

# TEACHER'S ATTITUDE TOWARDS THE IMPORTANCE OF THE INTERNET AND ITS APPLICATION AS A MEDIA FOR ENGLISH LANGUAGE EDUCATION IN MALANG CITY HIGH SCHOOL

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**Abstract:** The presence of the Internet in education has given birth to a new paradigm in classroom learning. Therefore, teachers must understand and master the Internet which has had a positive impact on the education process in schools. This study aims to: a) reveal the teacher's attitude towards the use of the Internet as a medium for learning English in high school, b) knowing the application of the Internet in the teaching and learning process in schools.

The research methods used are quantitative and qualitative, with provisions, (a) research subjects: high school English teachers in the city of Malang, (b) sampling techniques used: representative sampling, (3) data collection methods are observations, questionnaires and interviews, (4) data analysis was carried out using: a) SPSS program to analyze data obtained from questionnaires about teacher attitudes toward the importance of the application of the Internet, and 2) data obtained from interviews were analyzed using interpretation and decoding techniques.

The results of the study show that the teacher has a positive attitude towards the importance of using the Internet as a medium for learning English. This is supported by the results of data analysis that shows "knowing the Internet is very useful" (100% of respondents answered that they "agree or strongly agree" with the statement), with a mean ( $M = 4.61$ ) and standard deviation ( $SD = 0.48$ ). Meanwhile, the results of the interview show there are three main factors that influence the teacher to implement the Internet: 1) individuals, which include, beliefs, attitudes, knowledge and skills, as well as time and workload. 2) implementation process, which includes, strategic plans, ownership, human resources, and professional development. 3) organizational context, which includes leadership, culture and external influences.

**Keywords:** Attitude, Teacher, Internet, Media, Education

## INTRODUCTION

At present, learning English can take place at any time, not only in class. English language learning material can be accessed via the internet, so learning to teach English becomes easier. This is because the Internet makes it easy for teachers to access teaching materials and design English learning material. Internet technology has improved the learning process of teaching English positively (Almudibri 2018).

Ebrahimi et al. (2013) say that rapid changes to information and communication technology (ICT) have influenced the teaching of English. The internet that can be accessed by millions of computers has an important role and great potential in the world of education. The internet 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 technology such as the internet can help the teacher's task in delivering subject matter in the classroom. Through the internet, teachers can access various websites that provide various subject matter that is suitable for curriculum objectives. Therefore, teachers need to understand and apply the internet in the classroom so that teachers' tasks become more efficient (Labbas and El-Shaban, 2013).

The application of technology in the classroom allows the teacher to deliver lessons with authentic material so that the learning process in the classroom is more fun and attractive. Information and communication technology (ICT) can help teachers improve the quality of the learning process. On the other hand, ICTs help students communicate efficiently with others globally. This is done through discussion, chat rooms, e-mail, and other digital communications. The ease of communication helps students to improve learning achievement.

There are several models of the use of the internet as a medium for learning English in schools (Sudiran, 2011). Media plays an important role in the process of language learning. According to Santyasa (2007), broadly the function of the media in the learning process among others is to show objects or events that took place in the past, through images, photos, videos so that students can get a clear understanding of past history. The presence of internet technology in education can help teachers in creating educational media (Kessler, 2010). Meanwhile, the function of the media in learning includes several things, among others, as a description of the message, in which the media is able to explain information or lessons in detail and clearly so that it is not too verbalistic (Sudiran, 2003).

Internet media can be used to stimulate students' interest in learning English. According to Jasmadi (2004) and Teo (2008), internet users come from various countries. Internet applications are commonly used such as e-mail, chat, file transfer, twitter, face book and web data transfer. According to Sumintono et al. (2012), Information technology and communication become an integral part in various aspects of human life. They have enough smart mobile devices such as iPad, iPod and mobile phones to access information (Zaranis et al., 2013). The same thing was expressed by Bakr (2011), that throughout the world there has been an awareness of the important role of the Internet in the field of education. The use of the Internet in teaching can provide benefits. First, helping teachers organize their teaching efficiently. Secondly, the Internet can help teachers obtain various sources of learning materials that are useful for teaching (Marwan, 2008).

Research on teacher perceptions of information and communication technology has been carried out by many previous researchers, among others, Gorder (2008), Almekhlafi and Almeqdadi (2010), Hutchison and Reinking (2011), Oh and French (2004), and Marwan (2008). The researchers generally focus on teacher perceptions of the application or integration of communication technology or computer technology into school education. Meanwhile, this study analyzes the teacher's perception of the

importance of Internet technology and its application as a medium for learning English in high school.

Papaioannou and Charalambous (2011) say that teachers' perceptions of information technology have to do with their educational background. The background includes training on internet usage and their experience in using information technology. In addition to training and experience in using information technology, the ease of access to technology such as the availability of computers both at home and in the office is a factor that determines the teacher's perception of information technology. In other words, teachers' perceptions of the application of technology are increasingly positive when they have easy access to technology both at home and at work.

Based on the description above, in this study several research problems can be formulated as follows: 1) What is the teacher's perception of the importance of using Internet technology as a medium for learning English? 2) How is the application of Internet technology in the teaching and learning process in the classroom?

Based on the description of the research problems above, this study aims to: 1) Reveal the teacher's attitude towards the use of Internet technology as a medium for learning English. 2) Knowing the application of Internet technology in the teaching and learning process in schools.

## **APPROACH & RESEARCH METHOD**

This study uses a mixed method design (quantitative and qualitative), which consists of two data collection, namely, questionnaires and interviews. Data obtained from questionnaires were analyzed using the SPSS version 20. The descriptive statistics in the form of percentage numbers and frequencies obtained from the calculation results were used to analyze the data, and were used to draw conclusions as a result of research. Meanwhile, data obtained through interviews were analyzed using interpretation and decoding techniques (Harb et al., 2013). Observation results are used to strengthen the analysis of interpretation and decoding.

The research sample was 12 English teachers at 1, 2, 3, 4, and 7 Public High Schools in Malang City. They were asked to fill out a questionnaire about their perception of the application of the Internet at school. After returning the questionnaire, they were interviewed about their teaching and learning activities using the Internet. They were also interviewed about the challenges they faced when using the Internet in learning English.

## **RESULTS AND DISCUSSION**

The results of the research obtained during the data retrieval process and data analysts can be explained as follows.

## 1. Teacher's Perception of the Importance of Using Internet Technology

The results of data analysis on teacher perceptions of the importance of using Internet technology are illustrated in table 1.

Tabel 1. Mean, Std. Deviasi and percentage of teacher's attitude

NO	ITEM	PERCENT(%)					MEAN	STD.
		SS	S	KS	TS	SIS		
1	Using Processor, E-Mail, Internet	54,6	44,0	1,4	-	-	4.53	0.52
2	Computers Can Improve Work Performance	47,5	48,9	3,5	-	-	4.43	0.56
3	Computer Helps Study In The School	53,9	45,4	0,7	-	-	4.53	0.51
4	Knowing Computer Is Very Useful	61,7	38,3	-	-	-	4.61	0.48
5	Confident Using The Internet	38,3	50,4	11,3	-	-	4.26	0.65
6	Comfident Using E-Mail	37,6	53,2	8,5	0,7	-	4.27	0.64
7	Confident To Acces Every Site In The Internet	24,1	55,3	19,9	0,7	-	4.02	0.68
8	Confident Using <i>Yahoo</i> And <i>Google</i>	39,7	52,5	7,1	0,7	-	4.31	0.63
9	Using E-Mail For Communication	31,9	55,3	12,8	-	-	4.19	0.64
10	The Internet Has Become Topic Of Conversation	32,6	60,3	7,1	-	-	4.25	0.57
11	Love To Work Using The Internet	28,4	60,3	10,6	0,7	-	4.16	0.62
12	Using Internet In The Home	29,1	59,6	11,3	-	-	4.17	0.61
13	Accessing The Internet Is Very Useful	44,7	48,2	7,1	-	-	4.37	0.61
14	Internet Helps To Get Important Information	52,5	45,4	2,1	-	-	4.50	0.54
15	The Internet Makes Communication Easier	40,4	51,1	8,5	-	-	4.31	0.62
16	Internet Helps To Understand Online Information	36,2	59,6	3,5	-	0,7	4.30	0.60
17	Internet As A Learning Tool	37,6	54,6	7,8	-	-	4.29	0.60
18	The Internet Encourages Online Learning Activities	43,3	52,5	4,3	-	-	4.39	0.57
19	Learning To Use The Internet Is Very Useful	35,5	57,4	7,1	-	-	4.28	0.58
20	Study The Internet To Improve Work Performance	36,2	51,1	12,8	-	-	4.23	0.66

As shown in table 1, the teacher gave a response to 20 statements that expressed their perceptions of the importance of using internet technology as a medium for learning English at school. In the table above, it is clear that the highest percentage of teacher responses which simultaneously shows their positive perceptions is in statement number 4, "Knowing computers is very useful" (100% of respondents answered that they "agree or strongly agree" with the statement), with a mean ( $M = 4.61$ ) and standard deviation ( $SD = 0.48$ ). The next statement that shows the teachers' positive perception of the importance of internet technology is, "Using processors, E-mail, internet," (98.6% of respondents answered that they "agree or strongly agree" with the statement), with the mean number ( $M = 4.53$ ) and

standard deviation (SD = 0.52). Furthermore, the statement that shows the teacher's positive perception is, "Computers help study at school," (99.3% of respondents answered that they "agree or strongly agree" with the statement), with a mean (M = 4.53) and standard deviation (SD = 0.51).

By looking at the percentage numbers, mean and standard deviations of each statement in table 1 whose values show above 80%, it can be said that generally Malang City Public High School teachers have a positive attitude towards the importance of Internet information technology as a medium of education in schools.

## 2. Application of Internet Technology in the Classroom Learning Process

Based on the results of interview with teachers in the State High Schools 1, 2,3,4 and 7, it can be said that they generally have used Internet technology as a medium of learning in schools. According to them as English teachers in utilizing Internet technology, they use a method that has been self-designed, namely, through several stages starting from preparation, implementation and assessment. In the first stage, they make preparations by setting the topics and materials to be delivered to students. The topic they use is the result of downloading from the internet. After they get the discussion topics from the lessons to be delivered, then they are selected according to the competencies and learning objectives.

In the second stage, the teacher carries out learning in the classroom using material prepared from the results of downloading the Internet. In the learning process, the teacher introduces to students about Internet-based material that will be studied. From the introduction to the Internet-based subject matter the teacher explained about the benefits of the Internet in improving learning outcomes through available information sources on the Internet. After completing Internet-based subject matter, the teacher carries out the third stage, namely, assessment. At this stage the teacher evaluates the advantages and disadvantages of the subject matter that has been delivered to students. The results of the evaluation are used as material to determine the next palajar material that is suitable for students' abilities. The results of the evaluation by the teacher are also important to choose the next lesson material from various addresses of websites that provide various subject matter in accordance with the demands of the curriculum.

The phasing of accessing and using Internet-based subject matter shows that teachers in the Malang City Public High School generally have succeeded in utilizing information technology as a medium of learning in schools. There are three important factors that influence the success of the application of information technology. These three factors are Individuals, Implementation of processes and organizational context.

### A) Individual Factor

As an educator the teacher has four competencies that must always be developed to improve the quality of learning in the classroom, namely: 1) pedagogical competence, 2) professional competence, 3) social competence and 4) personality competencies (individuals). As an individual, the teacher has a

set of personality elements that must be fostered to become individuals or individuals who are stable, stable, mature, wise, and authoritative, so that they become role models for students and have behaviors or morality. In the application of information and communication technology, individual factors play a decisive role because in each individual there are four components that influence him to always develop into more skilled as a teacher. The four components are:

#### 1) Conviction

An important component of personal or individual is belief. Confidence comes from someone's cognitive aspects because beliefs are directly related to something that has been seen or known to the person so that it becomes part of his knowledge. In the application of information technology, teachers have seen and even tried to use information technology such as computers or the internet. What they see and know about information technology encourages them to try and even apply the technology to their daily tasks as teachers. The teacher's knowledge of the internet which is part of information technology is their driving element to apply it to the teaching and learning process.

#### 2) Attitude

From the results of interviews with a number of teachers in five Malang City Public High Schools, they have a positive attitude or support for information and communication technology. This positive attitude towards information technology is also supported by the results of a questionnaire stating that 98.6% of teachers as respondents answered "agree or strongly agree" with the statement "Using processors, E-mail, internet." Thus, it can be said that the teacher- Malang City Public High School teachers have a positive attitude towards the application of information technology, especially the use of the internet as an educational medium.

#### 3) Knowledge and Skills

The results of interviews with teachers in five Malang City Public High Schools indicate that they generally have implemented internet information technology as a medium of learning when they teach in the classroom. They said that they could use the internet as a learning medium because they had previously participated in internet training held by school leaders. This proves that there is a connection between the knowledge and skills of the teachers that have been obtained previously with their ability to apply the internet as a learning medium.

#### 4) Time and workload

Teachers at Malang City 1, 2, 3, 4 and 7 High Schools when interviewed said that they had 24 hours of teaching hours per week. This means they have high experience with the application of information technology. This is because they have a large time and workload which is an advantage for themselves in applying information technology. Thus, it can be said that time and workload

are positively correlated with the success of the application of information technology in schools.

B) Implementation process factor

Every effort to implement technology in an institution or organization can certainly require a process from its implementation. The process is a condition that must be fulfilled so that the implementation or implementation of information technology can run smoothly. There are several components that must be considered so that the process of implementing information technology can take place in accordance with the intended purpose. These components are as follows:

1) Strategic plan

Each organization or institution can be sure to have a strategic plan that is a representation of the thoughts of the members involved in it which contains expectations and desires and various things to be achieved within a certain period of time. The strategic plan is a reference of various policies issued by leaders of organizations or institutions. Aside from being a reference, a strategic plan can serve as a guide for leaders to make decisions relating to the sustainability and existence of the organization.

The results of interviews with Malang City Public High School teachers who became research informants showed that the school where they were teaching had been equipped with a strategic plan in addition to the school's vision, mission and goals. In the strategic plan contained in the school it has been explained that internet technology is part of the development of media and school learning resources. This means that the application of internet information technology has become part of school policy and will continue to develop its quality as a medium of learning in the school environment.

2) Sense of belonging

Sense of belonging is part of the teacher's attitude that continues to be maintained by the leader through the school's strategic plan with the intention that the teacher has enthusiasm and loyalty in developing the quality of learning in the school. Sense of belonging is an attitude and behavior that is very important to be maintained among teachers so that schools can improve the quality of service for students through the learning process. Ownership can motivate teachers to always work as much as possible to improve school services to the general public as educational institutions that educate students. Therefore, belonging has become part of the process of implementing information technology in schools.

According to the teacher in their interviews, they can improve their sense of belonging through various activities including training on the use of the internet as an educational medium. According to them the activities held by schools are generally designed to increase their knowledge and skills so that they are able to improve the quality of learning. Thus, it can be said that a sense

of belonging is an integral part of the process of implementing the application of internet information technology in schools.

### 3) Human Resources

From the interview results with teachers, indicating that they have been involved in the implementation process of Internet technology so they managed to develop themselves in improving the quality of teaching learning activities. They have fully understood that in the application of technology informati in their school is a school asset as well as part of human resources that should play a role in all activities especially the application of information technology. Their understanding of yourself as human resources is an important element in the process of information technology implantation. Thus, it can be said that they as teachers have played an important role in the implementation process of information technology as human resources.

### 4) Professional Development

The results of interviews with English teachers show that they have followed the Master's Professional Exercise Program (PLPG) because their periods have been eligible to follow the exercise program that is more than seven years. Thus, they generally have known and utilizing information technology during the exercise of exercise, especially when they follow the level of classification of the action class (PTK) because it is submitted material on how to or strategy the Internet usage in search or trace the current reference source.

## C) The Organization's Context Factor

The organization context is an unreversible factor of the process of application of information technology. The organization's context factor includes three components namely:

### 1) Leadership

Leadership is an unreviated component in the implementation process of application of information and communication technology because leadership is a dynamicator or drive from an organizer wheel. Schools as an institution or organization that serves the education process for the community is determined by its policy leaders. Leaders or principals play a major role in the development of teacher competence. Therefore, the principal as a leader must have a clear vision for teachers or educators in the school environment so that teachers can perform tasks in accordance with the established school policy.

According to the teacher who became informant in this study explained that during this time their leadership or principal has run its function as a leader capable of motivating them to improve their competence and professionalism. According to their principals where they teach have already owned their own models in implementing information and communication technology. The model is among other years through cooperation with an institutional qualification to organize information technology training such as



the Internet. Through these cooperation teachers can increase their knowledge of the application of Internet information technology.

## 2) Culture

Culture is a knowledge that one has made through the experience of learning and the person used to overcome various problems of everyday life so forming social behavior to the person. The evidence of one's science can be observed or appears in its behavior. The diligent person reads or accessing knowledge through the internet will be reflected in his wise and widespread attitude so that the person becomes a reference to others who want to gain knowledge.

From the results of interviews with teachers, it can be concluded that they have not fully made internet access as a culture in academic life. This means that they access the internet is still limited to the need to find additional lesson materials. When they have found some of the teaching materials, they have not accessed. Thus, it can be said that accessing the Internet has not been part of academic routine activities so they still have limited access hours. This can be seen from their teaching hours for Ingris lessons available only 4 hours lessons.

## 3) External influence

The community around the school plays an important role in supporting the teaching and learning process. In Malang City for example, the Kios where the sale of pulses or internet data quotas to the general public has been a facility that makes it easy for people, especially teenagers and students to access the Internet. Teenagers who often do Internet access become accustomed to communication information technology. They almost every day access online games and various sites that provide game programs so they have used to the lives of virtual world. This fact makes the teacher feel concerned because the student knowledge in information technology is not controlled.

In an interview with the teachers Senior High School all of Malang city, it is revealed that they have a limited time in utilizing the communication information technology facilities at school, while students are able to access the information through the internet in an unlimited number of hours. It can be said that the number of hours access the Internet is much different between teachers with students. Teachers access information over the internet with a limited time, while students can access the Internet at any time with the help of sellers' seller service stations scattered in various places. The impact can be seen from the skills of students in using information technology. They are faster and skilled utilizing ICT.

From the results of the study can be discussed that teachers have a positive attitude towards the importance of the Internet Information Technology (ICT) and its application as a language of English learning in Senior High School Malang city. The positive teacher perception has contributed to the application of ICT in the school environment. They are generally able to apply ICT in the teaching and learning process

that utilizes internet facilities as a learning media in Senior High School. The ability to apply ICT in learning is a demand for teachers because information and communication technology (ICT) has affected the teaching of English and learning becomes more effective by using ICT (Ebrahimi et al., 2013).

Teachers who teach English lessons in Senior High School all of Malang City have applied ICT according to the ICT application model developed by Marwan (2009). They as individuals in general have already had confidence, attitude, knowledge and skills, time and workloads related to the application of ICT. In this case, the attitude is a form of a person's emotional reaction that supports or refuses to objects or certain social conditions in the community environment. As an emotional or feeling reaction, the attitude has three interconnected elements, cognitive, affective and konative or tendency to behave. By looking to the elements that exist in attitude, it can be said that the attitude is a pattern of one's behavior to support (positive) or refuse (negative) to the object or social conditions faced in the community's environment. A positive or negative attitude of one is determined by the three elements of attitude: cognitive (knowledge and belief), affective (emotion or feeling) and konative (tendency behaves).

The knowledge and skills of one's information technology information is a supporting factor of the success of application of information technology. This is because the person who master or understand information technology such as the Internet encourages the person to tend to utilize Internet technology in carrying out daily work. In other words, the Internet can be used as a means to help relieve workload so that people who use the Internet feel that the Internet is a medium of intend.

In the application of information technology such as the Internet, human resources play an important role. Teachers are a dominant factor in an effort to improve the quality of educational services. This is because the teacher is a designer and the implementer of the planning they do about the implantation of information technology that facilitates them developing schools and improving the quality of teaching processing learning. Therefore, teachers are agent development of learning quality so they should be involved in various activities aimed at improving knowledge and skills that in turn improve the quality of the Delam schools foster the atmosphere of academic life.

Master as a professor of educator should be developed competence in order to meet the demands of profession as a speech in the school. Teachers as educational personnel have four elements of competence that should always be developed to become the ideal teacher, namely pedagogic competence, professional competence, competence, social and personality competence. The four competencies can be developed through the teacher professional program in which there is training material on the use of information technology such as class action research materials (CAR). Therefore, the development of professions in the implementation process of

information technology is necessary to improve the quality of the teacher in the learning process.

## CONCLUSION

Based on the results of the research can be concluded that:

*First*, master's attitude toward the importance of using internet technology as a learning media of English is positive. This is supported by the results of data analysis using SPSS version 20 version. The result of the calculation shows that on the statement number 4 of the questionnaire is, knowing the computer is very useful (100% of respondents replied that they agree or strongly agree with the statement), with the mean ( $M = 4.61$ ) and standard deviation ( $sd = 0.48$ ).

*Second*, the application of Internet information communication information by teachers in the process of learning teaching in the classroom is in accordance with the model developed by Marwan (2009). As explained by Marwan (2009) that there are three major factors that affect a teacher to apply information and communication technology such as the third Internet is: 1) Individuals, which include, beliefs, attitudes, knowledge and skills, as well as work and workloads. 2) The process of implantation, which includes, strategic plans, ownership, human resources, and professional development. 3) The context of the organization, which includes, leadership, culture and external influence.

From the above conclusions, this study can be drawn a theory of educational attitudes toward the application of information and communication technology (ICT) that is, the knowledge of one person to a particular object becomes his belief in the object. The belief further subsequently becomes the basis of a person to act or do a certain action. " Therefore, teachers or educators who have knowledge of the benefits of information and communication technology have positive beliefs on the technology. Based on his belief that teachers can accept and apply ICT. In other words, having a profound knowledge of the benefits of information technology such as the Internet, a person has a tendency to apply or do what they already know.

This study observes the teacher's attitude towards the importance of internet technology and its application as a language of learning English. In terms of variable complexity, this research needs to be further developed to have the study of the field of study. Research with the theme of attitudes and application of information and communication technology as mediums of the educational still need to be developed because it still has not been in demand by the researchers in general.

Meanwhile, English learning as subjects in high school and as college in colleges require media that can improve effectiveness and efficiency in the learning process. Information and communication technology can help the duty of educators to ease their burden in conveying the subject matter in the classroom. Therefore, research with the theme of educational attitudes towards the Internet technology and its application

needs to be developed and given optimal attention to the learning process of English in Indonesia more qualified

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