in this century are required to have technology skills for language teaching. However, in order to understand their level of literacy and challenges faced in implementing technology a study is required. The present study investigated student teacher`s literacy and challenges in using technology. This research was conducted by using mix method with sequential explanatory design. Sixty-one students of the seventh semester of English study program Universitas Jambi were selected as the participant in this research. In the quantitative phase Researchers used survey to collect the data to measure their experience, views, and literacy on technology using a likert scale of one to five. In the qualitative phase, the data were collected using interview towards eighth students are selected purposively from the high score and low score and analyze it by using content analysis. The survey showed that the participating student teachers have: 1) adequate experiences in using technology($x=3.66$), 2). Positive views on technology($x=3.56$), 3).average literacy on technology($x=3.87$). The results of the interview showed some challenges faced by student teachers in implementing technology, The lack of facilities is the biggest challenge. The implication of the research is also discussed

Keywords: Student Teachers, TESOL Technology Standard, PLP

1. Introduction

Nowadays, technology is an important part of human life. It is the line with P21.org stating that people in the 21st century live in technology and media-suffused environment are available with; being easy access to get lots of information, growing rapid technology tools, and being capable to work collaboratively. Therefore, people must be able to create, evaluate, and utilize effectively the information Media and Technology. All the aspects of human life are related to technology, such as economics, health, and education. Information and communication technology (ICT) has turn out to be embedded and affected the every factor of our lives. Rapid

improvement of ICT has changed our language teaching pedagogy at all levels. Teachers, curriculum developers, researchers had been continuously striving to discover techniques to use some form of it to both assist and enhance language studying (Floris, 2014).

As stated in Permendiknas No. 16 Tahun 2007, one of the core teacher`s competency is teachers have to use technology and communication for learning process. In Permendikbud No. 22 Tahun 2016, it is stated that the use of information, communication, and technology which is the principle of learning that must be applied by the teacher in the classroom to improve efficiency and effectiveness of learning.

Technology in the learning process can help the teachers to explain the abstract material to the students easily. The teacher can also get a lot of sources for the learning process and find

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the materials that they want to use in the classroom from the internet. Along with those functions, becoming a teacher with the knowledge of technology will be really helpful in the learning process because today students are fundamentally different from those who studied a decade ago. These day students are engaged with technology. Even, almost all the students in elementary school have their own smartphone. (Prensky, 2010) stated “The students we see in the classroom today are digital natives; they have grown up with technology around them rather than being forced to learn the technology later in life.

However, there are some gaps found by the Researchers at schools. The Researchers’s experience showed that the student teachers rarely use technology in the classroom, even when they use the technology they only use limited kinds of technology. However, the Researchers observed that there are some teachers having the literacy to use technology in the classroom but do not use technology in the classroom.

Based on the phenomena above it is important to investigate the literacy of student teachers in using technology and what their challenges are in using technology. The literacy from the student teacher will be. Research problem of this study are:

- a) How is the technology literacy of student teachers at English education study program Universitas Jambi academic year 2018/2019 in compliant with TESOL technology standard?
- b) What are the challenges faced by the seventh semester student teachers in implementing the technology for English language teaching?

This research is expected to give both theoretical and practical significances to all related stakeholders. Theoretically, this research is useful for the next Researchers who are interested in taking the same study.

Moreover, practically, it can be as a tool to give empirical data of the importance of supplementary advanced technology supporting the learning process to the government to provide adequate technology in the schools, it also clarifies the English teacher candidates’ necessities of mastering technology since they are studying at the college level, therefore, helps them easily utilizing the media for their future careers as teachers.

2. Methods

As the research design, This research was conducted by using mix method design. Mix method is a procedure for collecting, analyzing, and “mixing” or integrating both qualitative and quantitative data at some stages of the research problem Tashakkori and Teddie (2003) cited in Ivankova, Creswell & Stick. (2006). Mix method sequential explanatory design of two distinct phases: quantitatively followed by qualitative (Creswell et al. 2003). In this design, firstly the Researchers collected and analyzed the data quantitatively, furthermore, the qualitative data were collected and analyzed. The questionnaire are adapted from the framework provided by the TESOL technology standard. The Researchers applied in-depth interviews with the participants. The interview was conducted to the students to get an explanation by asking questions using the interview guide

The data from the questionnaire were analyzed by using descriptive analysis to find mean and standard deviation of the data. The qualitative data is analyzed by using content analysis. According to the (Dornyei, 2007) there are four phases of the analytical process:

- a) Transcribing the data
- b) Pre-coding and coding
- c) Growing ideas- memos, vignettes, profiles, and other forms of data display.

d) Interpreting the data and drawing conclusions.

3. Result and Discussion

The result of the questionnaire showed the students experiences, views of technology and literacy on technology. For the purpose of interpreting the data, the following scale was suggested by the researchers which is adopted from Al-Humaidi (2015).

a) Student Teacher's Experience

Based on table 1 (see appendix I) with the total mean of the variables ($x=3.66$) and a standard deviation (0.12) describes that student teachers have adequate experience in using technology in the classroom. Each item of the experience in the questionnaires specifically show different interpretations. The item "I generally use technology for my daily activity" ($x=4.33$) this item exposes the participants Very frequently use technology for their daily activity and followed by the item "I use communication technologies to communicate with my peers" ($x=4.33$) means the way they communicate with their mates are dominated by using communication technologies. The item "I use a system (MS. Excel, MS. Word, etc.) to collect, organize and retrieve material and students data" ($x=3.82$) gives the information the participants in organizing and collecting students data prefer to use a system of technology such as MS. Excel, MS. Word. "I use communication technologies to communicate with my students" ($x=3.52$) this item is sometimes done rather than they use communication technologies as a media to communicate with their peers. "I use communication technologies to communicate with the administrator, and other stakeholders in my school" ($x=3.34$) this item describes that participants sometimes use communication technologies to communicate with the administrator at school. "I use previous research as a reference for making lesson plans

that are integrated with technology" ($x=3.34$) this item portrays that participants prefer to choose the lesson plans that are integrated with technology. "I use technology (E-mail, Edmodo, etc.) to manage language learning activities and task" ($x=2.92$) indicates the use of technology to organize the students' learning activities is rarely done by the participants.

It indicates that student teachers from English study program at Universitas Jambi are quite experienced in using technology while they were doing the PLP program.

Table 1. Student teachers experiences

Variable	N	M	Sd
I generally use technology for my daily activity	61	4.33	.89
I use previous research as a reference for making lesson plans that are integrated with technology	61	3.34	.98
I use communication technologies to communicate with my peers	61	4.33	.79
I use communication technologies to communicate with my students	61	3.52	1.01
I use communication technologies to communicate with the administrator and other stakeholders in my school	61	3.34	1.01
I use a system (MS.Excel, MS. Word, etc.) to collect, organize and retrieve material and students data	61	3.82	.99
I use technology (E-mail, Edmodo, etc) to manage language learning activities and task	61	2.92	1.19
Total	61	3.66	0.12

Table 1 Show that in organizing the learning activities, student teachers rarely involved technology as a tool to manage tasks.

b) Student Teachers views on Technology

Student teachers views on technology show in Table 2.

Table 2. Student teachers` views on technology

Variable	N	M	Sd
I try to learn the latest technologies	61	3.90	.70
I try to use the latest technologies to teach English language learning	61	3.75	.62
I try to adjust the content of technologies that I will use with the culture in Indonesia	61	3.67	.81
I try to adjust the content of technologies that I will use with the law in Indonesia	61	3.26	.83
I try to adjust the content of technologies that I will use with the principle in Indonesia	61	3.31	.76
I try to evaluate the effectiveness of using technologies to the students to improve English language teaching	61	3.64	.75
I give attention to the problems in using technology in education	61	3.43	.81
Total	61	3.56	0.75

The total mean of the variables ($x=3.56$) and a standard deviation (0.75). It clarifies that participants have positive attitude on technology. Each item of the groups` attitude of technology in the questionnaire presents a different interpretation. The item “I try to learn the latest technologies” ($x=3.90$) earn the highest mean which reveals the participant follow latest technology development, followed by the item “I try to use the latest technologies to teach English language learning” ($x=3.75$) it shows synchronization to the highest item, it means participants use the latest technology to support teaching English language learning in the classroom. The item “I try to adjust the content of technologies that I will use with the culture in Indonesia” ($x=3.67$) it describes that the participants agree in term of using technology teachers have to adjust the content with the culture in Indonesia.

The item “I try to evaluate the effectiveness of using technologies to the students to improve English language teaching” ($x=3.64$) the mean indicates that the participant also agree to evaluate the effectiveness of technology in the classroom. “I give attention to the problems in using technology in education” ($x=3.43$). Show that giving attention to the problem in using technology is important for teachers. “I try to adjust the content of technologies that I will use with the principle in Indonesia”($x=3.31$) it describes that the participants haven` decided whether teachers have the content of technology with the principle and also law in Indonesia “I try to adjust the content of technologies that I will use with the law in Indonesia”.

It demonstrates that student teachers at English study program have a positive attitude on technology. It is proven by the total mean of the group of student teachers` views on technology.

c) Student teachers` literacy on technology

Student Teachers Literacy on Technology show in Table 3.

Table 3. Student teachers` literacy on technology

Variable	N	M	Sd
I know how to use technologies	61	4.21	.80
I know what kind of technologies that can be used for language learning	61	3.95	.62
I am able to use technologies to teach English language learning	61	3.79	.86
I am able to integrate the technologies in the learning approach that I use	61	3.59	.69
I am able to use technologies to make lesson plans	61	3.90	.72
I am able to use technologies to assess students` assignment	61	3.70	.72
I am able to use technologies to get the source of teaching materials	61	4.21	.66
I am able to use technological	61	3.54	.74

Variable	N	M	Sd
problems to make a decision about using technology in my class.			
Total	61	3.87	0.08

The result showed the total mean of the variables ($x=3.87$) and standard deviation (0.08) which define participants' literacy on technology average. The item "I know how to use technology" ($x=4.21$) earn the highest mean among variables followed by "I am able to use technologies to get the source of teaching materials" ($x=4.21$) with the same earned mean. Both assure that participants know how to use to technology and use the technology to get teaching materials. "I know what kind of technologies that can be used for language learning" ($x=3.95$), this item explains that participant can properly select the technology for language learning. The mean ($x=3.90$) is devoted to the item "I am able to use technologies to make lesson plan" which indicates making lesson plan by using technology is familiar to the participants and followed by the item "I am able to use technologies to teach English language learning" with the mean ($x=3.79$). The item "I'm able to use technologies to assess students' assignment" ($x=3.70$) showed the use of technology is used to be a tool assess students' assignment by the participant. "I am able to integrate technologies in the learning approach that I use" ($x=3.59$) explain participant can integrate the approach used in the classroom with the technology. The item "I am able to use technological problems to make a decision about using technology in my class" ($x=3.54$) earn the lowest mean but is still above average. It indicates that the total mean of group of student teachers' literacy on technology illustrates student teacher at English study program have above average literacy on technology. They are following the latest technology and trying to implement it for the teaching and learning process.

d) Student teachers' challenges in implementing technology in the classroom.

These terms explain the challenges which had been faced by the participants during the PLP program while the participants implemented the technology in the classroom.

Challenges in implementing technology in the classroom are separated into three points following:

1) Challenges from schools

The Challenges appeared from the schools are limited facility Most of the participant stated that limited facility as a problem, for example, RA57 stated that the technology provided is limited it is supported by RA50 stating that there is no Wi-Fi. Second is schools' regulation as RA50 stated that the school does not allow the students to play their mobile phone in the classroom. The last is a discrepancy among schools. The problems create a challenge for teachers to implement technology in the class.

2) Challenges from teachers

The main challenges from teachers are the ability of teaching with technology. Creativity with material and ability to manage the class as RA21 stated that the problems are about creativity and supported by RA37 stated that it is difficult to handled class situations

3) Challenges from students

The Challenges appeared from the students are students does not like use technology in learning and student's ability. They caused some difficulties in implementing in the classroom

The items in the aspects of experiences in using technology received moderate scores which indicates that student teachers from English study program at Universitas Jambi are quite experienced in using technology while they were doing the PLP program. From the

results found in the table experiences, Researchers assumed that there are challenges faced by student teachers in the implementation of technology at the classroom, and based on findings from the interview, the Researchers divides the challenges into 3 aspects: challenges from schools, students, and teachers

The challenges that come from the school are; lack of facilities, school regulations and discrepancy among schools. The lack of facilities is the biggest challenge faced by student teachers in implementing technology in the classroom. Because almost all the schools that engaged with the participant did not have enough facilities this is in line with the previous research conducted by (Sicilia, 2005, p. 43). Then the school regulations that do not allow students to use a smartphone in the classroom also complicate the participants to use technology. And the last challenge is the discrepancy that occurs among schools. Schools in the city have more supportive technological facilities that can help students and teachers in the teaching and learning process. In the other hand, most of the schools that located far from the city are almost untouched by technologies.

There are two challenges that come from students' aspect; the first is students actually like to use technology, but only for fulfilling their pleasure, not in the teaching and learning process. They just used the technology for communication and entertainment. The second challenge from students is students' lack of ability in using technology for learning.

The last aspect is the challenge that comes from the teacher competency this is the line of previous research conducted by Becta (2004). Based on the interview, the Researchers found that student teachers tend to have less creativity in utilizing technology as a medium or supporting learning tools because teachers need to make a teaching content that could

attract students attention in the classroom. Then, the teachers' abilities to overcome classroom situations that are difficult to be controlled when applying technology in the classrooms. Almost all of the student teachers faced this challenge when they were doing the PLP program at schools, it means the student teachers need proper strategies and creativities to monitor the students' activities in using technology in the classroom.

The aspects of student teachers views on technology received moderate scores, this result defined that student teachers from English study program have a positive opinion on technology. As supported by the result of the interview, the participants stated that technology has brought advantages for their teaching process. Because technology could help and ease their daily activities and become more comfortable in doing their duty as well as being supportive tools in the human being's life and also in the teaching and learning process.

The last aspect of the questionnaire is student teachers literacy on technology. This aspect received high means. It indicates that student teachers of English study program have above average literacy on technology. It means student teachers need to improve their literacy until the literacy of the student teachers received very high score. It is the line with the result of the interview, the participant stated that it was important to have training and workshop on how implemented technology in the classroom.

4. Conclusion

Based on the findings and discussion in the previous chapter, the Researchers draws several conclusion as follows: 1). Based on 3 aspects questionnaire adapted from TESOL technology standard, student teachers from English study program received a high score which indicates that student teachers from

English study program have above average literate on technology. 2). In terms of experiences in using technology, the student teachers received a high score which mean they have adequate experience in using technology. 3).The second aspect is about views from student teachers on technology received positive views on technology 4). The last aspect is about student teachers` literacy on technology received high score which indicates that student teachers from English study program have average literate on technology.5). The student teachers faced several challenges in implementing technology in the classroom that came from schools, students and the teachers.

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