

The Teacher Preparation in Integrating ICT Into Innovative English Classroom at Junior High School 2 Rambah Samo

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ABSTRACT

The study was aimed to examined how the process of the teacher preparation in integrating ICT. The effectiveness of the integrating of information and communication technologies (ICT) in teaching and learning is to the recent educational innovations. Based on the researchers' initial research, the researcher found the teacher preparation in integrating ICT at junior high school 2 Rambah Samo. Researcher use qualitative research that helps researcher to find out the teacher preparation in integrating ICT. The participants in this study were English teachers at junior high school 2 Rambah Samo. For this study researcher gave questions in the interview transcribed. Finally, the results of the analysis show that the process of the teacher preparation in integrating ICT into innovative English classroom.

KEYWORDS: Teacher Preparation, Integrating ICT, Innovative English Classroom.

1 INTRODUCTION

ICT in education serves as a teachers' powerful tool for easy planning and content preparation to be delivered (Burkhardt, 2003). It means that ICT plays a vital role as learning tools to aid the teachers delivering their learning materials. Moreover, utilizing ICT into their teaching practice enables the students to be active in seeking, processing, constructing, and using and managing knowledge. It means that the learners will be the main agent in finding knowledge and teachers are playing a role only as learning facilitator. Njamanze (2010), states that technological innovations have gone hand in hand with the growth of language teaching especially English. In other word ICT in teaching and learning processes has been very influential to teachers as ICT facilitates teachers to share teaching resources. The use of ICT tools is crucial to increase the quality education (UNESCO, 2003).

According to the Ministry of Education (2014), in this curriculum learning process are observing, questioning, collecting information, associating, and communicating or discussing. Thus, it is necessary for teachers to create learning atmosphere which supports the learners in knowledge acquisition. This consideration forces the teachers to be able to integration ICT. However, due to the integration of ICT in ELT, there are some problems or limitation faced by the teachers. The problems in ICT infusion could be related to teacher and schools. Salehi (2012) states that insufficient technical supports at schools and limited internet and ICT access prevented the teachers to infuse technology into their classrooms. Al Mulhim (2014) suggested future research should teacher preparation. However, researcher interests in explore more about teacher preparation integrating ICT.

Seels and Glasgow (1998) states that a preparation refers to what needs to be learned (analysis). the process of determining how learning can take place (design). The process of implementing learning Enco (2005), also states that the preparation as an effort to actualize a curriculum that requires teacher professionalism in implementing learning so that its effectiveness is achieved in accordance with the preparation that has been programmed. In other words, lesson plan includes learning objectives, teaching materials, learning activities and evaluation.

Based on the explanation above teacher preparation is essential in teaching English as foreign language. However limited study on exploring teacher preparation in integrating ICT especially in Indonesia content found. In this regard, most of the research studies focus on correlation between teacher' perception on the use of ICT in teaching and learning (Munyengabe, 2017; Lubis, 2018; Jatileni, 2018), The use of ICT to teaching and learning process (Ngeze, 2017); the effectiveness of using technology ICT in teaching English language classroom (Parvin and Djiwandono, 2018). Ziden, Ismail, Spian, and Kumutha (2011) found that the integration of ICT could improve students' academic achievement. Furthermore, ICT is considered important for improving the effectiveness of teaching and learning in schools (Lin, Wang and Lin, 2012).

According to Hasibuan (2007), reading is an activity with a purpose. The purpose of reading will be achieved not only when the readers comprehend the reading text as well, but also when the reader knows which skills and strategies are appropriate to the types of text, and understand how to apply them to accomplish the reading purpose. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The researcher concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

In curriculum 2013, the target of learning English in Junior High School is the students can reach the basic competence stated in this syllabus for the eighth grade is the students are able to comprehend the meaning of the functional texts or short essay such as narrative text in daily life. In this research, the researcher focuses on Narrative text.

Based on the observations of the researcher, the students score are still far from the KKM. The average score of the final exam is 65, Besides, the teacher prepared all aspect in integrating ICT the teacher introduced the genre and explains the kinds, purpose, and characteristics of the text. After the teacher explains it, the teacher asked students to answer the question based on the text. At the end of the class, the teacher

gave evaluation for students. Based on preliminary study at Junior High School 2 Rambah Samo, the researcher found some phenomena as follows: Some of students still have difficulties in mastering English skill, Some of students are not familiar with technology, Some students lack of explanation on the from the teachers made students confused.

Teacher preparation is kind of prepare which given by teacher before teaching process. It happens when teacher preparing all aspect before teaching. The most common teacher preparation to be given before enter the classroom setting is preprepare lesson plan, media, and evaluation Franklin (2007); Philomina and Amutha, (2018); Djiwandono and Suherdi (2018). It means that the teacher preparation is critical to fostering effective teachers.

The preparation of learning activities designed by the teacher is very important in learning. Kemp (1994), states that the first and most important in designing learning is a thinking activity, by as certaining whether a learning preparation is suitable for the program to be implemented. So a teacher must be keep to prepare a lesson so that learning is right on target and goes according to what he has planned.

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- a. Teacher.
- b. Student content and activities.
- c. Students.

The interaction between the three components involves careful preparation by the teacher in delivering content or subject matter to students in order to achieve the 2013 curriculum-based learning objectives. In essence, learning will be successful if the preparation is good. As expressed by Syaefudin and bin Syamsudin (2006) "if you fail to plan, you plan to fail." means that preparation in a learning process if it violates the rules then in fact we have planned a failure. Then the teacher's ability to prepare a learning must be perfect so that what is expected of what we prepare is achieved in accordance with that preparation.

Moreover, Ajoku (2014), states that teacher preparation is given preparation for the infusion of ICT into teacher preparation, certain factors must be considered knowledge of computer operation, ompetencies in power-point, presentation, competencies in Microsoft excel, competencies in internet browsing, competencies in e-mail. In addition, in preparation integration of ICT in classroom, which is given to help student in enhancing their collaborative learning skills as well as developing transversal skills that stimulates social skills, problem solving, selfreliance, responsibility and the capacity for reflection and initiative. All these elements are core values that students need to achieve in an active teaching and learning environment Ghavifekr et al., (2014).

Parts of Teacher Preparation

The three key principle elements for teacher preparation (Marshal, 2013).

a. Teacher Preparation on Lesson Plan

In preparation, there are some ways before deliver a subject in classroom. They are lesson plans which includes systematic steps to be conducted in a class in order to reach the objective of a lesson (Farrell, 2002). A lesson plan is a collection or a summary of a teacher's thoughts about what will be covered during a lesson. Furthermore, emphasizes that lesson plan can be treated as a guideline for both novice teachers and experienced teacher since by designing a lesson plan, one will know what to do next in the class.

b. Teacher Preparation on Media in Teaching

Media can be defined by its technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology: the mechanical and electronic aspects that determine its function and to some extent, its shape and other physical features (Kozma, 1991). Media, which also called instructional media it is suggested that English teacher should use media in teaching and learning process and the class will be more meaningful and enjoyable (Onasanya, 2014). To make learning meaningful and enjoyable the teacher must be able to design media before teaching and learning process. In the context of the use media must be one of initiating so that the class runs conductive and exciting. The teacher also has responsibility in preparing and creating a successful learning environment.

No matter how information and communication technologies or ICT if not used creatively it will make low contribution to the learning outcomes. Media will lose meaning if the teacher in prepare activities are made less attractive and poor in variation (Siswandi, 2019). Teachers as instructors and learners are helped by using media to achieve the learning goals. So, the teachers should apply the media in teaching learning activities.

2 METHODOLOGY

The research is qualitative research. The design of this research is descriptive qualitative research. According to Creswell (2012), stated that qualitative research is type of education research in which the research consist of collecting data using form with general, emerging question, gathering word or image data, and collecting data from small number of individual or sites.

Qualitative methode considered relevant to present research since is involved the data collection for discribing the existing of the teacher preparation in integrating ICT into innovative English classroom. This research used case study as a research design. According to Gay and Airasian (2012), a case study is a qualitative research approach. It focuses on a school of study as a bounded system. the process of designing a case study research was to determine the research questions, the role of theory development in case selection and the conceptual framework for the study.

Based on the explanation above, the researcher concluded that a case study is a research to investigate detailed information. A case study is based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles.

The subject of this research are English teachers at Junior High School 2 Rambah Samo. The object of this research teacher Preparation in integrating ICT Into innovative English Classroom at Junior High School 2 Rambah Samo.

In this research, the researcher used interview of techniques in collecting the data. After collecting the data from interview the researcher did an interview directly to got the official document and to get the deeper information participant's personal information related to the teacher preparation in integrating ICT into innovative English Classroom. Interview is a method to collect information from people is referred to as interview. Another precise definition is that occurs when researchers ask one or more participants general, open-ended questions and record their answer (Creswell, 2012).

For the interview, the researcher used free interview. The free interview do not need to prepare an answer but respondents are free to express their opinion (Sudjana, 2007). It provides for both researcher and the participants to discuss in more free.

3 RESULT AND DISCUSSION

This research was aimed for knowing and for to explore how the process teacher preparation in integrating ICT into innovative English classroom at junior high school 2 Rambah Samo. This section discusses the findings from in the previous section. It discusses the findings from the research questions with reference to findings from previous research and existing literature relevant to studies in the area teacher preparation in integrating ICT. To help guide the discussion, through to used interview in this research.

Furthermore, this section aims to generate further insights and interpretations of the finding within the contexts of research in teacher preparation in integrating ICT into innovative English classroom at junior high school 2 Rambah Samo. The researcher finds some points that showed about the teacher preparation through teacher reasons to the questions "interview". The discussion of the findings is presented based on one research question as follow: **What the Process Preparation are Used by the Teacher in Integrating ICT into Innovative English Classroom at Junior High School 2 Rambah Samo?**

This questions about preparations the teachers in integrating ICT. That is about how is process of the teachers preparation. From the result in advance, it can be interpreted that all English teachers in SMP Negeri 2 Rambah Samo used preparations in integrating ICT.

The first respondent, the teacher said the use of preparation in teaching is very important. This is important, because the respondent said that the goal in teaching is maximum. According Kemp (1994), the preparation of learning activities designed by the teacher is very important in learning. In this case, the teacher prepared learning activities such as lesson plan because lesson plan is a learning guide, lesson plan also contains learning objectives where each subject of learning has different goals. In addition, the lesson plan contains indicators to be achieved, material to be studied,

learning methods, learning steps, learning media, and learning and assessment resources.

After that teacher prepared media, because the media can represent what the teacher is unable to say through certain words or sentences. Even the abstractness of materials can be made concrete by the presence of the media. Thus, students digest learning more easily than without the help of media. Moreover, teacher always used media on all learning topics, provided that the teacher must be able to adjust what media is suitable for each topic.

The next is teacher prepared evaluation, the teacher gave evaluation not only measure student understanding but also measures the ability and success of the teacher in teaching the topics given in the class. The second respondent, he said that the success of the teacher in teaching depends on the preparation made by the teacher. Because the used of preparation is very influential in learning. An interesting preparation will make students excited about learning English. As expressed by Saefudin (2006), "if you fail to plan, you plan to fail". Then the teacher ability to prepare a learning must be perfect. So for the preparation of teachers in preparing learning materials. English Teacher Working Group program is a program in the form of a gathering place and discussion of subject teachers in teaching, for example material on narrative text. Then, when the students are taken to a computer lab and shown objects, they feel more interested, more like, more enthusiastic in learning and more maximal.

Furthermore, The third respondent said that the implementation of preparation in learning would require teachers to be able to describe the learning plan systematically with more concrete targets. Therefore well prepared teacher are more likely to remain in teaching Marshal (2013). All aspects of teacher preparation have been prepared, but the problem faced by the teacher is changing the motivation of students to have a more willingness to learn English. This is an unresolved challenge for the English teachers at this school. Even though every teacher always provides motivation and explains the importance of learning English for daily life. The media used has also been very supportive for success in the classroom.

The fourth respondent, teachers use preparations in learning it can support progress and goodness, not only in English but in all aspect. (The Collins, 2001) also stated that teacher preparation helps candidates develop the knowledge and skill they need in the classroom. with the preparation of teachers who are more focused in providing English learning to students and professional teachers usually have careful preparation so that learning becomes alive and learning objectives will be achieved. The fourth respondent also has the same problem as other English teachers, each teacher has prepared a good motivation stage in lesson plans and is looking for the right motivation by learning English, but still students easily lose motivation in learning English.

4 CONCLUSION

The implementation teacher preparation has similarities. The first respondent said the use of preparation in teaching is very important. It is important because the respondent said that the objective in teaching is maximum. Then the second respondent, said that the

success of the teacher in teaching depends on the preparation made by the teacher. Because the used of preparation is very influential in learning. The third respondent said that the implementation of preparation in learning would require teachers to be able to describe the learning plan systematically with more concrete targets. Furthermore, the fourth respondent said that teacher preparation helps candidates develop the knowledge and skill they need in the classroom with the preparation of teachers who are more focused in providing English learning to students and professional teachers usually have careful preparation so that learning becomes alive and learning objectives will be achieved.

The teacher opinion in integrating ICT into Innovative English Classroom has a same point of the benefits of using ICT media in the classroom. The teacher's opinion about the implementation teacher preparation has similarities. The first respondent, the teacher said the use of preparation in teaching is very important. It is important because the respondent said that the objective in teaching is maximum. Then the second respondent, said that the success of the teacher in teaching depends on the preparation made by the teacher. Because the used of preparation is very influential in learning. The third respondent said that the implementation of preparation in learning would require teachers to be able to describe the learning plan systematically with more concrete targets. Furthermore, the fourth respondent said that teacher preparation helps candidates develop the knowledge and skill they need in the classroom with the preparation of teachers who are more focused in providing English learning to students and professional teachers usually have careful preparation so that learning becomes alive and learning objectives will be achieved.

Based on the data analysis above the conclusions are presented as follow, learning objectives will be successful if the preparation is good. All the teachers actualize a curriculum that requires teacher professionalism in implementing teacher preparation in teaching and learning process, so that its effectiveness achieved the preparation that has been programmed. In other words, lesson plan includes learning objectives, teaching materials or media, learning activities, evaluation.

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