ICT Implementation in English Class in Globe School 1 Batam: Students' and Teachers' Perception

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Abstract

It's interesting to see how students are becoming more versatile and utilizing technology for learning. It will be used by students in the twenty-first century to satisfy ISTE standards and provide solutions for teachers who are still struggling to figure out how to adequately integrate technology to fulfill the standards' requirements for instructors. This study sought to understand how teachers and students experienced about using ICT in English classes at Globe 1 Batam. The school has active and ready-to-use ICT resources, but it's possible that the English teacher lacks sufficient expertise in promoting ICT in the classroom. The study employed a mixed-method research design and the ASSURE model. A total of 24 students 13 from the 9th grade and 11 from the 12th grade as well as teacher A, the English teacher for junior and senior high school, participated in this study. Four students were interviewed, and a questionnaire was completed by the team. Students demonstrate strong ICT proficiency, but teachers continue to feel that they're lacking. The results of the questionnaire indicate that the students are tech-savvy, which implies the teacher has potential. As a result, in order to assist the teacher in meeting the ISTE standards for educators, the team intends to facilitate her work by creating a video tutorial. This will enable the teacher to create her own assignments using Google Docs or other collaborative tools in the future.

Keywords: ICT, ISTE standards, ASSURE model, Mixed-method research, Students' and Teacher's perception.

Abstrak

Sangat menarik untuk melihat bagaimana siswa menjadi lebih fleksibel dan memanfaatkan teknologi untuk pembelajaran. Hal ini akan digunakan oleh para siswa di abad ke-21 untuk memenuhi standar ISTE dan memberikan solusi bagi para guru yang masih kesulitan mencari cara untuk mengintegrasikan teknologi secara memadai untuk memenuhi persyaratan standar bagi para pengajar. Penelitian ini bertujuan untuk memahami bagaimana pengalaman guru dan siswa dalam menggunakan TIK di kelas bahasa Inggris

di Globe 1 Batam. Sekolah ini memiliki sumber daya TIK yang aktif dan siap pakai, namun ada kemungkinan guru bahasa Inggris tidak memiliki keahlian yang memadai dalam mempromosikan TIK di kelas. Penelitian ini menggunakan desain penelitian metode campuran dan model ASSURE. Sebanyak 24 siswa yang terdiri dari 13 siswa dari kelas 9 dan 11 siswa dari kelas 12 serta guru A, guru bahasa Inggris untuk sekolah menengah pertama dan sekolah menengah atas, berpartisipasi dalam penelitian ini. Empat siswa diwawancarai, dan sebuah kuesioner diisi oleh tim peneliti. Para siswa menunjukkan kemampuan TIK yang kuat, namun para guru masih merasa kurang. Hasil kuesioner menunjukkan bahwa para siswa melek teknologi, yang menyiratkan bahwa guru memiliki potensi. Oleh karena itu, untuk membantu guru dalam memenuhi standar ISTE bagi para pendidik, tim bermaksud untuk memfasilitasi pekerjaannya dengan membuat video tutorial. Hal ini akan memungkinkan guru tersebut untuk membuat tugasnya sendiri menggunakan Google Docs atau alat kolaboratif lainnya di masa mendatang.

Kata Kunci: *TIK, standar ISTE, model ASSURE, penelitian metode campuran, persepsi siswa dan guru.*

INTRODUCTION

Education and technology in the 21st century are inextricably intertwined in the modern era. Especially in developing countries such as Indonesia, technology has had a profound impact on education, reshaping how students learn through their smartphones and teachers instruct through the laptop. Through technology advancement and globalization, it is influencing the development of educational context and other sectors. Under the law number 36-year 2018, as the Ministry Education and Culture of Indonesia (Dian Wahyuni, 2018) has mentioned to meet the needs of students in developing abilities in digital learning or ICT (Information and Communication Technology). Based on my understanding, the International Society for Technology in Education (ISTE) which the organization committed to empowering and connecting learning in the digital world and ISTE also helping students and teachers to meet the standard that has been designed by (David Moursund, 2018). The features and demands of 21st century learner's characters which are skills of integration, namely 4Cs (Critical thinking, Creative thinking, Collaboration, and Communication). This will guide digital literacy where students and teachers find how technology plays an essential role.

Digital literacy refers to the ability of a person who can operate a technology to do research, to find, to evaluate things on the internet and to create something that uses a technology itself. It is necessary in today's era, as digital technologies have become an integral part of daily life. Based on (Ramadhan et al., 2019b) it has been stated that nowadays, young readers until elders are used to updating and reading information through the internet. Meaning that they gain deeper understanding using the technology and adapt to a new platform from time to time. Besides, when technology is the main aim in developing education, students are expected to use ICT effectively by engaging the 4C's skills. This research will explain students'

and teachers' perception and attitude of using ICT in English classrooms.

Integrated technology and media for learning refers to use of various digital technologies and multimedia resources as it involves incorporating the technology and media to enhance and support the educational experiences. By Integrating digital innovative as a media for learning, it offers an authentic learning activity that can be done by the students and they can gain an experiences such as making a fun e-activities using e-learning, interactive discussion using website which motivate students perception related the use of ICT (Taghizadeh & Hasani Yourdshahi, 2020). The basic advantage of integrated ICT in English class that applied suitably can make the process of teaching and learning more fun and better to understand English materials (Albiladi & Alshareef, 2019). The student in private school Batam, show a good sign in learning using technology and they can adapt really well. Other than that, the English teacher may still precede a lacking knowledge in integrating ICT in classroom, but ICT tools in the school has adequately complete and ready for use. Thus, it is compulsory for teachers to use ICT in the classroom, through the urgency above.

Therefore, this research will use the ASSURE model because the main reason it is stated by (Prihatmi, 2021) is that the ASSURE model is relatively easy to implement in any level of education and skills, and it can be developed by the teachers themselves as needed. Based on (Ratnawati et al., 2020)research study, they used Borg & Gall method in the used of ICT-based learning media development because the aim of their studies is to develop a technological science in education to improve the use of media

development where the media of the study is a website and they need a more comprehensive and systematic approach on their research goals. Meanwhile, (Nita et al., 2022)apply ADDIE model in their research, for them ADDIE were feasible and workable to develop their projects. Hence, the way of ASSURE is more flexible model that places a greater emphasis on technology integration and suitable for the goals ICT in classroom. The ASSURE model written by (Christopher Pappas, 2023) consist of six components which are Analyze Learners, State Objectives, Select Methods, Utilize Media and Materials, Require Learner Participations, Evaluate and Revise. In designing instruction and assessing learning for 21st century learning, need an analyze in teacher-constructed lessons and student work from to better understand on how teachers are developing student 21st century skills in learning (Stehle & Peters-Burton, 2019).

Moreover, designing appropriate and authentic assessment can capture students' skills. The task that given within the artificial environment of assessment itself, rather than do a self-reflection of student effort to complete the target tasks which is real life tasks to attempt (Care et al., 2018). Nevertheless, as a teacher, (Ramadhan et al., 2019a)has mentioned that they need to keep up and incorporate digital learning to obtain material and support the learning methods. The urgency to design this research which the classroom using ICT is that the 21st century, that learners which will lead to the standard of the ISTE for the learners and can find out the solution for teacher which they still have a hard time to figure out on how integrating the technology

well so that it will meet the teachers' ompetence which as written down on ISTE standard on the instructor in the present days. The following objectives are composed to complete the study:

1. How is the student perception and attitude in Globe 1 Batam toward ICT?
2. How does Globe 1 teacher can implement ICT in the classroom?
3. What is the recommendation toward improving teacher's digital literacy specifically in teaching and learning English?

METHOD / METODE PENELITIAN

The research design uses mixed-method research, this research uses the ASSURE model. This research phases six steps. As (Altın, 2021) has pointed out that ASSURE instructional models were found to be successful and the objectives were achieved. This case study took place in Globe 1 School Batam, located in Komplek Green Garden Blok C No 16 Trinity Batu Ampar. Globe school shows a difficulty where the English teachers have a deficiency in integrating technology usage in the classroom, they really attach to students work and believe that students can do a role play as a teacher and can teach in front of the class using technology that they have. Despite that, the students show a great confidence in utilizing it, however, students still show a static move on their works. For instance, students only submit their work to their teacher and present it in front of the class instead of submitting it to online platforms.

Participants

In this research, the number of participants is 9th and 12th grade, and the teacher of your partner school, teacher A, is a total of 24 students, which are 13 students from 9th grade and 11 students from 12th grade, along with teacher A as the English teacher for junior and senior high school. The reason why this research chose 2 classes is because the students from Globe 1 are less than 20 for one classroom that is why we chose to join both classes. Our lecturer, Ms. Leil, also recommends us to help this school.

Instrument

Questionnaire and interview Sheet (number of questions, criteria, and references) (likert scales) The first instrument that is used for this research is Google Form for the questionnaires that will be filled out by the students. A questionnaire is a list of questions that are used to gather information and data from the respondents. Conducting good research by developing an efficient questionnaire can answer the problem based on the goals of the research (Ikart, 2019). The questionnaire consists of likert scales; 1) strongly agree, 2) agree, 3) neutral, 4) disagree,5) strongly disagree. The second instrument is Interview. Typically, the interviewer will ask questions and the interviewee will provide responses. This purpose is to obtain more information. The second instrument that this research uses is an interview. The interviewee from Grade 9th there are Student T, Student V and Grade 12th there are Student S and Student B. It can be seen in this link for the list of questionnaire criteria.

RESULTS AND DISCUSSION

To answer RQ 1, it was found that the students in this school perception and attitude in Globe 1 Batam, they were really enjoy using devices and could operate it really well this is consistent with ISTE standards for student 1.4 Innovative Designer 2.B where students could select and use digital tools to plan and manage a design process that considers design constrains (David Moursound, 2016), also they tend to always use technology in class since it is helpful and easier to use especially using PowerPoint. This is in line with (Abdellatif, 2015) where the use of PowerPoint in the classroom is a source of excitement, motivation, learning and attraction.

In response to RQ 2, the Globe 1 instructor does supply a laptop, resources, and a projector for use in the classroom. Nevertheless, teachers continue to demonstrate a lack of knowledge about how to integrate ICT given their limited experience with technology. This is consistent with the findings of (Karunakaran & Dhanawardana, 2023), who found that teachers initially displayed a positive attitude towards ICT integration, even though they were given devices but lacked the necessary training and skills. However, the Globe 1 teacher has a preference for understanding how to use technology for further learning.

The students in this school, who are proficient with technology exhibit a contagious enthusiasm for learning in the classroom. These students of the twenty-first century demonstrate a natural comfort level with digital tools and a willingness to experiment and participate in novel educational opportunities. Their enthusiasm is a result of the technology's smooth integration, which not only makes for engaging and dynamic lessons but also gives them the confidence to successfully traverse the digital world. Here are the statements which will answer the following research questions.

Collaboration in learning as written down of 4 set of statements, the first set of criteria related to learning strategies. The statements are mentioned below:

I often arrange and plan my learning by organizing it. According to their preferred methods of learning, most students frequently plan and organize their learning through organization. According to the results, (70,8%) of students agree, indicating that making an efficient study plan can help them maximize their performance and manage their time effectively. The next two groups are those who strongly agree to organize their learning styles (12,5%) and those who are neutral (16,7%).

I often ask my teacher or friends when I do not understand class material. Students in the classroom who are learning English with teacher A strongly concur by asking her or their peers questions about anything that is unclear. Half of the students in the classroom strongly agree that asking questions is helpful to get an answer (54.2%). (29,2%) agreed, while the remaining respondents are neutral.

I often do exercise together with my friend. Of the students, 41,7% strongly agree that they should complete assignments ingroups or on teams. This is encouraging for teacher A's ability to work in a group or as a team while they are learning. Exercise with a friend is something that (37,5%) and (16,7%) agree with, are neutral about, and only (4,1%) strongly

disagree with. There may come a time when the individual would rather work alone and enjoy completing the tasks or practice on their own.

I am optimistic about my progress in the classroom. The data (58,3%), (20,8%), and (20,8%) are agree, strongly agree, and neutral, indicating that students have an optimistic relationship with their goals in the classroom. Their attitude toward their point of view while learning English has not shown any issues. Engagement as the second set that represents to second criteria that are related to Student's attitudes and perception using PowerPoint. The statements are mentioned bellow:

I feel motivated when the teacher uses PowerPoint. When teacher A uses PowerPoint to teach, most of the students feel motivated. This is encouraging evidence that all of the students think she can improve their attitudes and aspirations through ICT- based English language instruction. The data above serves as an example, showing that (37,5%) agree, (33,3%) strongly agree, and (29,2%) remain neutral.

I believe learning English with PowerPoint helps me to learn grammar. Grammar structures are increasingly being explicitly taught in academic settings through PowerPoint presentations. According to the questionnaire results, 35.5% of respondents strongly agree that PowerPoint improves students' grammar. However, (29.2%) of respondents strongly disagree. Yes, agree that PowerPoint improves students' grammar, but (29.2%) of the students think otherwise.

I prefer to use PowerPoint rather than a prescribed textbook. PowerPoint helps students learn more about the subject matter. Additionally, using PowerPoint aids teachers in the process of teaching and learning.

Online resources are preferred by students over printed or required textbooks. When it comes to using PowerPoint as a required textbook for their studies, the majority of students (58.3%) are undecided. Therefore, (37.5%) of respondents to the chart concur that they prefer PowerPoint to be used as the required textbook.

I love that PowerPoint draws my attention during English class. When instructors utilize PowerPoint as study aids in the classroom, students will pay closer attention to what is being covered. The data indicated that 12.5% of students strongly agree that PowerPoint grabs their attention, while the majority of students (58.3%) agree and 25% are unsure about the use of PowerPoint in their English classes. Moving on, digital minded could present the third criteria that are related to students' perception of using ICT in classroom. The statements are mentioned below:

In my opinion, learning using technology is more interesting. Studying with technology will be more engaging because it may help to foster engaged learning in the classroom, which raises student participation. The chart indicates that while (54.2%) only agree and (12.5%) are neutral, (33.3%) strongly agree with technology.

I prefer to learn English using ICT. Because ICT can accelerate the flow of information, pique students' interests, and enable process automation, it can improve comprehension and focus, which is why students prefer to use it for their studies. According to the data results, (16.7%) of students strongly agree that they prefer to use ICT for their studies, while (45.8%) of students only agree and (37.5%) are remain neutral.

I prefer reading digital texts rather than printed texts. More features are available in digital textbooks than in printed ones. For example, digital textbooks have links and built-in dictionaries that help students understand the material covered in class and in their studies.

Just (16.7%) of students strongly agreed with digital texts, while (25%) agreed and the majority felt neither way about them. *For me, using ICT is more comfortable for learning in the classroom.*

By involving students in their studies, ICT enhances their understanding of the workforce and provides them with cutting-edge tools that increase their productivity and creativity. According to the data, (20.8%) strongly agree that using ICT in the classroom increases their comfort level, compared to (41.7%) who agree and (37.5%) who are neutral.
I never get bored learning through ICT.

When ICT is used in the classroom instead of just books or whiteboards, students can learn more actively and in a more engaging environment. According to the data, (12,5%) of respondents strongly agree with ICT, (41,7%) agree, and (45,8%) are neutral about using it for learning.

I can present a video regarding my material in PowerPoint. Since video grabs attention more than text, it can be used to enhance PowerPoint learning. According to the data, majority (45,6%) agree, (33,3%) strongly agree, and (20,8%) are neutral with the current PowerPoint video.

I'm more enthusiastic to learn with ICT. ICT students learn more enthusiastically when they use technology in the classroom to study new subjects, especially when the technology allows them to explore a variety of websites and games to create the course material. According to the data, the majority of respondents (45,8%) agree, (41,7%) are neutral, and (12,5%) strongly agree that ICT increases enthusiasm for learning. Lastly, tech-savvy is the best way to present the fourth criteria which are related to students' knowledge. The statements are mentioned below;

I prefer to use a laptop to help my understanding during classroom learning. Because digital devices can provide multiple access points to online resources, they aid students in understanding the material covered in class. Examples of these devices are laptops. Given that (45.8%) of respondents strongly agree that laptops aid in their understanding of the material covered in class, laptops are crucial. While (16.7%) are neutral and (33.3%) agree.

I prefer to use PowerPoint to present my course during classroom learning. Because PowerPoint allows users to add images and videos to their slide show, it can draw in students and increase their attention to presentations. In contrast, a traditional whiteboard may bore students more in this day and age. According to the data, the majority (62.5%) agree, (16.7%) strongly agree, and (20.8%) are neutral about using PowerPoint to present their work.

I want to learn to make a project of movies or short videos and upload it on YouTube related to the materials in the classroom. According to the data, (41,7%) of students say they have no problem at all creating a quick instructional video and posting it to YouTube. In the meantime, (20,8%) Strongly Agree and (33,3%) Agree came next. Finally, only 4.2% of respondents disagreed with the contents.

I love using the internet to boost my knowledge related to the materials to complete my Works. Students are enjoy using the internet, which helps them learn more about the subjects they are studying. The graph indicates that, of the respondents, (58,3%) strongly agree, (37,5%) agree, and (4,2%) remain neutral.

From teacher A's perspective, Globe provides junior and senior high school students with appropriate technology to teach English.

She was overjoyed and discovered numerous benefits of using ICT in her classroom. She did concur that making online resources more accessible and helpful for students would be beneficial. Based on how well it integrates, she found that ICT offers an amazing opportunity to teach English in the classroom. She did, however, remain impartial when it came to the possibility that using ICT could occasionally lead to technical problems or privacy issues; as a result, future learning will require more careful use of technology. Finally, she thought that her ability to teach English would improve if she could rely on ICT. She can keep up with the latest developments and new teaching techniques thanks to this.

CONCLUSION

The best course of action for enhancing teachers' digital literacy specifically, for teaching and learning English is to explore apps and software that address the four English language skills. Perhaps instructor A should also think about utilizing collaborative solutions, like Google Docs, where the team will offer a specific video instruction for using the applications, allowing teacher A to update her assignments and resources for her pupils.

To conclude, team are able to provide guidance on how to incorporate ICT into English classrooms by the time this project is finished. Conducting mixed method, one-on-one interviews, distributing the questionnaire via WhatsApp group. The student exhibits confidence and enjoys using technology in classroom. The team has discovered that the teacher's lack of proficiency in incorporating technology into the classroom is the challenge.

A video tutorial showing the teacher how to use Google Forms as a collaborative tool is recommended, as per the team's recommendation. Teacher will find it easier and able to create games or homework assignments.

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