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WORTHY OR NOT? TEACHING ENGLISH TO YOUNG INDONESIAN LEARNERS USING TECHNOLOGY IN THE CLASSROOM

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Abstract
Indonesia is one of the seven countries that the principals informed the lack of infrastructure and educational materials. In PISA rank Volume II (2015), Indonesia is the bottom ten. The Indonesian government is improving all aspects of the education. The use of technology in the classroom has been concerned as it is one of the criteria in OECD rank. In this study, we explore the use of technology in the classroom from in-service teachers' (n = 20, male = 2, female = 18) perspectives. The data were collected with a web-based survey with some open-ended questions which allow the researcher to detect the teachers' responses. The data were analyzed with monkeysurvey.com. The findings report that some of the teachers use technology to deliver learning and to attract their students. The others may prefer to deliver teaching without technology to make the students experience the real things. Meanwhile, some combine the use of technology and realia to make the students grab the materials easily and to deliver meaningful learning to the students. The study suggests that the government should not only emphasize the improvement in technology and educational infrastructure. The government should also provide training for the teachers which help the teachers to be more creative in using real things around them instead of blaming the government for the lack of educational infrastructure.

Keywords: classroom, teachers, technology

Introduction

Poor physical infrastructure and lack of supply in educational resources may not influence learning (Scheider, 2002; Uline and Tschannen-Moran, 2008). On the other hand, some researchers have discovered that material resources– such as the quality of buildings, heating, lighting or IT equipment- influence the students' outcomes (Clifton and Roberts, 2011; PISA Vol II policy, 2015). The impacts of infrastructures and educational resources have been discussed in PISA policies. Based on Pisa results volume II it states that about half of the education systems that participated in PISA, the students score lower in the schools that the principals informed the shortage of infrastructure and educational material (OECD, 2017). Indonesia is one of the seven countries that the principals informed the lack of infrastructure and educational materials. In Pisa survey, Indonesia is the bottom ten.

Besides the importance of educational resources, the quality of the pre-service and in-service teachers are perceived as the important things as well (Vahasantanen, 2015; Kim and Song, 2016; Yuan, 2017). Singapura as the best educational system based on PISA survey (2015) places much attention on the development of teachers. BBC Indonesia (2016) states that Singapore trains all of the teachers in one training center which is managed by Nanyang Technological University.

Somehow, Indonesia is continuously improving its education quality. In its survey, OECD (2017) states that Indonesia has decreased its rank (10%) since 2009. The Indonesian government develops the educational system seriously. Simanjuntak (2013) states that in curriculum 2013 the government emphasized technology use in the classroom. In the regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007 on Standards of Facilities and Infrastructure for Primary Schools, Elementary Schools, Junior High Schools emphasizes that technology is not one of subjects in the school, but it is implemented in all subjects in a school. Miarso (2008) argues that the development of the technology which is increasing fast nowadays could be useful for teachers. The teachers may use it as tools in delivering an interesting learning process. Teachers must use interactive multimedia in order to attract the students (Lia, 2013). Additionally, the use of interesting materials in teaching language may help the students to understand the materials (Kotan, 2015).

The purpose of this study is to investigate the use of technology as a tool to delivering English language materials from in-service teachers' perspectives. The researcher wants to observe in-service teachers' perspectives about the use of technology in the classroom because in-service teachers are the decision makers in the classroom (Charteris & Smardon, 2015; Song & Kim, 2016; Tao & Gao, 2017; Yuan, 2017). Furthermore, fun learning experiences will affect to students' life-long learnings (Moon, 2005). Although kurikulum 2013 emphasizes the importance of technology use in the classroom, teachers as the decision makers may not think the same way (Kim & Song, 2016; Yuan, 2017). The in-service teachers may prefer to use technology tools as a way to deliver materials to the students, but some may think the use of technology hinders the good outcomes in a learning process.

Literature Review

Challenging Educational Contexts in Indonesia

In the educational field, Indonesia needs to develop many elements in education. In Pisa survey (2015), Indonesia is the bottom ten. Jaringan Pemantau Pendidikan Indonesia states that at least there are seven problems faced by education in Indonesia (Widisatuti, 2017). They are (1) 12-year compulsory education program does not have legal protection from government, (2) the dropout rate from junior high school to senior high school has increased, (3) religious education in schools urges to be evaluated and addressed, both learning methods and teachers (4) the state recognition of pesantren and madrasah education is still weak, (5) the distribution of Smart Card Indonesia (KIP) must be on target and on time, (6) violence and illegal levies in schools are still rampant, and (7) there are discrepancies between the world of education and the world of work. Based on PISA rank (2015) Indonesia is one of the seven countries that the

principals informed the lack of infrastructure and educational materials. KPI (2015) reported the lack of educational infrastructure. The collapse of a suspension bridge in Lebak, Banten, West Java, resulting in at least 45 students fell to the river Ciberang when leaving school to reflect the lack of educational infrastructure in Indonesia.

Indonesia government improves the education continuously. On 30th December 2016 Indonesia president, Mr Joko Widodo, signed the Presidential Decree No. 122 of 2016 on Amendment of Presidential Regulation No. 75 of 2014 on the Acceleration of Provision of Priority Infrastructure. The presidential regulation includes educational infrastructure as one of the aspects that are urgently needed to be improved. There are 8 aspects of educational infrastructure that will be improved. They are learning facilities, laboratory, training center, research center, research and development tools and infrastructure, student practice room, library, and supporting facilities for a learning and training.

Using Technology to Deliver Learning

The use of technology in the classroom has pros and cons. It has been a discussion trends nowadays. Researchers suggest many forms of technology use in the classroom, such as virtual realia, YouTube (Burke, 2009), and e-learning (Telebian, Mohammadi, & Rezvanfar, 2014). The use of the technology aims to help teachers create a fun and meaningful learning. Some of the researchers have argued that it makes students stupid (Boyle, 1998) and uncontrolled (Hodavand, 2008). For example, the use of e-learning results in some disadvantages. They are (1) the lack of teachers' absence which may affect negatively on academic progression and characteristic development of students, (2) unsupportive information which may be accessed by the students (Hodavand, 2008), (3) limitation in assessing students' performance and giving feedbacks, and (4) being unsuitable for practical course, such as agricultural education (Mirshekari, 2006).

On the other hand, some researches about the use of technology in the Indonesian schools have shown good results. The use of the technology in the classroom promotes the improvement in language skills, such as reading, listening, and speaking. The use of cartoon videos at SMP 3 Balung reported the improvement in the listening skill (Faiz, 2012). The use of cartoon videos also impacts on the students' speaking skill improvement (Nuryati, 2016; Rasyid, 2016). The use of cartons in short videos also improve students' reading skill in SMPN 1 Giri (Yazziddah, 2014). Furthermore, the use of short videos and good audio speaker also reported the improvement in students' listening skill and students' participations in the classroom (Yuana & Sudartini, 2016).

Teachers as Decision Makers

The implementation of government policy may be positive or negative from teachers' perspectives. In her research, Kenyon (2016) explored three teachers who implemented their perspectives into social studies classrooms. One of the teachers stated that the students had to be critical of social problems, such as government's policy. Yuan (2016) also explored how novice teachers (n=285) in China implemented a new curriculum in their first teaching year. The research divided the findings into three classifications. The first was the teachers who still fought for the implementation and the schools' system supported them. The

second was the teachers who only borrowed terms from the new curriculum, but they still implemented the old curriculum. The last was the teachers who still implemented the old curriculum. They aimed to implement the new curriculum, but they could not do it. Their schools had the authority. They only could follow it.

In this context, although the government emphasizes the use of technology in the classroom, there are some factors that may affect to whatever teachers implement the government' reform in the classroom or not. Some of the factors who affect the teachers are such as teachers' colleagues (Charteris & Smardon, 2015; Yuan, 2017), support from principals and schools' system (Tao & Gao, 2017), teachers' educational backgrounds (Tao & Gao, 2017), teachers' beliefs and ideology (Charles, 2015; Kenyon, 2016), curriculum and personal life contexts (Vähäsantanen, 2015), educational infrastructure and teachers' knowledge about what they can do to support their schools (Ebersöhn & Loots, 2017), and teachers' mentors (Kayi-Aydar, 2015).

Method

Research Question

How do in-service teachers perceive teaching with technology and without technology in the classroom?

Research Context and Participants

The researcher conducted a survey in surveymonkey.com to complete the study. Ary, et al (2013) stated that a survey was used to gather information and perspectives from a group of individuals. Moreover, the use of a web-based survey helped the researcher to gather responses quickly. The web-based survey could be accessed everywhere and anytime if the participants connected to the internet. The survey was online from 27 August 2017 to 3 October 2017. The participants were informed through WhatsApp chats and asked to join in the survey. The participants knew that their answers will be used in a research. The participants had been informed that the survey would be used to see how they perceived teaching and technology in the classroom. They were willing to join the survey. The link to the survey was attached in the chats. The survey was delivered to 25 participants, but only 20 participants responded and answered the questions.

The survey was answered by 20 in-service teachers (male=2, female=18) which teach young learners – level kindergarten to junior high school. There were 4 teachers who had been teaching for more than 3 years. The others had been teaching for 1 year to 3 years (n= 16). The teachers who have been teaching for 1-3 years are called novice teachers (Yuan, 2017). Many of the teachers were between 18 to 24 years old (n=13). Five in-service teachers were between 25 to 35 years old. And the others were between 35 to 44 years old (n = 2). Most of the participants were in-service teachers who teach in an English course for younger students located in Yogyakarta. While teaching in the English course, they were also sent to some schools – level kindergarten to junior schools-. Some others were the "real" teachers in kindergartens and elementary schools. Almost all of them were working in Yogyakarta, except one was an in-service teacher from East Kalimantan who was studying in Yogyakarta. Four of the participants had taught

English to young learners more than 3 years. The others had taught English from one to three years.

Some of the participants were the researcher's colleagues and friends. The relationships may have affected the findings. Somehow, the researcher conducted an online survey where they could answer honestly because the survey would let them answer as anonymous.

Data Collection and Analysis

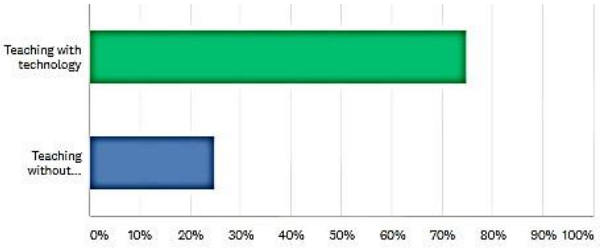
The data were collected through SurveyMonkey.com. It was a web-based survey. Ary et al (2013) stated that the use of web-based survey was popular nowadays since it delivered some advantages. First, it could reach a larger population than traditional survey could be. Second, it was less expensive, easy, and quick. Third, the data were analyzed in a system, hence it saved time and energy. It also allowed the participants to have more time in answering thoughtful questions. Then, the online survey let the anonymity. It would create safety for the participants and the investigator.

The participants accepted the survey through WhatsApp. Participants were asked 8 questions. Questions were open-ended. The use of open-ended questions aimed to deepen their answers. They were asked whether they preferred to teach using technology or without technology. They were also asked about the types of tools they used in the classroom. On average they spent about 4-5 minutes to complete the survey.

After they completed the survey, the data were submitted online. The data were analyzed in the web system. After the researcher obtained the data which have been analyzed by the system, the data were classified into three groups (1) participants who preferred to teach with technology, (2) participants who preferred to teach using realia, and (3) participants who preferred to combine the use of technology and realia.

Findings and Discussion

Findings show that teachers generally demonstrated positive attitudes toward the use of technology in the classroom. The teachers regarded it as a way to create fun learning. The findings show that there was not any relation between age and their choices. The discussion classifies the findings into two categories. They are teaching with technology and teaching without technology.



ANSWER CHOICES	RESPONSES	
Teaching with technology	75.00%	15
Teaching without technology	25.00%	5
TOTAL		20

Figure 1. Participants' responses

Teaching with Technology

As it is shown in figure 1.1, most of the participants preferred to use technology in the classroom (75%). They stated that teaching with technology delivered some benefits in presenting language focus and grammar focus in the classroom, as it was written down by one of the participants.

Because it will help the teacher a lot (#P13).

The teachers perceived the use of technology as something that helped the teachers to make the students follow easily the learning process. Teachers could use the technology to deliver learning process without spending too much effort in creating or bringing real things to the class, as it mentioned by a teacher.

> *I use technology to interest my students to the learning activity. It also helps me to build a "real" context within the classroom. When I use video or other virtual realia, it doesn't take too much effort to explain to my students about language features and its functions. (#P5)*

The teachers related the use of technology with students' interest. Students nowadays easily engaged themselves with the technology. *Asosiasi Penyelenggara Jasa Internet Indonesia* (2016) states that children (10 to 14 years old) are the most active internet users (100 %). There are 768.000 users are between 10 to 14 years old. 10 out of 15 teachers who preferred to use technology stated that it delivered fun and attracting learning process. The teachers could grab students' attention easily by inserting materials in videos, virtual realia or simply in online games. On the other hand, the teachers perceived the use of technology would make the students understand the materials easily. As one teacher mentioned in her response.

> *Having various teaching media or technology makes the teaching-learning process more fun. Kids will also enjoy more as they find technology more attractive and easy to understand. (#P3)*

Not only helping the students to understand the materials easily, the use of technology in the classroom also provided a situation where students could express their opinions and participate in a learning process. The teachers perceived the use of technology as something that offered fun and attracting learning process, but they also assumed it as a tool to help students having active participation in the learning process. Hence, the teachers assumed that the use of the technology could help the students to understand the materials easily and have high participation in the classroom. One teacher mentioned it in her response.

> *Because it may give students the freedom to express their opinion for a higher level. For lower level, they may be more attracted to it. (#P15)*

On the other hand, some of the participants stated that the use of the technology in the classroom depended on the classroom situation. They would adjust the use of the technology with students' criteria, materials being taught, and classroom' facilities. One teacher mentioned in her response.

> *I like using both technology and without technology. It depends on the class situation if possible using technology why not? Using technology will make learners more excited and more meaningful. (#P11)*

The participants stated that they used various technology in delivering materials. The researcher asked the participants kinds of technology they use in the classroom if they should use technology. They could have more than one answer. There were 19 participants who answered this question. The most used technology was computer, tablet, and smartphone (73,68%). After that the teachers used virtual realia (63,16%), YouTube, Facebook, WhatsApp, and Instagram (52,63%), smart interactive whiteboard (26, 32%), microphone (10,53%), class website (5,26%), mobile learning (5,26%), and none of the choices provided (10,53%).

In sum, the participants assumed that the use of technology would make the students understand the material easily. The teachers also used technology to create fun and attractive learning processes which affected to the positive outcomes for students' English skills (Faiz, 2012; Yazziddah, 2014; Nuryati, 2016; Rasyid, 2016; Yuana & Sudartini, 2016). Somehow, there were two teachers who stated that they still combined the realia and the technology at the same time. The teachers preferred to teach with technology because it delivered many advantages for a learning process. Somehow, the choices of the teachers related to classroom contexts.

Teaching without Technology

5 out of 20 participants (25%) answered that they preferred to teach without technology. The findings showed that participants' age and teaching experiences did not relate directly to the participants' answers. From the survey 4 out of 5 participants were between 18 to 24 years old. One participant was between 25 to 34 years old. On the other hand, a participant who was between 35 to 44 chose to teach with technology. The participants' choices could be summarized as follows.

It (realia / without technology) is efficient, cheap, and creative. (#P7)

The teachers assumed that teaching without technology would make the students and the teachers creative. One teacher shared that she and her colleagues had a program named AHA – amazing holiday adventure-. The program happened for two weeks. It aimed to improve young learners' English skills. In the program the teachers and the students made hand-crafts, cooked and shopped. They also went to rice-field and played with cows. It made English was so fun for the students.

Some teachers added that teaching without technology was good for the students' development. Young learners will likely understand easily the materials by giving them real things. One participant mentioned that teaching without technology would help the students experienced reality and understand easily. One teacher acknowledged that she aimed it (teaching with technology) to make the students learned real things around them. As one teacher stated in her response.

Because it (teaching without technology) will be applicable for the children if they can touch or see the visual thing. not the virtual things. (#P10)

Somehow, one participant mentioned that she used the realia because of the lack of technology tools. It related to the educational context in her working place. As it mentioned before by PISA (2015), Indonesia is the bottom ten in the survey. PISA (2015) also stated that many principals in Indonesia reported the lack of educational infrastructure in Indonesia. The participant stated that in her school she only could use realia. As she mentioned.

Those are the available ones. (#P20)

From her response, it related to the infrastructural support. She emphasized the importance of technology support in this context. Ebershon & Loots (2016) stated that the use of educational support could affect to teachers' performance, but they also argued that if the teachers were given knowledge, they could focus on schools' strengths rather than the weaknesses.

The researcher then asked further about the kinds of teaching that teachers implemented if they should teach without technology. They could answer more than one answer. 19 participants answered the question. The most used teaching tool was games without technology (94,74%). It was followed with the use of whiteboard (78, 95 %), realia (73,68%), written worksheets (73,68%), textbooks (57,89%), and flashcard (5,26%).

Conclusion

The findings showed that teachers may have different perspectives about the use of technology in the classroom. Some of the teachers believe that the use of technology helps them and their students. Somehow, other teachers did not believe the same way. They emphasize the importance of real things in learning. Hence, it is important for the government to implement some programs which

help the teachers to develop skills in using technology and promoting creative teaching with real things. Both should be emphasized in government' policy.

The findings aim to contribute to teachers' development program. Ebershon & Loots (2016) created a program named STAR. It happened in South Africa where the education had challenging contexts. The program was an asset-based intervention program. In the program, the teachers were trained to draw the strengths of their schools in the form of photos, maps, and presentations. After the program finished, Ebershon & Loots (2016) reported that teachers could contribute to the schools. It happened because the teachers focused on the schools' strengths than the weaknesses. The program could be modified and implemented in Indonesia, hence the teachers may contribute to the schools' development.

Somehow, this study has some, mainly the methodology, some limitations. First, the researcher conducted the internet survey where the participants dominated by the teachers who were familiar with the use of technology. On the other hand, the teachers with limited internet accesses could not reach the survey. Second, the web-based survey made the participants anonymous. Hence, it was slightly difficult to interview and follow up teachers' answers.

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