



EFL STUDENT TEACHER'S BELIEF AND PRACTICE ON INTEGRATING ICT IN THE CLASSROOM

(A Case Study on the Implementation of Online Learning in
English Department of Pekalongan University)

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Abstrak

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Post-pandemic era demands people to make use of technology in daily lives, including in education. The integration of technology in classroom is viewed as an important strategy to increase the effectiveness of the teaching and learning process. EFL student teachers who are prepared to become teachers must have belief in ICT so that they can implement it properly in the future. The objectives of this research are: 1) To find out whether EFL student teachers in UNIKAL belief in ICT. 2) To describe how EFL student teachers in UNIKAL can belief in ICT. The respondents of this research were thirty-seven student teachers of 5th semester English Education Department 2021/2022 UNIKAL. The method to get the data of this research was by in the form of survey and analyzed qualitatively. The result shows the majority of the student teachers which were 94%, have positive beliefs in integrating ICT in the classroom, the respondents belief that ICT can develop and increase students skills, moreover the respondent belief that ICT is important and needed for education and can give more flexibility for teaching and learning process. From the result it can be concluded that positive belief in integrating ICT can make the student teachers implement ICT confidently in the classroom. Therefore, it is supported the theory from Russell, Bebell, O'Dwyer, & O'Connor in Marwan, 2015 which said that ICT can be effectively used if teachers have positive beliefs towards technology.

Kata Kunci : elt, ict, student teachers' belief

1. Introduction

Information and Communication Technologies (ICT) is a broader term for Information Technology (IT), which refers to all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form. ICT are also used to refer to the convergence of media technology such as audio-visual and telephone networks with computer networks, by means of a unified system of cabling (including signal distribution and

management) or link system (Food and Agriculture Organization of United Nations [FAO], 2016). However, there is no universally accepted definition of ICT considering that the concepts, methods and tools involved in ICTs are steadily evolving on an almost daily basis.

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods.

According to Dyah Aminatun (2019) The use of ICT in teaching and learning process in university is a common thing. It is shown that all lecturers have been using ICT tools to support their teaching. There are many kinds of ICT tools used by lecturers in teaching. Those include ICT equipments, software and application, and digital educational content. Most lecturers used certain ICT tools to support certain materials they are going to teach, starting from the very simple one such as Ms. Office programs to present their materials until online application like Kahoot and Turnitin which need internet connection. Although lecturers are also still using traditional media, such as whiteboard, marker, and paper to help them explain, all lecturers believe that ICT indeed improves teaching and learning quality.

Belief can be defined as the acceptance of something as true on other grounds than personal observation and experience. In addition, according to Borg (Budiman, 2018) defines belief as a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is imbued with emotive commitment.

EFL student teachers are basically taught and prepared to become good teachers in the future, various kinds of things are taught to them, one of which is ICT, in this ICT course they learn about "Integrating ICT in the Classroom". From here we can assume that the future EFL Student Teacher will become a teacher, therefore they must be able to implement what they have learned including ICT in the future.

21st-century era demands people to make use of technology in daily lives, including in education. In this case, the integration of technology in the classroom is viewed as an important strategy to increase the effectiveness of the teaching and learning process (Howard et al., 2000; Mirzajani et al., 2016). According to the statement, it can be said that technology including ICT can increase the effectiveness of teaching and learning activities in the classroom, therefore EFL student teachers who are prepared to become teachers must have belief in ICT so that they can implement it properly in the future, so the researcher chose to do this research so that it can be known how EFL Student teacher belief in ICT so that later it can be practiced or implemented in the future when they become a teacher.

2. Method

This study is classified into qualitative research. This research was conducted at English Education Department Unikal. The respondents of this research were

thirty-seven (37) student teachers of 5th semester English Education Department 2021/2022 UNIKAL. In collecting the data, the researcher gave the link of questionnaire to the student teacher's. The researcher conducted the data from their perception about topic to support the data. The researcher prepared some questions related to their belief in integrating ICT.

The primary data was taken from google form questionnaire to collect the data. The secondary data was taken from the previous studies. The analyzing data of this study, the researcher use technique from Miles, Huberman & Saldana, they are data reduction, data presentation and conclusion.

3. Finding and Discussion

3.1 Finding

a. Questionnaire

The method to get the data of this research was by giving questionnaire. The questionnaire was given at the final exam of the ICT in ELT course, 37 respondents was participated in this research, all of them are 5th semester EFL student teachers in UNIKAL. The purpose of the questionnaire is to get the data from respondents related the research, and the questionnaire focus on how student teachers' belief on integrating ICT in the classroom have positive impact in the learning activity. The type of question in the questionnaire is restricted questions, also called closed-ended, are the ones that ask the respondent to make choices, check items on a list, or select from multiple choice answers (Strongly Believe, Believe, Strongly Disbelieve, Disbelieve).

b. Data Display

The researcher was gave 13 questions to the respondents with 4 choices (Strongly Believe, Believe, Strongly Disbelieve, Disbelieve). There are the question and the result:

1. I believe that Integrating ICT in ELT will develop students' creativity, critical thinking, collaborative and communicative competence.

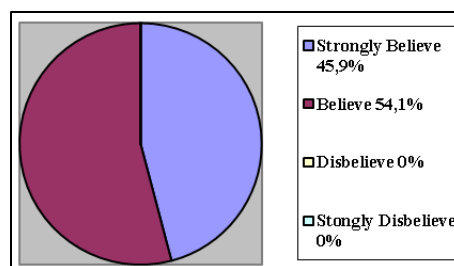


Figure 1. The Chart of Student Teachers Believe That Integrating ICT in ELT Will Develop Students' Creativity, Critical Thinking, Collaborative and Communicative Competence

The first question is *I believe that Integrating ICT in ELT will develop students' creativity, critical thinking, collaborative and communicative competence*. The result is 54,9% strongly believe, 45,1%

believe, 0% strongly disbelieve, and 0% disbelieve. From the result its indicate that all of the respondent are belief (strongly believe and believe) that integrating ICT in ELT will develop all of students competence (creativity, critical thinking, collaborative, and communicative), and then no one of the respondents disbelief.

2. I believe that Integrating ICT in ELT will develop students and teachers' digital literacy skills in order to face the education framework of 21st century teaching and learning.

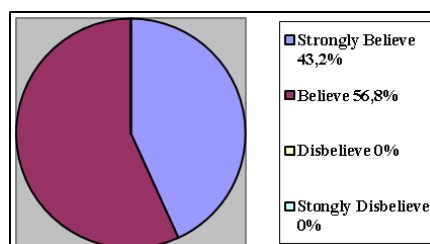


Figure 2. The Chart of Student Teachers Believe That Integrating ICT in ELT Will Develop Students and Teachers' Digital Literacy Skills in Order To Face The Education Framework of 21st Century Teaching And Learning

The second question is *I believe that Integrating ICT in ELT will develop students and teachers' digital literacy skills in order to face the education framework of 21st century teaching and learning.* The result is 43,2% strongly believe, 56,8% believe, 0% strongly disbelieve, and 0% disbelieve. From the result its indicate that all of the respondent are belief (strongly believe and believe) that Integrating ICT in ELT will develop students and teachers' digital literacy skills in order to face the education framework of 21st century teaching and learning, and then no one of the respondents disbelief.

3. I believe that Integrating ICT in ELT can disseminate knowledge and information fast and efficiently.

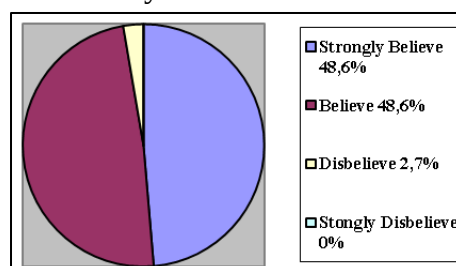


Figure 3. The Chart of Student Teachers Believe That Integrating ICT in ELT Can Disseminate Knowledge and Information Fast and Efficiently

The third question is *I believe that Integrating ICT in ELT can disseminate knowledge and information fast and efficiently.* The result is 48,6% strongly believe, 48,6% believe, 0% strongly disbelieve, and 2,7%

disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that Integrating ICT in ELT can disseminate knowledge and information fast and efficiently, and then just 2,7% from 100% or 1 respondent from 37 that did not belief with the statement.

4. I believe ICT provides teachers with better teaching approaches and strategies in ELT that promote effective teaching.

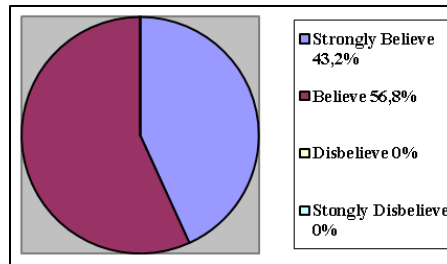


Figure 4. The Chart of Student Teachers Believe ICT Provides Teachers with Better Teaching Approaches and Strategies in ELT That Promote Effective Teaching

The fourth question is *I believe ICT provides teachers with better teaching approaches and strategies in ELT that promote effective teaching*. The result is 43,2% strongly believe, 56,8% believe, 0% strongly disbelieve, and 0% disbelieve. From the result its indicate that all of the respondent are belief (strongly believe and believe) that ICT provides teachers with better teaching approaches and strategies in ELT that promote effective teaching, and then no one of the respondents disbelief.

5. I believe ICT provides teachers with more interactive teaching materials and resource than books and other printed materials.

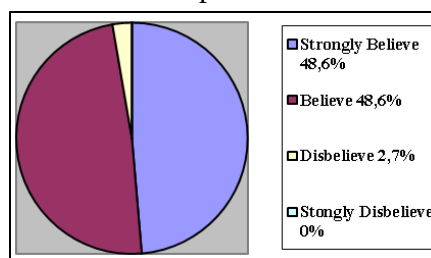


Figure 5. The Chart of Student Teachers Believe ICT Provides Teachers with More Interactive Teaching Materials and Resource Than Books and Other Printed Materials

The fifth question is *I believe ICT provides teachers with more interactive teaching materials and resource than books and other printed material*. The result is 48,6% strongly believe, 48,6% believe, 0% strongly disbelieve, and 2,7% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that ICT provides teachers with more interactive teaching materials and resource

than books and other printed material, and then just 2,7% from 100% or 1 respondent from 37 that did not belief with the statement.

6. I believe integrating ICT through Online Platforms offers to teachers' ease for long distance learning and time flexibility.

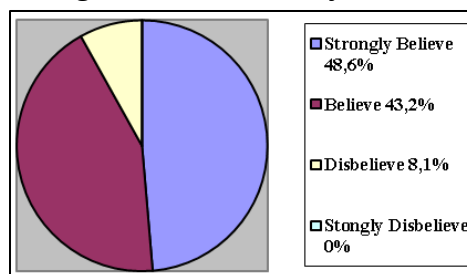


Figure 6. The Chart of Student Teachers Believe Integrating ICT through Online Platforms Offers to Teachers' Ease for Long Distance Learning and Time Flexibility

The sixth question is *I believe integrating ICT through Online Platforms offers to teachers' ease for long distance learning and time flexibility*. The result is 43,2% strongly believe, 48,6% believe, 0% strongly disbelieve, and 8,1% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that integrating ICT through Online Platforms offers to teachers' ease for long distance learning and time flexibility, and then just 8,1% from 100% or 3 respondent from 37 that did not belief with the statement.

7. I believe integrating ICT in ELT will create paperless learning environment, and gives alternative of replacing conventional classroom setting.

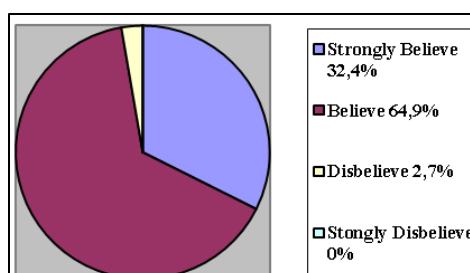


Figure 7. The Chart of Student Teachers Believe Integrating ICT in ELT Will Create Paperless Learning Environment, and Gives Alternative of Replacing Conventional Classroom Setting

The seventh question is *I believe integrating ICT in ELT will create paperless learning environment, and gives alternative of replacing conventional classroom setting*. The result is 32,4% strongly believe, 64,9% believe, 0% strongly disbelieve, and 2,7% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that integrating ICT in ELT will create paperless learning environment, and gives alternative of replacing conventional

classroom setting, and then just 2,7% from 100% or 1 respondent from 37 that did not belief with the statement.

8. I believe integrating ICT in ELT will enhance students' motivation, attention, confidence, and enjoyment in learning language.

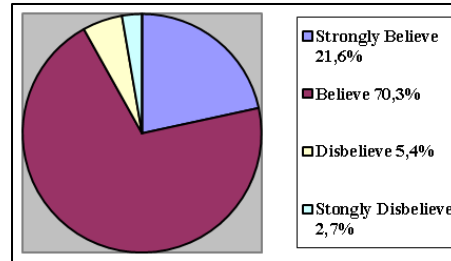


Figure 8. The Chart of Student Teachers Believe Integrating ICT in ELT Will Enhance Students' Motivation, Attention, Confidence, and Enjoyment in Learning Language

The eighth question is *I believe integrating ICT in ELT will enhance students' motivation, attention, confidence, and enjoyment in learning language*. The result is 21,6% strongly believe, 70,3% believe, 2,7% strongly disbelieve, and 5,4% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that integrating ICT in ELT will enhance students' motivation, attention, confidence, and enjoyment in learning language, and then just 2,7% from 100% or 1 respondent from 37 that answer strongly disbelieve , and 5,4% from 100% or 2 respondents from 37 that answer disbelieve with the statement

9. I believe integrating ICT in ELT will improve students' English performance and competence in four language skills (reading, writing, speaking, and listening).

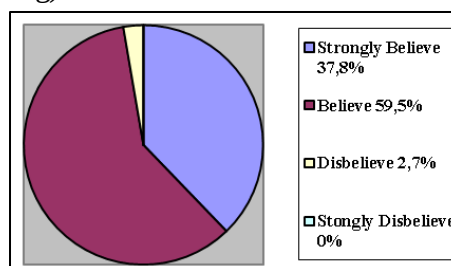


Figure 9. The Chart of Student Teachers Believe Integrating ICT in ELT Will Improve Students' English Performance and Competence in Four Language Skills (Reading, Writing, Speaking, and Listening).

The ninth question is *I believe integrating ICT in ELT will improve students' English performance and competence in four language skills (reading, writing, speaking, and listening)*. The result is 37,8% strongly believe, 59,5% believe, 0% strongly disbelieve, and 2,7% disbelieve. From the result its indicate that majority of the respondent are belief (strongly

believe and believe) that integrating ICT in ELT will improve students' English performance and competence in four language skills (reading, writing, speaking, and listening), and then just 2,7% from 100% or 1 respondent from 37 that did not belief with the statement.

10. I believe integrating ICT in ELT will widen students' understanding in intercultural awareness.

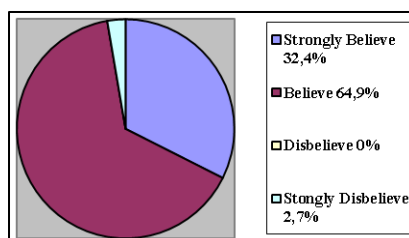


Figure 10. The Chart of Student Teachers Believe Integrating ICT in ELT Will Widen Students' Understanding in Intercultural Awareness

The tenth question is *I believe integrating ICT in ELT will widen students' understanding in intercultural awareness*. The result is 32,4% strongly believe, 64,9% believe, 2,7% strongly disbelieve, and 0% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that integrating ICT in ELT will widen students' understanding in intercultural awareness, and then just 2,7% from 100% or 1 respondent from 37 that did not belief with the statement.

11. I believe ICT integration in ELT promotes student centred and autonomous learning.

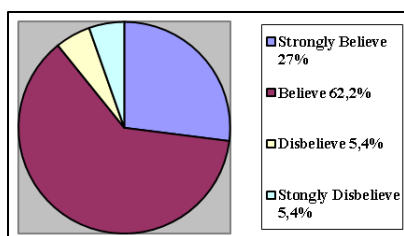


Figure 11. The Chart of Student Teachers Believe Integrating ICT in ELT Promotes Student Centred and Autonomous Learning

The eleventh question is *I believe ICT integration in ELT promotes student centred and autonomous learning*. The result is 27% strongly believe, 62,2% believe, 5,4% strongly disbelieve, and 5,4% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that ICT integration in ELT promotes student centred and autonomous learning, and then just 5,4% from 100% or 2 respondent from 37 that answer strongly disbelieve , and 5,4% from 100% or 2 respondents from 37 that answer disbelieve with the statement.

12. I believe ICT gives more advantages and positive values for ELT.

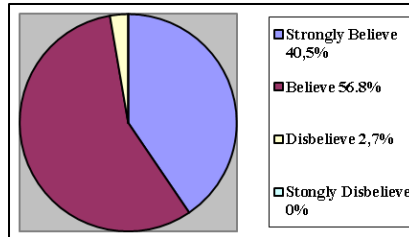


Figure 1.12. The Chart of Student Teachers Believe ICT Gives More Advantages and Positive Values for ELT

The twelfth question is *I believe ICT gives more advantages and positive values for ELT*. The result is 40,5% strongly believe, 56,8% believe, 0% strongly disbelieve, and 2,7% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that ICT gives more advantages and positive values for ELT, and then just 2,7% from 100% or 1 respondent from 37 that did not belief with the statement.

13. I believe ICT is important and needed for education, especially for ELT.

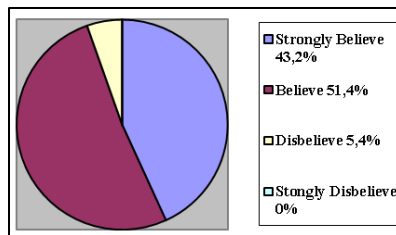


Figure 3. The Chart of Student Teachers Believe ICT is Important and Needed for Education, Especially for ELT.

The thirteenth question is *I believe ICT is important and needed for education, especially for ELT*. The result is 43,2% strongly believe, 51,4% believe, 0% strongly disbelieve, and 5,4% disbelieve. From the result its indicate that majority of the respondent are belief (strongly believe and believe) that ICT gives more advantages and positive values for ELT, and then just 5,4% from 100% or 2 respondent from 37 that did not belief with the statement.

3.2 Discussion

This part presents the discussion of the research findings. From the research finding we can analyze to find out the EFL student teachers belief on integrating ICT in the classroom, From what has been described above, it can be seen that the majority of student teachers in 5th semester at UNIKAL have positive beliefs about integrating ICT in the classroom, the respondent belief that ICT can develop and incrase students skills, the respondent belief that ICT is important and needed for education, and then the respondent belief that ICT can give more flexibility for

teaching and learning process. 21st-century era demands people to make use of technology in daily lives, including in education. In this case, the integration of technology in the classroom is viewed as an important strategy to increase the effectiveness of the teaching and learning process (Howard et al., 2000; Mirzajani et al., 2016), this theory support the research finding because in the research finding we found that student teachers in UNIKAL belief that ICT is important and have many benefit (Questionare 1-13) for teaching and learning process, and then with the benefit it can incrase the effectiveness in the teaching and learning process.

Marwan & Sweeney; Russell, Bebell, O'Dwyer, & O'Connor (Marwan, 2015) said that ICT can be effectively used if teachers have positive beliefs towards technology and then according to Russell (as cited in Marwan, 2015) teachers who demonstrate negative beliefs may consider that ICT may have no impact on teaching and learning.. This theory are relevant with the research finding, in the research finding we can found that majority of student teachers in UNIKAL have positive belief in ICT, so with this positive belief the student teachers in UNIKAL can be effectively take advantage of integrating ICT in the classroom when they become a teacher in the future.

4. Conclusion

From the research that has been done about EFL Student Teacher's Belief And Practice On Integrating ICT In the Classroom (A Case Study on the Implementation of Online Learning in English Department of Pekalongan University), the researcher concluded that:

- a. The student teachers' belief that integrating ICT in the classroom can develop students' creativity, critical thinking, collaborative and communicative competence, develop students and teachers' digital literacy skills in order to face the education framework of 21st century teaching and learning, disseminate knowledge and information fast and efficiently, provides teachers with better teaching approaches and strategies in ELT that promote effective teaching, provides teachers with more interactive teaching materials and resource than books and other printed material, Online Platforms offers to teachers' ease for long distance learning and time flexibility, create paperless learning environment, and gives alternative of replacing conventional classroom setting, enhance students' motivation, attention, confidence, and enjoyment in learning language, improve students' English performance and competence in four language skills (reading, writing, speaking, and listening), widen students' understanding in intercultural awareness, promotes student centred and autonomous learning, gives more advantages and positive values for ELT, important and needed for education, especially for ELT.
- b. Majority of respondent (96%) have positive belief (strongly believe and believe choices) in integrating ICT in the classroom, based on Marwan & Sweeney; Russell, Bebell, O'Dwyer, & O'Connor (Marwan, 2015) said that ICT can be effectively used if teachers have positive beliefs towards technology and then

according to Russell (as cited in Marwan, 2015), teachers who demonstrate negative beliefs may consider that ICT may have no impact on teaching and learning. So from the result of the research and based on the theory above it can be conclude that with their positive belief toward ICT the student teachers of English education in UNIKAL can integrate and implement ICT effectively in the future when they become a real teacher, and they can get the positive impact by integrating ICT in the classroom like the teaching and learning process more flexible, interesting, and effective (based on the questionnaire).

Recommendations

Based on the conclusion above, the writer would like to give some recommendations:

The researcher suggests that student teachers in UNIKAL use ICT more often in the class when they're be a teacher in the future. Having positive belief in ICT is a good capital to learn more about ICT and its application in the classroom, so that student teachers of English Education in UNIKAL have to upgrade their ability in ICT, so they can integrate and implement ICT more effectively and efficiently, and then positive impact on teachers and students in teaching and learning activities are increasingly felt significant.

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