Pre-Service Teachers' Perception on Implementing Technologies in Teaching and Learning English at Islamic School

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Abstract

The world has been completely transformed by technology, and this includes the educational system. Therefore, the goal of this research is to identify the difficulties encountered by pre-service teacher when integrating technology into language teaching and learning English at Islamic school. This research is mainly used a quantitative approach. Ninty pre-service teacher from sixth semester at one of Islamic University in Jambi city were selected as the participants in this research. Questionnaires were used to collect the data, which was then evaluated using a mix method of quantitative and qualitative techniques. The outcome demonstrated the value of using technology in the classroom especially in Islamic school were very useful and helpful. Additionally, more resources and amenities made available by schools are increasingly assisting students in developing their technological proficiency. Although the school has the necessary infrastructure, there have been some issues with integrating technology into the English language learning classes. Additional findings from this research provide policymakers with important information about how to integrate ICT for teaching and learning in the classroom.

Keywords : Implementing Technology, Islamic School, Pre-service teacher, Technology

1. INTRODUCTION

Teaching English by implementing technology is not a new way or practice for teachers around the world, especially in Indonesia at Jambi City. There is an effective way to improve the students' language skills by integrating the process of learning with multimedia (Muslem & Abbas, 2017). In the last few years, the use of multimedia or implementing learning by using technology has really made a difference for the teacher. Especially in the pandemic of COVID-19 (Subekti, 2021), teachers must implement the lesson by using technology. The integration of information and communication technologies (ICT) into education (Egbert et al., 2002) has frequently been predicated on the ability of the new technology tools to transform an out-dated educational system, better educate students for the information age, and expedite national development efforts.

Jambi, which is located in the center of the island of Sumatra, is an area where the growth of Islamic schools is growing rapidly. As a result, every school engages in healthy competition, and one of the characteristics people look for in a school is whether or not it has complete facilities, including technical facilities that keep up with the progression of the era. In fact, an increasing number of educators are making use of the internet and computer technology in their classrooms. In addition to having enough facilities, schools

want their teachers to not be "outdated" in the sense of being able to follow and make effective use of technological advancements, particularly while they are in the classroom imparting their knowledge to students. On the other hand, despite the passage of time, there are still some educators who are unable to make use of technology in the classroom while they are teaching or who do not see the need to do so.

Using technology to teach English gives up a lot of options and chances for both teachers and students. When technology is used to teach English, it makes the lessons more dynamic, interesting, and learner-centered. As a teacher, we can teach English in online langauge learning platform. There are a lot of websites devoted to learning English online (Mulyani et al., 2021). It also similar with virtual classes, which teachers and students can talk to each other in real time in virtual classrooms, which makes it easier to have discussions, do activities together, and get instant feedback (Mosquera, 2017). Teachers can use different multimedia tools and share screens to successfully present content and make learning more fun. Social media and online communities are categorized as website and blogs for learning. Students can talk to English speakers from all over the world through social media and online communities that focus on language study (Kheryadi, 2017). Students can join groups for language sharing, talk about languages, and use their language skills in real-life situations. Social media sites also have a lot of material that can help you learn a language, like language challenges, word games, and accounts to follow that focus on language learning.

To make the learning process becoma fun, Mobile apps made just for learning languages make it easy for students to learn while on the go (Wiranegara & Hairi, 2020). These apps give you a variety of ways to work on students' vocabulary, grammar, listening, and speech skills. They often have features like speech recognition and immediate feedback that help students practice and get better at speaking and pronouncing words. It can add by gammification which learning tools and apps that are based on games can make learning English fun and keep the teacher going. By adding game features like points, levels, and rewards to language activities, students are more likely to take part and compete with their peers (Masluha, 2023). Gamification encourages interest, persistence, and healthy competition, which makes for a good setting for learning. So, they are such kind of multimedia resources which teachers can show their students how English is used in the real world by using multimedia resources like true videos, podcasts, and online articles. These tools give you real language input and cultural context, which helps you understand what you hear and read better. Students can also talk about and analyze the material, which helps them improve their critical thinking and communication skills (Khatoony & Nezhadmehr, 2020).

The incorporation of technology into the teaching of English in Islamic schools has the potential to transform the way in which students gain language skills and expand their perspectives. The use of technology in the classroom has

the potential to improve both the teaching and learning processes by providing students with interactive tools and materials that can be customized to fulfill their specific requirements (Gilakjani, 2017). Islamic schools are able to create an atmosphere for studying English that is not only entertaining and participatory but also helps students become more linguistically competent and culturally conscious by combining a variety of technological innovations. One way that technology can be integrated into the teaching of English in Islamic schools is through the use of interactive language software. This piece of software provides in-depth English classes that cover a variety of components of language acquisition, such as vocabulary, grammar, listening, writing, and speaking (Agustina et al., 2020; Kirkgöz, 2011; Muslem & Abbas, 2017).

Students have the ability to go at their own pace through these courses, which makes it possible to create personalized learning experiences that cater to a variety of learning styles and levels of aptitude. The incorporation of multimedia tools into English instruction is yet another powerful means of bringing technology into the classroom. Students benefit from receiving real language input and being exposed to a variety of dialects and cultural settings through the use of resources such as audio and video materials. Listening to native speakers and paying attention to how they pronounce words is an excellent way for students to improve their oral communication skills and gain a deeper appreciation for the role that English plays as a global language.

As a result, it is essential for pre-service teachers to identify the shifting environment of education, which includes the technology that is already deeply interwoven into the system. In order to cater to the requirements of contemporary students, it is necessary to acknowledge this fact and make adequate preparations to make good use of technology in the classroom. As a preservice teacher of English, it is becoming increasingly important for you to become proficient in the use of technology and to cultivate the skills necessary to incorporate technology into the English language learning process in a smooth manner.

Taking the initiative to improve technological proficiency is of the utmost importance if pre-service teachers are preparing to become teachers. Get familiar with the numerous instructional tools, language learning software, and multimedia materials that can assist in the process of learning English. Investigate the use of interactive language software that provides students with in-depth English classes that are tailored to their specific needs. Put yourself in an environment where you are constantly exposed to authentic language input and cultural experiences through the use of multimodal resources, such as audio and video materials.

Moreover, the effects of a technology-enhanced learning environment have been the subject of relatively few long-term studies. This research aims to bridge that knowledge gap. Its proposed novelty also draws attention to the necessity of doing extensive research on the effects of technologically improved learning settings over an extended period of time. The research intends to

explore the attitudes of pre-service English teachers towards the integration of technology and identify the obstacles they confront while applying ICT for English as a Second Language (ESL) education. This will be accomplished by addressing the information gap that exists in this area. It's primarily interested in picking up on: First, how do Pre-service English teachers at Islamic schools in Jambi feel about using technology to teach English? Second, what difficulties arise while utilizing ICT for ESL instruction?

2. RESEARCH METHODOLOGY

This research used mix method by combining quantitative and qualitative approach (Creswell, 2014). The main data of this research is kind of questionaire which belong to quantitative approach. It involves 90 English Department Pre-service teachers which already finished their task as pre-service teacher. To make it clear, the researcher took 4 pre-service teachers which selected by using convenience sampling (Cohen et al., 2018) to get their perception and challenges based on their experiences in implementing or integrating the lesson with the technology.

The researcher adapted the questionaire by (Katemba, 2020). This questionaire consists of 20 questions by using Lickert Scale of (1) strongly disagree (SD), (2) disagree (D), (3) neutral (N), (4) agree (A), and (5) strongly agree (SA). This questionaire is tend to find the Pre-service teachers' perceptions and challenges in the implementing the technology with English teaching and learning process. The data has been analyzed by using SPSS 25. To support the data of questionaire, the researcher asked some questions related to the questionaire and decribe them into qualitative.

3. RESULT AND DISCUSSION

The result of the questionnaire was separated into three parts. The first part is the answer belong to positive perception. It means that the pre-service teachers have a positive view or opinion about implementing the technology in the classroom.

Table 1. English Pre-service teachers' positive perception in implementing the technologies at Islamic School.

No	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
2	ICT (referring generally to computers, videos, hardware, software, and networks) increase my	64	71	20	22	2	2	2	2	2	2

	knowledge and skills as a Pre-service English teacher at islamic school.										
3	ICT are highly needed by pre-service teachers in teaching English at islamic School.	63	70	18	20	1	1	4	4	4	4
4	ICT can be used as advanced instructional tools in teaching English to my students at islamic school.	62	69	17	19	1	1	4	4	6	7
7	I know that ICT can spread knowledge and information fast at islamic School.	71	79	15	17	1	1	2	2	1	1
12	In my view ICT can be used as curriculum materials at islamic school.	41	46	33	37	2	2	10	11	4	4
14	I use / have used ICT for teaching and in daily life.	57	63	21	23	1	1	9	10	2	2

The table shows that 93% agree that implementing the ICT can increase the knowledge and skills as a Pre-Service teacher of English at islamic school. About 90% agree that implementing the technology are highly needed by pre-service teacher in teaching English at Islamic School. The number of 88% shows that pre-service teacher agree that ICT can be used as advanced instructional tools in teaching English to my students at Islamic school. Pre-service teachers also agree that around 96% belong to ICT can spread knowledge and information fast at islamic school. In the view of pre-service teachers, ICT can be used as curriculum materials at islamic school around 83%. And pre-service teachers argue in posivite that they used ICT for teaching and in daily life. To support the integration or implementing the technology in the English class, the researcher collaborates with some claims from the pre-service teacher by using interview. Teacher 1 and 3 are man and Teacher 2 and 4 are woman.

Teacher 1 : *I tent to agree that in implementing the technology (computer, laptop, video, software, and internet) can increase my knowledge and my skill in teaching English in the class. I as a pre-service teacher can learn through technology the new method or ways across the world how to teach English in better way especially in Islamic school. I think, by integrating the English lesson with the technology can attract the students' attention. By using the technologies in the classroom, I can use a test by paperless, I can teach in interactive ways, I can bring the real world in the class, and I can record the lesson and send it to the students who are not coming to the*

class. I also agree that my students learned enjoyable and motivated highly when I integrate my lesson with the technology.

Teacher 2 : *I agree that ICT could improve my knowledge as a pre-service teacher in teaching English. I also familiar with the ICT because of I use it every day. As Z gen, and as a pre-service teacher, I should integrate my lesson with ICT because it can attract the attention from the students. They become active and suddenly quite in the class and pay attention to me.*

According to (Sari & Wahyudin, 2019) It is envisaged that the technology with educational environment will be an effective pedagogical tool for learning English as a Foreign Language (EFL) for the sake of the success of the educational environment. It is generally agreed upon that information and communication technology, when used as a medium, has the potential to be an effective tool that can assist in the enhancement of learning english and can also aid to boost engagement. Supported (Apriani et al., 2021) by E-learning is essential for pre-service teachers. E-learning has also become a form of media for pre-service teachers, which means that rather than acting as the primary instructor in the classroom, they have taken on the position of a facilitator as they no longer need to be the primary instructor. The materials for the students to view have recently been placed into e-learning by the pre-service teachers. (Nim Park & Son, 2009) argue that since computers are becoming more and more important in education, language teachers need to figure out how to use CALL in the classroom. Park and Bae think that the future of computer-assisted language learning (CALL) is bright because computers are now a standard tool for learning and teaching. While they agree that CALL can give students highly motivated learning environments and chances to learn in a meaningful and authentic way, they also say that the Internet is a useful educational tool that can help motivate students by giving them access to a large amount of information, teaching resources and materials, and a place where they can experience different cultures and talk to other people in the target language.

Table 2. English Pre-service teachers' Negative perception in implementing the technologies at Islamic School.

No	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
1	In my view, ICT are more powerful in teaching than discussion and teaching without the use of ICT at islamic school.	19	21	10	11	1	1	55	61	5	6
5	In my view, ICT can replace teacher in teaching English at islamic shool.	11	12	1	1	2	2	55	61	21	23

6	As far as I know, ICT can be used to effectively manipulate instructional contents and materials at islamic school.	6	7	2	2	2	2	51	57	29	32
8	In my view, ICT are more effective for teaching and learning than books and other printed materials at islamic school.	11	12	1	1	2	2	55	61	21	23
9	I think ICT use does not have noteworthy values for human societies in general at islamic school.	12	13	10	11	1	1	57	63	10	11
10	I think ICT use does not offer educational / instructional values for student in learning English at islamic school.	14	16	6	7	1	1	66	73	3	3

The second table shows that negative perception from the pre-service tacher in implementing the technologies at islamic school. It consists of 67% disagree that ICT are more powerful in teaching than discussion and teaching without the use of ICT at islamic school. Pre-service teachers answer 84% of negative that ICT can replace teacher in teaching English at islamic school. They also argue that 89% disagree ICT can be used to effcetively manipulate instructional contents and materials at islamic school. Almost pre-service teachers disagree around 84% about ICT are more effective for teaching and learning than books and other printed materials at islamic school. The ICT use does not have noteworthy values for human societies in general at islamic school also spend 74% negative respond from the pre-service teacher. It also 76% contains negative perception on ICT does not offer educational or instructional values for student in learning English at Islamic school. It also supported by the interviewed:

Teacher 1 : *I disagree with ICT are more powerful in teaching than discussion. Sometime, teachers do the discussion with add a moral human value there. ICT can not use that value. Even ICT is very helpful, but not better than discussion and teaching without ICT. It also the same with ICT can not replace the human teacher. In islamic school, there were some islamic values which collaborate with the lesson. Imagine, if the students taugh by the TV only, they will act like a robot. There is no social human value in the progress of learning.*

Teacher 2 : *I do agree ICT can be used to effectively manipulate instructional contents and materials at islamic school. Even most of the answer show negatively, I think the reason is not all the lesson which displayed to the*

students are very related to the context of islamic. For example, when the teacher wants to display of intructional steps in making a juice, the teacher should choose the material with correctively. Because, the woman in that video sometime is not using the scarf. As the islamic school, the teacher should add the value of islamic in the proces of learning. I also agree that book can not be replaced by ICT at all.

Supported by (Young & Bush, 2004) technolgy should not replace teachers or pedagogy. Technology should not replace traditional print / literature / media materials. ICT also should not depeen social, racial, gender and economic inequalities. Technology also should not completely replace teacher and students' communication and interaction in term of face to face.

Table 3. English Pre-service teachers' challenges in integrating ICT

No	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
11	I know that many forms of ICT tools and techniques at school are accessible for use in teaching English at islamic school.	25	28	35	39	11	12	11	12	8	9
13	I can avoid problems in many areas such as in handwriting and in organizing ideas when I use ICT at islamic school.	35	39	30	33	2	2	15	17	8	9
15	I have no difficulty in using ICT at islamic school.	45	50	18	20	1	1	15	17	11	12
16	I know about ICT materials related to English language learning that I can use for my teaching at islamic school.	37	41	34	38	2	2	10	11	7	8
17	I know how to access the internet and get some information from it at islamic school.	49	54	35	39	1	1	4	4	1	1
18	The internet is easily accessible and available at school at islamic school.	17	19	35	39	2	2	35	39	1	1

19	Generally speaking, I have enough experiences and training on available computers and / or software at islamic school.	31	34	25	28	1	1	20	22	13	14
20	I have limited time to integerate ICT in my teaching at islamic school.	33	37	21	23	2	2	31	34	3	3

From the table above, pre-service teachers argue in 67% agree that many forms of ICT tools and techniques at school are accessible for use in teaching English at islamic school. They also can avoid problems in many areas such as in handwriting and in organizing ideas when I use ICT at islamic school around 72%. 70% pre-service teachers don't have difficulty in using ICT at islamic school. They know about ICT materials related to English language learning that I can use for my teaching at islamic school about 79%. Because they know ICT materials, they also know how to access the internet and get some information from it at islamic school around 93%. But, half of them argued that internet is not easily accessible and available at school at islamic school. Even, half of English Pre-service teachers argued that internet is not easy for accesing, they still have enough experiences and training on available computers and / or software. All in all, 60% argued that pre-service teachers have limited time to integrate ICT in the process of learning and the rest is disagree it has limited time to integrate ICT in the English class at islamic school. It can be concluded that the majority of islamic shool in Jambi provide a variety of ICT tools and techniques for teaching English, and that the majority of teachers are able to utilize these tools.

According to (Schmid, 2010) In this day and age, it is absolutely necessary for English teachers to acquire the skills necessary to make effective use of technology in the classroom. The use of technology has become ingrained in our routines and has fundamentally altered the ways in which we acquire information, communicate with one another, and educate ourselves. It is possible to captivate the interest of students and encourage active involvement by incorporating technology into English instruction. Students may have more fun and be more motivated to study English if they used interactive multimedia resources, online games, and educational apps. This would lead to more engagement and involvement in the classroom. However, teachers have identified issues with its accessibility in schools, and these become the obstacles to implementing technology or ICT:

Lack of teacher's confidence

Teacher 3 : *I am not confident when integrating the ICT in the classroom because I am not really perfect in use. Even I categorized as Z gen, I lack of skill in using it. But, if it is only microsoft word, power point and excel, I can do my best.*

Teacher 4 : *I know several platforms which is helping the process of learning. But, before I use it, I have to learn first at youtube. I am not really confident about it.*

Both teachers are lack of confidence. But even they lack of confidence, they try the best by learning first before teacher in the classroom. It depends from the teacher. If they want to change the ways of learn, they will integrate the ICT in the classroom. Supported by (Zoch et al., 2016) teacher should be professional. Professional development is an important part of helping teachers integrate the lesson with the technology.

Resistance to change

Teacher 3 : *I prefer to used traditional ways. Even I know how to used the ICT for example showing the slide show of the materials, I teach in traditional belongs to.*

Teacher 4 : *Conventional ways is better for me. I don't have to prepare anything when I want to teach.*

Resistance to change in the proces of learning comes from many factors. Both of the participants comfort with the traditional way. They feel integrating the lesson is take much time. As an English teachers of the future need to have an awareness of the challenges that they will confront as a result of the rapid growth of technology (Pustika, 2020).

Insufficient Time

Teacher 3 : *The internet is accessible in my school. The tools are ready to used, but the problem is I not really familiar teaching with infocus and it takes time to make the lesson by using internet. So, I decided to not use ICT in the process of learning.*

Teacher 4 : *It is fast if you using whiteboard and book in the class. It doesn't take any interuption when I open and set up the device.*

(Yaratan & Kural, 2010) in their findings, lack of time is the biggest issue after lack of technology. Integrating the lesson with ICT is carrying more planning, objectives and well prepared. Because there are multisensory of Learning English, teacher should prepare the lesson well before enter the class. Automatically, teacher needs more time and wasting much time in preparing the lesson.

4. CONCLUSION

It is possible to draw several conclusions based on the findings of the research on English teachers' perceptions and the challenges to the implementation of technology/ICT in ELT classrooms. One of these conclusions is that teachers in Islamic School at Jambi have a positive perception of the use of technology to teach in the classroom to help students facilitate their lessons. ICT allows students to quickly and easily access the knowledge they need, and in addition to that, they believe that the use of ICT makes the class more engaging than discussion and instruction that does not make use of any technologies. All of the English instructors who participated in this research are

in agreement that technology is highly helpful because it can provide assistance to them in the classroom.

However, information and communications technology will never be able to take the place of instructors since it cannot serve as the living example that teachers can provide for their students. The computer cannot make students feel better when they are upset, and information and communication technology (ICT) will never be able to replace the instructor in the classroom. However, ICT may help teachers educate more efficiently and effectively.

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