

Teachers' Attitudes toward the Use of the Internet and Its Implementation as Media of English Language Teaching in Indonesia

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ABSTRACT: *The application of the Internet as teaching media has enriched teaching and learning process at schools. It played an important role in promoting students' learning outcomes. The use of the Internet enables teachers to design contextual teaching materials that improve students' language skills. The study aims: a) to describe the teachers' attitudes toward the application of the Internet as media of teaching English at senior high schools, b) to know their application of the Internet in the process of teaching and learning. The research method of the study was quantitative and qualitative that used questionnaire and interview as the data collection technique. The respondents of the study were 200 teachers who taught at five public senior high schools in Malang city, Indonesia. The data obtained by questionnaires were analyzed with SPSS program, and the data collected by interviews were analyzed by using interpretation and decoding techniques. The results indicated that the teachers had a positive attitude towards the application of the Internet as media of teaching English. Meanwhile, interviews indicated that teachers had employed a strategy for implementing the Internet. The strategy contained: 1) The strategic plan; 2) Motivation; 3) Human Resources; and 4) Professional development.*

KEYWORDS: *Attitudes, Teachers, Internet, English, Education.*

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I. INTRODUCTION

Nowadays, learning English can take place at any time, not limited to class. English language learning materials can be accessed by the Internet. Therefore, learning activities in English become easier. This is because the Internet helps teachers design English language teaching materials. It has improved the English teaching and learning process significantly (Almudibry, 2018).

Ebrahimi et al. (2013) said that rapid changes to information and communication technology (ICT) have influenced the English language teaching. The Internet that can be accessed by millions of computers has a pivotal role in educational world. It is also widely applied in learning English throughout the world. The use of the internet in learning English as a foreign language has provided many benefits (Aydin, 2007). In other words, the application of information and communication technologies such as the Internet helps teachers to deliver materials in the classroom. Through the Internet, teachers are able to access various websites that provide them with many teaching materials regarding curriculum objectives. Therefore, teachers need to understand and apply the Internet in the classroom so that the teachers' task becomes more efficient (Labbas & Shaban, 2013).

Teachers need to apply Internet to teach authentic materials so that the teaching learning process in the classroom is more fun and attractive. Information and communication technology (ICT) can help teachers enhance the teaching process. Moreover, ICT helps students communicate efficiently with others globally. This is done through discussions, chat rooms, e-mail and other digital communications. The ease of communication helps students to improve learning achievement in school.

There are several models of using the internet as a medium for learning English in schools. The media plays a decisive role in the process of language learning. Broadly in the learning process, media enables teachers to show objects or events that took place in the past, through pictures, photos, videos so that students understanding history. The presence of Internet technology in education can help teachers to create educational media (Kessler, 2010). Meanwhile, the function of media in learning includes several things, among others, as a description of the message, where the media is able to explain information or lessons in detail.

Internet media can be used to stimulate student interest in learning English. According to Teo (2008), Internet users come from various countries. Internet applications are commonly used, such as e-mail, chat, file data transfer, twitter, Facebook and the web. Information and communication technology is an integral part of various aspects of human life. They simply have smart mobile devices like, iPad, iPod and mobile phones to access information (Zaranis et al., 2013). The same thing was also expressed by Bakr (2011), that throughout the world there has been an awareness of the important role of the Internet in education. The Internet use in teaching

can provide benefits. First, helping teachers organize their teaching efficiently. Second, the Internet can help teachers get various sources of learning materials that are useful for teaching (Marwan, 2008).

Research on teachers' perceptions towards the application of ICT has been widely carried out by previous researchers, among others are Gorder (2008), Almekhlafi and Almeqdadi (2010), Hutchison and Reinking (2011), and Marwan (2008). These researchers generally focus on the teacher's perception of the application or integration of communication technology or computer technology into school education. Meanwhile, this study analyzes teacher perceptions of the importance of Internet technology and its application as a medium of learning English in senior high school.

Papaioannou and Charalambous (2011) state that there is a correlation between the teachers' perceptions towards the information and communication technology with their educational background. The background includes training in Internet use and their experience in implementing ICT. Factors of training, using ICT experience, and the ease of access to technology such as the availability of computers both at home and in the office determine the teachers' perceptions towards the Internet technology. In other words, teachers' perceptions of the application of technology are increasingly positive when they have easy access to technology. Based on the description above, then in this study, some research problems can be formulated as follows. 1) How is the teacher's attitudes towards the use of the Internet as a medium of teaching English? 2) How is the application of Internet technology in the classroom?

II. METHODOLOGY

This study uses a mixed method design (quantitative and qualitative). The respondents were 200 teachers of five Public Senior High Schools in Malang city, Indonesia. They respond to questionnaires about their attitudes towards Internet use at schools. After returning the questionnaire, they were interviewed about their teaching and learning activities using the Internet. They were also interviewed about the way they implement the Internet in teaching English.

This study employs two instruments to collect the data, namely questionnaires and interviews. The data obtained from the questionnaire were analyzed by SPSS 22. Statistical analysis of percentages and frequencies obtained from the calculation were used to analyze the data and were used to draw conclusions. Meanwhile, data obtained from interviews were analyzed by using interpretation and decoding techniques (Harb et al., 2013). From the validity test, the significant results range from .000 to .018 or less than .05. Therefore, the research instrument is valid. Moreover, the reliability test results are .827 or more than .8. Hence, the questionnaire is reliable.

Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.827	20

III. FINDINGS

Research finding obtained during the data collection process and data analysis can be explained as follows.

1) Teacher's Attitudes towards the Internet Use

The results of data analysis about teachers' attitudes towards Internet use are illustrated in table 1 below.

Table1. Mean, Std. Deviation and Percentage of Teachers' Attitudes

NO	ITEM	Percent (%)					Mean	Std.D
		SA	A	U	D	SD		
1	Knowing a computer is very useful.	27.5	45.0	25.5	1.5	.5	3.98	.798
2	Internet is a topic of my conversation.	37.0	41.5	19.5	2.0	-	4.14	.794
3	Using Internet at home is very important.	32.5	43.5	22.5	1.5	.5	4.07	.796
4	Using Internet at work is very important	37.0	46.5	25.5	1.0	-	4.20	.728
5	Accessing the Internet is very useful.	33.0	48.0	19.0	-	-	4.14	.709
6	The internet helps me to get useful information.	35.0	43.5	20.5	1.0	-	4.13	.763
7	The Internet encourages me in online learning activities.	23.5	51.5	24.0	1.0	.5	3.96	.745
8	Learning to use the Internet is very useful.	23.5	45.5	27.0	3.5	.5	3.88	.824
9	I am very confident in accessing the Internet.	13.0	37.0	42.5	6.5	.5	3.56	.818

10	I am very confident in using E-mail.	19.5	35.5	37.5	6.5	1.0	3.66	.899
11	I am very confident in accessing various internet websites.	25.5	39.5	30.5	3.5	1.0	3.85	.878
12	I am very confident in using Yahoo and Google.	19.5	31.5	39.0	8.5	1.5	3.59	.947
13	I use Internet.	19.5	49.5	26.0	4.0	1.0	3.83	.823
14	Computers can improve my work performance.	21.5	44.0	-	32.0	2.5	3.85	.784
15	Computers help me to teach at school.	23.0	48.0	28.0	.5	.5	3.93	.756
16	I use e-mail to send information to my friends.	43.5	37.5	18.0	1.0	-	4.24	.776
17	The Internet makes communication easier.	31.0	41.5	25.5	2.0	-	4.02	.805
18	The Internet helps me understand online information.	19.0	43.0	34.5	3.0	-	3.79	.782
19	Internet can be used as a learning tool.	19.0	52.5	25.0	3.5	-	3.87	.752
20	Using the Internet improves my work performance.	22.5	44.5	30.0	2.0	1.0	3.86	.823

Table 1 explains that 83.5% (167) of respondents choose the statement number 4 of strongly agree and agree which stated, "Using Internet at work is very important," with Mean scores (M=4.20) and Standard Deviation (S.D=.728). The percentage is the highest value of the percentages of questionnaire statements. Meanwhile, the statement number 9 obtains the lowest percentage which states, "I am very confident in accessing the Internet," which 50% (200) of respondents choose the statement of strongly agree and agree with Mean scores (M=3.56) and Standard Deviation (S.D=.818).

On the basis of table 1, it can be explained that the statements "strongly agree and agree" to the 20 statement questionnaires have a range between 50% and 83.5% or between 100 and 167 respondents. The range of numbers is supported by the Mean value which also has a range between (M=3.56) and (M=4.20). Whereas the Standard deviation number ranges between (S.D=.818) and (S.D = .728). Based on the magnitude of the numbers stating "strongly agree and agree" of respondents who answer to the statement questionnaires, it can be said that respondents have a significant attitude towards the Internet use as media for teaching English. Through the percentage which shows more than 80% of respondents who respond to the questionnaire in table 1, it can be said that the teachers of Senior High School of Malang City, Indonesia have a positive attitude towards the application of Internet technology as education media.

2) The Implementation of Internet in the Teaching Process

Based on the results of the interview with the respondents, it can be said that they have used Internet technology as teaching media in schools. The results of the interview are quoted below.

I use the Internet either when preparing for teaching materials at home or when teaching in class. The Internet helps me make teaching preparations because I can access websites that provide information about curriculum and learning resources. In my class, I invite students to access information about English materials (a teacher/DRS).

In order to integrate the Internet into education, it requires teachers' effort to develop teaching process. Internet plays an important role in teaching activities as a means of improving students' achievement. The following is the interview response from the respondent.

In implementing the Internet as a medium of education, I applied a systematic way in teaching English in order that students increase their competence (a teacher/RM).

There are several components that must be considered to make implementing Internet process takes place in accordance with the intended purpose. These components are as follows:

a) The strategic plan

An educational institution has a strategic plan that is a representation of the thoughts of the principals and teachers. It is a realization of the principal's policy which contains some goals to be achieved in order to advance the quality of education. It serves as a guideline for principals to make decisions related to the education process in schools.

The following is an excerpt from the interview with a respondent.

The school where I teach provided me with the Internet-based classrooms. And it has also been equipped with a strategic plan such as vision, mission, and educational goals. In the strategic plan, it has been explained that Internet technology is part of the media and learning sources that can be accessed by teachers and students (a teacher/ ABB).

It means that the application of ICT can be regarded as school policy, and its quality as a medium of learning in schools is developed consistently.

b) Motivation

Principals are expected to motivate teachers so that they have enthusiasm and concern in developing the quality of education in schools. Teachers' motivation is very important to improve so that they are able to promote students learning outcomes through the learning process. Therefore, motivation is essential for Internet implementation at schools.

According to respondents, they are able to enhance their teaching motivation through doing some school activities like training of Internet use. The respondent response to the interview is recorded below. School activities undertaken by teachers are designed to increase their knowledge and skills so that they are able to develop their competence (teacher 3/ ABS).

For this reason, it can be said that motivation is an integral part of the process of implementing the application of the Internet as information and communication technology in schools.

c) Human Resources

From the results of interviews with teachers, it shows that they have been involved in the process of implementing Internet technology so that they have succeeded in developing their competence in improving the teaching activities. Participants' responses to the interview are recorded below.

I realize that my position as a teacher requires me to increase my knowledge about the Internet and apply it when I am teaching at school. Internet helps me to access much information from which I am able to design teaching materials so that I think it facilitates teaching (teacher 5/ AS).

They have understood that in applying the Internet in school, teachers are regarded as school assets and as part of human resources that manage school activities, especially the application of the Internet. Their understanding of themselves as human resources is an important element in the process of implementing Internet. In this case, it can be said that teachers as human resources have implemented the Internet technology.

d) Professional development

Interviews with participants showed that they had participated in a teacher professional training program as an effort to improve teachers' competence in teaching. Hence, they know and utilize Internet during the training program, especially when they take class action research (CAR) session because it discusses some ways or strategies for using the Internet in searching for the latest references.

Based on the interview with participants, it can be said that they have used the Internet as teaching media in the classroom. They use a procedure that they established when they apply the Internet, it starts from preparation, implementation and evaluation. At the preparation phase, they determine topics and materials that they are going to deliver to students. They access the Internet and download information that they use to teach. After they elicit information, they adapt it to achieving instructional goals.

In the phase of the implementation, the participants teach in the classroom using material elicited from Internet downloading. In the learning process, they introduce Internet-based material to students who will learn. From the introduction of the Internet-based learning materials, the participants explain the benefits of the Internet in improving learning outcomes by accessing the Internet as information sources.

After presenting the Internet-based materials, the participants continue doing the third phase, namely, evaluation. At this phase, they evaluate the advantages and disadvantages of the teaching materials that they have presented to students. The results of the evaluation are used to determine the next materials that are suitable for students' abilities. The results are important for participants to consider the next teaching material from various websites that provide much information in accordance with the curriculum.

Phasing access and using Internet-based subject matter shows that teachers have successfully integrated ICT into the teaching in schools. In implementing information and communication technology in the classroom, teachers use three important steps that support their success in applying the Internet: preparation, implementation and evaluation. The success of teachers in using the Internet in class is also supported by the principal's policies, such as developing strategic plans, motivating teachers to improve their teaching skills, developing the teachers' pedagogical competences as human resources, and professional development.

IV. DISCUSSION

The results of this study answer the research problems mentioned in the introduction. First, the results of the study show the teachers' attitudes to the Internet is positive. And they apply it to teaching English at Senior High Schools in Malang City, Indonesia. The teachers' positive attitudes have contributed to the application of the Internet in the school environment. Teachers are able to apply the Internet to facilitate classroom learning. The ability to apply the Internet in teaching is a demand for teachers because Internet technology makes learning more effective. Second, the results of the study answer the research problems about how the Internet is implemented in the classroom. Teachers implementing the Internet in schools are influenced by two main factors. First, there is a school principal's policy which includes efforts such as making strategic

plans, motivating teachers to improve their teaching skills, improving teachers competences as human resources, and developing teachers' professional. Second, in implementing the Internet in the classroom teachers use procedures that have been developed in schools, namely, preparation, implementation and assessment. Data obtained through questionnaires and interviews support research. This study was supported by 200 teachers who responded to questionnaires and interviews as data sources.

The research is consistent with the research of Almudibry (2018) which examines the experiences and students' attitudes towards the Smart Phones use for learning English. The research has been published in an international journal. Whereas, this study analyzes the teachers' attitudes towards the use of the Internet as a means of teaching and developing students' English language skills.

The results of this study have deficiencies in the amount of data. This study was based on data sources which numbered 200 teachers as participants. Nevertheless, this research can be used to describe the teachers' attitudes towards Internet use and its implementation in teaching English in Indonesian schools. This is because the source of data is taken from public schools in Malang, Indonesia. With the consideration that these schools are organized by the government and have Information and Communication Technology facilities that are standardized in accordance with government regulations. To overcome the problem of the lack of data, it needs to further research that can expand the data so that it can produce comprehensive research.

The strategy of the Internet integration into teaching English becomes the novelty of the study. In integrating the Internet into teaching, they use a process approach that contains three stages, namely, preparation, application and assessment as a feedback process. The implementation of the three processes originated from the principal's policy which prioritized four aspects, such as strategic planning, encouraging teachers to improve their quality of teaching, improving teachers competences as human resources in utilizing the Internet, and increasing the teachers' professionalism.

V. CONCLUSION

On the basis of the research findings, it can be concluded that first, the teachers support the Internet use as teaching English media. This is supported by the results of data analysis using SPSS version 22. The calculation results show that in statement number 4 of the questionnaire, 83.5% (167) participants respond to strongly agree and agreed of the statement stating, "Using the Internet at work is very important." The percentage is the highest value of the percentage of the questionnaire statement.

Second, from the analysis of the teachers' response to the interview, it shows that the teachers of Public Senior High Schools in Malang, Indonesia, have implemented the Internet as a school facility into the process of teaching English.

Third, teachers have a strategy to use the Internet as media for teaching English. They use the process of applying the Internet which consists of three steps, namely, preparation, implementation and evaluation. Principal's policy is the basis of the application of the Internet use process which has four components, namely, strategic planning, promoting teaching skills, improving human resources, and developing teacher professionalism.

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