

## THE USE OF INTERNET-ASSISTED LANGUAGE TEACHING FOR EFL CLASSROOM IN INDONESIAN *MADRASAH*

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### ABSTRACT

*The rapid development of technology affects all aspects of life includes education. It becomes essential for teachers to possess skill or competencies on using the internet technology for teaching. Teachers' belief and competencies affects their attitude towards the use of internet technology for teaching. The aim of this study is to explore the teachers' perceptions of the use of Internet-Assisted Language Teaching (IALT) for EFL Classroom in Indonesian Madrasah (Islamic School). The data of this survey study is collected through questionnaire and interview. The questionnaires are distributed on-line using Google form to 35 English teachers of Madrasah in several regions of Indonesia, but only 26 returned. The data was analyzed using descriptive statistics and interpreted comprehensively. The result of the study shows that the majority of the English teachers in Madrasah have positive learning experience and positive attitude toward the use of IALT in their EFL classroom. However, they perceived that they lack of competencies and less knowledge to use the internet for teaching. Therefore, they need internet technology training to improve their skill in using and integrating internet technology for teaching EFL classroom.*

**Key words:** EFL Classroom, Internet, Language Teaching

### INTRODUCTION

Recently, information and communication technology has developed rapidly. People can access information they need in just a second. This rapid development can be helpful for some people, particularly teachers. By the help of technology development, teacher could find materials easily. They are also able to use technology as the teaching media, so that teaching and learning process becomes more effective and interesting. In addition, technology development also give new way of teaching and learning. Previously, teacher should teach in the classroom and meet the students, but lately teaching and learning process could be conducted in long distance or it is called as online learning.

Teachers of language begin their interest in using internet since the development of Information and Communication Technology (ICT) provides various teaching methods and materials which are fruitful for language learners. (Warschauer, Shetzer and Meloni, 2000).

Erben et.al (2009: 15-20) suggested that there are several principles for effective teaching of second language, i.e.: (1) giving more opportunities for students to read, to write, to listen, and to discuss in various ways, (2) giving more attention to the use of grammar and structure of English, (3) Giving learners opportunities to use their language productively, (4) Giving the students chance to notice their mistakes in using the language and try to make it better, (5) Giving activities which could provide the students to interact with other students maximally. Those

principles are difficult to apply by teachers who still use traditional teaching method. Therefore, teachers need to make innovation in their teaching system by integrating technology in the process of teaching and learning.

Shin and Son (2007) conducted research on perception of English teachers toward the use of *Internet-Assisted Language Teaching* (IALT). The result of the study shows that teachers have positive attitude toward the use of IALT in teaching and learning. Teachers more frequently use internet for preparing the teaching materials than directly use it in the teaching and learning process in the classroom. In preparing materials, internet is believed as a tool which provides many learning sources, affordable, new, free of charge, authentic, and easy to understand. However, the use of internet in teaching and learning process still has some barriers, for example the limited facilities of the computer, the limited time for learning, the limited knowledge of the teacher, the lack of teachers' motivation, and the limited teachers' and students' ability to use the technology. Besides, another reason for not using internet in the classroom is because it is difficult to control. In fact, when the students are given instruction to learn with the internet, they play online game and chat in social media, instead of learning.

According to Javad (2013) EFL teachers have positive attitude toward the use of technology in their classroom since it can enhance the students' communicative competence and autonomy by activities they do via e-mail and other technological tools. Similarly, Albirini (2009) suggested that the use of computers could save time and effort, it also increased students' motivation in learning. He also emphasizes that the use of computer in the classroom is an effective way of teaching since the students could get information they need quickly and easily.

Furthermore, using internet allows teacher and students to get information from all around the world easily. Dias and Bocorny (2014) suggested that we can share information with the world, get authentic materials, and interact with people in distant location through internet. However, they added that the use of internet or other technology tools in teaching and learning process depends on teacher's motivations, interests, and initiatives. In their study, they mentioned that the most favorite tools used by the teachers is Web (75%) and E-mail (65%) and the least favorite tools are voice chat and video conference (13%). Meanwhile, some teachers prevent using internet in their classroom because of limited time and limited facilities.

According to Kuo (2008), teachers felt that they do not have sufficient competency in using internet materials in their classrooms. The teacher said that they need a training that equips them with competencies in using on-line technology skills and how to employ the internet technology to improve their teaching.

However, some EFL teachers feel that the use of technology in the classroom is challenging and brings barrier for them. Lee (2000) classified the barriers of technology use in the classroom into several categories i.e. financial barriers, availability of computer hardware and software, technical and theoretical knowledge, and acceptance of the technology. Furthermore, before using technology for teaching, teachers should consider several aspects, such as students' knowledge about technology used, choosing the authentic materials, the students' involvement in using the technology, and learning activities which motivate students to use the target language effectively (Erben et., 2009: 79-81). Therefore, the analysis of teachers' and students' knowledge

about technology, especially internet and their competence in using internet technology is very essential.

Regarding the importance of the analysis, this survey study is aimed to analyze the teachers' perceptions of the use of Internet-Assisted Language Teaching (IALT) for teaching English and to identify the students' perceptions of the use of Internet-Assisted Language Teaching (IALT) in learning English. The analysis of teachers' and students' perceptions about the use of IALT in EFL classroom can be used as consideration to integrate internet technology in English teaching and learning process.

## METHOD

The participant of this research is 35 EFL teacher from several regions in Indonesia who teach in *Madrasah Tsanawiyah* (Islamic Primary School ) and *Madrasah Aliyah* (Islamic Secondary School). The teachers have different education level, some have bachelor degree and some others have master degree. Their teaching experiences are also different ranging from one year until eighteen years.

The data of this research was collected through questionnaire and interview. The questionnaire was used to get data about the teachers' and students' perception about the use of IALT in teaching and learning process. The questionnaire used was rating scale questionnaire started from 1 (strongly agree) to 4 (strongly disagree). The reliability of the questionnaire was tested using Cronbach Alpha. If the Alpha is greater than 0.60 ( $>0.60$ ), the questionnaire is reliable (Sujarwenni, 2015). The questionnaires are distributed online by using Google form, so that the participant can easily complete the questionnaire. The questionnaire were sent to 35 teachers, however only 26 were returned. To support the data, the interview is also conducted online by using video call feature in Whatsapp application.

Data in this research is in form of quantitative and qualitative data. The descriptive statistic is used to describe teachers' perception in using IALT for teaching and learning. Then, the qualitative data from the interview is analyzed comprehensively to support and explain the result of quantitative analysis.

## RESULT/FINDINGS

The study used both questionnaire and interview to collect the data. The questionnaire consists of three main topics i.e. teachers' previous learning experience, teachers' belief, and teachers' personal attitude which are elaborated in 15 statements. The result of the questionnaire is presented in three tables: Teachers' experience on previous Internet-Assisted language learning, Teachers' beliefs of the use of Internet-assisted instruction, and teachers' self-efficacy of future internet-assisted language teaching.

Table 1. Teachers' Experience on Previous Internet-Assisted Language Learning

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	Through my learning experiences, I was	10	9	6	1

	motivated to learn English by the use of the Internet.	(38.5%)	(34.6%)	(23.1%)	(3.8%)
2	Through my learning experiences, I improved English skills through the use of the Internet.	9 (34.6%)	11 (42.3%)	5 (19.2%)	1 (3.8%)
3	Through my learning experiences, Internet resources provided me more opportunities for autonomous learning	11 (42.3%)	11 (42.3%)	1 (3.8%)	3 (11.5%)
4	Through my learning experiences, I improved my communication skills by e-mailing or chatting with native speakers of English on-line.	5 (19.2%)	11 (42.3%)	9 (34.6%)	1 (3.8%)
5	Through my learning experiences, I was more attentive in Internet-assisted English language teaching classes.	7 (26.9%)	12 (46.2%)	7 (26.9%)	0 (0%)

Table 1 show that the teachers' learning experience brings the teachers' positive attitude toward the use of internet for learning language. From the table, it can be inferred that the teachers were able to learn autonomously since the internet provides them with many learning resources (84.6%: 11 strongly agree, 11 agree). They were also able to improve their English skill through the use of internet (76.9%: 9 strongly agree, 11 agree). Besides, they were more motivated to learn English with the assistance of internet (73.1%: 10 strongly agree, and 9 agree).

Table 2. Teachers' Beliefs of the Use of Internet-assisted Instruction

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
6	In my belief, the Internet can provide Non-native speakers of English with a rich learning environment.	13 (50%)	10 (38.5%)	3 (11.5%)	0 (0%)
7	In my belief, the Internet is a useful tool for helping me achieve my future teaching purpose.	9 (34.6%)	13 (50%)	4 (15.4%)	0 (0%)
8	In my belief, Internet resources can replace textbooks.	8 (30.8%)	9 (34.6%)	8 (30.8%)	1 (3.8%)
9	In my belief, it is easy to find teaching ESL/EFL materials on the Web.	12 (46.2%)	11 (42.3%)	2 (7.7%)	1 (3.8%)
10	In my belief, ESL/ EFL Websites are useful for teaching English.	11 (42.3%)	12 (46.2%)	3 (11.5%)	0 (0%)

Table 2 describes the teachers' belief towards the use of IALT in Teaching English as a foreign language. Most of teachers' belief that internet can provide rich learning experience (88.5%: 13 strongly agree, and 10 agree). They also believe that websites could help the English teachers to find teaching materials easily (88.5%: 12 strongly agree, 11 agree). In addition, the teachers' belief that ESL/EFL websites are fruitful for teaching English (88.5%: 11 strongly agree, 12 agree). On the other hand, only 75.4% (the lowest percentage) of the teachers who think that internet resources could replace textbooks. From the previous explanation, it can be concluded that the teachers have strong positive belief to use internet tools and resources for teaching English. However, they still need textbook as another teaching resources to achieve their teaching objectives.

Table 3. Teachers' Self-Efficacy of Future Internet-Assisted Language Teaching

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
11	I think I am responsible for the success of Internet assisted English language teaching.	3 (11.5%)	14 (53.8%)	9 (34.6%)	0 (0%)
12	I think I would like to use Internet assisted language learning materials and activities in my future EFL classroom as much as possible.	5 (19.2%)	15 (57.7%)	6 (23.1%)	0 (0%)
13	I think I am competent to use Internet-based materials in my future EFL classroom.	3 (11.5%)	19 (73.1%)	4 (15.4%)	0 (0%)
14	I think I need more technology training to improve my Internet literacy skills.	14 (53.8%)	9 (34.6%)	2 (7.7%)	1 (3.8%)
15	I think I have to further learn how to integrate Internet resources into my future EFL classroom curricula.	18 (69.2%)	5 (19.2%)	1 (3.8%)	2 (7.7%)

Data in table 3 shows that majority of the teachers felt less confident regarding their internet literacy skill. They stated that they need training to improve their skills in using internet technology (88.4%: 14 strongly agree, 9 agree). The teachers also perceived that they have to learn more on how to integrate internet resources into their classroom (88.4%: 18 strongly agree, 5 agree). In short, it can be inferred that most of the English teachers perceive that they have less competency in using the internet technology and they also have less knowledge to integrate the internet into their EFL classroom.

## DISCUSSION

Data in table 1 reveals the teachers' previous learning experiences with IALT. According to Knobloch and Whittington (2003), the teachers' way of teaching are affected by their previous learning experiences (in Kuo, 2008). Based on the data, the teacher thought that the internet could help them to learn autonomously since it provides various learning sources. Besides, learning with internet also improves their interest and motivation to learn. This is in line with the finding of Kuo (2008) which says that the use of IALT could attract the students' attention and help the students to be autonomous learners. Javad (2013) also found that EFL teachers have positive attitude toward the use of technology in their classroom since it can enhance the students' communicative competence and autonomy by activities they do via e-mail and other technological tools.

Further, the result of this study shows that most of teachers belief that internet can provide rich learning experience and that websites could help them to find teaching materials easily. This is similar with Shin and Son (2007) who revealed that internet is helpful for teachers to prepare the materials since it provides many learning sources, affordable, new, free of charge, authentic and easy to understand. Meanwhile, only 75.4% of the teachers who thought that internet resources could replace textbooks. It means that textbook is still needed for learning although internet is rich of learning sources. This is because technology and internet still have their limitations (Kuo, 2008). In addition, Kuo (2008) also suggested that internet should be used as a tool to improve teaching. From the previous explanation, it can be concluded that the teachers have strong positive belief to use internet tools and resources for teaching English. However, they still need textbook as another teaching resources to achieve their teaching objectives.

On the other hand, table 3 shows the teachers' low confidence regarding their internet literacy skill. The majority of the teachers stated that they need training to improve their skills in using internet technology. The teachers also perceived that they have to learn more on how to integrate internet resources into their classroom. Similarly, Kuo (2008) revealed that teachers in Taiwan were not well-prepared and lack self-efficacy to use computer technology in their classroom. In short, it can be inferred that most of the English teachers perceive that they have less competency in using the internet technology and they also have less knowledge to integrate the internet into their EFL classroom. However, Kuo (2008) suggested that to develop proficient teachers with technology competencies is not an easy task. It involves many complex works, such as striving for funding to purchase technology equipment and software, establishing school technology support system, designing appropriate technology training and curricula, and recruiting professional technology educators.

In this digital era, teachers are challenged with the capability to use the internet technology and integrate them into teaching and learning process. The above explanations have showed that learning with the assistance of technology, especially internet could attract the students' attention and improve their motivation in learning. It also brings some other benefits, such as: various learning sources, authentic, and easy to get. Therefore, teachers should improve their professionalism in teaching, especially in applying the internet technology for teaching, so that the learning purposes can be achieved.

## CONCLUSION

The development of technology nowadays brings advantages and also challenges, especially for education. The emergence of innovation tools in technology could help the teachers and students in teaching and learning. However, the technology also becomes barriers if the teachers and students do not have sufficient knowledge and competencies to use it. This study explores the teachers perceptions towards the use of Internet-Assisted Language Teaching for EFL classroom in Indonesian *Madrasah*. The result of the study reveals that the English teachers in *Madrasah* have positive experience in learning using internet technology. They perceived that the internet could provide them with many learning sources which are very beneficial for them. By using the internet, they could improve their English communication skill. The internet could help them to learn autonomously. Further, the teachers' belief that by using internet tools, such as websites, they could find teaching materials easily. However, the teachers perceived that technological tools could not replace textbooks since the tools also have limitations. In addition, they also perceived that they lack of knowledge and self-confidence in using the internet technology. They stated that they need more training to improve their internet literacy skill and they to learn more on how to integrate internet technology in their EFL classroom. The traditional teaching methods should be collaborated with modern technological instruction to achieve the learning objectives. With internet technology tools, students can get various learning sources, various learning environment, and enhance their motivation to learn. Therefore, to meet the challenge of technology development, teachers should be proficient in using the technology and able to integrate it for teaching. The teachers should be equipped with sufficient skill and knowledge to apply the internet technology in their future EFL classroom.

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