

Lecturers' Perception toward the Barriers of the ICT Use in English Teaching

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Abstract: This study aims at describing the lecturers' perception toward the barriers of the use of information & communication technology (ICT) in teaching English language at Politeknik Negeri Jakarta (PNJ). Qualitative and quantitative research methods were applied. Questionnaires and interviews were the instruments to collect the data. The scope of the research was the lecturers' perception toward the barriers of the ICT use in teaching English language. The result of this study showed that there are two categories of barriers faced by the lecturers; lecturer-level and institutional-level. At lecturers' level, the barrier was the lack of lecturers' competency which eventually led to having negative experiences in teaching English using ICT. At institutional level, the barriers were the lack of effective ICT training and the speed on Internet access. Mostly, this research contributes to give the information and recommendations to stakeholders in the integration of new technology into language education.

1 INTRODUCTION

The use of ICT in the schools is exceptionally critical for giving educating learning materials as alluring, open and satisfactory materials in big data age. Through curriculum, the latest technologies provide the prospective to support education and offer chances for effective interactions between students and teachers (Dawes, 2001). By identifying the possible problems to the assimilation of ICT technologies in schools, the quality of teaching and learning could be improved. This will be an essential step since ICT is important in future education.

Many scholars argue that the ICT use in schools is important for providing opportunities for students to learn to function in an information era. ICT in education is very potential in influencing ways of teaching. But, this potential is probably hard to comprehend in the beginning. This happens because old-fashioned educational environments do not stimulate learners to function or be advantageous in the workplaces of nowadays' community (Yelland, 2001). Yelland added that any institutions which do not integrate the use of new technologies in schools may not seriously declare that their students are

prepared for their work life in the twenty-first century.

The act of incorporating ICT into teaching and learning is a complicated process and anyone might experience a number of difficulties which are commonly known as "barriers" (Schoepp, 2005). "A barrier is described as any situation that one faces becomes difficult to make progress or to achieve a goal" (Bingimlas, 2009). However, if teachers and educators could identify the fundamental barriers in advance, it may help them to conquer these difficulties and turn to successful technology users (Dawes, 2001). Several researchers break down the barriers into two divisions; extrinsic and intrinsic barriers. Extrinsic barriers relate to organisations, while the intrinsic ones relate to teachers, school administrators and individuals. Another categories found in the literature are teacher-level barriers and school-level barriers. However, since the objective of this paper is to describe lecturers' perception toward the barriers of ICT use in language teaching learning, this investigation addresses the level of barriers on lecturers and institutions.

2 METHODOLOGY

This study used qualitative and quantitative methods. Questionnaires and the informal interview were the instruments to collect the data. The scope of the research was the lecturers' perception toward the barriers of the ICT use in teaching English language. There were several steps taken in this study. First, conducting the questionnaire, then validating the questionnaire through a judgmental expert process. Second, distributing it to respondents. After that, analysing the results. The last but not least, classifying the data result by interviewing the respondents.

3 RESULT AND DISCUSSION

Since this study divided the barriers of ICT use in teaching English into two categories, the result will be shown within those categories.

3.1 The Barriers at Lecturer's Level

Figure 1 shows the barrier occurs in the level of lecturers. From the first statement of ICT facilitates students' violation of copyrights, it can be seen that 64% of the lecturers agree that ICT facilitates students' violation of copyrights, while 36% lecturers disagree. The violation of copyrights includes copying any work of someone or mimicking the internet product especially video and papers. Those who agree mentioned that they have experienced at least one of those cases during the course.

Regarding the statement of the lecturers who cannot undertake technical problems when they happen, it can be seen that 55% lecturers agree and 45% disagree. This statement proves that the lack of capability in handling technical problems becomes a barrier for them. From the chart above, it can also be seen that 82% lecturers agree that they have Limited access to computers, while 18% lecturers disagree. This barrier appears because not all lecturers own a portable computer.

Next, the chapter also shows that 36% of lecturers were Having negative experiences with ICT in the classroom before, while another 64% disagree. The experiences include the failure in adapting software in teaching materials, students' reaction toward the ICT materials like violation of copyrights and lesson time loss due to technical problems.

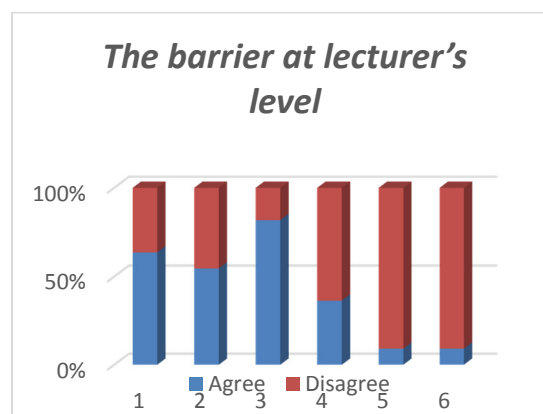


Figure 1: Lecturer-level barriers

From the statement of Difficult in classroom management when using ICT, 9% lecturers agree, while 91% disagree. This shows the positive attitude of the lecturers towards the use of ICT. They believe ICT can help them manage the classroom. The diagram shows that 9% of the lecturers agree that ICT increases workload for lecturers while 91% disagree. It can be concluded that ICT actually makes work easier for lecturers..

3.2 The Barriers at Institutional Level

Toward the statement of Not strong support for ICT use from leaders of departments/ centres, 27% lecturers agree, while 73% disagree. This statement proves that leaders of departments/ centres of PNJ fully support the use of ICT in teaching English. This positive attitude is also shown by the next statement of Not strong support for ICT use from institutional authorities, where 37% lecturers agree and 64% disagree. Based on some informal interviews done, the support given by the PNJ authorities is mostly done in a form of ICT training.

Whether the training meets the needs of lecturers, that is another matter. The result of the statement of ICT training content does not meet the needs of lecturers shows that 64% agree while 36% others don't. It continues with the result of statement number 4 where ICT training is not customised to levels of PNJ lecturers. Towards this statement, 64% agree while 36% lecturers disagree.

In addition to that, statement number 5 in Figure 2 tells us whether the Frequency of ICT training is inadequate. About this, 55% lectures agree while 45% disagree. When this question was further investigated, some lecturers confessed that they are not sure if the ICT training was done quite often

because they cannot attend all ICT training as their teaching schedule is sometimes very tight.

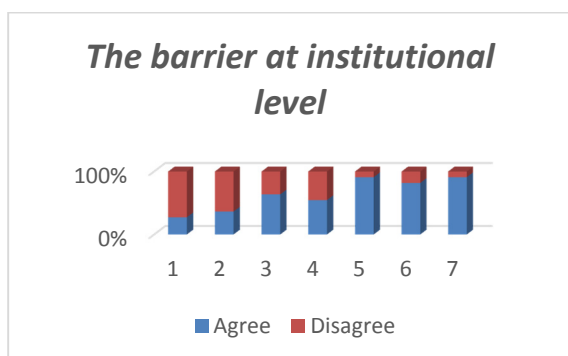


Figure 2: lecturer-level barriers

Talking about the speed of the internet at PNJ, 82% lecturers agree toward the statement of Discouraging speed of the internet at PNJ, while 18% lecturers disagree. This fact tells us despite the ICT training held by PNJ authorities, they also have to enhance the speed of the internet at PNJ to support the lecturers in using the ICT in the classroom.

Last statement on Lesson time loss due to technical problems shows that 91% agree and 9% disagree. This technical problem includes the internet speed, the application that cannot be installed due to the difference of computer software and the electronic devices provided in the classroom like in-focus, speakers and etc.

4 DISCUSSION

As mentioned earlier, the barrier in adopting ICT in the classroom is classified into two sections, intrinsic and extrinsic barriers. Hendren (Al-Alwani, 2005) defined intrinsic barriers as relating to teachers, administrators, and persons and extrinsic barriers as concerning organisations rather than personals. Based on the findings in PNJ, it can be said that the lecturers actually have a positive attitude on the ICT use in the classroom. They do not take using ICT as a burden and a workload for them. They also like to take part in any ICT training held by the institution though they cannot participate in almost all of them. However, having negative experiences in teaching English using ICT has terrified them to adapt this teaching method.

The negative experiences include the failure in adapting software in teaching materials, students' reaction toward the ICT materials like violation to

copy rights and lesson time loss due to technical problems. Some older lecturers have also confessed that the use of the computer itself has feared them, because they are not capable of operating computers. This fact eventually decreases the lecturers' confidence in applying this teaching method. As Beggs (Beggs, 2000) said that lecturers' "fear of failure" made them less confident and Balanskat et al. (Balanskat, Blamire, & Kefala, 2006) added that the restraints in lecturers' knowledge about ICT creates the anxiety in using ICT in their class and therefore it makes them less confident to use the ICT in their teaching.

Newhouse (Newhouse, 2002) stated that those teachers who lack the skills and knowledge on the use of computers are not enthusiastic about the innovations of additional learning related with carrying the ICT use into their teaching learning process. The incompetence of the lecturers was caused by the limited access they have to computers, like some of them do not have portable computers and others do not have adequate access to any computers in PNJ especially in teaching English.

At extrinsic or institutional level, the findings show that there are two major issues in PNJ. The first one is the lack of effective ICT training and the second one is the speed of Internet access. According to some experts, the lack of effective training is the barrier that most commonly discussed in the literature is (Beggs, 2000; Balanskat, Blamire, & Kefala, 2006).

Looking at the PNJ case, the authorities of PNJ have actually held some ICT training. However, to some lecturers' perception, the ICT training held did not meet the needs of lecturers and was not customised to levels of PNJ English lecturers. Some of them complained that the level was quite high and sophisticated, while the computer competence of the lecturers is still very limited. So, to adapt the ICT training to the classroom is almost impossible. In addition to that, not all ICT training can be implemented in the classroom, some of them are very effective if they are implemented in a language laboratory, which not all departments have one.

The speed of the internet is actually another matter. If lack of effective training in PNJ becomes an issue for lecturers with limited capability in operating computers, the speed of the internet is actually the issue of those who can operate computers well. Lesson time loss due to technical problems is one of the impacts of the internet speed. This eventually makes the lecturers rethink of maximizing the ICT use in their class.

5 CONCLUSION

PNJ authorities have suggested and supported the use of ICTs in English Language Classroom in PNJ. However, there are a few barriers found at intrinsic and extrinsic level. At the lecturers' level, teacher, administrator, and individual are some examples of intrinsic barriers, while at the institutional level, organization is one that becomes extrinsic barriers. The barriers faced by the lecturers at lecturers' level are the lack of lecturers' competency which eventually led to having negative experiences in teaching English using ICT. Meanwhile, the barriers faced by the lecturers at the institutional level are lack of effective ICT training and the speed of Internet access. These barriers have made the lecturers rethink of maximizing the ICT use in their own class.

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