

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

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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.

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