

**AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS'
ATTITUDE TOWARD THE USE OF TECHNOLOGY IN
LANGUAGE TEACHING AT
SMA 3 PAREPARE**



Thesis Submitted to Fulfill one of the Requirements for Obtaining
a Master's Degree in English Education (M.Pd.)
at Postgraduate of IAIN Parepare

A THESIS

By:

HERNI TRI HANDAYANI

Reg. Num. 2120203879102026

**POSTGRADUATE
STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE
YEAR 2024**

STATEMENT OF AUTHENTICITY OF THESIS

The writer who signed the declaration bellow:

Name : Herni Tri Handayani
NIM : 2120203879102026
Study Program : English Tadris Study Program
Tesis Tittle : An Investigation of English Language Teachers' Attitude toward the Use of Technology in Language Teaching at SMA 3 Parepare

Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, nor has it been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

If any instance of plagiarism is found in this thesis, I understand that the academic degree I obtained will be revoked by law.



APPROVAL OF THE EXAMINER COMMISSION

Examiners of the thesis writing on behalf of Herni Tri Handayani, Register Number: 2120203879102026, English Education students at the postgraduated of IAIN Parepare, after carefully researching and correcting the Thesis concerned with the title: An Investigation of English Language Teachers' Attitude toward the Use of Technology in Language Teaching at SMA 3 Parepare, considers that the relevant Thesis fulfil the scientific requirements and can be approved to obtain a Master's Degree in English Education.

Chairman : Dr. Arqam, M.Pd.

menzid
(.....)

Secretary : Dr. Magdahalena Tjalla, M.Hum.

One
(.....)

Examiner I : Dr. Mujahidah, M.Pd.

[Signature]
(.....)

Examiner II : Dr. Abdul Haris Sunubi, S.S., M.Pd.

[Signature]
(.....)

Parepare, 20th October 2024

Known by

Postgraduate Director
IAIN Parepare

[Signature]

Dr. H. Islanul Haq, Lc., M.A.
NIP. 19840312 201503 1 004

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَ
عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Praise and gratitude are offered to the presence of Allah swt, the Most Gracious and Most Merciful, for the blessings of guidance and His grace upon the author, allowing this thesis to be compiled as presented before the readers. Greetings and blessings upon the Messenger of Allah, peace be upon him, as the true role model for humanity in leading a more perfect life, and as a spiritual reference in carrying out the mission of being a steward in the created world.

The writer would like to express her special thanks to Dr. Arqam, M.Pd. as primary supervisor, and Dr. Magdahalena Tjalla, M.Hum. as secondary supervisor, for continuous guidance and support to ensure the timely completion of this thesis. The completion of this thesis would not have been possible without the support and assistance provided by various individuals, both morally and materially.

The process of writing this thesis, the writer grateful for the help, guidance, and encouragement from various parties. Therefore, with all humility, the writer would like to express my gratitude to the following:

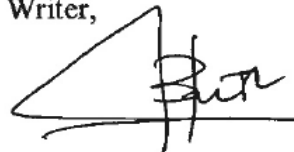
1. Prof. Dr. Hannani M.Ag., the Rector of IAIN Parepare, Dr.H. Saepudin, S.Pd., M.Pd., Dr. Firman, M.Pd., and Dr. M. Ali Rusdi, S.Th.I., M.H.I., each serving as vice Rectors within the scope of IAIN Parepare, have provided the opportunity to pursue a Master's Program at IAIN Parepare.
2. Dr. H. Islamul Haq, Lc., M.A., the Director of Pascasarjana of IAIN Parepare.

3. Dr. Abd. Haris Sunubi, S.S., M.Pd., the Head of the English Education Program at IAIN Parepare.
4. The writer's deepest appreciation is extended to the first and second examiner for their guidance and encouragement during the research.
5. The Head and staff of the library at IAIN Parepare for their assistance in obtaining the necessary references for this thesis.
6. All the employees and staff at IAIN Parepare for their assistance and guidance in completing her studies.
7. Thanks to all the English Language Teachers of SMA 3 Parepare who have provided valuable input and their thought processes.
8. To the entire extended family of the author, parents, siblings, beloved husband, and son, with all their prayers and support in completing this study.
9. To the writer's comrades in arms who have contributed to completing the writer's study.

The writer would like to express my gratitude to everyone who has assisted, morally and materially, in completing this writing. May Allah swt accept all the goodness as a perpetual charity and bestow His blessings and rewards upon them.

The Writer humbly requests the readers to provide constructive suggestions for the improvement of this thesis kindly.

Parepare, 20th October 2024
Writer,



Herni Tri Handayani
NIM. 2120203879102026

PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\ a	s\	es (dengan titik di atas)
ج	Jim	j	je
ح	h} a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\ al	z\	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s} ad	s}	es (dengan titik di bawah)
ض	d} ad	d}	de (dengan titik di bawah)
ط	t} a	t}	te (dengan titik di bawah)
ظ	z} a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	'	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَي	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوْ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *haula*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau</i>	a>	a dan garis di atas
اِي	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو	<i>d}ammah dan wau</i>	u>	u dan garis di atas

مَاتَ : *ma>ta*
 رَمَى : *rama>*
 قِيلَ : *qi>la*
 يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*
 الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*
 الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda syaddah.

Contoh:

رَبَّنَا : *rabbana>*
 نَجَّيْنَا : *najjaina>*
 الْحَقُّ : *al-h}aqq*
 نَعْمَ : *nu"ima*
 عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-tasydid di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)
 عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ	: al-syamsu (bukan asy-syamsu)
الزَّلْزَلَةُ	: al-zalزالah (az-zalزالah)
الْفَلْسَفَةُ	: al-falsafah
الْبِلَادُ	: al-bila>du

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ	: ta'muru>na
النَّوْغُ	: al-nau'
شَيْءٌ	: syai'un
أُمِرْتُ	: umirtu

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n
Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللهِ *billa>h* دِينُ اللهِ *di>>nulla>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُمْ فِي رَحْمَةِ اللهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	=	<i>subh}a>nahu> wa ta'a>la></i>
saw.	=	<i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	=	<i>'alaihi al-sala>m</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwayat

ABSTRACT

Name : Herni Tri Handayani
 NIM : 2120203879102026
 Title : An Investigation of English Language Teachers' Attitude toward
 the Use of Technology in Language Teaching at SMA 3 Parepare

Teachers' attitudes play a role in shaping the educational environment and influencing student learning outcomes. They encompass their beliefs, values, and behaviors toward their profession, students, colleagues, and the learning process. The research aimed to Investigate English language teachers' Attitudes toward the Use of Technology in Language Teaching at SMA 3 Parepare.

This research used descriptive qualitative research with a study cases approach, using a source of primary data and secondary data. There are three English teachers who are resource persons at SMA 3 Parepare. The steps in this research were to observe the English language teaching and learning process. The interview process was combined with semistructured and unstructured interviews, with 13 questions representing 3 points on the research questions. The analysis technique used data reduction, display data, and conclusion.

The result of this research was as follows: 1) English language teachers' attitude toward teaching English at SMA 3 Parepare focused on instructional method and active interaction with attitude for encouraged to participate actively in learning activities such as group discussions and multimedia-enhanced lessons proved the contribution to creating a practical English language learning experience for students. 2) English language teachers' attitude toward the use of Technology in language teaching at SMA 3 Parepare demonstrated a positive attitude toward integrating technology into language teaching practices which utilize a variety of technological tools such as LCD, computers, and interactive whiteboards to enhance lessons and engage students effectively while makes learning more interactive and accessible but also reflects teachers' commitment to adapting modern educational resources to improve learning outcomes and students learning interest. 3) English language teachers' implementation of their attitude toward the use of technology into their teaching practice at SMA 3 Parepare by prioritizing interactive and engaging learning experiences by incorporating multimedia resources, project-based learning, and interactive conversations to stimulate student interest and participation while enhancing students' language skills but also fosters creativity, using technology effectively and create an innovative learning environment at class.

Keywords: *English Language Teachers' Attitude, Technology*

ABSTRAK

Nama : Herni Tri Handayani
 NIM : 2120203879102026
 Judul : Penelitian Sikap Guru Bahasa Inggris terhadap Penggunaan Teknologi dalam Pembelajaran Bahasa di SMA 3 Parepare

Sikap guru berperan penting dalam membentuk lingkungan pendidikan dan mempengaruhi hasil belajar siswa. Hal ini mencakup keyakinan, nilai, dan perilaku guru terhadap profesi mereka, siswa, rekan kerja, dan proses pembelajaran itu sendiri. Penelitian ini bertujuan untuk menyelidiki Sikap Guru Bahasa Inggris terhadap Penggunaan Teknologi dalam Pembelajaran Bahasa di SMA 3 Parepare.

Penelitian ini menggunakan jenis penelitian deskriptif kualitatif dengan pendekatan studi kasus, menggunakan sumber data primer dan data sekunder dengan tiga orang guru bahasa Inggris di SMA 3 Parepare sebagai narasumber. Langkah-langkah dalam penelitian ini adalah mengamati proses belajar mengajar bahasa Inggris. Proses wawancara dipadukan dengan wawancara semi terstruktur dan tidak terstruktur, dengan 13 pertanyaan yang mewakili 3 poin pada pertanyaan penelitian. Teknik analisis yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Teknik analisis menggunakan reduksi data, penyajian data, dan kesimpulan.

Hasil penelitian ini adalah sebagai berikut: 1) Sikap guru terhadap pengajaran Bahasa Inggris di SMA 3 Parepare difokuskan pada metode pengajaran dan interaksi aktif dengan sikap untuk mendorong partisipasi aktif dalam kegiatan belajar seperti diskusi kelompok dan pelajaran yang ditingkatkan multimedia terbukti dengan kontribusi untuk menciptakan pengalaman belajar Bahasa Inggris yang efektif bagi siswa. 2) Sikap guru terhadap penggunaan teknologi dalam pengajaran bahasa di SMA 3 Parepare menunjukkan sikap positif terhadap integrasi teknologi dalam praktik pengajaran bahasa yang menggunakan berbagai alat teknologi seperti LCD, komputer, dan papan tulis interaktif untuk meningkatkan pembelajaran dan melibatkan siswa secara efektif sambil membuat pembelajaran lebih interaktif dan dapat diakses tetapi juga mencerminkan komitmen guru untuk menyesuaikan sumber daya pendidikan modern untuk meningkatkan hasil belajar dan minat belajar siswa. 3) Implementasi sikap guru Bahasa Inggris terhadap penggunaan teknologi dalam praktik pengajaran di SMA 3 Parepare dengan memprioritaskan pengalaman belajar interaktif dan menarik dengan menggabungkan sumber daya multimedia, pembelajaran berbasis proyek, dan percakapan interaktif untuk merangsang minat dan partisipasi siswa sambil meningkatkan keterampilan bahasa siswa tetapi juga mendorong kreativitas, menggunakan teknologi secara efektif dan menciptakan lingkungan pembelajaran inovatif di kelas.

Kata Kunci: *Sikap Guru Bahasa Inggris, Teknologi*

تجريد البحث

الإسم : هيرني تري هانداياني
رقم التسجيل : ٢١٢٠٢٠٣٨٧٩٠١٠٢٠٢٦ :
موضوع الرسالة : توجهات معلمي اللغة الإنجليزية نحو استخدام التكنولوجيا
في تعلم اللغة في المدارس الثانوية العليا ٣ في باريباري

يلعب توجه المعلم دورًا مهمًا في تشكيل بيئة التعليم وتأثيره على نتائج تعلم الطلاب. يتضمن ذلك المعتقدات والقيم والسلوكيات التي يتبناها المعلمون تجاه مهنتهم، والطلاب، وزملائهم في العمل، وعملية التعلم نفسها. تهدف هذه الدراسة إلى التحقيق في توجه معلمي اللغة الإنجليزية تجاه استخدام التكنولوجيا في تعليم اللغة في المدرسة الثانوية العليا رقم 3 في باريباري.

البحث يعتمد على نوعية البحث الوصفي الكيفي بمنهج دراسة الحالة، باستخدام مصادر البيانات الأولية والثانوية من ثلاثة مدرسين لغة إنجليزية في ثانوية ٣ باريباري كمصادر. تشمل خطوات البحث مراقبة عملية تدريس اللغة الإنجليزية، واستخدام عمليات المقابلة المدمجة بين المقابلة شبه المهيكلة وغير المهيكلة، واستخدام ١٣ سؤالاً يمثلون ٣ نقاط من أسئلة البحث. التحليل يشمل تقليص البيانات، وعرض البيانات، واستخلاص الاستنتاجات.

نتائج البحث كالتالي: (١) توجه المعلمون نحو تدريس اللغة الإنجليزية في ثانوية 3 باريباري يركز على أساليب التدريس والتفاعل النشط، مما يعزز من مشاركة الطلاب في أنشطة التعلم مثل المناقشات الجماعية والدروس المحسنة بالوسائط المتعددة لتحقيق تجربة فعالة لتعلم اللغة الإنجليزية. (٢) المعلمون يظهرون مواقف إيجابية نحو استخدام التكنولوجيا في تعليم اللغة في ثانوية 3 باريباري، من خلال دمج أدوات تكنولوجيا مثل شاشات العرض السائلة، الحواسيب، والألواح التفاعلية لتعزيز التعلم وجذب انتباه الطلاب بشكل فعال. (٣) تنفيذ استراتيجيات المعلمين لاستخدام التكنولوجيا في تعليم اللغة في ثانوية 3 باريباري يركز على تحفيز اهتمام ومشاركة الطلاب، وتعزيز مهاراتهم اللغوية والإبداع، من خلال موارد الوسائط المتعددة والمشاريع التعليمية القائمة على المحادثات التفاعلية.

الكلمات الرئيسية: توجه المعلمين في تدريس اللغة الإنجليزية، التكنولوجيا

LIST OF CONTENTS

COVER	i
STATEMENT OF AUTHENTICITY OF THESIS	ii
APPROVAL OF THE EXAMINER COMMISSION	iii
ACKNOWLEDGEMENT	iv
TRANSLITERATION.....	vi
ABSTRACT	xii
LIST OF CONTENT	xv
LIST OF TABLES.....	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	
A. Background	1
B. Question of the Research	6
C. Objective of the Research	6
D. Significance of the research	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Research Findings	8
B. Some Pertinent Ideas	12
C. Conceptual Framework.....	48
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Research Design	50
B. Location and Duration of the Research	51

C. Focus of the Research.....	51
D. Subject of the Research.....	52
E. Data Collection Technique.....	52
F. Technique of Data Analysis	54
CHAPTER IV FINDINGS AND DISCUSSION	
A. Findings.....	56
B. Discussion	90
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	107
B. Implication	108
C. Suggestion.....	108
BIBLIOGRAPHY.....	109
APPENDICES	112

LIST OF TABLES

No Table	Table	Pages
4.1	Observation Result of English Language Teachers' Attitude toward Teaching English at SMA 3 Parepare	56
4.2	Observation Result of English Language Teachers' Attitude toward the Use of Technology in Language Teaching at SMA 3 Parepare	73

LIST OF FIGURES

No Figure	Figure	Pages
2.1	Conceptual Framework	48



CHAPTER I

INTRODUCTION

A. Background of the Research

Technology has revolutionized education by providing innovative tools and resources that enhance learning experiences for students and educators alike. One of the most significant benefits of technology in education is its ability to personalize learning. According to Harmer, the utilization of technology may impact the student's learning platforms and educational software, which students can receive tailored instruction that caters to their individual needs and learning styles.¹ This personalized approach fosters greater engagement and helps students achieve academic success at their own pace.

Technology expands access to education by breaking down geographical barriers. Online learning platforms and virtual classrooms enable students from diverse backgrounds and locations to access high-quality educational resources and interact with experts in various fields. This accessibility is especially beneficial for individuals in the classroom or allowing people to pursue education without the constraints of traditional classroom settings.

Computer technology and its use in language teaching involve using computer hardware and software to enhance the language teaching and learning process in the contemporary educational landscape, and technology has become increasingly vital in transforming the learning process. The integration of technology in education is crucial for several reasons. Firstly, it enhances accessibility to information and educational resources, breaking down geographical barriers and providing students

¹Dedi, M. *Pendidikan yang Bermutu dan Berdaya Saing*. (Bandung: Remaja Rosda Karya. 2021)

with a wealth of knowledge at their fingertips. Interactive and multimedia elements in digital learning materials engage students more effectively, catering to diverse learning styles and preferences.²

Technology serves as a catalyst for innovation in language instruction, offering a plethora of interactive tools and resources that can enhance the learning experience for both teachers and students. Integrating technology into language teaching, educators can create dynamic and engaging lessons that cater to diverse learning styles and preferences, fostering a more interactive and immersive learning environment.

The impact of technology on language teaching extends beyond the classroom, facilitating access to authentic language materials and resources from around the world. Through online platforms, digital libraries, and multimedia resources, teachers can expose their students to real-life language usage, cultural nuances, and global perspectives.³ Technology empowers language teachers to personalize instruction and provide targeted support to individual students. Adaptive learning platforms, language learning apps, and online assessment tools enable teachers to tailor their teaching strategies to meet the unique needs and proficiency levels of each learner, fostering greater student engagement and academic success.

Technology enables language teachers to collaborate and share best practices with colleagues both locally and globally. Online forums, professional development webinars, and social media platforms facilitate collaboration and knowledge sharing among educators, allowing them to stay abreast of the latest trends and advancements in language teaching methodologies and pedagogies.

²Alhafidz, *The Definition of Educational Technology*. (Washington: Association for Educational Communication and Technology. 2021)

³ Hedwig, R. *Pengantar Teknologi Informasi*. (Bandung: Maura Indah. 2020)

The investigation into English language teachers' attitudes toward the use of technology in language teaching underscores its importance, impact, and contribution to modern language education. With the power of technology, educators can create interactive learning experiences that empower students to develop their language proficiency, cultural competence, and communicative skills in today's increasingly interconnected world

The using of technology in the classroom holds paramount importance in cultivating students' interest and engagement in the learning process. In today's digital age, students are inherently drawn to technology, making it a powerful tool to capture their attention and enhance the overall educational experience. Interactive and visually stimulating learning materials, such as educational apps, multimedia presentations, and online resources, create an immersive and dynamic environment that resonates with the modern learner.⁴ The use of technology allows for diverse and personalized learning experiences, catering to individual interests and learning styles. Through interactive simulations, virtual field trips, and collaborative online projects, technology transforms traditional teaching methods into interactive and participatory activities, fostering a sense of curiosity and exploration among students.

The teacher's attitude is instrumental in establishing a meaningful and relevant connection between the use of technology and students' engagement in the learning process. The ability to design innovative and compelling learning experiences that seamlessly integrate technology to capture students' interest. A Creative teacher goes beyond simply incorporating digital tools; they envision how these tools can enhance the educational journey and create connections between classroom content and

⁴ Barbara. *Instructional Technology: The Definition and Domains of Field*. (AECT Washington DC, 2021)

students' everyday experiences. This might involve designing interactive lessons, incorporating multimedia elements, or using gratified learning platforms to make the use of technology both educational and enjoyable. A creative attitude enables teachers to adapt to evolving technological trends, ensuring that the tools employed resonate with the preferences and needs of contemporary learners.

Teachers' attitudes significantly impact the classroom atmosphere, students' motivation, and the overall effectiveness of the educational experience. Teacher attitude is not only reflected in their actions and interactions with students but also influences the learning culture they establish within the classroom. The context of technology use, a teachers' positive attitude towards incorporating digital tools can directly impact students' perception of these tools, making the learning experience more dynamic and relevant. Ultimately, a teacher's attitude is a fundamental factor in establishing a positive and effective educational environment, influencing students' motivation.

This research will conduct the concept of using technology in teaching English materials significantly will increase the students' motivation also, teacher's attitude holds a profound influence on students' interest and engagement in the learning process. When teachers exhibit a positive and enthusiastic attitude towards the subject matter, it can ignite a spark of curiosity in students. Enthusiastic teachers convey a genuine passion for their field, making the content more interesting and compelling. This positive energy is contagious, fostering a classroom environment where students are more likely to be motivated and actively participate in discussions and activities.

The teacher's attitude encourages students to explore their interests and express their thoughts, fostering a sense of autonomy and ownership in their learning

journey. New ideas and innovative teaching methods, including the integration of technology, signal to students that learning is dynamic and adaptable. A teacher who embraces change and leverages modern tools demonstrates a commitment to providing a relevant and engaging educational experience.⁵ This can captivate students' interest by aligning the learning process with their contemporary experiences and the evolving demands of the world beyond the classroom.

The observation conducted at SMA 3 Parepare showed that students' interest in learning English is still Low, as shown by their gestures and the way they respond to the teacher in class. Students at SMA 3 Parepare are using technology in their teaching but are still not finding it interesting. Several factors might contribute to this disconnect. One potential reason could be a misalignment between the chosen technology and the student's learning preferences or the nature of the subject matter.

Another factor that may cause students' low interest is teacher attitude; it showed that teachers' attitudes toward the content they are teaching did not significantly impact students' engagement and motivation. When a teacher conveys genuine excitement and enthusiasm about the subject, several factors could contribute to the perception that the use of technology at SMA 3 Parepare is not as effective as intended. It's essential to consider these factors to identify areas for improvement.

The utilization of technology at SMA 3 Parepare, while present, may not be as effective as desired due to several potential factors. One contributing factor could be a lack of alignment between the chosen technological tools and the specific educational needs or learning preferences of the students. If the technology used does not resonate with the students or is not tailored to the subject matter, it may fail to

⁵ Bohner, *Attitudes and Attitudes Change*. (New York: Psychology Press, 2019)

capture their interest. Every technology used in education inherently contributes to students' interest and engagement in the learning process. Technology serves as a dynamic and versatile tool that can be tailored to various learning styles and preferences, making educational content more accessible and engaging interactive multimedia presentations.

According to the explanation above, this research will conduct research about investigation of English language teachers' attitude toward computer technology and their use of technology in language teaching by study cases approach and investigating by qualitative research with the title of "An Investigation of English Language Teachers' Attitude toward the Use of Technology in Language Teaching at SMA 3 Parepare".

B. Question of the Research

Based on the background explained above, the researcher formulated the question of study below:

1. What is English language teachers' attitude toward teaching English at SMA 3 Parepare?
2. What is English teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare?
3. How did English language teachers implement their attitude toward the use of technology into their teaching practice at SMA 3 Parepare?

C. Objective of the Research

Based on the question explained above, the researcher formulated the objective of the research below:

1. To describe English language teachers' attitude toward teaching English at SMA 3 Parepare.

2. To describe English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare.
3. To describe English language teachers' attitude toward the implementation of technology in their teaching practice at SMA 3 Parepare.

D. Significant of the Research

The significance of the research is theoretical. Theoretically, the result of this research is expected to give some benefit to the reader. The significance of the research are as follows:

1. The research results will provide useful information about English language teachers' attitudes toward the use of Technology in Language Teaching at SMA 3 Parepare so that the reader can prepare ways to exploit these references more.
2. The research results are expected to improve teachers' attitudes towards using technology in language teaching at SMA 3 Parepare.
3. The results of this research will provide useful information about teachers' attitudes toward using technology in language teaching at SMA 3 Parepare.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The writer tried to link on the basis of previous research that had been there and considered relevant to the research that researcher will do. Research the former is expected to provide clear assumptions about differences in research studied with previous research.

1. First research findings from Kadir which title of *“An Investigation of English Language Teachers’ Attitudes”*. This research conduct a topic investigation of English language teachers’ attitudes and using qualitative methodology which analysis data using qualitative approach. This research has purpose to identify English Language Teachers’ Attitudes. The results of the data analysis yielded positive findings regarding English teachers’ attitude toward technology; their use of technology in instruction, however, do not correlate with their positive attitudes. The findings of the study revealed that a great majority of teachers attribute positive remarks for integrating technology in language teaching. However, they get difficulty in integrating technology into their instruction effectively. The interviews also showed consistent findings with the questionnaire data by pointing out that the teachers do not use computer technologies as instructional tools. The findings showed that the respondents did not have professional training on integrating technology into education. Thus, in order to have teachers who can efficiently use computer technologies in language instruction, pre-service ELT teacher education programs should provide technology related courses for their students. It is also suggested that

teachers be provided with in-service training on technology integration in order to realize effective use of technology in education.⁶

2. Second research findings from Syauqiyah Awaliyah Alfiani Nur which research title that *“English teachers’ practices in ICT-based learning”*. This research conduct a topic of English teachers’ practices in ICT-based learning and using qualitative methodology which analysis data using descriptive analysis. This research has purpose to identify English teachers’ practices in ICT-based learning. There was a gap between their attitudes and practices in ICT adoption in English Language Classroom. To make them equal, the teachers need more training to improve their skills in using ICT tools for English teaching purpose as well as the sufficient of ICT tools which provided by school. The result of the practices of ICT adoption in English language classroom by English teachers was in applying stage if consulted with the continuum of ICT development.⁷
3. Third research findings that conducted from Reyhan which title *“An Investigation on EFL Teachers’ Attitude toward Teaching Profession”*. This research conduct a topic of Investigation on EFL Teachers’ Attitude and using qualitative methodology which analysis data using descriptive analysis. This research has purpose to identify Investigation on EFL Teachers’ Attitude. Considering that foreign language teachers’ attitudes toward their job largely influence their professional performance, this study aims to scrutinize whether the attitudes of EFL teachers toward the teaching profession significantly differs

⁶ Kadir Karakaya, “An Investigation of English Language Teachers` Attitudes”. (Thesis for: Master of Art Advisor: Gölge Seferoğlu, 2020)

⁷ Syauqiyah Awaliyah Alfiani Nur “This study also showed that the English teachers’ practices in ICT-based learning were not yet optimally implemented”. *Celebes Journal of Language Studies* Vol. 1, No. 2 December 2021

across the levels of educational institutions where they are working. Accordingly, an attitude scale was administered to EFL teachers working at state primary schools, secondary schools, and institutions of higher education in Turkey. The results indicated that the majority of the participants have positive attitudes toward their job despite the problems they encounter while performing it. The study reported and discussed research findings comprehensively and offered a few pedagogical implications and suggestions for further directions.⁸

4. Fourth research findings conducted from Mithat, which is titled “*An investigation of English language instructors’ attitudes toward reflective teaching*”. This research conducts the topic of instructors’ attitudes toward reflective teaching and uses a qualitative methodology, which analyzes data using descriptive analysis. This research has the purpose to identify instructors’ attitudes towards reflective teaching. The results demonstrate that all instructors tend to hold positive attitudes toward reflective teaching. In addition, when some variables such as gender, types of institutions worked at, faculties graduated from, and finally, the last degree they hold are concerned, no statistically significant difference is observed among the participants in relation to their attitudes towards reflective teaching.⁹
5. Fifth research findings conducted from Laura Salvadora which title “*Teachers’ Attitudes Toward the Delivery of Grammar Teaching: Independent and Integrated Methods*”. This research conducts the topic of teachers’ attitudes

⁸ Reyhan which title “An Investigation on EFL Teachers’ Attitude toward Teaching Profession”. English Language Teaching Department, Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Turkey.

⁹ Korumaz, M., & Karakaş, A. (2014). An investigation of English language instructors’ attitudes towards reflective teaching. *Pegem Journal of Education and Instruction*, 4(1), 27–46. <https://doi.org/10.14527/pegegog.2014.002>

toward the delivery of grammar teaching and uses a qualitative methodology, which analyzes data using descriptive analysis. This research has the purpose of identifying teachers' attitudes toward the delivery of grammar teaching. The results of the interview showed that all teachers considered grammar as a vital part of language teaching and learning. They viewed both grammar teaching methods to be appropriate, with a tendency toward the use of independent grammar as it is considered more effective in the context of EFL, whereas integrated grammar to be effective for communicative setting. Concerning the relation to class practice, the teachers believed that their teaching is also affected by their attitude towards grammar deliveries, which is associated with internal and external factors. In addition to this, most teachers favored the implementation of both grammar teaching with independent grammar for beginner-level students and gradually inducing integrated grammar teaching in intermediate and advanced-level students.¹⁰

According to the previous research findings above, the researcher sums up that all previous research conducted about teacher attitudes related to this research delved into areas such as the integration of technology, reflective teaching, grammar instruction, and attitudes toward the teaching profession. Many teachers exhibit positive attitudes toward integrating technology and reflective teaching into their practices.

The similarity between this research and previous research were from the teacher attitude which become focused of the research, additional explanation of similarity aspect from the methodology used in previous research. The difference

¹⁰ Laura Salvadora "Teachers' Attitudes Toward the Delivery of Grammar Teaching: Independent And Integrated Methods". (Faculty of Language and Arts, repository.uksw.edu)

between this research and previous research also in the object of the research; the second previous research conducted research on ICT-based learning, while another previous research conducted on the *Delivery of Grammar Teaching*. The difference with this research because this research conducted research for language teaching in classroom.

This research will be more interesting because it is conducted on language teaching, which covers mostly English skills among many skills. This research emphasis on language teaching, particularly English language skills, adds a unique dimension, as it addresses a critical aspect of language education that encompasses various language competencies. This aspect makes the research more intriguing, as it delves into the complexities of language instruction and the challenges and opportunities associated with teaching English as a foreign or second language

B. Some Pertinent Ideas

1. Concept of Teachers Attitude

a. Definition of Teachers' Attitude

Teachers' attitudes refer to the disposition, beliefs, and feelings that educators hold towards their profession, students, colleagues, and the educational system as a whole. These attitudes play a crucial role in shaping the classroom environment, influencing teaching methods, and ultimately impacting the learning experience of students. A teacher's attitude encompasses their approach to instruction, their level of enthusiasm, and their interpersonal relationships with students and colleagues.¹¹

¹¹Chimhenga, S. "Attitudes Of Teachers Towards Students with Disabilities In Mainstream Classes: The Case Of Teachers In Some Selected Secondary Schools In Zimbabwe." (Thesis - Asian Journal of Educational Research, 04(04), 36-41. 2021)

Perceived ease of use, on the other hand, refers to the extent to which individuals believe that using a particular technology will be free of effort or challenges.¹² Teachers are more inclined to adopt technology if they perceive it as user-friendly, accessible, and requiring minimal training or technical support. If educators find technology integration to be seamless and straightforward, they are more likely to embrace it as a tool for enhancing their teaching practices.

Teacher's attitude toward the English teaching profession is a multifaceted aspect that significantly influences the dynamics within the classroom. The disposition, beliefs, and feelings that an English teacher harbors can profoundly shape the learning experience for students. A positive attitude towards the English language and literature can be infectious, fostering enthusiasm and curiosity among students.¹³ When an English teacher demonstrates passion for the subject, it not only enhances the engagement levels but also inspires a love for language and literature in their students. Furthermore, a teacher's attitude toward students plays a pivotal role in creating a supportive learning environment.¹⁴ An English teacher who exhibits patience, empathy, and encouragement can empower students to express themselves confidently, fostering a positive and inclusive atmosphere. The belief in the potential of each student and a commitment to nurturing their linguistic and literary skills can contribute to a more effective learning experience.

¹² Davis, F.D. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (*MIS Quarterly*. Vol. 13 No. 1989)

¹³ Chimhenga, S. "Attitudes Of Teachers Towards Students With Disabilities In Mainstream Classes: The Case Of Teachers In Some Selected Secondary Schools In Zimbabwe." (Thesis - Asian Journal of Educational Research, 04(04), 36-41. 2021)

¹⁴ Ajzen, I. *Attitudes, Personality, and Behavior*. (New York: Open University Press, 2021)

According to the theory stated that teacher's attitude refers to the overall mindset, disposition, and approach that a teacher brings to the teaching profession and the classroom. It encompasses a range of qualities, including beliefs, values, enthusiasm, interpersonal skills, and openness to new ideas. A positive teacher attitude is characterized by enthusiasm for the subject matter, a genuine interest in students' well-being and success, and a willingness to adapt teaching methods to meet diverse learning needs. Empathy, patience, and a supportive demeanor are also integral aspects of a positive teacher attitude.¹⁵

b. Definition of Teacher's Attitude Towards Technology Use

A teacher's attitude toward technology is a crucial factor that shapes their approach to education in the modern era. Embracing technology in the classroom can have a profound impact on teaching methods, student engagement, and overall educational outcomes. A positive attitude toward technology involves a willingness to adapt, integrate, and harness digital tools to enhance the learning experience.¹⁶ Teachers who have a positive attitude toward technology often see it as a powerful tool for expanding educational horizons. They recognize the potential of technology to facilitate more interactive and personalized learning experiences. Whether incorporating multimedia presentations, interactive educational software, or online resources, these educators leverage technology to make lessons more engaging and relevant to students.

According to Mujahidah stated that one of method can used to measure perception and the use of technology is Technology Acceptance Model

¹⁵ Ajzen, I. *Attitudes, Personality, and Behavior*. (New York: Open University Press, 2021)

¹⁶ Delaney, M. *Special Educational Needs*. (Oxford: OXFORD University Press. 2021)

(TAM). Technology Acceptance Model (TAM) is one of development model of Theory of Reasoned Action (TRA) from Davis. There are four constructs used in TAM research, namely: Perceived Ease Of Use, Perceived Usefulness, Attitude Toward Using, and Behavioral Intention.

Perceived Ease of Use in technology is defined as a measure of one's belief in a computer that is easy to understand and use, and a perceived ease of use of technology is defined as a measure in which a person believes that the technology is easy to understand and easy to use. Perceived Usefulness is a measure of the extent to which the use of a technology is believed to bring benefits to the people who use it. Attitude toward using in TAM is conceptualized as an attitude towards the use of the system in the form of acceptance or rejection as a result when someone uses technology in their work. Behavioral intention is a real behavior in adopting a system. Actual system usage is defined as a form of external psychomotor response that is measured by someone with real use. Someone will have a sense of satisfaction in using the system if they believe the system is easy to use, increasing productivity, which is reflected in the real conditions of its use.¹⁷

Perceived usefulness refers to the degree to which an individual believes that using a specific technology will enhance their job performance or productivity. In the context of teachers' attitudes, if educators perceive that integrating technology into their teaching practices will result in improved

¹⁷Mujahidah, et al., "*The Students' Perception of Artificial Intelligence-Based Instruction in Speaking Class*". ELITE JOURNAL: Journal of English Linguistics, Literature, and Education, Vol. 5, No. 3. (2023). P. 595-596

student engagement, learning outcomes, or instructional efficiency, they are more likely to adopt and utilize technology in their classrooms.¹⁸

Positive attitude toward technology involves a commitment to staying abreast of the latest advancements and continuously seeking ways to integrate them into the curriculum. This proactive approach reflects a teacher's recognition of technology as a dynamic and evolving force in education. It also demonstrates a willingness to adapt instructional methods to meet the changing needs of students in a technology.¹⁹

Attitude toward technology doesn't mean blindly adopting every new tool or gadget. Effective technology integration requires thoughtful consideration of pedagogical goals, student needs, and the context of the learning environment. Teachers with a positive attitude toward technology approach its use with intentionality, ensuring that it enhances, rather than detracts from, the overall learning experience. In summary, a teacher's attitude toward technology is a mindset that influences how they integrate digital tools into the classroom. A positive attitude involves recognizing the potential of technology, staying informed about advancements, fostering collaboration, and using technology as a means to enhance and enrich the educational experience for students.

c. Types of Attitude

Attitude is one aspect of learning that is very influential on learning English. There are two types of attitude that describe students' attitudes toward learning English. Bhaskar and Soundiraraj stated that a positive attitude towards second language learning and its L2 teachers can improve students'

¹⁸Davis, F.D. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (*MIS Quarterly*, Vol. 13 No. 1989)

¹⁹Forlin, C. *Future Directions for Inclusive Teacher Education*. (New York: Routledge, 2019)

studies, while negative attitudes can obstruct them.²⁰ Students' attitudes also influence their L2 proficiency, which can be noticed in their individual performance. Students who have positive attitudes can reach their goals successfully, while students who have negative attitudes will find it difficult to reach their objectives in learning or acquiring the English language.

According to Brown, negative attitudes can be changed by using appropriate methods and materials to support students in acquiring their target language. Students who have negative attitudes can be supported by good learning methods and materials to enhance their ability in the target language.²¹

Attitudes are complex psychological constructs that encompass a range of feelings, beliefs, and behaviors toward a particular object, person, or situation. Various types of attitudes may exist, each influencing thoughts and actions in distinct ways. One common classification distinguishes between three primary types of attitudes: cognitive, affective, and behavioral.

1. Cognitive Attitude

Cognitive attitudes involve beliefs, thoughts, and perceptions that individuals hold about a particular subject. This type of attitude is rooted in the cognitive or intellectual component of one's mind. For example, a teacher might hold a cognitive attitude towards a specific teaching method, forming opinions based on their understanding of its effectiveness or alignment with educational theories.

2. Affective Attitude

²⁰ Avramidis, "Teachers' attitudes toward integration / inclusion: a review of the literature." (European Journal of Special Needs Education, Vol. 17 (2), 129-147. 2019)

²¹ Brown, H, D. *Principles of Language Teaching and Learning*. (New Jersey: Prentice Hall. 2017)

Affective attitudes pertain to emotions, feelings, and sentiments associated with a particular object or idea. These attitudes are rooted in the emotional aspect of an individual's psyche. For instance, a teacher may have a positive affective attitude towards fostering a supportive classroom environment, expressing warmth, and empathy to create a positive emotional atmosphere for students.

3. Behavioral Attitude

Behavioral attitudes involve actions and behaviors exhibited in response to one's beliefs or emotions. This type of attitude is observable through an individual's conduct. In the teaching context, a behavioral attitude might manifest in a teacher's teaching style, classroom management techniques, or engagement with students.

Understanding these types of attitudes is crucial in comprehending the complexity of human behavior and decision-making. It's common for individuals to experience a combination of these attitudes simultaneously, and they may interact and influence each other in intricate ways.²² Recognizing the interplay of cognitive, affective, and behavioral attitudes can be valuable in various fields, including education, psychology, and organizational behavior, as it provides insights into how individuals perceive and respond to the world around them.

d. Indicator of Teachers' Attitude

Indicators of teachers' attitudes are observable signs or behaviors that offer insights into their beliefs, feelings, and approaches within the educational

²² Brown, H, D. *Principles of Language Teaching and Learning (5th ed)*. (San Fransisco State University (USA): Pearson Longman. 2017)

context. These indicators can provide a glimpse into the overall atmosphere of the learning environment and the teacher's impact on students. Several key indicators of teachers' attitudes from Larsen include:²³

1. Verbal Communication

The way teachers communicate with students, colleagues, and parents can be a significant indicator of their attitudes. Positive verbal communication, including encouragement, constructive feedback, and supportive language, reflects a teacher's positive attitude towards their students' potential and growth.

Verbal communication is a powerful tool that teachers use to convey information, provide guidance, and build relationships within the educational setting. When examining the role of verbal communication as an indicator of teachers' attitudes, it's essential to delve into specific aspects that contribute to a positive and supportive learning environment.²⁴

Positive verbal communication involves the use of encouraging language that uplifts and motivates students. Teachers who express belief in their students' abilities, acknowledge their efforts, and provide words of encouragement create a positive atmosphere that fosters self-confidence and a willingness to learn.

2. Classroom Environment

The physical arrangement of the classroom, the display of student work, and the overall ambiance are indicators of a teacher's attitude towards

²³ Larsen, D. *Techniques and Principles in Language Teaching (2nd Ed)*. (Oxford: Oxford University Press, 2020)

²⁴ Janet. *An introduction to Sociolinguistics (3rd Ed)*. (UK: Longman Pearson, 2018)

creating a conducive learning space. An organized, welcoming environment reflects a positive attitude towards facilitating learning.

The classroom environment plays a pivotal role in shaping the learning experience for students, and it serves as a tangible reflection of a teacher's attitudes and values. Beyond the physical arrangement of desks and chairs, the overall ambiance encompasses a variety of elements that contribute to a conducive and positive learning space.²⁵

The overall feel of the classroom, including factors such as lighting, color schemes, and decor, contributes to the ambiance. A positive attitude towards creating a conducive learning space is evident in choices that promote a warm, welcoming, and inclusive atmosphere.²⁶ Comfortable seating, aesthetically pleasing visuals, and a well-lit environment can positively impact students' mood and motivation.

3. Student Engagement

The level of student engagement and participation in class activities can be indicative of a teacher's effectiveness and enthusiasm. A positive attitude is often associated with lessons that captivate students' interest, encouraging active involvement in the learning process.

Student engagement is a critical aspect of effective teaching and learning, and it serves as a direct reflection of a teacher's attitude towards creating a dynamic and stimulating educational experience. When students

²⁵ Penny Ur. *A Course in English Language Teaching*. (United Kingdom: Cambridge University Press, 2022)

²⁶ Agus Bambang. *Teaching English As A Foreign Language*. (Yogyakarta: Graham Ilmu, 2016)

are actively engaged, they are more likely to be motivated, attentive, and invested in their own learning.

A positive attitude is often evident in the way teachers plan and deliver their lessons. Creative and innovative lesson plans that incorporate a variety of instructional methods, technologies, and real-world examples demonstrate a teacher's enthusiasm for making the learning experience interesting and relevant.²⁷ By infusing creativity into lessons, teachers signal to students that learning is an exciting and dynamic process.

4. Professional Development

A teacher's willingness to engage in continuous learning and professional development is an indicator of their attitude towards growth and improvement. A positive attitude is reflected in the pursuit of new teaching strategies and staying abreast of educational research.

Professional development for teachers is a dynamic and ongoing process that involves acquiring new knowledge, skills, and perspectives to enhance instructional practices and overall effectiveness in the classroom. A teacher's attitude towards professional development is a key indicator of their commitment to growth, adaptability, and the pursuit of excellence.²⁸

A positive attitude towards professional development is rooted in the belief in lifelong learning. Teachers who embrace the idea that learning is a continuous and evolving journey demonstrate a commitment to staying informed about the latest educational trends, methodologies, and research.

²⁷Sriyono. *Teknik Belajar Mengajar dalam CBSA. (Terjemahan)*. (Jakarta: Rineka Cipta.2022)

²⁸ Syafei. *English Pronunciation: Theory and Practice*. (Jakarta: Depdikbud, Dirjen Dikti. 2018)

This attitude acknowledges that the field of education is dynamic, and there is always room for improvement and innovation.²⁹

Positive attitude towards professional development is characterized by a genuine enthusiasm for learning, an openness to change, and a dedication to providing the best possible educational experience for students. It reflects a teacher's commitment to continuous improvement, adaptability, and staying informed about the latest advancements in the field of education. This attitude not only benefits individual teachers but also contributes to the overall enhancement of teaching quality and student outcomes.

2. Concept of Information and Communication Technology

a. Definition of Information and Communication Technology

The development of Information and Communication Technology has an impact in the world, especially in education. Education is an organized and sustained communication designed to encourage learning activities about the characteristics of learners.³⁰ Learners are able to develop their ability to discover, manage, and evaluate information and communication technology knowledge. Therefore, the role of Information and Communication Technology has increased in the modern world because it can support education in the learning process. Learning system that includes planning, management, learning resources, access to education cannot be done without the help of information and communication technology.³¹

²⁹Brian. *Materials Development in Language Teaching*. (United Kingdom: Cambridge University Press, 2018)

³⁰Almasoudi, Problem-Based Learning as a Teaching Method Versus Lecture-Based Teaching in Respiratory Therapy Education . (Thesis. Georgia State University: Department of Respiratory Therapy. 2021)

³¹Biggs, J. *Constructive Alignment in University Teaching*. (HERDSA Review of Higher Education, 2021)

According to Kent and Facer said that Information and Communication Technology (ICT) in an educational point of view supports teaching, learning and a range of activities in education in various way. So, modern education is best achieved through the use of Information and Communication Technology (ICT) and related facilities and this can only be possible if both the teacher and students are Information and Communication Technology (ICT) educated.³² Besides that, Hamalik stated that English Language is one of the most difficult subjects in education. Teachers must create an interactive Information and Communication Technology in teaching and learning atmosphere to make students interest in the subject.³³

Based on the explanation above, Information and Communication Technology (ICT) in education is very important to students. Because, Information and communication technology can make the students and teachers develop their skills to use it. and also make the classroom more interesting.

The concept of developing information and communication technology in the field of education contains a number of ideas. The idea that must be realized is that every human being can develop as much as possible by using the existing information and communication technology well. According to Gulo stated that information and communication technology in education includes two aspects, namely information technology and communication

³²Gagne, R.M. *The Conditioning of Learning and Theory of Instruction*. (4th ed New York :Holt, Rinehart & Winston. 2017)

³³ Hamalik, O. *Proses belajar mengajar*. (Jakarta: PT.Bumi Aksara. 2016)

technology. Information technology includes everything that focuses on the process, use as a tool, manipulation and information management.³⁴

According to Molenda stated that Information and Communication Technology (ICT) refers to the contemporary computer software that contain combinations of texts, graphics, animation, audio and video. They add that ICT refers to several different classes of software that are used to achieve clearly defined educational goals and also make the learner comfortable in learning. Besides that, Information and Communication Technology (ICT) is the application to address current educational needs and problems. It is the process by which the teacher can to determine which electronic tools and methods will be used for applying them appropriate for the classroom situation and problems.³⁵ Based on the explanation above, it can be concluded that the concept Information and communication Technology (ICT) in education is learning by providing benefits to the learner by using electronic devices such as computers, Internet, e-learning etc. ICT also provides motivation for learners who want to learn.

b. Purpose of Information and Communication Technology

The use of information and communication technology in education is necessary. Because it can provide goals that will be achieved effectively and also students can understand what the teacher explain by using media information and communication technology provided by the school for teaching and learning in the classroom.

According to Munir stated that there are three Purpose of Information

³⁴ Gulo, W. *Metodologi Pembelajaran*. (Jakarta: PT. Grasindo, 20170

³⁵ Molenda, M. *Educational technology a definition with Commentary*. Lawrence Erlbaum Associate Taylor & Francis Group 270 Madison Avenue (New York, NY 10016. 2018)

and Communication Technology in education:

1. Cognitive aspect

Information and communication technology in this cognitive aspect improves knowledge, interest of learners, ability of scientific thinking in technology, and also prepare for education and job in the future.

2. Affective aspect

Information and communication technology in this affective aspect improves the creative, active, independent attitude and appreciative in information and communication technology. Moreover, it can be appreciate in field of information and communication technology.

3. Psychomotor aspect

Information and communication technology in this Psychomotor aspect improves the skills in teaching and learning process in using technology. In this aspect, the information and communication technology includes hardware and software aspects to gathering, collecting, storing, manipulation and presenting the information.³⁶

Besides that, Morrison indicates that this technology also provides information more quickly when required and it is easily accessible for educational purposes. Therefore, learners who grow up in an Information and Communication Technology (ICT) rich environment are exposed to opportunities to experience and develop skills through its use in and outside the classroom. Furthermore, the purposes of this information and communication technology as a diverse set of technological tools and

³⁶Munir. *Teaching concepts: an instructional design guide*. (New Jersey: Educational Technology Publications, 2019)

resources used to communicate and to create disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.³⁷

c. Characteristic of Information and Communication Technology

Information and Communication Technology in Education includes all technical equipment for processing and conveying information from far and near. According to Sutopo stated that Information and Communication Technology is all activities related to processing, manipulation, management, transfer of information between media. Information communication and technology is a blend of computer technology (software and hardware). such as computers, internet, wifi, etc.

Besides that, According to Munir stated that the characteristic of Information and Communication Technology (ICT) in education are:

1. The learning program that has been created based on the level and type of education. The time must be in accordance with the program and the program aims to improve students' knowledge, interests and attitudes.
2. On the teaching and learning process, there is no *face-to-face* between teachers and learners. The meeting of teachers and learners just happened when there is an important problem or discuss particular material.
3. There is no face-to-face learning like conventional learning that we know.
4. The students should be independent. The using of Information Communication and Technology focuses on how the students learn independently and can be motivated.

³⁷ Morrison, *Designing effective instruction (5th ed.)*. (New Jersey: Jhon Wiley & Sons, Inc.2018)

5. All of the learning materials delivered through the learning media like computers, internet, and projector.
6. Through the learning media, there is a two ways communication between teachers and learners.
7. The teacher role as the facilitators who helps the learners on learning.
8. The sources of learning are the materials that develop based on the needs and curriculum.

The characteristic of Information and Communication Technology focuses on there is no face to face for teachers and students in learning process and the usage of Information and Communication Technology such as computer and internet.³⁸

d. Kind of Information and Communication Technology

Lately, the development of technology is very rapid. The use of technology such as computer and internet have advantages and also can be used to improve the effectiveness of education. There are kinds of information and communication technology in education. Those are:

1. E-Learning

E-learning, short for electronic learning, refers to the process of acquiring knowledge and skills using electronic devices, particularly computers and the internet. It encompasses a broad range of educational activities that leverage digital technologies, such as online courses, virtual classrooms, and interactive multimedia resources. E-learning allows learners

³⁸ Munir. *Teaching concepts: an instructional design guide*. (New Jersey: Educational Technology Publications, 2019)

to access educational content remotely, often providing flexibility in terms of time and location. It can include various formats like video lectures, quizzes, discussion forums, and collaborative online projects. E-learning has become increasingly popular due to its convenience and accessibility, making education available to a diverse global audience.

2. Blended Learning

Blended learning combines traditional face-to-face instruction with online learning components. In a blended learning model, students engage in a mix of in-person classroom sessions and online activities. This approach seeks to leverage the strengths of both traditional and digital learning methods, providing a more flexible and personalized learning experience. Blended learning allows for a balance between direct teacher-student interaction and the benefits of technology-enhanced learning resources. It is designed to cater to different learning styles, preferences, and the varying needs of learners, offering a more dynamic and adaptive educational environment.

3. Distance Learning

Distance learning, also known as distance education, is a form of education where students and instructors are separated by geographical distance or, in some cases, time. It relies on various communication technologies to facilitate learning, such as correspondence courses, video conferencing, and online platforms. Distance learning allows individuals to pursue education without the need to be physically present in a traditional classroom setting. This mode of learning is particularly beneficial for those who cannot attend classes in person due to location constraints, work

commitments, or other factors. It provides flexibility and accessibility, enabling a diverse range of learners to access educational opportunities.

These three forms of learning, blended learning, and distance learning highlight the evolving landscape of education, with technology playing a crucial role in expanding access, flexibility, and the overall effectiveness of learning experiences. Each approach caters to different needs and preferences, offering educators and learners various options to engage with educational content in ways that suit their individual circumstances.

e. Integration of Information and Communication Technology

The integration of Information and Communication Technology (ICT) in education signifies the incorporation of digital tools, resources, and communication technologies into the teaching and learning process. This transformative approach aims to enhance the quality of education by leveraging the capabilities of technology to support, amplify, and innovate traditional educational practices. In the integration of ICT in education, teachers utilize a variety of digital tools such as computers, tablets, interactive whiteboards, educational software, online platforms, and internet resources. These tools are strategically incorporated into lesson plans to facilitate a more interactive and engaging learning experience. For example, teachers may use multimedia presentations, interactive simulations, or online collaborative platforms to convey complex concepts and cater to diverse learning styles.

The integration of ICT offers several benefits. Firstly, it fosters a dynamic and student-centered learning environment, where learners actively engage with content and collaborate with peers. It also promotes personalized learning experiences, allowing students to progress at their own pace and

explore content in a way that aligns with their interests and abilities. Moreover, ICT integration enhances access to information, enabling students to explore a wealth of resources beyond traditional textbooks. The internet becomes a gateway to a vast array of educational materials, facilitating research, critical thinking, and the development of digital literacy skills.

ICT integration supports communication and collaboration both within and beyond the classroom. Online platforms, discussion forums, and collaborative tools allow students to connect with peers, educators, and experts from around the world, fostering a sense of global awareness and interconnectedness. However, effective integration requires more than just introducing technology into the classroom. It involves thoughtful planning, professional development for teachers, and a commitment to aligning technological tools with pedagogical goals. Teachers play a crucial role in guiding students in the ethical and responsible use of technology, ensuring that digital resources contribute positively to the learning experience.

The integration of Information and Communication Technology in education represents a transformative shift towards more dynamic, personalized, and globally connected learning environments. It harnesses the power of technology to create engaging educational experiences that prepare students for the challenges of the digital age while fostering critical thinking, collaboration, and a lifelong love for learning.

f. Factor influencing Information and Communication Technology

Several factors influence the adoption and implementation of Information and Communication Technology (ICT) in various contexts, particularly in education. These factors shape the extent to which technology is integrated into

teaching and learning practices. Here are key factors that influence the use of ICT:

1. Infrastructure and Access

The availability of technological infrastructure, including reliable internet connectivity, access to devices (such as computers, tablets, or smartphones), and appropriate software, is a fundamental factor. Schools and individuals must have the necessary hardware and software resources to effectively leverage ICT in education.

2. Digital Literacy and Skills

The level of digital literacy and skills among educators and students significantly influences the successful integration of ICT. Teachers need training to effectively use digital tools for instruction, and students must possess the skills to navigate online platforms, critically evaluate information, and create digital content.

3. Professional Development

Ongoing professional development for educators is crucial for successful ICT integration. Teachers need training and support to stay abreast of technological advancements, understand how to use new tools effectively, and integrate them into their teaching practices to enhance learning outcomes.

4. Curriculum Support

Clear policies and curriculum guidelines that support the integration of ICT play a vital role. Educational institutions and governing bodies need to establish policies that provide a framework for the ethical, safe, and effective use of technology in education. Aligning ICT integration

with curriculum objectives ensures that technology enhances learning rather than being a standalone initiative.

5. Cost

The financial implications of adopting ICT can be a significant factor. The costs associated with purchasing and maintaining hardware, software licenses, and providing professional development can be substantial. Adequate resource allocation is necessary to ensure sustainable and equitable ICT integration across educational settings.

6. Technological Infrastructure

The quality and availability of technological infrastructure, such as networks, servers, and hardware, directly impact the performance and reliability of ICT systems. A robust and well-maintained infrastructure is essential for a seamless and effective ICT integration.³⁹

The successful integration of ICT in education requires a multifaceted approach that addresses technological, pedagogical, and organizational considerations. The alignment of policies, infrastructure, professional development, and attitudes is crucial for creating an environment where ICT can effectively enhance teaching and learning experiences.

3. Concept of Language Teaching

a. Definition of Language Teaching

Language teaching refers to the systematic and intentional process of imparting knowledge and skills related to a specific language to learners. The goal of language teaching is to enable individuals to communicate effectively

³⁹ McTighe, J. *Understanding by design*. Alexandria, (VA: Pearson Merriill Prentice Hall. 2017)

in the target language, encompassing speaking, listening, reading, and writing skills.⁴⁰ This process involves the use of various methodologies, techniques, and materials designed to facilitate language acquisition and proficiency. Language teaching encompasses both first language acquisition, which occurs naturally in early childhood, and second language acquisition, where individuals learn a new language later in life. Effective language teaching considers the cultural and contextual aspects of communication, fostering not only linguistic competence but also intercultural understanding. Teachers play a crucial role in creating a supportive and engaging learning environment, tailoring their approaches to the diverse needs and learning styles of their students. The field of language teaching is dynamic, evolving with advancements in educational research and technology to enhance the effectiveness of language instruction.⁴¹

The scope of language teaching is broad and multifaceted, encompassing a range of contexts, levels, and methodologies. At its core, language teaching involves the instruction of both first and second languages, catering to learners of diverse ages, backgrounds, and proficiency levels. In formal education settings, language teaching occurs at various levels, from early childhood education to higher education, and may cover languages spoken globally or focus on specific regional or cultural languages.

Beyond formal institutions, language teaching extends to language immersion programs, language schools, and private tutoring, providing learners with opportunities for both academic and practical language proficiency. The

⁴⁰ Uno, H.B. *Profesi kependidikan*. (Jakarta: Bumi Aksara, 2017)

⁴¹ Bondi, J. *Curriculum development: A Guide to practice*. (London: Merrill Publishing Company. 2019)

scope of language teaching also includes specialized areas such as English for Specific Purposes (ESP) or Teaching English as a Second Language (TESL), which addresses the language needs of specific professional or academic contexts. Moreover, with the advent of technology, online language teaching has gained prominence, offering flexible and accessible learning platforms. The scope of language teaching is dynamic, adapting to societal changes, technological advancements, and the evolving needs of a globalized world, highlighting its crucial role in fostering effective communication and intercultural competence.

The perception of language teaching can vary widely among different authors, educators, and researchers, as perspectives are influenced by individual experiences, pedagogical approaches, and philosophical beliefs. Some authors may view language teaching as a means to transmit grammatical rules and vocabulary, emphasizing the importance of explicit instruction and structured language learning. Others may adopt a more communicative approach, focusing on language as a tool for meaningful communication and interaction.⁴² Some authors may highlight the cultural and social dimensions of language teaching, emphasizing the role of language in shaping identity and fostering intercultural understanding. Additionally, there are authors who advocate for student-centered approaches, promoting active engagement, critical thinking, and learner autonomy in the language learning process.

The perception of language teaching is also influenced by broader educational theories and trends, such as constructivism, task-based learning, or

⁴² Zais, R. Curriculum: principles and foundations. (New York: Harper & Row, Publisher. 2016)

the use of technology in the classroom. Some authors may critique traditional methods and advocate for innovative, contextually relevant, and experiential approaches to language teaching.⁴³

b. Language Teaching approaches

Language teaching approaches refer to the systematic methods and strategies employed by educators to facilitate the learning and acquisition of a new language. Several approaches have been developed over the years, each with its unique principles and techniques. Here are explanations of some prominent language teaching approaches:

1. Grammar-Translation Approach

The Grammar-Translation Approach places a strong emphasis on the explicit teaching of grammatical rules and the translation of texts between the target language and the native language. This approach, commonly employed for classical languages, involves methods such as rote memorization, translation exercises, and a focus on written language skills. Learners engage in the systematic study of grammar rules, vocabulary, and sentence structure, with the primary goal of understanding and translating written texts.

2. Direct Method

In contrast to the Grammar-Translation Approach, the Direct Method prioritizes teaching through immersion, emphasizing oral communication over written language skills. Teachers using this method communicate exclusively in the target language, utilizing visual aids and real-life

⁴³ Zheng. "Teachers' perceptions of the application of design elements". (The Quarterly Review of Distance Education, 7(1), 35-47. 2019)

situations to convey meaning. Grammar is taught inductively, allowing learners to deduce language rules through exposure and practice. The Direct Method aims to replicate the natural language learning process by fostering an environment that encourages active communication and listening skills.

3. Audio-Lingual Method

The Audio-Lingual Method centers on habit formation through repetition and drills, drawing on behaviorist principles. This approach emphasizes mimicry, memorization, and patterned drills to develop automatic language responses. Language learning is akin to acquiring a new set of habits through consistent practice, and errors are actively corrected. The focus is on oral proficiency, and written language may be introduced later in the learning process.

4. Communicative Language Teaching (CLT)

CLT places communication as the primary goal of language learning. Learners engage in real-life scenarios, emphasizing meaningful communication over rote memorization. This approach values fluency over accuracy and often involves interactive activities, pair and group work, and authentic language use. Grammar and vocabulary are learned in context, fostering a more holistic understanding of the language.

5. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching centers around completing communicative tasks as the foundation for language learning. Learners engage in real-world tasks that require language use, promoting problem-solving and communication skills. Language is learned in context, with a focus on the practical application of skills. TBLT encourages active

participation and collaboration among learners, making language learning more dynamic and relevant.

6. The Natural Approach

The Natural Approach, developed by Stephen Krashen, advocates for language learning in a manner similar to first language acquisition. It emphasizes exposure to comprehensible input, stressing the importance of a low-anxiety environment. The focus is on communication rather than explicit grammar instruction. Learners are encouraged to absorb the language naturally through exposure to meaningful and relevant content.

7. Total Physical Response (TPR)

TPR incorporates physical movement to facilitate language learning. Developed by James Asher, this approach associates language input with physical actions. Learners respond to commands and develop an understanding of language through movement, which enhances memory and comprehension. TPR is particularly effective in the early stages of language learning, as it leverages the mind-body connection to reinforce linguistic concepts.

8. Content-Based Language Teaching (CBLT)

Content-Based Language Teaching integrates language learning with the study of subject matter. Language is taught through the context of academic subjects, allowing learners to acquire language skills while engaging with content. This approach is especially beneficial for learners who need language proficiency in specific academic or professional

domains, as it combines language development with the acquisition of specialized knowledge.⁴⁴

Mastering various language teaching approaches is crucial for educators as it equips them with a diverse set of tools to effectively address the diverse needs and learning styles of their students. An adept understanding of different approaches allows teachers to tailor their instruction to the specific goals, contexts, and proficiency levels of learners. For instance, a teacher who has mastered the Grammar-Translation Approach may find it beneficial in a context where a strong emphasis on written language and grammatical accuracy is required, such as teaching classical languages.

Teacher well-versed in Communicative Language Teaching (CLT) can create engaging, real-life scenarios to enhance students' oral communication skills. The ability to seamlessly integrate various methods, like the Direct Method for immersive learning or Task-Based Language Teaching for practical application, ensures a dynamic and adaptable teaching approach. Ultimately, mastery of language teaching approaches enables educators to foster a comprehensive language learning experience, catering to both the linguistic and communicative aspects of language acquisition, and promoting a more effective and engaging learning environment for students.

e. Indicator of Language Teaching

Indicators of language teaching are measurable and observable aspects that provide insight into the effectiveness and quality of language

⁴⁴ Pribadi, B.A. *Model Desain Sistem Pembelajaran*. (Jakarta: Dian Rakyat. 2019)

instruction. These indicators serve as benchmarks to assess various facets of the teaching and learning process. Several key indicators can be considered:

1. Student Engagement

Student engagement is a critical indicator of effective language teaching, encompassing active participation and genuine interest in class activities. When students are actively involved in discussions, tasks, and assignments, it reflects their enthusiasm for language learning.⁴⁵ Actively engaged students are more likely to absorb and retain linguistic concepts, contributing to a vibrant and dynamic classroom atmosphere. Teachers who cultivate an environment that encourages curiosity and involvement not only enhance the learning experience but also foster a sense of ownership and motivation among students.

2. Communication Skills

Proficiency in the target language is a key aspect of language learning, and students' ability to express themselves clearly and coherently is a tangible indicator of their language development. A demonstration of effective communication extends beyond linguistic accuracy; it includes the application of appropriate vocabulary and cultural nuances.⁴⁶ Equally important is the establishment of a supportive learning environment through effective communication between the teacher and students. Clear and open communication channels contribute

⁴⁵Penny Ur. *A Course in English Language Teaching* (United Kingdom: Cambridge University Press, 2022)

⁴⁶Munir. *Teaching Concepts: an Instructional Design Guide*. (New Jersey: Educational Technology Publications, 2019)

to a positive atmosphere that facilitates language acquisition and mutual understanding.

3. Assessment and Feedback

Thoughtful and constructive feedback from the teacher plays a pivotal role in shaping students' language performance. The quality of feedback provided not only informs students about their strengths and areas for improvement but also guides them in the refinement of their language skills.⁴⁷ Additionally, the use of varied and fair assessment methods is crucial in evaluating language proficiency comprehensively. Assessments that align with learning objectives and incorporate diverse tasks contribute to a more accurate representation of students' language abilities.

4. Teacher-Student Interaction

Establishing a positive rapport between the teacher and students is foundational to effective language teaching. A positive teacher-student relationship fosters a sense of trust and mutual respect, creating a conducive environment for learning. Responsive and supportive interactions that encourage open communication contribute to a classroom atmosphere where students feel comfortable expressing themselves in the target language. This positive interaction extends beyond formal instruction and promotes a collaborative and encouraging learning environment.⁴⁸

⁴⁷ Bridger, R. S. *Introduction to Ergonomic*. (Singapore: Mc. Graw – Hill International, 20180

⁴⁸ Dreyfuss, H. *Designing For Teaching IT*. (New York: Paragraphic Books.2019)

The indicators of effective language teaching encompass various aspects crucial to the learning experience. Student engagement, marked by active participation and interest, reflects a dynamic and motivated learning environment. Communication skills, demonstrated through clear expression and linguistic proficiency, signify the tangible progress of language learning. Assessment and feedback, when provided thoughtfully and employing diverse methods, contribute to a comprehensive understanding of students' language proficiency.

f. Technology in teaching English

Technology has become an integral part of modern education, transforming traditional teaching methods and enhancing the learning experience in profound ways. In the context of education, technology encompasses a wide range of tools and resources, from basic hardware like computers and projectors to sophisticated software applications and online platforms. These technological innovations have revolutionized how information is accessed, processed, and communicated within educational settings.

One of the primary benefits of technology in education is its ability to make learning more interactive and engaging. Multimedia tools such as videos, animations, and interactive simulations can bring abstract concepts to life, making them more tangible and easier to comprehend for students. This interactivity not only captures students' attention but also accommodates

different learning styles, allowing for personalized learning experiences that cater to individual needs and preferences.

Moreover, technology facilitates access to vast amounts of information and resources beyond the confines of traditional textbooks. The internet provides a wealth of educational materials, from scholarly articles to virtual museums, enabling students to explore subjects in depth and from multiple perspectives. This access to diverse resources fosters independent learning and critical thinking skills as students learn to navigate and evaluate information effectively.

In addition to enriching content delivery, technology promotes collaboration and communication among students and educators. Online platforms and tools facilitate group projects, discussions, and peer feedback, breaking down geographical barriers and enabling collaborative learning experiences. This collaborative aspect not only enhances students' social and teamwork skills but also prepares them for the collaborative nature of professional environments in the digital age.

Furthermore, technology plays a crucial role in addressing the diverse needs of learners, including those with disabilities or learning difficulties. Assistive technologies, such as screen readers or speech recognition software, empower students with disabilities to participate more fully in educational activities and access educational content independently. This inclusivity is a

cornerstone of modern educational practices, ensuring that all students have equitable opportunities to succeed.

Lastly, technology in education supports data-driven decision-making and assessment. Learning management systems (LMS) and educational analytics tools provide insights into student progress, learning patterns, and areas needing improvement. Teachers can use this data to tailor instruction, identify intervention strategies, and provide timely feedback to enhance student learning outcomes effectively.

Technology is not merely a tool but a catalyst for innovation and transformation in education. Its integration into teaching and learning processes enhances engagement, expands access to resources, fosters collaboration, supports diverse learners, and empowers educators with data-driven insights. Embracing technology in education prepares students for the complexities of a globalized, digital society while continually evolving to meet the demands of future learning environments.

Technology has evolved into a pivotal and transformative element in English language teaching, reshaping conventional methodologies and expanding educational possibilities for teachers and students alike. In today's classrooms, technology functions as a dynamic instrument to enrich language learning, enhance literacy skills, and bolster overall student engagement. Tools such as interactive whiteboards, educational software, and online

platforms provide educators with innovative means to introduce and reinforce English language concepts effectively.

Brown emphasizes that technology's integration in teaching English transcends the physical classroom, facilitating global connections through online language exchanges, virtual literature discussions, and collaborative writing projects. These applications of technology not only augment language learning but also broaden students' cultural awareness and communication skills in authentic contexts.

The use of interactive whiteboards enables teachers to deliver multimedia-rich lessons that cater to diverse learning styles. These boards facilitate real-time interaction with digital content, allowing teachers to annotate, highlight, and manipulate visual aids to reinforce language concepts visually and auditorily. Educational software supplements traditional learning materials by providing interactive exercises, simulations, and games that make language learning engaging and accessible.

Additionally, online platforms serve as virtual spaces where students can interact with peers globally, sharing ideas, collaborating on projects, and practicing language skills in real-time communication. This fosters a collaborative learning environment that promotes linguistic proficiency and cultural competence.

Furthermore, Brown's insights underscore the transformative impact of technology on English language education, advocating for its strategic

integration to enhance learning outcomes and prepare students for a globally interconnected world. By leveraging technology effectively, educators not only enrich classroom instruction but also cultivate essential skills that empower students to thrive in diverse linguistic and cultural contexts.

Technology has become an integral and transformative component in the teaching of English, revolutionizing traditional approaches and opening up new avenues for both educators and students. In the contemporary classroom, technology serves as a dynamic tool to enhance language acquisition, literacy skills, and overall engagement. Interactive whiteboards, educational software, and online platforms offer teachers innovative ways to present and reinforce English language concepts.⁴⁹

According to Brown stated that the integration of technology in teaching English extends beyond the classroom, fostering global connections through online language exchanges, virtual literature discussions, and collaborative writing projects.⁵⁰ Some of the application used in teaching technology at classroom as explain below:

1. Duolingo

Duolingo is a versatile language learning app that can be used for various skills, but it particularly shines in building grammar and vocabulary.

It employs gamification techniques, making learning fun and engaging for

⁴⁹Nunan, D. The cambridge guide to teaching english to speakers of other language. (Cambridge University Press. 2021)

⁵⁰Brown, A. *Developing language and literacy 3-8 (2nd ed.)*. (London: Paul Chapman Publishing, 2017)

students. Teachers can assign specific modules to reinforce grammar rules and enhance vocabulary.

2. Flipgrid

Flipgrid is an excellent tool for improving speaking skills. It allows students to create video responses to prompts, enabling them to practice pronunciation, fluency, and articulation. Teachers can use this application to assign speaking tasks, conduct virtual discussions, and provide feedback on oral communication.

3. Kahoot!

Kahoot! is a game-based learning platform that can be used for reinforcing grammar concepts and vocabulary in a fun and interactive way. Teachers can create quizzes or language games that challenge students' understanding of grammar rules, sentence structures, or vocabulary usage.

4. Google Classroom

Google Classroom serves as a centralized platform for organizing assignments, resources, and collaborative activities. Teachers can use it to share listening exercises, multimedia content, or reading materials. Additionally, it facilitates peer collaboration and feedback, fostering a collaborative learning environment.

5. BBC Learning English

This application offers a range of resources for improving listening and speaking skills. It provides audio and video content with transcripts, allowing students to practice listening comprehension. Teachers can assign specific lessons related to pronunciation, conversation, or listening exercises.

6. Quizlet

Quizlet is a versatile app that supports vocabulary building, spelling, and grammar practice. Teachers can create flashcards, quizzes, and interactive games to reinforce vocabulary acquisition or review grammar concepts. It offers a variety of study modes to cater to different learning preferences.

7. Storybird

Storybird is a creative platform that can be used to enhance writing skills. Teachers can assign storytelling or writing tasks, and students can use the platform to create digital stories with visuals. This application encourages creativity and helps students develop their writing abilities.⁵¹

These applications illustrate the diverse ways in which technology can be integrated into English classrooms, enhancing teaching methods and fostering interactive and engaging learning experiences.

⁵¹Guo, S. "Using Technology for promote english proficiency. English Language Teaching" (Vol. 5. No. 8. Hal. 196-206, 2021)

C. Conceptual Framework

According to Suryabrata that conceptual framework is a theoretical structure or model that guides the research process by providing a framework for understanding, analyzing, and interpreting data within a specific field of study. It serves as a roadmap for researchers.⁵² The main focus of this research is an Investigation of English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare. The researchers design the conceptual framework as follow below:

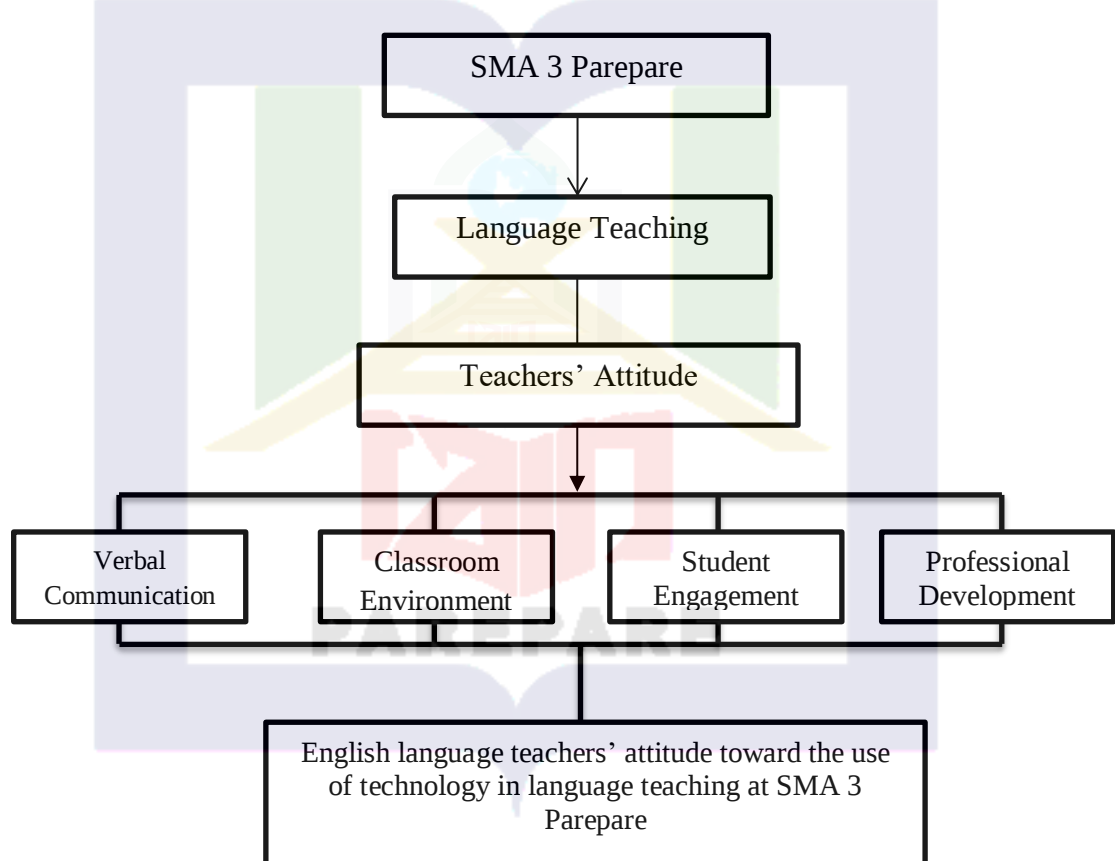


Figure 1 Conceptual Framework

⁵² Suryabrata, S. *Metodologi Penelitian*. (Jakarta: Raja Grafindo Persada. 2018)

According to Figure 1 above, the researcher will conduct research for investigating language teaching that focuses on teachers' attitude which refers to the indicator of verbal communication, classroom environment, student engagement, and professional development.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative. The used of the descriptive qualitative research method in this study allows the researcher to analyze detailed information and gain a deeper understanding on English language teachers' attitudes toward the use of technology in language teaching at SMA 3 Parepare and to answer the research questions. This method was particularly suitable when the goal is to explore and describe a phenomenon in detail.⁵³

The research approach that were employed in this study is a case study. A case study is a qualitative research method that involves an in-depth and detailed examination of a specific case or a small number of cases within their real-life context. This approach was particularly useful when the researcher aims to gain a comprehensive understanding of a particular phenomenon, context, or situation.⁵⁴

The research type for this study is field research. Field research was a research method that involves collecting data firsthand from the natural environment where the study subject exists. In this approach, researchers directly observe, interact, and gather information in the real-world setting where the phenomenon or issue of interest occurs.⁵⁵ Field research was often characterized by its focus on qualitative data, allowing researchers to explore and understand the context, behaviors, and interactions within a specific

⁵³ Narimawati, *Metodologi Penelitian: Dasar Penyusunan Penelitian Ekonomi*. (Jakarta:Genesis. 2020.

⁵⁴ Sugiyono, *Metode Penelitian Kuantitatif, dan R&D*. (Bandung : Alfabeta, 2018)

⁵⁵ Gay, L. R., Mills, G. E., & Airasian, P. W. *Education research : competencies for analysis and applications* (Upper Saddle River, N.J.: Merrill/pearson 2019)

environment. It was particularly suitable for studies that aim to investigate and describe social, cultural, or natural phenomena in their natural context.⁵⁶

B. Location and Duration of the Research

This research was conducted at SMA Negeri 3 Parepare, located at Jl. Pendidikan No.9 Bukit Harapan, Wattang Soreang, Kec. Soreang, Kota Parepare, Sulawesi Selatan 91131. This location was chosen because the criteria for teachers' attitudes are relevant to the research concept of classroom teaching activities. Some reason for choosing this location referred to observation before the proposal, which noticed that the teachers were not fully utilizing the available technology, even though the computer lab was equipped with computers and LCD projectors. This observation offers interest and curiosity about the use of technology in the school, which also explores how technology is being integrated into teaching practices and understand why there might be a gap between the available resources and their application in the classroom.

The research lasted two months, considering the analysis of data and also the identification of data validity.

C. Focus of the Research

This research investigated English language teachers' attitude toward computer technology and their use of technology in language teaching at SMA 3 Parepare. To have a profound explanation of the research focus, the research explained the focus as follows:

1. Description of English language teachers' attitudes toward teaching English at SMA 3 Parepare.

⁵⁶Sugiyono, *Metode Penelitian Kuantitatif, dan R&D*. (Bandung : Alfabeta, 2018)

2. Description of English language teachers' attitudes toward the use of technology in language teaching at SMA 3 Parepare.
3. Description of English language teachers' implementation and their attitude toward the use of technology in their teaching practice at SMA 3 Parepare.

D. Subject of the Research

The subject of the research is the main topic or focus of a research study regarding the people or group of persons to be researched. The subject of this research was the English language teachers at SMA 3 Parepare which total of subjects in this research were three English language teachers.

E. Data Collection Techniques

1. Observation

Observation was data collection technique used to collect research data through observation and sensing.⁵⁷ The researcher observed the subject by the data, not only the document, which is observed the researcher also uses interviews with the students to get some information. The researcher observed the data which the teaching and learning processes, the observation can be searched about the use of technology in language teaching at SMA 3 Parepare. Specifically, the researcher did observation for the teacher activities at class, students while learning and the utilization of the technology at class during teaching processed.

2. Interview

Interview was data collecting technique which uses open from questions and it can use to get more information about the use of technology in language

⁵⁷Burhan Bungin, *Penelitian Kualitatif: EdisiKedua* (Jakarta: KencanaPrenada Media Group, 2017)

teaching at SMA 3 Parepare. The informant of this research was an English Teacher at SMA 3 Parepare. The type of interview used in this research is a *semi-structured* interview with face to face with *open interview*. A semi-structured interview was a research method that combines elements of both structured and unstructured interviews. In this approach, the interviewer has a set of predetermined questions but has the flexibility to explore additional topics or ask follow-up questions based on the participant's responses. The total of question were be 13 questions which divided into 6 questions for English language teachers' attitudes toward teaching English, 3 questions for teachers' attitudes toward the use of Technology in Language Teaching, and 4 questions for English language teachers' implementation of their attitudes toward the use of Technology into their teaching practice at SMA 3 Parepare.

3. Documentation

Documentation was a data collection technique that is a way to obtain information from various written sources or documents that exist in respondents. In this case the document serves as a data source, because with the document can be utilized to prove, interpret and forecast about events. The use of documentation in this study is directed by research to document important matters related to nausea. Therefore, data collection techniques with documentation are very supportive of the research process. Technique of documentation was recording all the process of the research from beginning to the last process of research.

F. Technique of Data Analysis

There were three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion.⁵⁸ The researcher present the data after all interview conducted and followed this step below:

1. Data Reduction

Reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary.⁵⁹ There were many data collected from the observation, and interview In this research, the researcher limited only to teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare. In this research, the data reduction did by summarizing the raw data that were got from observation, and interviews. Then, the next thing did by the researcher was finding the data which are related with the research objectives and finding the pattern of it. Here the data related with the research were the data from observation, and interview.

2. Data Display

The next step was presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order actionbased on her understanding.⁶⁰ The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data.

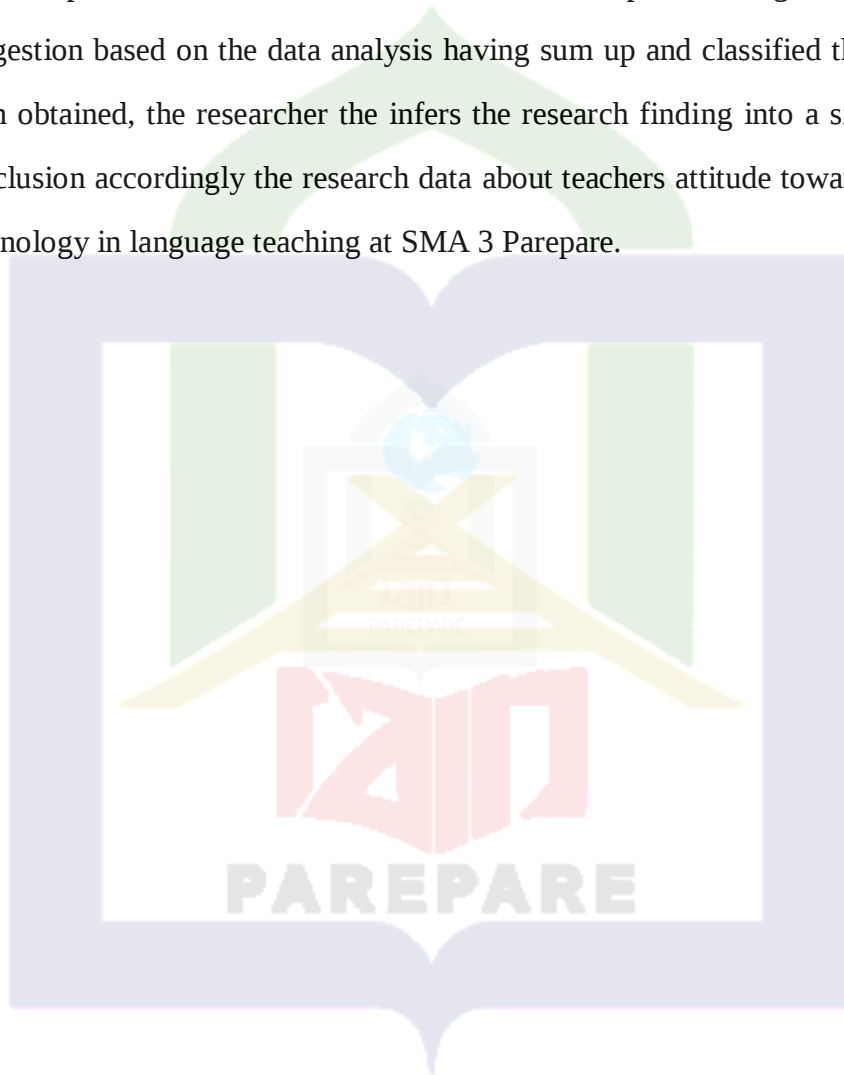
⁵⁸Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2019)

⁵⁹Ansori, M. *Metode Penelitian Kuantitatif Edisi 2*. (Airlangga University Press. 2020)

⁶⁰Jaya, I. *Pedoman Penelitian Pendidikan*. (Jakarta: Prenada Media Group, 2019)

3. Conclusion and Verification

Conclusion and Verification This stages show the final result of the research. It consist of conclusion and verification.⁶¹ The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher the infers the research finding into a single overall conclusion accordingly the research data about teachers attitude toward the use of technology in language teaching at SMA 3 Parepare.



⁶¹Burhan Bungin, *Penelitian Kualitatif: EdisiKedua* (Jakarta: KencanaPrenada Media Group, 2017)

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This research was conducted at SMA 3 Parepare and focused on the Investigation of English Language Teachers' Attitudes toward the Use of Technology in Language Teaching, following the technique of analyzing data using observation, interview, and documentation. This focused on the teacher's attitude toward the use of technology, which showed the findings below:

1. English language teachers' attitude toward teaching English at SMA 3 Parepare.

These findings explained teacher attitude toward teaching English at SMA 3 Parepare; teachers' attitude refers to the overall disposition, beliefs, and behaviours that a teacher exhibits in their teaching practice. It encompasses how teachers view their role, their students, and the subject matter they teach. According to the observation during the classroom, the findings can be explained below:

Table 4.1 Observation Result of English Language Teachers' Attitude toward Teaching English at SMA 3 Parepare.

Observation Indicator	Result observation
Teacher Activities	The observation of teacher activities at SMA 3 Parepare reveals that teachers demonstrate a high level of engagement and enthusiasm in their teaching. They prepare well-structured lesson plans such as RPP and use a variety of instructional strategies such as:

	1. Strategy Games Teachers use educational games as a strategy to make learning fun and interactive. 2. Strategy Visual Aids Visual aids such as pictures and videos are used by teachers to support their teaching. 3. Strategy Learning Center Teachers set up learning centers or stations in the classroom where students can engage in different activities related to the lesson. The lessons are interesting and comprehensible. The teachers actively interact with students, asking questions to gauge understanding and providing immediate feedback. Their activities include using multimedia resources, organising group work, and facilitating class discussions. These actions show their commitment to making English lessons engaging and effective.
Interaction with Students	The observation of student-teacher interaction activities indicates that students are actively participating in class interactions with the English teacher. They engage in different types of classroom activities, such as group

	discussions, role-plays, and interactive games. Teacher interaction before teaching material was interactive communication, with the teacher actively explaining the materials to the students. After studying, teacher and student interaction was also communicative, with the teacher focusing on technology using class. Students respond to teachers' questions, work collaboratively with peers, and use the resources provided by the teachers. The level of student engagement suggests that the students are motivated and interested in learning English, which is likely influenced by their teachers' positive and supportive attitudes.
Teaching Method	Teaching methods employed by teachers at SMA 3 Parepare are diverse and student-centered. They use a mix of traditional and modern teaching approaches to different learning styles. Methods observed include direct instruction for explaining new concepts, communicative language teaching to enhance speaking and listening skills, and task-based learning for practical application of language skills. Teachers also incorporate technology,

	such as educational videos and language learning apps like PowerPoint and Quizzex app, to make lessons more interactive and accessible. This variety in teaching methods reflects the teachers' commitment to providing a comprehensive and effective English education.
--	--

Based on the classroom observations at SMA 3 Parepare, it is evident that teachers exhibit good attitudes toward teaching English. The following points highlight the specific aspects of their positive attitude as observed through their activities, interactions with students, and teaching methods as indicators of observation. The observed teachers demonstrate a high level of enthusiasm and dedication in their teaching activities. They meticulously prepare engaging lesson plans that incorporate a variety of instructional strategies to cater to different learning styles. Teachers actively participate in classroom interactions, frequently asking questions to assess student understanding and providing immediate, constructive feedback. They also use multimedia resources and organize interactive activities such as group work and class discussions. This proactive engagement reflects their commitment to making English lessons both enjoyable and effective for their students.

The teaching approach at SMA 3 involves two materials utilizing a combination of audio, visual, and printed materials. The school provides students with various resources, including videos, images, and audio recordings, in addition to traditional printed books. This integration of technology and print materials allows teachers to enhance the learning experience by combining

modern multimedia tools with conventional textbooks. By doing so, teachers at SMA3 effectively blend all available technological resources with printed materials to create a more dynamic and engaging educational environment.

According to the first focused research, the researcher asked some interview questions for the teacher to ensure about teacher's attitude toward teaching English at SMA 3 Parepare. The first question was about what your attitude toward teaching English in the classroom is, and the informant C stated that:

The English language learning in the classroom goes smoothly according to what has been written and planned in the teaching module. If there are obstacles in the field that are outside the plan, we can anticipate them by finding solutions so as not to disrupt what has been planned.⁶²

Based on the first interview question, the teacher's attitude toward teaching English in the classroom at SMA 3 Parepare can be described as organized and adaptable. The teacher ensures that the English language learning process runs smoothly by strictly adhering to the teaching modules and plans. When unexpected challenges arise, the teacher proactively seeks solutions to prevent these issues from disrupting the planned lessons. This approach highlights the teacher's commitment to maintaining a structured learning environment while being flexible enough to address and overcome unforeseen obstacles. Overall, the teacher demonstrates a positive and professional attitude toward managing classroom dynamics and ensuring effective English language instruction. The informant B stated that:

Students like English even if they lack motivation. However, they understand the importance of learning English. The teaching methods used

⁶² Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

should match the planned strategies, which can include diverse activities inside and outside the classroom.⁶³

Based on informant B's statement, which explained that student attitudes and effective teaching methods for English language learning, students may not always be highly motivated, but their positive attitude towards English and the recognition of its importance can be leveraged by employing varied and well-planned teaching strategies. This can help maintain their interest and enhance their learning experience. The informant A stated that:

There are many teaching processes focused on developing speaking skills and other learning objectives.⁶⁴

The informant A further elaborates that the teaching processes in their classroom encompass a variety of objectives with a significant emphasis on developing students' speaking skills. This indicates that while enhancing oral communication is a primary goal, the instructional approach is multifaceted and aims to address other important learning outcomes as well. By focusing on speaking skills, the teacher helps students gain confidence and proficiency in using the English language in real-world contexts.

Another question about how do you view the methods and strategies in English language learning, the informant C stated that:

The use of methods or strategies greatly influences or has a significant impact on learning. This is because the use of methods organizes learning steps accordingly, so the results or output of the students can be measured well. When there are students whose results are below or above expectations, we can analyse the causes, such as why their results are low, and identify the reasons. Methods are also used to avoid monotony. I utilize technology to achieve learning objectives by tailoring their approach to students' diverse needs and preferences. They group students based on their abilities low, medium, or high and consider learning styles, as well as

⁶³ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

⁶⁴ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

whether students are introverted or extroverted. For example, when teaching narrative texts, a student who excels in visualization but struggles with speaking might be assigned to create a comic.⁶⁵

According to the interview, these play a crucial role in the educational process. They pointed out that the choice of methods and strategies significantly impacts the effectiveness of learning. By using structured methods, the steps in the learning process are well-organized, allowing for clear measurement of student outcomes. This structured approach facilitates identifying and analyzing any discrepancies in student performance. For instance, if some students achieve below or above the expected results, teachers can investigate the reasons behind these outcomes. Additionally, the informant C highlighted that employing a variety of methods is essential to prevent monotony in the classroom.

Teachers can maintain student engagement and interest, which is critical for effective learning. This diversity in teaching approaches ensures that students are continually stimulated and challenged, thereby enhancing their overall learning experience. The informant A stated that:

Using technology for online learning and classroom discussions is effective.⁶⁶

The informant A stated that using technology for online learning and classroom discussions is effective. They noted that technology facilitates the learning process, making it more interactive and engaging. By incorporating online tools and digital platforms, teachers can enhance the educational

⁶⁵ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

⁶⁶ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

experience and provide diverse methods of instruction. This integration of technology supports various learning styles and promotes active participation from students, ultimately leading to improved understanding and retention of the material. The informant B stated that:

Using non-monotonous strategies both inside and outside the classroom is essential.⁶⁷

The informant B also stated that using non-monotonous strategies both inside and outside the classroom is essential. This approach helps to maintain student interest and engagement, as it prevents the learning process from becoming repetitive and boring. By incorporating a variety of activities and teaching methods, teachers can cater to different learning preferences and keep the students motivated. This variety also helps address different aspects of language learning, ensuring a more comprehensive educational experience.

The use of technology can indeed have a significant impact on student engagement in learning. By integrating technology into educational practices, teachers can create more interactive and dynamic learning environments. Technologies such as multimedia presentations, educational apps, online platforms, and digital tools offer opportunities for students to interact with content in diverse ways. These tools can make learning more accessible, interactive, and relevant to students' interests and everyday lives.

Another question about what your attitude regarding the technology-based learning process is if implemented throughout the entire English language learning process, the informant C stated that:

⁶⁷ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

The application of technology is very important, especially nowadays when everything is IT-based. Even from the beginning of the activities, IT is already used. For instance, during the greetings and introductions that don't use IT but to explain learning objectives, IT is already used. Motivation is also given through video presentations that can inspire students to learn.⁶⁸

According to the informant C, the attitude towards technology-based learning in the English language learning process is highly positive and forward-looking. They emphasize the critical role of technology in contemporary education, highlighting its pervasive presence in all stages of learning. From the outset of activities, IT is integrated into the classroom environment, underscoring its foundational importance. While basic interactions like greetings may not involve IT, the delivery of learning objectives immediately incorporates technological tools.

The informant C sees technology as a motivational tool, particularly using video presentations that can inspire and engage students in their learning journey. This approach not only enhances the delivery of educational content but also aims to stimulate students' interest and enthusiasm for learning English. Another informant also stated that technology is used from the very beginning of the learning process.⁶⁹

Based on the informant A statement underscores the integral role of technology right from the onset of the learning process. This suggests a proactive approach to integrating technology into educational practices, emphasizing its immediate and continuous application in facilitating learning

⁶⁸Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

⁶⁹ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

activities. By starting to use technology early on, educators can leverage its capabilities to enhance teaching methodologies, engage students more effectively, and create dynamic learning environments.

The informant B also stated that:

Although it might not always be necessary, involvement in the learning process is crucial. Technology should dominate but needs to be balanced with other activities.⁷⁰

The Informant B's statement reflects a balanced perspective on the role of technology in the learning process. They acknowledge that while technology plays a crucial role and should have a dominant presence in education, it's also important not to rely exclusively on it. Instead, they emphasise the significance of maintaining a diversified approach to learning that incorporates various activities beyond technological tools.

The informant B suggests that technology should be integrated strategically to enhance learning outcomes and engage students effectively. However, they also recognize the value of incorporating non-technological activities and methodologies. These may include hands-on activities, discussions, group work, and other forms of interactive learning that can complement and enrich the educational experience. Overall, their viewpoint highlights the importance of flexibility and adaptability in educational practices, where technology serves as a powerful tool but is harmoniously integrated with traditional and innovative

⁷⁰ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

teaching methods to cater to diverse learning needs and maximize educational effectiveness.

The informant A stated that:

Technology involves students directly in learning activities, especially in speaking.⁷¹

The informant A's statement underscores technology's active role in engaging students directly in their learning activities, particularly in developing speaking skills. By leveraging technology, such as through interactive platforms, audiovisual materials, and digital communication tools, educators can create dynamic learning environments where students are encouraged to participate actively. Technology facilitates direct involvement by providing opportunities for students to practice speaking, engage in discussions, and interact with authentic language materials in real-time. This interactive approach enhances students' language proficiency and fosters their confidence in using the language actively.

Another question about what is your attitude towards student responses during English language teaching, the informant C stated that:

Student responses vary, such as low, middle, and high categories. For example, in the low category, the response is indifferent. For such students, we provide special treatment, like motivational videos, even if only a few are inspired. For the middle category, the response is enthusiastic.⁷²

According to the informant C's stated that student engagement and responses during English language teaching, categorizing them into low, middle,

⁷¹ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

⁷² Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

and high levels based on their levels of enthusiasm and participation. In the case of students categorised as low responders, who exhibit indifference towards learning English, the informant underscores the importance of tailored interventions. They mention using motivational videos as a specific strategy to ignite interest and motivation among these students. Despite acknowledging that only a few may respond positively to such efforts initially, the emphasis on providing special treatments reflects a commitment to nurturing engagement and addressing apathy in the classroom effectively. Conversely, for students in the middle category, characterized by enthusiastic responses, the informant acknowledges their active participation and positive attitude toward learning English. This suggests that these students are more likely to engage proactively in class activities, contributing to discussions and demonstrating a keen interest in the subject matter. Another statement was from the informant B that:

Student responses are generally good, with high motivation for learning English.⁷³

According to the informant B's statement, students exhibit positive and enthusiastic responses in their English language learning. It suggests that most students are highly motivated and actively engaged in their learning process. Such a positive response is beneficial as it fosters a conducive learning environment where students are eager to participate, contribute, and immerse themselves in various English language activities. When students show high

⁷³Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

motivation for learning English, it typically translates into increased participation in class discussions, willingness to practice language skills both inside and outside the classroom, and a proactive approach towards improving their language proficiency. This positive attitude not only enhances individual learning outcomes but also contributes to a collaborative and supportive classroom atmosphere.

Teachers and educators can leverage these positive responses by further encouraging student engagement through interactive teaching methods, incorporating diverse learning activities, and providing opportunities for students to apply their language skills in real-life contexts. Sustaining this high level of motivation, educators can effectively support students in achieving their language learning goals and fostering a lifelong interest in mastering the English language. The informant C stated that:

Student responses are active due to well-structured methods and the integration of technology.⁷⁴

Based on the interview, student responses are characterized by their active engagement in the learning process, which is attributed to the effective use of well-structured teaching methods and the integration of technology. When methods are well-structured, they are likely designed to be clear, organized, and aligned with learning objectives, which helps students understand what is expected of them and how to achieve their learning goals systematically.

⁷⁴ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

Another question about does the teaching methodology you employ has an impact on student achievements, and the informant C stated that:

Yes, it greatly benefits the learning outcomes of the students. Applying technology is very effective, like in projects. Even at the lower levels, minimal participation is achieved.⁷⁵

Based on the interview teaching methodology, particularly the integration of technology has on student achievements. According to the informant C, employing effective teaching methods, including the strategic use of technology such as projects and multimedia tools, proves highly beneficial for students' learning outcomes. Firstly, using technology in educational projects enhances student engagement and participation. Projects often require students to apply theoretical knowledge in practical settings, fostering deeper understanding and retention of concepts. By incorporating technology, such as multimedia presentations or digital tools for project work, students can explore concepts in more dynamic and interactive ways, which enhances their learning experience.

Informant C notes that even at lower academic levels, where student participation might traditionally be minimal, the introduction of technology can encourage at least minimal engagement. This suggests that technology can potentially motivate students who may otherwise be less inclined to participate actively in traditional classroom settings. Whether through interactive learning modules, digital collaboration tools, or multimedia resources, technology provides avenues for diverse learning styles and preferences, thus

⁷⁵ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

accommodating a broader spectrum of student needs and interests. The informant B stated that:

It significantly impacts student achievements, especially with technology use.⁷⁶

According to the informant B said that technology facilitates access to a wealth of information and resources that are not limited by geographical or temporal boundaries. Students can engage with interactive learning platforms, access educational videos, collaborate on projects remotely, and participate in virtual classrooms. These tools expand the scope of learning beyond traditional textbooks and lectures, allowing students to explore concepts in more depth and from multiple perspectives.

The use of technology promotes active learning and student engagement. Interactive simulations, gamified learning activities, and multimedia presentations capture students' interest and motivation, making learning more enjoyable and impactful. This active engagement often leads to better retention of knowledge and skills as students are more likely to invest themselves in the learning process. The informant A stated that yes, technology increases motivation and learning outcomes.⁷⁷

The informant A's statement highlights the positive impact of technology on both student motivation and learning outcomes and Technology serves as a catalyst for enhancing motivation by making learning more interactive,

⁷⁶ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

⁷⁷ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

engaging, and relevant to students' interests and learning styles. Through multimedia presentations, interactive simulations, and online collaborative tools, technology creates dynamic learning environments that captivate students' attention and stimulate their curiosity. Another question about of the four indicators of positive attitude, which one indicator you are low in the implementation of English teaching, the informant C stated that:

I use all the indicators, such as verbal communication. Learning is not entirely directed at the low category, but the methods used might be a factor. We need to understand that some students have lower quality, and other factors might influence that. So, the communication environment and student achievements are dominant.⁷⁸

The informant C's statement reflects a comprehensive approach to teaching that encompasses various instructional strategies and acknowledges the diversity among students in terms of learning capabilities and engagement levels. The emphasis on not solely focusing on students categorised as low achievers underscores a proactive approach to teaching. Rather than marginalising these students, the informant suggests that the effectiveness of teaching methods could be a contributing factor to their performance. This insight highlights a commitment to continuous improvement in instructional practices, ensuring that all students have equal opportunities to succeed.

The statement recognises that student outcomes are influenced by multiple factors beyond the classroom environment. Factors such as individual learning styles, personal motivation, and external circumstances may impact student

⁷⁸ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

achievement. By prioritizing a supportive communication environment and aligning instructional methods with students' needs, the informant aims to enhance overall learning outcomes and foster a positive learning experience for all students. The informant B also stated that:

Engagement is crucial. Verbal communication and student engagement need improvement.⁷⁹

According to the informant B, emphasizing the importance of engagement indicates a recognition that active involvement in learning activities is vital for student success. When students are actively engaged, they are more likely to retain information, participate in discussions, and apply what they have learned. This active participation fosters a deeper understanding of the subject matter and promotes critical thinking skills.

The informant identifies verbal communication as an area that requires improvement. Effective verbal communication between teachers and students plays a crucial role in clarifying concepts, providing feedback, and fostering a supportive learning environment. When communication channels are clear and open, students feel more comfortable expressing their thoughts and asking questions, which enhances their overall learning experience.

2.English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare.

Findings explain teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare, which was focused on the use of technology in language teaching at SMA 3 Parepare. Teachers' attitudes toward the use of

⁷⁹ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

technology in language teaching refer to their overall disposition, beliefs, and behaviors regarding the integration of digital tools and resources in their teaching practices. These attitudes can significantly impact how effectively technology is used in the classroom and how it influences student learning outcomes. The following result observation can be shown below:

Table 4.2 Observation Result of English Language Teachers' Attitude toward the Use of Technology in Language Teaching at SMA 3 Parepare.

Observation Indicator	Result observation
Verbal Communication	Teachers at SMA 3 Parepare use technology to enhance verbal communication in the classroom. The observation shows that teachers frequently use digital tools such as language learning apps for Google Classroom and Quizziz, while for media, they use PPT and Ispring to facilitate exercises. These tools help students practice speaking and listening skills in a more interactive and engaging manner. Teachers provide feedback through these platforms, which improves the effectiveness of verbal communication activities. Their positive attitude toward technology is evident as they integrate these tools seamlessly into their lessons.
Classroom Environment	The use of technology has a significant impact on the classroom environment. Teachers create

	a dynamic and stimulating learning atmosphere by incorporating multimedia resources, interactive whiteboards, and online learning platforms. The observation indicates that these technological tools make the classroom environment more engaging and conducive to learning. Students are more attentive and motivated, as the lessons are visually appealing and interactive. Teachers' positive disposition toward technology fosters a modern and efficient learning space that enhances students' overall learning experience.
Student Engagement	Technology plays a crucial role in boosting student engagement at SMA 3 Parepare. The observation reveals that students are more actively involved in lessons that incorporate digital tools. Interactive activities such as online quizzes, virtual discussions, and collaborative projects using digital platforms keep students engaged and participative.
Professional Development	English language teachers at SMA 3 Parepare demonstrate a strong commitment to professional development in educational technology. For example, they joined governor

	training, which also invited experts to give more training about using technology at SMA 3 Parepare, and they took part in webinars and Zoom training related to developing the use of technology in learning.
--	--

According to the observation, which focused on attitude toward the use of technology in language teaching at SMA 3 Parepare regarding the result that teachers showed a positive attitude toward the use of technology in terms of classroom activities. Some of the questions given to the informant which stated what is your opinion on the use of technology in language teaching at SMA 3 Parepare. The informant C stated that:

The use of technology is generally good, and the facilities provided are very adequate. In the classroom, besides LCDs and computers, there are also large televisions available and used directly by the teachers.⁸⁰

It has been very effective and beneficial for learning.⁸¹

According to the interview regarding the use of technology in language teaching at SMA 3 Parepare, the informant expressed a positive outlook overall. They highlighted several key points that reflect their perspective on technology integration in the classroom.

According to explanation that teacher At SMA3, teachers use basic tools such as LCD projectors and PowerPoint presentations, but they also incorporate other applications like Quizizz. Quizizz offers a range of interactive features,

⁸⁰ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

⁸¹ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

including games, multiple-choice questions, essays, crossword puzzles, and "guess the word" activities. These engaging elements help stimulate students' attention and interest in the material being taught. Additionally, Quizizz is used for quizzes and exams, allowing students to track the time allotted for answering questions. This combination of technology and traditional teaching methods enhances the overall learning experience by making it more interactive and engaging.

Firstly, the informant emphasized the adequacy of facilities provided for teaching. They mentioned that besides LCD screens and computers, there are also large televisions available. These resources are directly utilised by teachers during their instructional sessions. This indicates that the school has invested in modern technological infrastructure, which supports diverse teaching methods and enhances the learning experience for students.

Secondly, the informant positive view suggests that they perceive technology as a beneficial tool in language teaching by incorporating devices like LCD screens, computers, televisions, devices interactive whiteboards to deliver multimedia content that engages students visually and audibly. This multimedia approach not only makes lessons more interactive but also accommodates different learning styles, catering to students who may learn better through audio-visual means.

The informant A's explanation of using technology directly underscores their active involvement in leveraging these tools for effective teaching. It

implies that teachers at SMA 3 Parepare are proficient in integrating technology into their instructional practices, enhancing their ability to deliver comprehensive lessons and facilitate interactive learning experiences.

Another question asked about what teaching methods you apply to boost students' confidence when using technology in language learning. One of the informants C stated that:

To boost their confidence, I use project-based learning. We provide the material first, then decide what we want to work on. During the material determination process, we have discussions to understand the student's abilities. For example, they create dramas or draw comics that involve technology, adjusted to their capabilities but still engaging with technology.⁸²

Based on the informant C's answered above, he highlighted the use of project-based learning as a method in this approach involves several key strategies to enhance student engagement and confidence. *Firstly*, the informant C mentioned that they begin by providing the necessary materials to students. This initial step ensures that students have the foundational knowledge and resources required for the project-based activities. *Secondly*, the informant C described a collaborative process where students and teachers discuss and decide on the specific content and objectives of the project. *Lastly*, students' abilities and interests ensure that the project aligns with their learning needs and capabilities.

The informant C emphasized the interactive nature of *project-based learning* by giving examples such as creating dramas or drawing comics. These

⁸²Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

activities are designed to be both creative and technologically integrated, utilizing tools like video recording or digital drawing software. By incorporating technology in such creative projects, students not only enhance their language skills but also develop their digital literacy and creative thinking abilities. The informant A also stated that:

We use interactive whiteboards connected to slides. The technology is well-received by students.⁸³

According to the interview, they use interactive whiteboards that are connected to slides as part of their teaching methodology. This setup indicates a significant integration of technology in the classroom environment at SMA 3 Parepare. The informant again explained that:

Another question asked about how you demonstrate a teacher's attitude towards continuous learning and professional development, specifically in the context of staying updated on technological advancements in language teaching. The informant C stated that:

Continuous learning is necessary, and the use of technology is very effective and efficient for all subjects. It's not limited to classroom learning but has a positive impact on students' future if they are introduced to technological media.⁸⁴

Based on the informant C response's proactive approach to continuous learning and professional development among teachers, particularly in adapting to technological advancements in language teaching. Emphasizing the necessity of continuous learning suggests a commitment to staying updated

⁸³ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

⁸⁴ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

with evolving educational practices and technologies. This dedication is crucial in enhancing teaching methodologies and ensuring relevance in a rapidly changing educational landscape.

The statement also highlights the informant C's belief in the effectiveness and efficiency of technology across all subjects, not just limited to language teaching. By integrating technology into classroom practices, teachers can create more dynamic and interactive learning environments that resonate with modern students who are increasingly familiar with digital tools. This approach not only enhances immediate learning outcomes but also prepares students for future challenges by familiarising them with technological media early on. The informant B also stated that:

While technology is effective, some learning activities don't require it. Real-world actions and technology use are both needed.⁸⁵

According to the informant B stated the role of technology in education, emphasising its effectiveness while acknowledging that not all learning activities necessarily require technological tools. This balanced view suggests a thoughtful approach to integrating technology into teaching practices, ensuring that its use is purposeful and aligned with educational objectives.

Students listen to audio recordings of native speakers and try to decipher what is being said. The answers are then revealed on slides. This exercise stimulates students' thinking as their curiosity about the content they hear drives them to focus and engage more deeply. The process of listening,

⁸⁵ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

guessing, and then confirming their understanding with the answers on the slides encourages active participation and enhances their listening skills

Learning activities can be effectively conducted through real-world actions without technological intervention. The informant B underscores the importance of varied instructional methods. This approach not only caters to different learning styles and preferences among students but also ensures that learning experiences remain engaging and relevant. The informant A also stated that:

Integrating technology into learning is very beneficial. Teachers and students learn together using learning media like slides and PPT.⁸⁶

The informant A's statement highlights a positive attitude toward integrating technology into the learning process at SMA 3 Parepare. By emphasizing the benefits of technology integration, such as enhanced learning experiences and collaborative opportunities between teachers and students, the informant underscores its pivotal role in modern education.

The informant A mentioned that using learning media like slides and PowerPoint (PPT) suggests a structured approach to incorporating technology into lessons. These tools likely facilitate visual and interactive learning experiences, allowing for the presentation of content in engaging formats that can cater to diverse learning styles. Moreover, the collaborative aspect mentioned implies that teachers and students are actively involved in the

⁸⁶ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

learning process, leveraging technology not just as a passive tool but as a means to foster interactive learning environments.

Based on the observation integrated into the interview, all English teachers at SMA3 Parepare use technology in their teaching. They are committed to continuous learning to stay updated and adapt to the technological resources provided by the school. This dedication ensures that they effectively integrate technology into their teaching practices.

The statement implies a willingness among educators at SMA 3 Parepare to adapt and embrace technological advancements in education. This proactive approach to integrating technology suggests that teachers are continuously exploring new methods to enhance teaching effectiveness and student engagement through innovative digital tools.

According to the explanation that the using technology leads to improvements in all four indicators from the research question. When technology is integrated into teaching, all these indicators increase. This integration makes the learning process less monotonous, more interactive, and engaging for students. Technology helps in creating a more dynamic and stimulating learning environment, which positively impacts the effectiveness of teaching and learning.

According to explanation above, the researcher stated an argumentation that all English teacher as subject of this research stated positive attitude even some of the teacher showed less positive attitude but according to the definition

of the positive attitude regarding to the statement which support the technology. Based on that definition, researcher sum that all subject referred to the positive attitude.

3. English language teachers' attitude toward the implementation of technology into their teaching practice at SMA 3 Parepare

The third finding was related to English language teacher implementation and their attitude toward the use of technology in their teaching practice at SMA 3 Parepare. There were several questions to the teacher about how English teachers at SMA 3 Parepare implemented the technology in the classroom. The informant C stated that:

There must be interaction in the learning process, not just displaying slides. The learning delivery must be interactive, engaging, and challenging until the end of the session.⁸⁷

Based on the interviewed result that the teacher has implemented the technology used integrating technology into English as a Foreign Language (EFL) teaching practices at SMA 3 Parepare emphasizing the importance of interactive learning processes rather than mere slide presentations, the informants highlights a commitment to engaging and effective teaching methodologies. The emphasis on interaction suggests that teachers at SMA 3 Parepare prioritize active engagement between students and the learning materials facilitated by technology. This approach not only encourages participation but also fosters a deeper understanding of the content through interactive discussions, activities, and collaborative tasks. Secondly, the notion

⁸⁷Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

that learning delivery should be interactive, engaging, and challenging throughout the session indicates a structured and varied teaching strategies. It implies that technology utilized not just as a passive tool for information dissemination but as a means to create dynamic learning experiences. This could involve using multimedia resources, online platforms (Google Classroom and quizzes), or interactive tools that stimulate student interest and promote active learning. The informant B also stated that:

Students should interact with both audio and written materials. This helps assess their understanding.⁸⁸

According to the informant, there is a comprehensive approach to student engagement and assessment in English language learning at SMA 3 Parepare. By emphasizing the need for students to interact with both audio and written materials, the informant highlights a multifaceted strategy aimed at enhancing learning outcomes. Integrating audio materials into the learning process suggests a recognition of the importance of auditory comprehension in language acquisition. This approach allows students to listen to authentic language usage, such as conversations, speeches, or recordings, which can improve their listening skills, pronunciation, and overall language fluency.

Incorporating written materials alongside audio reinforces a balanced approach to language learning. Written texts provide opportunities for students to practice reading comprehension, vocabulary acquisition, and grammar skills. This dual approach not only caters to different learning styles but also allows for

⁸⁸ Mahyuddin, English Teacher SMA 3 Parepare, Interviewed 06th June 2024

a more holistic assessment of student's language proficiency. Moreover, the emphasis on interaction with these materials implies active participation in learning activities. Students are likely encouraged to engage critically with audio and written content, perhaps through tasks that require them to summarise, analyse, or respond to what they have heard and read. This interactive approach promotes a deeper understanding and application of language concepts beyond passive reception.

The use of both audio and written materials facilitates effective assessment of student understanding. Teachers can evaluate comprehension levels through listening exercises, reading comprehension tasks, and assessments that gauge how well students can apply what they have learned from both auditory and textual sources. The informant A stated that:

Technology is effective in increasing student motivation. Learning through play is also very popular among students.⁸⁹

The informant A said that two critical aspects of using technology in education at SMA 3 Parepare are its effectiveness in enhancing student motivation and the popularity of learning through play. Technology's effectiveness in increasing student motivation underscores its role in creating engaging learning experiences. By integrating technology into lessons, teachers can leverage multimedia tools such as videos, interactive simulations, and educational apps that cater to diverse learning styles and interests. These digital resources not only make learning more interactive and dynamic but also help in

⁸⁹ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

contextualizing abstract concepts and making learning relevant to students' lives. The mention of learning through play indicates a pedagogical approach incorporating gamification or interactive elements into the curriculum. Gamified learning environments can captivate students' attention, promote active participation, and foster a positive attitude toward learning. Such approaches often utilize educational games, simulations, and collaborative activities that encourage problem-solving, critical thinking, and creativity among students.

To answer the question about what types of technological tools and resources are most used by English language teachers at SMA 3 Parepare, the informant C stated that:

I use slides and project-based learning, accompanied by interactive conversations, to ensure the material reaches the students effectively.⁹⁰

The informant C said that the primary technological tools and resources commonly used by EFL teachers at SMA 3 Parepare focus on slides and project-based learning integrated with interactive conversations. Slides are commonly employed as visual aids in classrooms to present information in a structured and visually appealing manner. They can include text, images, graphs, and diagrams, facilitating the explanation of concepts and enhancing students' comprehension through visual representation.

Another significant method mentioned is *project-based learning* (PBL). This approach involves students working collaboratively on projects that require them to investigate, problem-solve, and create tangible outcomes. PBL

⁹⁰Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

encourages active learning, critical thinking, and the application of knowledge in real-world contexts, aligning well with modern educational goals of fostering 21st-century skills.

The use of interactive conversations alongside these tools ensures that learning remains engaging and participatory. By promoting dialogue and discussion, teachers can assess students' understanding, clarify concepts, and encourage peer learning. Interactive conversations also help in reinforcing language skills, such as speaking and listening, which are crucial in English language education. The informant C also stated that:

Audio, slides, and videos are used. Students understand better through these media.⁹¹

The informant C's statement underscores the diverse use of audio, slides, and videos as effective technological tools in teaching at SMA 3 Parepare. Audio is utilized to enhance listening skills, allowing students to hear authentic language use and improve their comprehension. This auditory input is crucial for language learners to develop their ability to understand spoken English, including accents, intonation, and natural speech patterns.

Slides are employed to visually present information, complement verbal explanations, and provide a structured format for delivering content. They often include text, images, charts, and diagrams that aid in reinforcing concepts, making complex ideas more accessible, and supporting visual learners in particular. The informant A also stated that:

⁹¹ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

By teaching the material first and then conducting discussions with students, PPTs, slides, and educational videos are used, which students enjoy.⁹²

Based on interviews, educational videos are employed to supplement learning by providing dynamic content that stimulates both auditory and visual senses. These videos can range from instructional clips to real-world examples that demonstrate concepts in action, making learning more interactive and applicable to students' lives. Importantly, the informant notes that students enjoy these multimedia resources. This enjoyment is crucial as it fosters a positive learning environment where students are motivated to actively participate in discussions, engage with the material presented, and ultimately enhance their comprehension and retention of English language concepts. How do EFL teachers at SMA 3 Parepare assess the effectiveness of technology integration in their teaching practices. The informant A stated that:

So far, it has been very effective for the learning process. Technology is beneficial for teaching.⁹³

The informant A underlined a positive assessment of technology's role in the learning process at SMA 3 Parepare, highlighting its effectiveness and benefits for teaching English. The acknowledgment of technology's effectiveness suggests that its integration into teaching methodologies has yielded tangible improvements in educational outcomes. By leveraging technological tools such as slides, PowerPoint presentations, and educational videos, teachers are able to create engaging and interactive learning environments. These tools not only

⁹² Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

⁹³ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 05th June 2024

facilitate the delivery of content but also cater to diverse learning styles, enhancing comprehension and retention among students.

The statement emphasizes the overall positive impact of technology on teaching practices. It suggests that technology has enabled teachers to innovate their instructional approaches, making lessons more dynamic and relevant to students' interests and needs. This adaptability ensures that learning remains engaging and meaningful, fostering deeper student engagement and motivation. Regarding another question about how effective is the use of Technology in their teaching practice at SMA 3 Parepare, the informant C stated:

It is very effective because, without technology, learning seems monotonous and boring for students.⁹⁴

The informant C explained the role of technology in combating monotony and enhancing student engagement within the learning environment. By highlighting the effectiveness of technology in education, the informant suggests that traditional teaching methods alone may not sufficiently captivate students' interests or meet their evolving educational needs. Technology offers a platform through which learning can be made interactive, personalized, and relevant to students' daily experiences.

Incorporating technology into teaching practices introduces multimedia elements such as videos, interactive presentations, and digital simulations that cater to different learning styles and preferences. These tools not only deliver educational content effectively but also stimulate active participation and critical

⁹⁴ Mustakin, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

thinking among students. By engaging with technology, students can explore concepts in depth, collaborate with peers, and apply knowledge in practical contexts, thereby fostering a deeper understanding and retention of information.

Informant's observation that learning without technology may appear monotonous highlights the transformative impact of digital tools on educational dynamics. By infusing technology into the classroom, educators can create a vibrant and stimulating learning environment that motivates students to explore, experiment, and discover knowledge autonomously. This approach not only enriches the educational experience but also prepares students for the challenges and opportunities of technology. The informant A said that:

Projects and direct learning activities are effective. Students enjoy practical activities. It is very effective as student learning outcomes, motivation, and classroom attendance have increased.⁹⁵

According to the informant A's statement, direct learning activities enhance student engagement, motivation, and overall academic outcomes. By integrating these methods into their teaching practice, educators at SMA 3 Parepare have successfully created a learning environment that resonates with students' interests and learning styles.

Project-based learning involves students actively exploring real-world problems and challenges, often in collaboration with their peers. This approach not only deepens their understanding of academic content but also cultivates essential skills such as critical thinking, problem-solving, and teamwork. By

⁹⁵ Nuraeni, English Teacher SMA 3 Parepare, Interviewed 07th June 2024

applying their knowledge to practical tasks, students are motivated to take ownership of their learning and achieve meaningful outcomes.

Direct learning activities, on the other hand, likely involve hands-on experiences and interactive sessions that directly engage students in the learning process. This method ensures that educational content is delivered in a dynamic and stimulating manner, catering to diverse learning preferences and abilities among students. Such activities not only reinforce conceptual understanding but also foster a positive classroom atmosphere where students feel encouraged to participate actively.

B. DISCUSSION

The findings about English Language Teachers' Attitude toward the use of Technology in Language Teaching at SMA 3 Parepare can be explained clearly below:

1. English language teachers' attitude toward teaching English at SMA 3 Parepare.

Based on the comprehensive insights gathered from the interviews with English language teachers at SMA 3 Parepare, their attitudes toward teaching English reflect a blend of structured planning, adaptive strategies, technological integration, and a proactive approach to student engagement and learning outcomes.

Firstly, the teachers demonstrate a commitment to organized and planned instruction. They adhere closely to teaching modules and plans, ensuring that the English language learning process progresses smoothly within the defined curriculum framework. This structured approach helps in maintaining consistency and clarity in educational delivery, minimizing disruptions even when unforeseen

challenges arise. By anticipating and addressing obstacles proactively, teachers foster an environment conducive to effective learning, where students can focus on acquiring language skills without unnecessary interruptions at SMA 3 Parepare.

According to the findings that the teachers recognize the role of teaching methods and strategies in shaping student learning experiences. They emphasize that the choice and implementation of these methods significantly impact learning outcomes. By employing instructional approaches, such as project-based learning and technology integration, teachers varied learning styles and enhance student engagement at SMA 3 Parepare. This multifaceted approach not only prevents classroom monotony but also allows for the effective measurement and adjustment of student progress, ensuring that each student's learning needs at SMA 3 Parepare are addressed appropriately.

It supported that technology plays a central role in their teaching practices, as observed in their positive attitude towards its integration throughout the English language learning process. From using IT tools for lesson introductions to motivating students with multimedia presentations, teachers leverage technology to enrich educational content and enhance student motivation.⁹⁶ The experts of the learning activities stated that the use of technology underscores their commitment to staying current with educational advancements and adapting teaching methodologies to meet the evolving needs of students in a digital age.⁹⁷ Related to the English language teachers' attitude toward teaching English at SMA 3 Parepare focused on the technology used at classroom activities in order to improve students learning outcomes.

⁹⁶ Bohner, *Attitudes and Attitudes Change*. (New York: Psychology Press, 2019)

⁹⁷ Larsen, D. *Techniques and Principles in Language Teaching (2nd Ed)*. (Oxford: Oxford University Press, 2020)

Regarding interaction with students, teachers acknowledge and address varying levels of engagement and motivation among students. They employ differentiated approaches to students with different response levels, such as providing motivational videos for those with indifferent responses and enthusiasm among more engaged students. This personalized approach not only supports student development but also contributes to overall positive classroom dynamics and improved learning outcomes at SMA 3 Parepare.

According to the theory that supported explained the evaluating of their teaching methodology's impact on student achievements, teachers affirm that integrating technology, particularly through project-based learning, yields significant benefits. They note improved student participation and enhanced learning outcomes across different proficiency levels, indicating the effectiveness of their instructional strategies in fostering comprehensive language skills development.⁹⁸

According to psychology theory that teacher attitudes significantly influence student motivation and engagement. According to Vygotsky stated that the teacher's attitude and behavior in the classroom create a learning environment that can either foster or hinder student motivation. When teachers exhibit positive attitudes, enthusiasm, and confidence in their teaching methods, they create an environment that encourages students to view learning as enjoyable and rewarding.⁹⁹ This positive reinforcement can boost students' intrinsic motivation, as they are more likely to engage with and value their learning experiences. Additionally, the teacher's belief in the potential for student improvement can lead to a more supportive and encouraging

⁹⁸ Forlin, C. *“Future Directions for Inclusive Teacher Education”*. (New York: Routledge, 2019)

⁹⁹ Vygotsky, L. *“Mind in society: The Development of Higher Psychological Processes”*. (Cambridge, MA: Harvard University Press, 1978)

atmosphere, which further enhances students' psychological well-being and their willingness to participate actively in their learning process. This dynamic underscores how teacher attitudes directly impact students' psychological states, making learning a more pleasant and effective experience.

Reflecting on learning English at SMA 3 Parepare, teachers acknowledge the importance of maintaining high standards in all aspects of English language teaching, including verbal communication and creating a conducive communication environment. It also supported that teacher recognize the need to continually refine their teaching methods to support students with diverse learning needs better and ensure equitable educational opportunities for all.¹⁰⁰ Overall, the teachers' attitudes towards teaching English at SMA 3 Parepare reflect a commitment to excellence, innovation, and student-centered learning. Through their structured yet adaptive approach, they create dynamic learning environments that empower students to thrive academically and develop essential language skills for future success.

The English language teachers at SMA 3 Parepare demonstrate a forward-thinking attitude towards teaching English, particularly regarding their integration of media and technology into the learning process. Their approach is characterized by a proactive use of various technological tools and multimedia resources to enhance the effectiveness of English language instruction.

The English language teachers' attitude toward incorporating media and technology into English language teaching at SMA 3 Parepare reflects their dedication to creating dynamic and effective learning environments. It supported that by embracing innovative educational practices, they not only enhance student

¹⁰⁰ Agus Bambang. *Teaching English As A Foreign Language*. (Yogyakarta: Graham Ilmu, 2016)

engagement and understanding but also equip students with essential academic skills.¹⁰¹

The observations conducted at SMA 3 Parepare provide comprehensive insight into English language teaching and learning dynamics. Firstly, the teachers exhibit high engagement and preparation in their instructional practices. They meticulously plan their lessons, utilizing structured teaching plans like RPP (Rencana Pelaksanaan Pembelajaran), which ensures that the curriculum objectives are effectively addressed. The explanation above related to the expert that stated this structured approach is complemented by diverse instructional strategies aimed at capturing students' interest and facilitating comprehension. Teachers actively employ multimedia resources, group activities, and discussions to foster a stimulating learning environment where students are encouraged to participate actively.¹⁰²

The student activities indicate a level of engagement and enthusiasm among learners. Students are observed to be actively involved in various classroom activities such as group discussions, role-plays, and interactive games. The theory stated that active participation suggests a positive learning atmosphere where students feel motivated and encouraged to interact with both their peers and teachers.¹⁰³ The supportive and interactive teaching methods employed by educators likely contribute to this high level of student engagement, fostering a conducive environment for language acquisition and skill development.

These findings are relevant to the theory that Teachers' attitudes refer to the disposition, beliefs, and feelings that educators hold towards their profession,

¹⁰¹ Brian. *Materials Development in Language Teaching*. (United Kingdom: Cambridge University Press, 2018)

¹⁰² Gulo, W. *Metodologi Pembelajaran*. (Jakarta: PT. Grasindo, 2017)

¹⁰³ Hamalik, O. *Proses belajar mengajar*. (Jakarta: PT. Bumi Aksara. 2016)

students, colleagues, and the educational system as a whole. These attitudes play a crucial role in shaping the classroom environment, influencing teaching methods, and ultimately impacting the learning experience of students. A teacher's attitude encompasses their approach to instruction, their level of enthusiasm, and their interpersonal relationships with students and colleagues.¹⁰⁴

The findings regarding English language teachers' attitudes toward the use of technology in language teaching at SMA 3 Parepare align closely with the broader theory of teachers' attitudes within education. Teachers' attitudes encompass their beliefs, feelings, and dispositions towards various aspects of their profession and the educational process. Teachers at SMA 3 Parepare demonstrate a positive disposition towards technology.

They view technology as a beneficial tool that enhances the learning environment, engages students, and improves learning outcomes. This positive attitude is reflected in their proactive use of multimedia resources like LCDs, computers, and advanced whiteboards connected to slides. These tools are seen as supplementary and integral to creating dynamic and interactive lessons that cater to diverse student needs.¹⁰⁵

The findings relevant to Laura's research stated that both grammar teaching methods are appropriate. There is a tendency toward the use of independent grammar, which is considered more effective in the context of EFL, whereas integrated grammar is effective for communicative settings.¹⁰⁶ The findings from

¹⁰⁴Chimhenga, S. "Attitudes Of Teachers Towards Students with Disabilities In Mainstream Classes: The Case Of Teachers In Some Selected Secondary Schools In Zimbabwe." (*Thesis - Asian Journal of Educational Research*, 04(04), 36-41. 2021)

¹⁰⁵ Djiwandono, M. S. *Tes Bahasa; Pegangan Bagi Pengajar Bahasa*. (Jakarta: Indeks. 2021)

¹⁰⁶ Laura Salvadora "Teachers' Attitudes Toward the Delivery of Grammar Teaching: Independent And Integrated Methods". (Faculty of Language and Arts, repository.uksw.edu)

Laura Salvadora's research on teachers' attitudes toward the delivery of grammar teaching can be related to teachers' attitudes at SMA 3 Parepare towards technology integration and instructional methodologies in English language teaching. This Research provides a theoretical framework that resonates with the practical approach of teachers at SMA 3 Parepare towards integrating technology and adapting instructional methodologies in English language teaching. Both contexts emphasize the importance of teacher attitudes in driving effective pedagogical practices and optimizing learning experiences for students at different proficiency levels.

The indicators of language teaching closely with the observed teacher attitudes toward teaching English at SMA 3 Parepare, highlighting key aspects that contribute to effective language instruction and student engagement. Students at SMA 3 Parepare teachers exhibit high engagement and enthusiasm in their teaching practices. They actively involve students in discussions, group activities, and interactive tasks, fostering a dynamic classroom environment. This active engagement enhances students' interest in learning English and encourages them to participate actively in class. Teachers' commitment to using multimedia resources, organizing group work, and facilitating discussions reflect their belief in creating engaging and effective lessons. This approach not only motivates students but also contributes to their deeper understanding and retention of language concepts.

Effective communication skills are essential for both teachers and students at SMA 3 Parepare. English language teachers demonstrate clear and coherent communication during lessons, ensuring that students understand language concepts and cultural nuances. This clarity in communication supports students' language development by providing them with accurate language models and opportunities to practice expressing themselves in English. Moreover, the expert statement that the

positive teacher-student interaction nurtures a supportive learning environment where students feel encouraged to communicate confidently in the target language.¹⁰⁷

Teachers at SMA 3 Parepare emphasize thoughtful assessment and constructive feedback as integral parts of their teaching approach. They use diverse assessment methods aligned with learning objectives to evaluate students' language proficiency comprehensively. This includes providing timely feedback that helps students identify areas for improvement and refine their language skills effectively. By incorporating fair and varied assessments, teachers ensure that students receive balanced feedback that enhances their learning outcomes and motivates them to strive for continuous improvement.

The last explanation showed that teachers at SMA 3 Parepare demonstrate that teachers' attitudes toward teaching English are reflected in their instructional practices and interactions with students. By prioritizing student engagement, effective communication, comprehensive assessment, and positive teacher-student relationships, teachers enhance the overall quality of language instruction. These indicators underscore the commitment of teachers at SMA 3 Parepare to creating a supportive and engaging learning environment where students can develop their English language skills effectively.

2. English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare.

Discussion referred to the explanation of teacher attitude toward the use of technology in language teaching at SMA 3. Parepare highlights a proactive and

¹⁰⁷ Megawati, *Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif*. *Pedagogia*, 5(2), 147-150. 2016)

positive stance towards integrating digital tools into the classroom environment. English language teachers at SMA 3 Parepare demonstrate a strong endorsement of technology, viewing it as generally beneficial with adequate facilities like LCD, computers, televisions, and interactive whiteboard readily available for instructional purposes. This infrastructure supports a technologically enriched learning environment, allowing for varied instructional approaches and multimedia integration to enhance teaching effectiveness.

English language teachers employ many various methods to improve students' confidence in using technology, prominently featuring project-based learning. This approach involves initiating discussions to gauge student abilities and interests, followed by creative activities such as drama creation or digital comics. Expert stated that projects not only foster language proficiency but also cultivate digital literacy and creative skills among students, making learning engaging and relevant to their interests and abilities.¹⁰⁸

The integration of advanced whiteboards connected to slides further underscores the commitment to technological integration. This setup not only enhances classroom interactivity but also facilitates smoother delivery of instructional content, which is well-received by students, fostering a positive learning atmosphere where technology is seamlessly integrated into daily learning activities.

The informant's remarks about students' confidence and enjoyment in using technology reflect a successful adoption of digital tools. This positive reception indicates that students feel comfortable and proficient in utilizing technology for learning, which enhances their overall engagement and participation in educational activities.

¹⁰⁸ Forlin, C. *Future Directions for Inclusive Teacher Education*. (New York: Routledge, 2019)

English language teacher's attitudes towards continuous learning and professional development highlight a proactive approach to staying updated on technological advancements. Recognizing the evolving nature of educational technology, teachers emphasise the importance of ongoing learning to leverage technological tools across various subjects effectively. It is also stated by the theory that commitment not only enhances teaching practices but also prepares students for future challenges in an increasingly digital world. While acknowledging the effectiveness of technology, teachers also recognize that not all learning activities necessitate digital tools.¹⁰⁹ They advocate for a balanced approach where real-world actions and technological applications coexist, ensuring that instructional methods are diverse and aligned with educational objectives.

English language teachers at SMA 3 Parepare demonstrate a forward-thinking approach towards technology in language teaching, leveraging its benefits to enhance teaching effectiveness, student engagement, and overall learning outcomes. Their proactive stance towards integrating and utilizing technology reflects a commitment to modernizing educational practices while maintaining a balanced approach that prioritizes pedagogical relevance and student-centered learning experiences. From the observations and insights from SMA 3 Parepare regarding teachers' attitudes towards technology in language teaching, it's evident that their proactive adoption of technology positively impacts students' achievement and learning outcomes.

English language teachers at SMA 3 Parepare are noted for their enthusiastic engagement with technology, using tools like LCDs, computers, large televisions, and interactive whiteboards connected to slides. These resources facilitate a more dynamic and interactive classroom environment where teachers can deliver content

¹⁰⁹ Bohner, *Attitudes and Attitudes Change*. (New York: Psychology Press, 2019)

in innovative ways and cater to diverse learning styles. It supported that integrating multimedia and interactive tools, teachers make lessons more engaging and accessible, thereby capturing students' interest and enhancing their understanding of English language concepts.¹¹⁰

The use of project-based learning, as highlighted by the informant, further demonstrates how technology is leveraged to boost students' confidence and participation. Projects involving digital media, such as creating dramas or digital comics, not only reinforce language skills but also foster creativity and critical thinking.¹¹¹ This approach encourages students to apply their knowledge in practical, real-world contexts facilitated by technology, thereby deepening their understanding and retention of English language concepts.

The positive feedback from students regarding their confidence and enjoyment in using technology underscores its effectiveness as a motivational tool. When students feel comfortable and proficient in utilizing digital resources for learning, they are more likely to participate and engage with the material actively. It was also relevant to the research from Amidi that active engagement contributes to improved learning outcomes as students become more involved in the learning process and develop essential skills in communication, collaboration, and digital literacy. Furthermore, teachers' commitment to continuous learning and professional development in technological advancements ensures that they remain abreast of the latest educational tools and methodologies.¹¹² This ongoing professional growth

¹¹⁰ Syauqiyah Awaliyah Alfiani Nur "This study also showed that the English teachers' practices in ICT-based learning were not yet optimally implemented". *Celebes Journal of Language Studies* Vol. 1, No. 2 December 2021

¹¹¹ Davis, F.D. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (*MIS Quarterly*. Vol. 13 No. 1989)

¹¹² Brown, H. D. *Principles of Language Teaching and Learning*. (New Jersey: Prentice Hall. 2017)

enables them to adapt their teaching strategies effectively, integrating new technologies in ways that optimize learning experiences and support student achievement.

According to psychology theory that teacher's attitude towards using technology significantly affects students' psychological which teachers approach technology with enthusiasm and confidence.¹¹³ Relevance with the students at SMA 3 Parepare that positively influences students' attitudes towards learning. This positive engagement with technology can increase students' enthusiasm, motivation, and self-confidence during the learning process.

These findings are relevant to the theory that a positive attitude toward technology involves a commitment to staying abreast of the latest advancements and continuously seeking ways to integrate them into the curriculum.¹¹⁴ This proactive approach reflects a teacher's recognition of technology as a dynamic and evolving educational force. It also demonstrates a willingness to adapt instructional methods to meet the changing needs of students in technology.¹¹⁵ It explained that these findings align with the theory that a positive attitude toward technology involves not only using it effectively but also embracing its evolution. Teachers at SMA 3 Parepare demonstrate a commitment to staying current with technological advancements, recognizing technology as a dynamic force in education. Their proactive approach to integrating these advancements into the curriculum reflects an understanding of how technology can enhance learning outcomes.

¹¹³ George C. Boeree, *"Personality Theories: Melacak Kepribadian Anda bersama Psikolog Dunia"*. (Yogyakarta: Prismsophie, 2016)

¹¹⁴ Kadir Karakaya, *"An Investigation of English Language Teachers' Attitudes"*. (Thesis for: Master of Art Advisor: Gölge Seferoğlu, 2020)

¹¹⁵ Forlin, C. *Future Directions for Inclusive Teacher Education*. (New York: Routledge, 2019)

3. English language teachers' attitude toward the implementation of technology into their teaching practice at SMA 3 Parepare

Discussion referred to English language teacher implementation and their attitude toward the use of Technology in their teaching practice at SMA 3 Parepare, teaching practices at SMA 3 Parepare reflect a comprehensive approach aimed at enhancing student engagement, interaction, and overall learning outcomes. Teachers at SMA 3 Parepare prioritize interactive learning experiences over passive instruction, leveraging various technological tools and methodologies to create dynamic classrooms. Emphasizing interactive learning processes rather than static slide presentations, teachers ensure that students are actively involved in their learning throughout each session. This approach not only fosters engagement but also promotes deeper comprehension of English language concepts through collaborative activities, discussions, and interactive tasks facilitated by technology.

The integration of audio and written materials underscores a balanced approach to language learning at SMA 3 Parepare. By incorporating auditory components, such as listening exercises and authentic language samples, alongside written texts for reading comprehension and vocabulary development, teachers cater to diverse learning styles and enhance overall language proficiency. According to the theory that multifaceted strategy not only assesses students' understanding effectively but also encourages critical engagement with language materials, promoting both linguistic and communicative competence.¹¹⁶

The use of various technological tools such as slides, project-based learning, educational videos, and interactive conversations illustrates a proactive approach to

¹¹⁶ Laura Salvadora "Teachers' Attitudes Toward the Delivery of Grammar Teaching: Independent And Integrated Methods". (Faculty of Language and Arts, repository.uksw.edu)

instructional design. Slides and PowerPoint presentations serve as visual aids to convey information clearly, while project-based learning encourages students to apply their knowledge in real-world contexts, fostering creativity and problem-solving skills. Educational videos and interactive conversations further enrich the learning experience by providing dynamic content that resonates with students' interests and facilitates active participation.

The positive feedback regarding technology's role in increasing student motivation highlights its transformative impact on the learning environment. Teachers at SMA 3 Parepare acknowledge that technology mitigates monotony in traditional teaching methods, making lessons more engaging and relevant to students' daily experiences. This shift towards interactive and practical learning activities, such as projects and direct learning tasks, has significantly enhanced student outcomes, motivation, and classroom attendance. Students benefit from a learning environment that encourages exploration, collaboration, and the application of knowledge, preparing them effectively for future academic and professional challenges in a technologically advancing world.¹¹⁷

The effective implementation of technology by EFL teachers at SMA 3 Parepare reflects a commitment to innovative pedagogical practices that align with students' learning needs and educational goals. By integrating technology in meaningful ways, educators not only enhance teaching effectiveness but also cultivate a stimulating learning environment that promotes active student engagement, critical thinking, and holistic language development. This approach underscores the pivotal role of technology in modern education, where its strategic

¹¹⁷Rita C.R. *Instructional technology : The Definition and Domains of Field*. (AECT Washington DC. 2019)

use enhances educational outcomes and prepares students for success in an increasingly digital society.

The integration of technology into English as a Foreign Language (EFL) teaching practices at SMA 3 Parepare represents a forward-thinking approach that enhances both the teaching process and student learning outcomes. At the heart of this approach is the emphasis on interactive and engaging learning experiences facilitated by a range of technological tools and methodologies.¹¹⁸

The English language teachers at SMA 3 Parepare prioritize interactive learning over passive instruction. Rather than relying solely on traditional methods like slide presentations, they utilize technology to foster active student participation throughout every class session. This approach ensures that students are not merely recipients of information but are actively engaged in discussions, collaborative tasks, and hands-on activities. By using multimedia resources such as videos, interactive simulations, and educational apps, teachers cater to diverse learning styles and interests, making lessons more dynamic and relevant.¹¹⁹

Technological tools such as slides, project-based learning, and educational videos play pivotal roles in enhancing instructional delivery. Slides and PowerPoint presentations serve as visual aids that organize and present information in a structured format, explaining complex concepts and facilitating better understanding.¹²⁰ Project-based learning (PBL) engages students in real-world tasks that require problem-solving, collaboration, and creativity, thereby deepening their understanding of language concepts toward English skills.

¹¹⁸ Arifin, Z. *Evaluasi pembelajaran (Translate)*. (Bandung: PT Remaja Rosdakarya, 2021)

¹¹⁹ Davis, F.D. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (*MIS Quarterly*. Vol. 13 No. 1989)

¹²⁰ AECT, *The definition of educational technology*. (Washington : Association for Educational Communication and Technology. 2021)

According to Sri Wahyu Ningsih in Elite Journal stated that students also use media to improve their English language skills. Meanwhile, students are more comfortable when learning through media because they can use search engine tools to look up any topic without feeling embarrassed about asking questions. The conclusion reached by the research is that the role of teachers is limitless in the classroom based on the findings. The study recommends that English teachers integrate media into EFL classrooms and create an enjoyable environment so that students can participate thoroughly.¹²¹ It is relevant to the findings here that integrated media may help students improve their learning motivation.

The positive impact of technology on student motivation is another significant aspect noted at SMA 3 Parepare. Teachers observe that technology makes learning more interactive and enjoyable, thereby combating monotony in traditional teaching approaches. Interactive learning environments, such as educational games and collaborative digital platforms, teachers stimulate students' interest and enthusiasm for learning.¹²² This motivational boost not only enhances classroom dynamics but also promotes sustained engagement and participation among students.

According to the explanations of this research, the researcher may take some argumentation that the researcher can argue that anybody could not underestimate schools located in the outpart of cities, as these schools might have facilities that are not available in other schools. Additionally, one should not underestimate older-age teachers, as these educators are often willing to stay updated and upgrade their

¹²¹ Wahyuningsih, Investigating Teachers' Role in Enhancing Efl Classroom in the Digital Era: Indonesian High School Students' Voices. *ELITE JOURNAL*, 5(4), 767-782. Retrieved from <https://elitejournal.org/index.php/ELITE/article/view/167>. (2023).

¹²² Almasoudi, Problem-Based Learning as a Teaching Method Versus Lecture-Based Teaching in Respiratory Therapy Education . (Thesis. Georgia State University: Department of Respiratory Therapy. 2021)

knowledge regarding technology for the implementation of interactive learning as the teacher at SMA 3 Parepare.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This research conducted about an investigation of English language teachers' attitudes toward the use of technology in language teaching at SMA 3 Parepare can be concluded that:

1. English language teachers' attitude toward teaching English at SMA 3 Parepare, which focused on instructional methods and active interaction and encouraged students to participate actively in learning activities such as group discussions and multimedia-enhanced lessons, proved to contribute to creating an effective English language learning experience for students.
2. English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare demonstrates a positive attitude toward integrating technology into language teaching practices which utilize a variety of technological tools such as LCD, computers, and interactive whiteboards to enhance lessons and engage students effectively while makes learning more interactive and accessible but also reflects teachers' commitment to adapting modern educational resources to improve learning outcomes and students learning interest.
3. English language teachers implement their attitude toward the use of Technology into their teaching practice at SMA 3 Parepare by prioritizing interactive and engaging learning experiences by incorporating multimedia resources, project-based learning, and interactive conversations to stimulate student interest and participation while enhancing students' language skills but also fosters creativity,

using technology effectively and create an innovative learning environment at class.

B. IMPLICATION

1. The first implication from the research was enhanced student engagement and learning outcomes by actively encouraging students to participate in activities like group discussions and multimedia-enhanced lessons. Teachers foster a more interactive and dynamic learning environment.
2. Preparation for Future Skills and Competencies, which reflects a forward-thinking approach to education. Teachers' positive attitudes towards technology integration demonstrate their commitment to preparing students for the digital era.

C. SUGGESTION

1. For English Teachers, continuous learning ensures teachers stay updated with the latest educational trends and enhances their effectiveness in the classroom.
2. For the Next Researcher, conduct longitudinal studies to examine the sustained impact of technology integration on students' language proficiency and overall academic performance.

BIBLIOGRAPHY

- Agus Bambang. *Teaching English as A Foreign Language*. (Yogyakarta: Graham Ilmu, 2016)
- Ajzen, I. *Attitudes, Personality, and Behavior*. (New York: Open University Press, 2021)
- Alhafidz, *The Definition of Educational Technology*. (Washington: Association for Educational Communication and Technology. 2021)
- Almasoudi, Problem-Based Learning as a Teaching Method Versus Lecture-Based Teaching in Respiratory Therapy Education. (Thesis. Georgia State University: Department of Respiratory Therapy. 2021)
- Ansori, M. *Metode Penelitian Kuantitatif Edisi 2*. (Airlangga University Press. 2020)
- Avramidis, "Teachers' attitudes toward integration/inclusion: a review of the literature." (European Journal of Special Needs Education, Vol. 17 (2), 129-147. 2019)
- Barbara. *Instructional technology : The Definition and Domains of Field*. (AECT Washington DC, 2021)
- Biggs, J. *Constructive Alignment in University Teaching*. (HERDSA Review of Higher Education, 2021)
- Bohner, *Attitudes and Attitudes Change*. (New York: Psychology Press, 2019)
- Bondi, J. *Curriculum development: A Guide to practice*. (London: Merrill Publishing Company. 2019)
- Brian. *Materials Development in Language Teaching*. (United Kingdom: Cambridge University Press, 2018)
- Bridger, R. S. *Introduction to Ergonomic*. (Singapore: Mc. Graw – Hill International, 2018)
- Boeree. George C, *Personality Theories: Melacak Kepribadian Anda bersama Psikolog Dunia*. (Yogyakarta: Prismsophie, 2016)
- Brown, H, D. *Principles of Language Teaching and Learning*. (New Jersey: Prentice Hall. 2017)
- Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua* (Jakarta: Kencana Prenada Media Group, 2017)
- Chimhenga, S. "Attitudes Of Teachers Towards Students With Disabilities In Mainstream Classes: The Case Of Teachers In Some Selected Secondary Schools In Zimbabwe." (Thesis - Asian Journal of Educational Research, 04(04), 36-41. 2021)

- Delaney, M. *Special Educational Needs*. (Oxford: OXFORD University Press. 2021)
- Dreyfuss, H. *Designing For Teaching IT*. (New York: Paragraphic Books.2019)
- Forlin, C. *Future Directions for Inclusive Teacher Education*. (New York: Routledge, 2019)
- Gagne, R.M. *The Conditioning of Learning and Theory of Instruction*. (4th ed New York: Holt, Rinehart & Winston. 2017)
- Gay, L. R., Mills, G. E., & Airasian, P. W. *Education research: competencies for analysis and applications* (Upper Saddle River, N.J.: Merrill/pearson 2019)
- Gulo, W. *Metodologi Pembelajaran*. (Jakarta: PT. Grasindo, 20170)
- Hamalik, O. *Proses belajar mengajar*. (Jakarta: PT.Bumi Aksara. 2016)
- Janet. *An introduction to Sociolinguistics (3rd Ed)*. (UK: Longman Pearson, 2018)
- Jaya, I. *Pedoman Penelitian Pendidikan*. (Jakarta: Prenada Media Group, 2019)
- Kadir Karakaya, “An Investigation of English Language Teachers` Attitudes”. (Thesis for: Master of Art Advisor: Gölge Seferoğlu, 2020)
- Korumaz, M., & Karakaş, A. (2014). An investigation of English language instructors' attitudes towards reflective teaching. *Pegem Journal of Education and Instruction*, 4(1), 27–46. <https://doi.org/10.14527/pegegog.2014.002>
- Kusuma, & Ramadevi. *Inclusive Education-Teacher Competencies*. (Shanlax International Journal of Education, 01(03), 24-40. 2018)
- Larsen, D. *Techniques and Principles in Language Teaching (2nd Ed)*. (Oxford: Oxford University Press, 2020)
- Laura Salvadora “Teachers’ Attitudes Toward the Delivery of Grammar Teaching: Independent And Integrated Methods”. (Faculty of Language and Arts, repository.uksw.edu)
- Leatherman, J. M., & Niemeyer, J. *A Teachers’ Attitudes Toward Inclusion: Factors Influencing Classroom Practice* (Journal of Early Childhood Teacher Education, 26(01), 23-36. 2015)
- L. Vygotsky. *Mind in Society: The Development of Higher Psychological Processes*. (Cambridge. MA: Harvard University Press, 1978)
- Madden, J., Lynch, D., & Doe, T. *The Teacher Researcher*. (London: The Primrose Hall Publishing Group. 2017)
- McTighe, J. *Understanding by design. Alexandria*, (VA: Pearson Merriill Prentice Hall. 2017)
- Molenda, M. *Educational technology a definition with Commentary*. Lawrence Erlbaum Associate Taylor & Francis Group 270 Madison Avenue (New York, NY 10016. 2018)

- Morrison, *Designing effective instruction (5th ed.)*. (New Jersey: Jhon Wiley & Sons, Inc.2018)
- Munir. *Teaching concepts: an instructional design guide*. (New Jersey: Educational Technology Publications, 2019)
- Mujahidah, et al., *The Students' Perception of Artificial Intelligence-Based Instruction in Speaking Class*. (ELITE JOURNAL: Journal of English Linguistics, Literature, and Education) Vol. 5, No. 3. P. 595-596. 2023.
- Narimawati, *Metodologi Penelitian: Dasar Penyusun Penelitian Ekonomi*. (Jakarta: Genesis. 2020).
- Penny Ur. *A Course in English Language Teaching*. (United Kingdom: Cambridge University Press, 2022).
- Pribadi, B.A. *Model Desain Sistem Pembelajaran*. (Jakarta: Dian Rakyat. 2019).
- Reyhan which tittle “An Investigation on EFL Teachers’ Attitude toward Teaching Profession”. English Language Teaching Department, Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Turkey.
- Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2019).
- Sriyono. *Teknik Belajar Mengajar dalam CBSA.(Terjemahan)*. (Jakarta: Rineka Cipta.2022).
- Sugiyono, *Metode Penelitian Kuantitatif, dan R&D*. (Bandung: Alfabeta, 2018)
- Sugiyono, *Metode Penelitian Kuantitatif, dan R&D*. (Bandung: Alfabeta, 2018)
- Syafei. *English Pronunciation: Theory and Practice*. (Jakarta: Depdikbud, Dirjen Dikti. 2018)
- Syauqiyah Awaliyah Alfiani Nur “This study also showed that the English teachers’ practices in ICT-based learning were not yet optimally implemented”. *Celebes Journal of Language Studies* Vol. 1, No. 2 December 2021
- Uno, H.B. *Profesi kependidikan*. (Jakarta: Bumi Aksara, 2017)
- Zais, R. *Curriculum: principles and foundations*. (New York: Harper & Row, Publisher. 2016)
- Zheng. “Teachers’ perceptions of the application of design elements”. (The Quarterly Review of Distance Education, 7(1), 35-47. 2019)

APPENDICES



Appedices 01 Administration



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-717 /In.39/PP.00.09/PPS.05/05/2024
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

22 Mei 2024

Yth. **Bapak Walikota Parepare**
 Cq. **Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu**

Di
 Tempat

Assalamu Alaikum Wr. Wb.

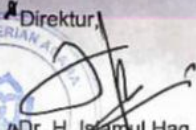
Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : HERNI TRI HANDAYANI
 NIM : 2120203879102026
 Program Studi : Tadris Bahasa Inggris
 Judul Tesis : **An Investigation of English Language Teachers' Attitude Toward the Use of Technology in Language Teaching at SMA 3 Parepare.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Mei s/d Juli Tahun 2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.


Direktur
Dr. H. Islamul Haq, Lc., M.A.
NIP.19840312 201503 1 004



Scanned with CamScanner

Appendices 02: Administration

SRN IP0000405



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 405/IP/DPM-PTSP/6/2024

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
 NAMA : **HERNI TRI HANDAYANI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **Pendidikan Bahasa Inggris**
 ALAMAT : **JL. SIRATAL MUSTAKIM PAREPARE**
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' ATTITUDE TOWARD THE USE OF TECHNOLOGY IN LANGUAGE TEACHING AT SMA 3 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN DAN KEBUDAYAAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (UPT SMA NEGERI 3 KOTA PAREPARE)**

LAMA PENELITIAN : **30 Mei 2024 s.d 01 Juli 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **03 Juni 2024**

**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 KOTA PAREPARE**



HJ. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



Appendices 03: Administration



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 3 PAREPARE

*Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare
 Telepon: 0421-22836, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan*

SURAT KETERANGAN PENELITIAN
 Nomor : 070/133.a-UPT SMA.03/PARE/DISDIK

Yang bertanda tangan di bawah ini Kepala Unit Pelaksana Teknis SMA Negeri 3 Parepare menerangkan bahwa:

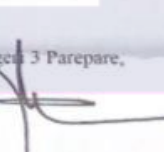
Nama	: HERNI TRI HANDAYANI
NIM	: 2120203879102026
Jenis Kelamin	: Perempuan
Program Studi	: Pascasarjana Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa / Institut Agama Islam Negeri Parepare
Lokasi Penelitian	: SMA Negeri 3 Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian di SMA Negeri 3 Parepare mulai tanggal 29 Mei sampai dengan 1 Juli 2024 dengan Judul Penelitian:

"AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' ATTITUDE TOWARD THE USE OF TECHNOLOGY IN LANGUAGE TEACHING AT SMAN 3 PAREPARE"

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 01 Juli 2024
 Kepala UPT SMA Negeri 3 Parepare,



MUHAIMAD TAHA TAKING, S.Pd., M.Pd
 NIP. 19681208 199412 1 005



Appendices 04: Administration

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN
Nomor: B-166/In.39/UPB.10/PP.00.9/07/2024

Yang bertanda tangan dibawah ini,
Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,
Nama : Hemi Tri Handayani
Nim : 2120203879102026
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 18 Juli 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 18 Juli 2024
Kepala,

Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

Appendices 05: Administration



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
 Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT PERNYATAAN
 No. B.480 /In.39/LP2M.07/07/2024

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.
 NIP : 19880701 201903 1 007
 Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
 Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' ATTITUDE TOWARD THE USE OF TECHNOLOGY IN LANGUAGE TEACHING AT SMA 3 PAREPARE
 Penulis : HERNI TRI HANDAYANI
 Afiliasi : IAIN Parepare
 Email : hernitrihandayani1197@gmail.com

Benar telah diterima pada Jurnal **DEIKTIS: JURNAL PENDIDIKAN BAHASA DAN SASTRA PERKUMPULAN DOSEN MUSLIM INDONESIA SULAWESI SELATAN** Volume 4 Nomor 3 Tahun 2024 yang telah terakreditasi SINTA 5.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An - Kelua LP2M
 Kepala Pusat Penerbitan & Publikasi



Muhammad Majdy Amiruddin, M.MA.
 NIP.19880701 201903 1 007



Appendices 06: Administration LoA and Journal



**DEIKTIS: JURNAL PENDIDIKAN BAHASA DAN SASTRA
PERKUMPULAN DOSEN MUSLIM INDONESIA
SULAWESI SELATAN**

Jl. Malaja Mas Blok D No. 7 Kota Palopo

BUKTI PENERIMAAN NASKAH ARTIKEL ILMIAH

No: 06/JD-DMI/VII/2024

Diberitahukan bahwa, Naskah artikel ilmiah dengan judul:

**AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' ATTITUDE TOWARD
THE USE OF TECHNOLOGY IN LANGUAGE TEACHING AT SMA 3 PAREPARE**

Yang diserahkan oleh:

**HERNI TRI HANDAYANI
ARQAM
MAGDAHALENA TJALLA
MUJAHIDAH
ABDUL HARIS SUNUBI**

Telah diterima untuk dipublikasikan pada
DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra, Volume 4, No. 3 Tahun 2024
Demikian surat ini dibuat dan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 22 Juli 2024

Editor-in-Chief

Dr. Edi Wahyono, S.S., M.Hum.

PAREPARE

An Investigation of English Language Teachers' Attitude toward the Use of Technology in Language Teaching at SMA 3 Parepare

Herni Tri Handayani ¹

Arqam ²

Magdahalena Tjalla ³

Mujahidah ⁴

Abdul Haris Sunubi⁵

¹²³⁴⁵ Pascasarjana IAIN Parepare, Indonesia

¹ hernitrihandayani1197@gmail.com

² arqam@iainpare.ac.id

³ magdahalenatjalla@iainpare.ac.id

⁴ mujahidah@iainpare.ac.id

⁵ abdharissunubi@iainpare.ac.id

Abstract

Teachers' attitudes play a role in shaping the educational environment and influencing student learning outcomes. They encompass their beliefs, values, and behaviors toward their profession, students, colleagues, and the learning process. The research aimed to Investigate English language teachers' Attitudes toward the Use of Technology in Language Teaching at SMA 3 Parepare. This research used descriptive qualitative research with a study cases approach, there were three English teachers with observe the English language teaching and learning process and the interview process used semistructured interviews and the analysis technique used data reduction, display data, and conclusion. The result of this research was as follows: 1) English language teachers' attitude toward teaching English focused on instructional method and active interaction with group discussions and multimedia-enhanced lessons proved the contribution to creating a practical English language learning experience for students. 2) English language attitude toward the use of Technology showed a positive attitude toward technology which utilize technological tools such as LCD, computers, and interactive whiteboards to enhance lessons effectively. 3) English language teachers' implementation toward the use of technology engaging learning experiences by incorporating multimedia resources, project-based learning, and interactive conversations to stimulate student interest and participation while enhancing students' language skills but also fosters creativity, using technology effectively and create an innovative learning environment at class.

Keywords: *English Language Teachers' Attitude, Technology*

Introduction

Technology has revolutionized education by providing innovative tools and resources that enhance learning experiences for students and educators alike. One of the most significant benefits of technology in education is its ability to personalize learning. According to Harmer, the utilization of technology may impact the student's learning platforms and educational software, which students can receive tailored instruction that caters to their individual needs and learning styles. (Dedi, 2021) This personalized approach fosters greater engagement and helps students achieve academic success at their own pace.

Technology expands access to education by breaking down geographical barriers. Online learning platforms and virtual classrooms enable students from diverse backgrounds and locations to access high-quality educational resources and interact with experts in various fields. This accessibility is especially beneficial for individuals in the classroom or allowing people to pursue education without the constraints of traditional classroom settings.

Computer technology and its use in language teaching involve using computer hardware and software to enhance the language teaching and learning process in the contemporary educational landscape, and technology has become increasingly vital in transforming the learning process. The integration of technology in education is crucial for several reasons. Firstly, it enhances accessibility to information and educational resources, breaking down geographical barriers and providing students with a wealth of knowledge at their fingertips. Interactive and multimedia elements in digital learning materials engage students more effectively, catering to diverse learning styles and preferences. (Alhafidz, 2021)

Technology serves as a catalyst for innovation in language instruction, offering a plethora of interactive tools and resources that can enhance the learning experience for both teachers and students. Integrating technology into language teaching, educators can create dynamic and engaging lessons that cater to diverse learning styles and preferences, fostering a more interactive and immersive learning environment.

The impact of technology on language teaching extends beyond the classroom, facilitating access to authentic language materials and resources from around the world. Through online platforms, digital libraries, and multimedia resources, teachers can expose their students to real-life language usage, cultural nuances, and global perspectives. (Hedwig, 2020) Technology empowers language teachers to personalize instruction and provide targeted support to individual students. Adaptive learning platforms, language learning apps, and online assessment tools enable teachers to tailor their teaching strategies to meet the unique needs and proficiency levels of each learner, fostering greater student engagement and academic success.

The using of technology in the classroom holds paramount importance in cultivating students' interest and engagement in the learning process. In today's digital age, students are inherently drawn to technology, making it a powerful tool to capture their attention and enhance the overall educational experience. Interactive and visually stimulating learning materials, such as educational apps, multimedia presentations, and online resources, create an immersive and dynamic environment that resonates with the modern learner. (Barbara, 2021) The use of technology allows for diverse and personalized learning experiences, catering to individual interests and learning styles. Through interactive simulations, virtual field trips, and collaborative online projects, technology transforms traditional teaching methods into interactive and participatory activities, fostering a sense of curiosity and exploration among students.

The teacher's attitude is instrumental in establishing a meaningful and relevant connection between the use of technology and students' engagement in the learning process. The ability to design innovative and compelling learning experiences that seamlessly integrate technology to capture students' interest. A Creative teacher goes beyond simply incorporating digital tools; they envision how these tools can enhance the educational journey and create connections between classroom content and students' everyday experiences. This might involve designing interactive lessons, incorporating multimedia elements, or using gratified learning platforms to make the use of technology both educational and enjoyable. A creative attitude enables teachers to adapt to evolving technological trends, ensuring that the tools employed resonate with the preferences and needs of contemporary learners.

The observation conducted at SMA 3 Parepare showed that students' interest in learning English is still Low, as shown by their gestures and the way they respond to the teacher in

class. Students at SMA 3 Parepare are using technology in their teaching but are still not finding it interesting. Several factors might contribute to this disconnect. One potential reason could be a misalignment between the chosen technology and the student's learning preferences or the nature of the subject matter.

Another factor that may cause students' low interest is teacher attitude; it showed that teachers' attitudes toward the content they are teaching did not significantly impact students' engagement and motivation. When a teacher conveys genuine excitement and enthusiasm about the subject, several factors could contribute to the perception that the use of technology at SMA 3 Parepare is not as effective as intended. It's essential to consider these factors to identify areas for improvement.

The utilization of technology at SMA 3 Parepare, while present, may not be as effective as desired due to several potential factors. One contributing factor could be a lack of alignment between the chosen technological tools and the specific educational needs or learning preferences of the students. If the technology used does not resonate with the students or is not tailored to the subject matter, it may fail to capture their interest. Every technology used in education inherently contributes to students' interest and engagement in the learning process. Technology serves as a dynamic and versatile tool that can be tailored to various learning styles and preferences, making educational content more accessible and engaging interactive multimedia presentations.

The researcher formulated the objective of the research below: To describe English language teachers' attitude toward teaching English at SMA 3 Parepare. To describe English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare. To describe English language teachers' implementation and their attitude toward the use of technology in their teaching practice at SMA 3 Parepare.

Method

This research used descriptive qualitative. The used of the descriptive qualitative research method in this study allows the researcher to analyze detailed information and gain a deeper understanding on English language teachers' attitudes toward the use of technology in language teaching at SMA 3 Parepare and to answer the research questions. This method was particularly suitable when the goal is to explore and describe a phenomenon in detail.¹ This research was conducted at SMA Negeri 3 Parepare, located at Jl. Pendidikan No.9 Bukit Harapan, Wattang Soreang, Kec. Soreang, Kota Parepare, Sulawesi Selatan 91131. The subject of this research was the English language teachers at SMA 3 Parepare which total of subjects in this research were three English language teachers.

Results

English language teachers' attitude toward teaching English at SMA 3 Parepare.

Teacher attitude toward teaching English at SMA 3 Parepare; teachers' attitude refers to the overall disposition, beliefs, and behaviours that a teacher exhibits in their teaching practice. It encompasses how teachers view their role, their students, and the subject matter they teach. According to the observation during the classroom, the findings can be explained below:

Observation Indicator	Result observation
Teacher Activities	The observation of teacher activities at SMA 3 Parepare reveals that teachers demonstrate a high level of engagement and enthusiasm in

¹(Narimawati, 2020)

	their teaching. They prepare well-structured lesson plans such as RPP and use a variety of instructional strategies such as: 1. Strategy Games Teachers use educational games as a strategy to make learning fun and interactive. 1. Strategy Visual Aids Visual aids such as pictures and videos are used by teachers to support their teaching. 3. Strategy Learning Center Teachers set up learning centers or stations in the classroom where students can engage in different activities related to the lesson. The lessons are interesting and comprehensible. The teachers actively interact with students, asking questions to gauge understanding and providing immediate feedback. Their activities include using multimedia resources, organising group work, and facilitating class discussions. These actions show their commitment to making English lessons engaging and effective.
Interaction with Students	The observation of student and teacher interaction activities indicates that students are actively participating in interaction with the English teacher in class. They engage in different types of classroom activities, such as group discussions, role-plays, and interactive games. Teacher interaction before teaching material was interactive communication, with the teacher actively explaining the materials to the students. After studying, teacher and student interaction was also communicative, with the teacher focusing on technology using class. Students respond to teachers' questions, work collaboratively with peers, and use the resources provided by the teachers. The level of student engagement suggests that the students are motivated and interested in learning English, which is likely influenced by their teachers' positive and supportive attitudes.
Teaching Method	Teaching methods employed by teachers at SMA 3 Parepare are diverse and student-centered. They use a mix of traditional and modern teaching approaches to different learning styles. Methods observed include direct instruction for explaining new concepts, communicative language teaching to enhance speaking and listening skills, and task-based learning for practical application of language skills. Teachers also incorporate technology, such as educational videos and language learning apps like PowerPoint and Quizzez app, to make lessons

more interactive and accessible. This variety in teaching methods reflects the teachers' commitment to providing a comprehensive and effective English education.

The classroom observations at SMA 3 Parepare, it is evident that teachers exhibit good attitudes toward teaching English. The following points highlight the specific aspects of their positive attitude as observed through their activities, interactions with students, and teaching methods as indicators of observation. The observed teachers demonstrate a high level of enthusiasm and dedication in their teaching activities. They meticulously prepare engaging lesson plans that incorporate a variety of instructional strategies to cater to different learning styles. Teachers actively participate in classroom interactions, frequently asking questions to assess student understanding and providing immediate, constructive feedback. They also use multimedia resources and organize interactive activities such as group work and class discussions. This proactive engagement reflects their commitment to making English lessons both enjoyable and effective for their students

English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare

Findings explain teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare, which was focused on the use of technology in language teaching at SMA 3 Parepare. Teachers' attitudes toward the use of technology in language teaching refer to their overall disposition, beliefs, and behaviors regarding the integration of digital tools and resources in their teaching practices. These attitudes can significantly impact how effectively technology is used in the classroom and how it influences student learning outcomes. The following result observation can be shown below:

Observation Indicator	Result observation
Verbal Communication	Teachers at SMA 3 Parepare use technology to enhance verbal communication in the classroom. The observation shows that teachers frequently use digital tools such as language learning apps for google classroom and Quizziz, while for media used PPT, Ispring to facilitate exercises. These tools help students practice speaking and listening skills in a more interactive and engaging manner. Teachers provide feedback through these platforms, which improves the effectiveness of verbal communication activities. Their positive attitude toward technology is evident as they integrate these tools seamlessly into their lessons.
Classroom Environment	The use of technology has a significant impact on the classroom environment. Teachers create a dynamic and stimulating learning atmosphere by incorporating multimedia resources, interactive whiteboards, and online learning platforms. The observation indicates that these technological tools make the classroom environment more engaging and conducive to

	learning. Students are more attentive and motivated, as the lessons are visually appealing and interactive. Teachers' positive disposition toward technology fosters a modern and efficient learning space that enhances students' overall learning experience.
Student Engagement	Technology plays a crucial role in boosting student engagement at SMA 3 Parepare. The observation reveals that students are more actively involved in lessons that incorporate digital tools. Interactive activities such as online quizzes, virtual discussions, and collaborative projects using digital platforms keep students engaged and participative.
Professional Development	English language teachers at SMA 3 Parepare demonstrate a strong commitment to professional development in educational technology. For example, they joined governor training, which also invited experts to give more training about using technology at SMA 3 Parepare, and they took part in webinars and Zoom training related to developing the use of technology in learning.

According to the observation, which focused on attitude toward the use of technology in language teaching at SMA 3 Parepare regarding the result that teachers showed a positive attitude toward the use of technology in terms of classroom activities. Some of the questions given to the informant which stated what.

According to the interview regarding the use of technology in language teaching at SMA 3 Parepare, the informant expressed a positive outlook overall. They highlighted several key points that reflect their perspective on technology integration in the classroom. *Firstly*, the informant C emphasized the adequacy of facilities provided for teaching. They mentioned that besides LCD screens and computers, there are also large televisions available. These resources are directly utilised by teachers during their instructional sessions. This indicates that the school has invested in modern technological infrastructure, which supports diverse teaching methods and enhances the learning experience for students.

English language teachers' attitude toward the implementation of technology into their teaching practice at SMA 3 Parepare

The third finding was related to English language teacher implementation and their attitude toward the use of technology in their teaching practice at SMA 3 Parepare. There were several questions to the teacher about how English teachers at SMA 3 Parepare implemented the technology in the classroom. Some interview stated that:

*There must be interaction in the learning process, not just displaying slides.
The learning delivery must be interactive, engaging, and challenging until
the end of the session.*

There is a comprehensive approach to student engagement and assessment in English language learning at SMA 3 Parepare. By emphasizing the need for students to interact with both audio and written materials, the informant highlights a multifaceted

strategy aimed at enhancing learning outcomes. Integrating audio materials into the learning process suggests a recognition of the importance of auditory comprehension in language acquisition. This approach allows students to listen to authentic language usage, such as conversations, speeches, or recordings, which can improve their listening skills, pronunciation, and overall language fluency.

Incorporating written materials alongside audio reinforces a balanced approach to language learning. Written texts provide opportunities for students to practice reading comprehension, vocabulary acquisition, and grammar skills. This dual approach not only caters to different learning styles but also allows for a more holistic assessment of student's language proficiency. Moreover, the emphasis on interaction with these materials implies active participation in learning activities. Students are likely encouraged to engage critically with audio and written content, perhaps through tasks that require them to summarise, analyse, or respond to what they have heard and read. This interactive approach promotes a deeper understanding and application of language concepts beyond passive reception.

The informant also stated that:

By teaching the material first and then conducting discussions with students, PPTs, slides, and educational videos are used, which students enjoy.

The statement emphasizes the overall positive impact of technology on teaching practices. It suggests that technology has enabled teachers to innovate their instructional approaches, making lessons more dynamic and relevant to students' interests and needs. This adaptability ensures that learning remains engaging and meaningful, fostering deeper student engagement and motivation. Regarding another question about how effective is the use of Technology in their teaching practice at SMA 3 Parepare.

Incorporating technology into teaching practices introduces multimedia elements such as videos, interactive presentations, and digital simulations that cater to different learning styles and preferences. These tools not only deliver educational content effectively but also stimulate active participation and critical thinking among students. By engaging with technology, students can explore concepts in depth, collaborate with peers, and apply knowledge in practical contexts, thereby fostering a deeper understanding and retention of information.

Informant's observation that learning without technology may appear monotonous highlights the transformative impact of digital tools on educational dynamics. By infusing technology into the classroom, educators can create a vibrant and stimulating learning environment that motivates students to explore, experiment, and discover knowledge autonomously. This approach not only enriches the educational experience but also prepares students for the challenges and opportunities of technology.

Discussion

The findings about English Language Teachers' Attitude toward the use of Technology in Language Teaching at SMA 3 Parepare can be explained clearly below:

English language teachers' attitude toward teaching English at SMA 3 Parepare

Based on the comprehensive insights gathered from the interviews with English language teachers at SMA 3 Parepare, their attitudes toward teaching English reflect a

blend of structured planning, adaptive strategies, technological integration, and a proactive approach to student engagement and learning outcomes.

Firstly, the teachers demonstrate a commitment to organized and planned instruction. They adhere closely to teaching modules and plans, ensuring that the English language learning process progresses smoothly within the defined curriculum framework. This structured approach helps in maintaining consistency and clarity in educational delivery, minimizing disruptions even when unforeseen challenges arise. By anticipating and addressing obstacles proactively, teachers foster an environment conducive to effective learning, where students can focus on acquiring language skills without unnecessary interruptions at SMA 3 Parepare.

According to the findings that the teachers recognize the role of teaching methods and strategies in shaping student learning experiences. They emphasize that the choice and implementation of these methods significantly impact learning outcomes. By employing instructional approaches, such as project-based learning and technology integration, teachers varied learning styles and enhance student engagement at SMA 3 Parepare. This multifaceted approach not only prevents classroom monotony but also allows for the effective measurement and adjustment of student progress, ensuring that each student's learning needs at SMA 3 Parepare are addressed appropriately.

It supported that technology plays a central role in their teaching practices, as observed in their positive attitude towards its integration throughout the English language learning process. From using IT tools for lesson introductions to motivating students with multimedia presentations, teachers leverage technology to enrich educational content and enhance student motivation. The experts of the learning activities stated that the use of technology underscores their commitment to staying current with educational advancements and adapting teaching methodologies to meet the evolving needs of students in a digital age. (Larsen, 2020) Related to the English language teachers' attitude toward teaching English at SMA 3 Parepare focused on the technology used at classroom activities in order to improve students learning outcomes.

Regarding student responses, teachers acknowledge and address varying levels of engagement and motivation among students. They employ differentiated approaches to students with different response levels, such as providing motivational videos for those with indifferent responses and enthusiasm among more engaged students. This personalized approach not only supports student development but also contributes to overall positive classroom dynamics and improved learning outcomes at SMA 3 Parepare.

According to the theory that supported explained the evaluating of their teaching methodology's impact on student achievements, teachers affirm that integrating technology, particularly through project-based learning, yields significant benefits. They note improved student participation and enhanced learning outcomes across different proficiency levels, indicating the effectiveness of their instructional strategies in fostering comprehensive language skills development. (Bohner, 2019)

English language teachers' attitude toward using technology in language teaching at SMA 3 Parepare

Discussion referred to the explanation of teacher attitude toward the use of technology in language teaching at SMA 3. Parepare highlights a proactive and positive stance towards integrating digital tools into the classroom environment. English language teachers at SMA 3 Parepare demonstrate a strong endorsement of technology, viewing it as generally beneficial with adequate facilities like LCD, computers, televisions, and interactive whiteboard readily

available for instructional purposes. This infrastructure supports a technologically enriched learning environment, allowing for varied instructional approaches and multimedia integration to enhance teaching effectiveness.

English language teachers employ many various methods to improve students' confidence in using technology, prominently featuring project-based learning. This approach involves initiating discussions to gauge student abilities and interests, followed by creative activities such as drama creation or digital comics. Expert stated that projects not only foster language proficiency but also cultivate digital literacy and creative skills among students, making learning engaging and relevant to their interests and abilities. (Forlin, 2019)

The integration of advanced whiteboards connected to slides further underscores the commitment to technological integration. This setup not only enhances classroom interactivity but also facilitates smoother delivery of instructional content, which is well-received by students, fostering a positive learning atmosphere where technology is seamlessly integrated into daily learning activities.

The informant's remarks about students' confidence and enjoyment in using technology reflect a successful adoption of digital tools. This positive reception indicates that students feel comfortable and proficient in utilizing technology for learning, which enhances their overall engagement and participation in educational activities.

English language teacher's attitudes towards continuous learning and professional development highlight a proactive approach to staying updated on technological advancements. Recognizing the evolving nature of educational technology, teachers emphasise the importance of ongoing learning to leverage technological tools across various subjects effectively. It is also stated by the theory that commitment not only enhances teaching practices but also prepares students for future challenges in an increasingly digital world. While acknowledging the effectiveness of technology, teachers also recognize that not all learning activities necessitate digital tools. (Bohner, 2019) They advocate for a balanced approach where real-world actions and technological applications coexist, ensuring that instructional methods are diverse and aligned with educational objectives.

English language teachers at SMA 3 Parepare demonstrate a forward-thinking approach towards technology in language teaching, leveraging its benefits to enhance teaching effectiveness, student engagement, and overall learning outcomes. Their proactive stance towards integrating and utilizing technology reflects a commitment to modernizing educational practices while maintaining a balanced approach that prioritizes pedagogical relevance and student-centered learning experiences. From the observations and insights from SMA 3 Parepare regarding teachers' attitudes towards technology in language teaching, it's evident that their proactive adoption of technology positively impacts students' achievement and learning outcomes.

English language teachers at SMA 3 Parepare are noted for their enthusiastic engagement with technology, using tools like LCDs, computers, large televisions, and interactive whiteboards connected to slides. These resources facilitate a more dynamic and interactive classroom environment where teachers can deliver content in innovative ways and cater to diverse learning styles. It supported that integrating multimedia and interactive tools, teachers make lessons more engaging and accessible, thereby capturing students' interest and enhancing their understanding of English language concepts.

English language teachers' implementation their attitude toward the use of technology into their teaching practice at SMA 3 Parepare

Discussion referred to English language teacher implementation and their attitude toward the use of Technology in their teaching practice at SMA 3 Parepare, teaching practices at SMA 3 Parepare reflect a comprehensive approach aimed at enhancing student

engagement, interaction, and overall learning outcomes. Teachers at SMA 3 Parepare prioritize interactive learning experiences over passive instruction, leveraging various technological tools and methodologies to create dynamic classrooms. Emphasising interactive learning processes rather than static slide presentations, teachers ensure that students are actively involved in their learning throughout each session. This approach not only fosters engagement but also promotes deeper comprehension of English language concepts through collaborative activities, discussions, and interactive tasks facilitated by technology.

The integration of audio and written materials underscores a balanced approach to language learning at SMA 3 Parepare. By incorporating auditory components, such as listening exercises and authentic language samples, alongside written texts for reading comprehension and vocabulary development, teachers cater to diverse learning styles and enhance overall language proficiency. According to the theory that multifaceted strategy not only assesses students' understanding effectively but also encourages critical engagement with language materials, promoting both linguistic and communicative competence. (Laura, 2021)

The use of various technological tools such as slides, project-based learning, educational videos, and interactive conversations illustrates a proactive approach to instructional design. Slides and PowerPoint presentations serve as visual aids to convey information clearly, while project-based learning encourages students to apply their knowledge in real-world contexts, fostering creativity and problem-solving skills. Educational videos and interactive conversations further enrich the learning experience by providing dynamic content that resonates with students' interests and facilitates active participation.

The positive feedback regarding technology's role in increasing student motivation highlights its transformative impact on the learning environment. Teachers at SMA 3 Parepare acknowledge that technology mitigates monotony in traditional teaching methods, making lessons more engaging and relevant to students' daily experiences. This shift towards interactive and practical learning activities, such as projects and direct learning tasks, has significantly enhanced student outcomes, motivation, and classroom attendance. Students benefit from a learning environment that encourages exploration, collaboration, and the application of knowledge, preparing them effectively for future academic and professional challenges in a technologically advancing world. (Rita, 2019)

Conclusion

This research conducted about an investigation of English language teachers' attitudes toward the use of technology in language teaching at SMA 3 Parepare can be concluded that English language teachers' attitude toward teaching English at SMA 3 Parepare, which focused on instructional methods and active interaction and encouraged students to participate actively in learning activities such as group discussions and multimedia-enhanced lessons, proved to contribute to creating an effective English language learning experience for students. English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare demonstrates a positive attitude toward integrating technology into language teaching practices which utilize a variety of technological tools such as LCD, computers, and interactive whiteboards to enhance lessons and engage students effectively while makes learning more interactive and accessible but also reflects teachers' commitment to adapting modern educational resources to improve learning outcomes and students learning interest.

References

Dedi, M. *Pendidikan yang Bermutu dan Berdaya Saing*. (Bandung: Remaja Rosda Karya. 2021)

- Alhafidz, *The Definition of Educational Technology*. (Washington: Association for Educational Communication and Technology. 2021)
- Hedwig, R. *Pengantar Teknologi Informasi*. (Bandung: Maura Indah. 2020)
- Barbara. *Instructional Technology: The Definition and Domains of Field*. (AECT Washington DC, 2021)
- Narimawati, *Metodologi Penelitian: Dasar Penyusun Penelitian Ekonomi*. (Jakarta:Genesis. 2020.
- Bohner, *Attitudes and Attitudes Change*. (New York: Psychology Press, 2019)
- Larsen, D. *Techniques and Principles in Language Teaching (2nd Ed)*. (Oxford: Oxford University Press, 2020)
- Forlin, C. *Future Directions for Inclusive Teacher Education*. (New York: Routledge, 2019)
- Forlin, C. *Future Directions for Inclusive Teacher Education*. (New York: Routledge, 2019)
- Bohner, *Attitudes and Attitudes Change*. (New York: Psychology Press, 2019)
- ¹ Laura Salvadora "Teachers' Attitudes Toward the Delivery of Grammar Teaching: Independent And Integrated Methods". (Faculty of Language and Arts, repository.uksw.edu)
- Rita C.R. *Instructional technology : The Definition and Domains of Field*. (AECT Washington DC. 2019)



Appendices 07: Interview Guideline

The Informant	Questions /Answered
Mustakin, S.Pd.	A. Focused on English language teachers' attitude toward teaching English. 1. What is your attitude on teaching English in the classroom? <i>Jadi pembelajaran bahasa inggris itu di kelas berjalan lancar sesuai dengan apa yang sudah ditulis di dalam modul ajar, sesuai dengan perencanaan. Adapun kalau di lapangan itu ada kendala seperti di luar perencanaan itu kita dapat antisipasi dengan cara mencari jalan keluar supaya tidak mengganggu dari apa yang sudah direncanakan</i> 2. How do you view the methods and strategies in English language learning? <i>Penggunaan metode atau startegi itu sangat mempengaruhi atau memberikan dampak besar kepada pembelajaran, kenapa karena dengan penggunaan metode itu saat dalam pembelajaran itu tersusun dari langkah langkah yang sesuai dengan metode itu tadi jadi hasil ataukah output dari peserta didik itu dapat terukur dengan baik. Ketika ada misalnya peserta didik yang hasilnya dibawah ataukah sebaliknya tentunya dapat kita analisa itu penyebabnya apa seperti kenapa dia rendah itu maka disitu bisa kita identtfikasi.</i> <i>Metode juga itu dilakukan variative agar tidak monoton.</i> 3. What is your attitude regarding the technology-based learning process if implemented throughout the entire English language learning process? <i>Penerapan teknologi itu sangat penting apaalgi zaman sekarang itu serba IT bahkan mulai dari kegiatan awal membuka pembelajaran itu sudah pakai IT, semisalnya itu ketika salam saja sama pembuka itu yang belum pake IT, jadi kalau penjelasan tujuan</i>

	<i>pembelajaran itu sudah pakai IT, pemberian motivasi itu juga diberikan tayangan video yang dapat menggugah motivasi belajar kepada peserta didik. Jadi, teknologi itu memang mulai dari awal pembukaan pembelajaran dilakukan hingga selesai pembelajaran berlangsung.</i>
	4. What is your attitude towards student responses during English language teaching? <i>Respon siswa biasa bermacam-macam, saya membagi klasifikasi terhadap siswa seperti misalnya siswa di kelas low, middle dan high, ketika misalnya ke kategori low, itu responnya acuh tak acuh, terkadang yang seperti itu kita berikan treatment yang khusus, bagaimana cara menyentuh hati mereka seperti halnya ditampilkan tadi itu motivasi, walaupun itu sedikit saja yang tergugah, kalau misalnya kategori middl dan high we itu responnya itu antusias.</i>
	5. Does the teaching methodology you employ have an impact on student achievements? <i>Iya sangat bermanfaat bagi hasil pembelajarannya siswa itu sangat bermanfaat. Jadi, dengan menerapkan itu teknologi sangat efektif, seperti halnya proyek. Itu level bawah itu minimal dia berpartisipasi saja.</i> <i>Padahal sebelumnya itu banyak yang acuh tak acuh memang, tapi biasanya itu tidak mi. tapi mereka itu memang sangat bagus dalam proses pembelajaran, responnya itu bagus.</i>
	6. Of the four indicators of positive attitude, which one indicator you are low and high in the implementation of English teaching? <i>Jadi saya gunakan semua indikator itu, jadi misalnya verbal communication itu saya juga lakukan, seperti halnya pembelajaran yang dilakukan itu tidak semuanya diberikan misalnya dalam pembelajaran itu tadi yang dikategorikan low atau rendah, tapi bisa</i>

jadi metode yang kita berikan, jadi perlu kita fahami memang bahwa anak kita itu memang ada yang di bawa kualitasnya jadi memang ada faktor lain yang mempengaruhi.

Menurut saya yang agak rendah adalah indikator verbal communication dan yang tinggi idikatornya adalah classroom environment.

B. Focused on the teachers' attitude toward the use of Technology in Language Teaching at SMA 3 Parepare

1. What is your opinion on the use of technology in language teaching at SMA 3 Parepare?

Penggunaan teknologinya itu secara umum sudah bagus dan sarana yang disipakan juga sangat memadai, jadi selama ini kalau di kelas itu selain LCD dan Komputer sekarang itu juga ada televise yang besar itu sudah ada. Dan digunakan itu secara langsung sama guru dan digunakan.

2. What teaching methods do you apply to boost students' confidence when using technology in language learning?

Kaitannya dengan kepercayaan diri mereka itu lebih condong kepada project based learning yang saya gunakan itu jadi kita berikan materinya dulu kemudian apa yang mau kita kerja, dan pada proses penentuan materi itu kita lakukan diskusi, jadi kita tau dahulu kemampuannya siswa. Seperti halnya dongeng ini kemudian mereka mau merekam sendiri, atau buat drama dengan merekam.

Jadi misalnya mereka membuat drama tentang maling kundang dan juga komik yang mereka buat, jadi model teknologinya itu seperti halnya menggambar dan merekam, dan nantinya itu penggunaan teknologi semuanya. Dan disesuaikan dengan kemampuan mereka tapi tetap bersentuhan dengan teknologi.

3. How do you demonstrate a teacher's attitude towards continuous learning and professional development, specifically in the context of staying updated on

technological advancements in language teaching?
Biasanya proses pembelajaran berkelanjutan itu perlu dilakukan seperti halnya ini penggunaan teknologi saya kira sangat efektif dan efisien untuk dilakukan disemua mata pelajaran, tidak hanya sebatas ini pembelajaran dalam kelas, tapi memang ini dampaknya sangat bagus untuk masa depan anak didik ini kalau mereka di perkenalkan dengan media-media teknologi itu.

C. English language teachers' attitude toward the implementation of technology into their teaching practice at SMA 3 Parepare

1. How English language teachers at SMA 3 Parepare do implemented the technology at classroom?

Jadi harus ada interaksi yang terjadi dalam proses pembelajaran, jadi tidak hanya sebatas di tampilkan slidenya saja, jadi penyampaian pembelajarannya itu harus interaktif, menarik dan menantang sampai akhir pembelajaran.

2. What types of technological tools and resources are most commonly used by English language teachers at SMA 3 Parepare?

Saya gunakan itu slide dan projeject based learning selama ini tapi harus juga di barengin dengan percakapan interaktif itu wajib dilakukan agar materi yang diajarkan ini sampai kepada peserta didik.

3. How do English language teachers at SMA 3 Parepare assess the effectiveness of technology integration in their teaching practices?

Kalau selama ini sangat banyak dan efektif untuk proses pembelajarannya itu. Teknologi ini bagus untuk digunakan dalam proses pembelajaran.

	4. How effective the use of technology into their teaching practice at SMA 3 Parepare? <i>Menurut saya sangat efektif karena memang selama ini proses pembelajaran yang tanpa teknologi itu tekesan monoton dan membosankan dimata peserta didik.</i>
Mahyuddin, S.Pd.	A. Focused on English language teachers' attitude toward teaching English. 1. What is your attitude on teaching English in the classroom? <i>Kalau saya amati anak anak itu suka bahasa Inggris walaupun mereka tidak punya motivasi, tapi hampir seluruh mata pelajaran, tapi kalau soal sikap anak anak tadi yang punya motivasi itu kemudian mereka itu sangat mengetahui bahwa pentingnya itu belajar bahasa inggris. Jadi metode pembelajaran yang digunakan itu juga harus sesuai dengan perencanaan yang memang kita lakukan itu, metode pembelajaran yang variatif bisa di luar kelas di bawah pohon bisa juga pembelajaran didalam kelas pakai monitor.</i> 2. How do you view the methods and strategies in English language learning? <i>Strategi yang digunakan itu menggunakan strategi yang tidak monoton di dalam dan di luar kelas.</i> 3. What is your attitude regarding the technology-based learning process if implemented throughout the entire English language learning process? <i>Sebenarnya kurang tepat juga tapi karena memang kita harus juga terlibat dalam proses pembelajaran itu kita lakukan, dan tidak mesti harus selalu teknologinya yang digunakan. Jadi harus diseimbangkan, tapi harus dominan ini teknologi.</i>

	4. What is your attitude towards student responses during English language teaching? <i>Respon siswa secara umum itu bagus, sebagian besar itu ada motivasi tinggi dari pengetahuan mereka tentang manfaat bahasa Inggris ini tadi.</i> 5. Does the teaching methodology you employ have an impact on student achievements? <i>Sangat berdampak dengan hasil pencapaiannya siswa dengan penggunaan teknologi ini.</i> 6. Of the four indicators of positive attitude, which one indicator you are low and high in the implementation of English teaching? <i>Kalau saya lihat engagement barang kali bisa ini dikategorikan yang tergolong keterlibatan, verbal communication ini seperti halnya interaksi dalam proses pembelajaran jadi ada dua yang kurang, verbal communication dengan students engagement. Jadi walaupun ini ada dua indikator yang dikedepankan tapi itu juga saya lihat rendah dari siswanya. Dalam hal komunikasi satu arah boleh dikata lebih bagus siswa.</i> B. Focused on the teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare 1. What is your opinion on the use of technology in language teaching at SMA 3 Parepare? <i>Mengenai penggunaan teknologi dalam pembelajaran bahasa Inggris saya rasa sangat membantu saya sebagai seorang guru. Apalagi anak-anak sekarang lebih percaya dan termotivasi apabila mendengarkan</i>
--	---

	<i>langsung audio suara dari native speaker dalam pronunciation bahasa inggris.</i>
	2. What teaching methods do you apply to boost students' confidence when using technology in language learning? <i>Yang kita syukurkan itu di sekolah kita ini ada 6 papan tulis yang seperti ini yang memang sangat bagus seperti halnya papan tulis teknologi yang bisa terhubung langsung dengan slide slide yang di berikan. Jadi kalau soal teknologi disini itu sangat bagus dimana kita penggunaan teknologi yang baru dan juga anak anak itu suka dengan teknologi. Metode yang digunakan disesuaikan dengan kondisi dan situasi kelas yang selaras dengan teknologi yang ad akita punya.</i>
	3. How do you leverage technology to enhance student engagement and active participation in language learning activities in your classroom? <i>Jadi kalau selama ini teknologi itu memang efektif, tapi ada juga memang aktivitas pembelajaran yang tidak memerlukan teknologi tapi ditulis langsung itu juga banyak yang konsep materi ajarnya begitu, ada yang aksi nyata dan ada penggunaan teknologinya. Misalnya ketika saya berhalangan hadir di kelas. Pembelajaran tetap berlangsung melalui google classroom, ataupun saya buat video tentang materi yang akan dipelari kemudian saya share di grup whatsapp dan anak-anak belajar melalui itu. Adapun biasa tugas juga saya memanfaatkan teknologi di internet yaitu youtube, apabila siswa merekam dirinya dalam pemberian tugas dan mengupload di youtube. Betul sekali, teknologi sangat bermanfaat dan kita sebagai fasilitator pendidikan sangat butuh yang namanya teknologi.</i>
	4. How do you demonstrate a teacher's attitude towards continuous learning and professional development, specifically in the context of staying updated on technological advancements in language teaching?

Kalau selama ini saya sangat menerima, apalagi kalau misalnya itu proses pembelajaran yang dilakukan itu diintegrasikan dengan teknologi itu sangat bagus.

C. English language teachers' attitude toward the implementation of technology into their teaching practice at SMA 3 Parepare

1. How English language teachers at SMA 3 Parepare do implemented the technology at classroom?

Jadi anak-anak ini kalau ada bacaan seperti halny ada audio, bicara saja tanpa ditampilkan kalimatnya, kemudian anak-anak ini akan memahami apa yang mereka dengar, jadi disitu kita liat bagaimana kemampuannya anak dalam memahami bahasa lisannya ini. Kemudian nantinya itu kita perhatikan tulisannya mi.

Jadi lebih kepada audio dan percakapan yang anak anak itu dengarkan. Kadang anak anak itu memang lebih faham kalau diputarkan audionya.

2. What types of technological tools and resources are most commonly used by EFL teachers at SMA 3 Parepare?

Jadi selama ini itu saya gunakan audio, jadi ada juga yang pakai slide, ada materi yang saya kirimkan anak anak, jadi mereka akan memutar materinya kemudian nantinya itu anak anak akan fahami dengan cara memutar video itu nantinya. Jadi materi yang diajarkan itu harus diintegrasikan sama ini teknologinya.

3. How do English language teachers at SMA 3 Parepare assess the effectiveness of technology integration in their teaching practices?

Saya rasa tidak bisa dinilai yah. Tapi, bisa kita kira-kira saja. Dan memang jika menggunakan teknologi anak-anak lebih antusias, dan saya sebagai guru juga terbantu dengan teknologi yang digunakan. Yah memang efektif semua jika diintegrasikan.

Nuraeni, S.Pd.	A. Focused on English language teachers' attitude toward teaching English. 1. What is your attitude on teaching English in the classroom? <i>Dengan memberikan pembelajaran yang sesuai dengan tuntutan kurikulum. Metode dan strategi yang digunakan juga sesuai dengan apa yang ada dalam RPP.</i> 2. How do you view the methods and strategies in English language learning? <i>Strategi yang digunakan disesuaikan dengan kondisi kelas.</i> 3. What is your attitude regarding the technology-based learning process if implemented throughout the entire English language learning process? <i>Melalui penggunaan teknologi itu siswa dapat terlibat langsung dalam kegiatan pembelajaran terutama berbicara dan speaking.</i> 4. What is your attitude towards student responses during English language teaching? <i>Respon siswa tergolong aktif karena memang dalam pembelajaran disusun metode dan tetap mengikuti perkembangan teknologi untuk meningkatkan pengetahuan dalam belajar bahasa Inggris.</i> 5. Does the teaching methodology you employ have an impact on student achievements? <i>Iya sangat berdampak karena memang ini teknologi ini memberikan peningkatan motivasi dalam belajar.</i>
------------------------------	---

B. Focused on the teachers' attitude toward the use of Technology in Language Teaching at SMA 3 Parepare

1. What is your opinion on the use of technology in language teaching at SMA 3 Parepare?

Menurut saya selama ini memang sangat efektif dan bagus untuk pembelajaran

2. What teaching methods do you apply to boost students' confidence when using technology in language learning?

Menyiapkan materi ajar dengan powerpoint kemudian dalam materi tersebut ada percakapan. Nah, anak-anak sangat percaya diri apabila melakukan percakapan.

3. How do you leverage technology to enhance student engagement and active participation in language learning activities in your classroom?

Dengan cara guru dan siswa disini belajar bersama, jadi kita sebagai fasilitator menggunakan tadi ini media-media belajar, seperti slide dan ppt itu paling dasar sekali.

4. How do you demonstrate a teacher's attitude towards continuous learning and professional development, specifically in the context of staying updated on technological advancements in language teaching?

Kalau menurut saya memang bagus kalau selama ini guru itu dan siswa mudah beradaptasi dengan siapapun mereka itu. Tapi tidak juga kalau teknologi itu memang efektif untuk meningkatkan motivasi belajar siswa. Apalagi kalau mereka belajar sambil bermain itu memang sangat mereka senang.

C. English language teacher attitude toward the implementation of technology into their teaching practice at SMA 3 Parepare

1. How English language teachers at SMA 3 Parepare do implemented the technology at classroom?

Caranya itu dengan mengajarkan terlebih dahulu materi yang ingin disampaikan, nantinya proses pembelajaran secara diskusi dilakukan oleh peserta didik .

2. What types of technological tools and resources are most commonly used by English language teachers at SMA 3 Parepare?

PPT dan slide yang audio dan video-video pembelajaran itu juga semua jika digunakan dan menurut saya siswa sangat senang.

3. How do English language teachers at SMA 3 Parepare assess the effectiveness of technology integration in their teaching practices?

Sangat efektif karena memang pencapaian hasil belajar siswa itu meningkat dan motivasi dan kerajinan mereka masuk kelas meningkat.

Appendices 08: Documentation







Appendices 09: Turnitin Result


Similarity Report ID: oid:29615:62657410

PAPER NAME

THESIS HERNI TRI HANDAYANI.pdf

WORD COUNT

28844 Words

CHARACTER COUNT

179014 Characters

PAGE COUNT

141 Pages

FILE SIZE

3.0MB

SUBMISSION DATE

Jul 11, 2024 10:28 AM GMT+7

REPORT DATE

Jul 11, 2024 10:30 AM GMT+7

● 19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 13% Internet database
- 3% Publications database
- Crossref database
- Crossref Posted Content
- database14% Submitted Works database

● Excluded from Similarity Report

- Bibliographic material
- Quoted material
- Cited material
- Small Matches (Less then 8 words)

Summary

Appendix 10: Curriculum Vitae



Name : Herni Tri Handayani
 Place & Date of Birth : Abepura, April 11th, 1997
 Student ID Number : 2120203879102026
 Address : Jl. Siratal Mustakim
 Phone Number : 085268373754
 Email Address : hernitrihandayani114@gmail.com

FORMAL EDUCATION HISTORY:

1. Elementary School: SD Negeri 17 Parepare
2. Middle School: SMP Negeri 1 Parepare
3. High School: SMA Negeri 2 Parepare
4. Undergraduate: IAIN Parepare

WORK HISTORY:

1. Admin Finance at PT. Kumala Cemerlang Abadi (Wuling Motors) Parepare (2022)

RESEARCH HISTORY:

1. Error Analysis of Students' in Spelling, Capitalization, and Punctuation Marks in Writing Descriptive Text Encountered at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) of IAIN Parepare