

UNIVERSITI TEKNOLOGI MARA

**ENGLISH TEACHERS' READINESS
IN USING COMPUTERS AS A
TEACHING TOOL IN
LANGUAGE TEACHING
AMONG ENGLISH SECONDARY
SCHOOL TEACHERS IN
SAMARAHAN DIVISION, SARAWAK**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Regulation Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.


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ABSTRACT

Teachers' readiness in using computer and its technology as teaching tool in English Language teaching is sought in this study. The samples are 124 English secondary teachers and MUET teachers in Samarahan Division of Sarawak. There are three objectives for this study. Firstly, it is to find out how frequent do English Language actually used computer and its technology as teaching tool in their English teaching. Secondly, it is to find out the usage of computer and its technology as teaching tool in the English teaching. Thirdly, this study is to find out the challenges faced by the English Language teachers in using computer and its technology as teaching tool in their English teaching. By looking at the frequency of usage, usefulness, the nature of integration and factors that hinder the English Language teachers from integrating computer and its technology as teaching tool, teachers' readiness is discuss by using the Technology Acceptance Model (TAM) and the Technology Readiness Index (TRI). A questionnaire consisting of three sections that was based on the research questions was distributed to the English and MUET teachers. The data collected was analysed using SPSS Version 17. The findings were described using descriptive statistics and tabulated. The findings of the study show that teachers have positive views about using use computer and its technology in their language teaching. However, based on their actual frequency of usage and practices, the teachers do not actually often use computer and its technology in their teaching tool and they lack of ICT expertise to do so. With that, it can be concluded that English teachers in the Division are not ready for integrate computer and its technology in the teaching. Hence, training and technical support are recommendable to for these teachers.

ABSTRAK

Kesediaan guru-guru mengguna komputer dan teknologi sebagai alat bantu mengajar diantara guru-guru Bahasa Inggeri and guru MUET menjadi tujuan kajian ini. Seramai 124 orang guru menengah Bahasa Inggeris dan guru MUET dalam Bahagian Samarahan di Sarawak telah menjadi sampel dalam kajian ini. Terdapat tiga objektif dalam kajian ini. Objektif pertama ialah berapa kerapkah guru-guru Bahasa Inggeris menggunakan komputer and teknologi sebagai alat bantu mengajar. Objektif kedua ialah bagaimanakah guru-guru Bahasa Inggeris ini menggunakan komputer dan teknologi sebagai alat bantu mengajar. Objektif ketiga ialah mengenalpasti cabaran yang dihadapi oleh guru-guru ini semasa menggunakan komputer dan teknologi sebagai alat bantu mengajar dalam pengajaran Bahasa Inggeris. Dengan mengkaji kekerapan penggunaan, kebaikan faedah penggunaan, cara penggunaan serta halangan yang dihadapi guru untuk menggunakan komputer dan teknolog, kesediaan guru dibincang dengan menggunakan 'Technology Acceptance Model (TAM) dan Technology Readiness Index (TAM). Soal selidik telah diagihkan kepada guru-guru Bahasa Inggeris and MUET. Dapatan kajian telah dikaji mengguna SPSS Versi 17. Dapatan kajian menunjukkan guru-guru dalam bahagian ini mempunyai pandangan yang positif terhadap penggunaan komputer dan teknologi dalam pembelajajaran pengajarann Bahasa Inggeris. Tetapi berdasarkan penggunaan sebenar, guru-guru Bahasa Inggeris tidak kerap menggunakan komputer dan teknologi dalam pengajaran dan masih kurang pengetahuan and kemahiran tentang teknologi maklumat. Dengan itu, kesimpulan telah dibuat bahawa guru-guru Bahasa Inggeris belum bersedia untuk menggunakan komputer dan teknologi dalam kelas. Oleh sebab itu, program latihan and memberi sokongan teknikal adalah disarankan untuk guru-guru ini.