

**ICT ACCEPTANCE OF INDONESIAN TEACHERS IN
TEFL: A CASE STUDY OF SENIOR HIGH SCHOOL
EFL TEACHERS**

THESIS

Written as a Partial Fulfillment of the Requirement for Graduate
Education Degree of English Language Teaching



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**MASTER'S DEGREE PROGRAM OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
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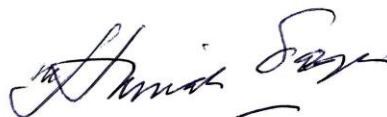
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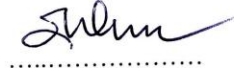
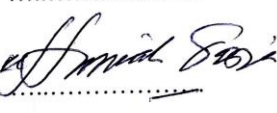
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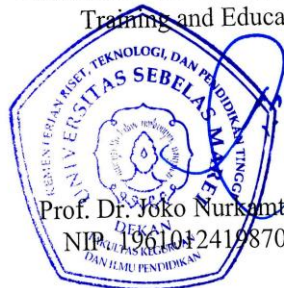
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**ICT Acceptance of Indonesian Teachers in TEFL: A Case Study of Senior High School EFL Teachers.**” It is not plagiarism or made by others. Anything related to others work is written in quotation, the source of which are listed on the list of references. If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the cancellation of my academic degree.

Surakarta, December 2017



Adin Fauzi

MOTTO

One child, one teacher, one book, and one pen can change the world.

Education is the only solution.

(Malala Yousafzai)

DEDICATION

I gladly dedicate this thesis to my parents, Samsul Anam and Siti Asriyah, who provide me with unfailing support, continuous pray, and encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. I also must express my very profound gratitude to my sweetheart, Desy Damayanti, who always made me calm when I was down, and boosted my mood in the process of writing this thesis. Thank you.

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In the name of Allah SWT, The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all His blessings so that I can accomplish this thesis. Due to the plentiful support I had received during the process of accomplishing this thesis, I would like to express my genuine gratitude to:

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In the end, for the improvement of this thesis, I invite any constructive criticism and suggestion addressed to all of the parts of this thesis. For this I am immensely thankful.

Surakarta, December 2017

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ABSTRACT

Adin Fauzi. 2017. *ICT Acceptance of Indonesian Teachers in TEFL: A Case Study of Senior High School EFL Teachers*. Consultants: (1) Dra. Dewi Rochsantiningsih, M. Ed, Ph.D. (2) Prof. Dr. Sri Samiati Tarjana. Thesis. Graduate Program of English Education Department, Sebelas Maret University Surakarta.

This study seeks to investigate ICT acceptance of EFL teachers in Indonesia particularly in the level of Senior High School by discovering ICT tools used by EFL teachers; examining the levels of EFL teachers' acceptance of ICT in TEFL; identifying the factors that affect EFL teachers' acceptance of ICT in TEFL as well as the barriers that EFL teachers encounter in integrating ICT in TEFL; and exploring the roles of ICT in TEFL.

This case study was carried out in the context of a private Senior High School in Surakarta known to have an excellent ICT infrastructure. Using simple purposive sampling, three EFL teachers at the school who were familiar with ICT and had experienced teaching English with ICT were selected as the participants of this study. Some techniques of qualitative data collection were employed in this study such as questionnaire interview, observation, and documentation. The data were initially explored by coding the data and grouping the codes into categories based on the themes. Then, the data were displayed by using tables, figures, and narratives. Finally, the conclusion was drawn.

Several major findings of this study were: (1) several types of ICT tools and devices used by EFL teachers in this study were laptop, smartphone PowerPoint, video, application dictionary, video game, learning platform, email, and Open Education Resources; (2) the majority of the teachers successfully achieved high level of ICT acceptance either in terms of the frequency of use or the impact of ICT adoption on teaching and learning; (3) the factors that affected EFL teachers' acceptance of ICT sourced from both external factors such as ICT characteristics, training, teaching in digital age, and school's support, and internal factors such as teachers' perception towards the usefulness of ICT and the level of difficulties of ICT, and teachers' personal experience with ICT; (4) the barriers to ICT integration in TEFL included lack of excellent ICT facilities, lack of ICT-related pedagogical events for teachers, the restriction on language laboratory use, lack of smartphone in the classroom, and teachers' sense of incredulity at students; and (5) ICT had crucial roles in TEFL in which its adoption could support teaching strategies, increase students' motivation and interest, facilitate teachers and students' interactions, foster students' centeredness, and enhance students' performance and achievement.

Apart from the problems in the implementation of ICT in TEFL, the evidence would appear to suggest that the benefits of ICT far outweigh any risks. To effectively integrate ICT in TEFL, EFL teachers should have a willingness to work on their initiatives.

Keywords: ICT, Acceptance, Indonesian EFL Teachers, TEFL.

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