

TEACHER'S PERCEPTIONS OF USING TECHNOLOGY IN ELT AT BARITO KUALA

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ABSTRACT

The objective of this research was to investigate at English teachers' perspective about the use of information and communication technology (ICT) in ELT classes, and also the obstacles they face. The focus of this research was to know about their perspectives on ICT and the difficulties they experience when implementing it. This research used a qualitative approach methodology. The subjects of this study, who were 26 English educators from senior state high schools in Barito Kuala Lumpur, were selected by purposive sampling.. A questionnaire and interviews were designed to gather information. Through qualitative and quantitative methods, the data was analyzed and interpreted. The research found that these English teachers recognized that ICT was quite useful in the classrooms. However, due to a lack of time and equipment, as well as poor internet connections, a lack of expertise and experience, and a lack of ICT training, teachers have difficulty in implementing ICT. As a result of this research, teachers are expected to get a better understanding of ICT, potentially improving their ability to teach English using ICT..

Keywords : *technology, ELT, teacher*

INTRODUCTION

Technology has always contributed a lot as in teaching process. It is an essential part of the education sector as teachers could use to help learners. The term "integration" is used to describe how technology is used in teaching and learning. Given the increasing prevalence of technology in daily life, it is time to reconsider the idea of introducing technology into the curriculum but rather aim to embed technology into teaching to support the learning process. That is to say, technology becomes an essential part of the learning experience and a key concern for instructors beginning with the design of learning experiences and continued through the teaching and learning process.. (Eady & Lockyer, 2013).

The researcher examined some of the main issues involving the use of technology in the learning and teaching of English language skills in this review paper. These concerns include: a description of technology, its usage in the classroom, previous studies on the use of technology to improve English language learning abilities, and technological recommendations.**METHOD**

The research used a quantitative research . Survey research is the type of research. The Interview has chosen as the method of collecting data. The researcher will interview many English teachers as a sample to learn about their views on technology in the classroom.

The data collected from interviews was analyzed qualitatively using Miles and Huberman data analysis techniques. To obtain the data conclusion, the data were presented as structured descriptive information. The researcher used the data of the analyzed data to answer the study's research problem in

concluding the data. The results were described the teachers' perspectives on technology in ELT.

.FINDINGS AND DISCUSSION

To answer the first research question, 'to identify the perceptions of English teachers at public senior high schools in Batola about the use of ICT for teaching-learning EFL,' it was found that the teachers have positive views toward the use of ICT in EFL classrooms. Sharndama (2013) believes, saying that ICT plays a important role in facilitating teaching-learning by providing it more interactive and collaborative instead of the traditional teaching strategy.. The most of teachers believe that ICT is an useful tool which they must use in their classrooms. And at last, the researcher found that the main challenges that EFL teachers commonly face when implementing ICT in their teaching-learning processes are limited ICT tools and limited access to the Internet at various schools, limited amounts of time for preparation, lack of knowledge, and lack of training opportunities.

CLOSING

Conclusion

Several conclusions can be taken from results of this study on EFL teachers' perceptions of and challenges by using ICT in EFL classrooms. The first is that EFL teachers have a positive view of ICT's potential in EFL courses. ICT can help teachers in effectively gathering and delivering a lot of information. Teachers also believe that using Ict in teaching can make classes more interesting than just starting discussions and teaching-learning without using any technical tools. The teachers agreed that ICTs are very useful tools in teaching EFL.

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