English Curriculum Development: Teacher Perceptions on Integrating ICT in English Language Teaching

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Abstract

In developing an English curriculum, it is important to understand how technology might assist foreign language learning. Besides technology, English teachers have an important role in developing English curriculum because they have the pedagogical ability to formulate the students' needs. The aim is to reveal the teachers' perception of integrating technology in English classrooms and its implications to the English curriculum development. The quantitative research approach uses the survey as the research method. The sample are ten English teachers from a few senior high schools in Langkat Regency. The instrument is a questionnaire with fourteen items. The findings are that 82.6% percent English teacher agree that technology learning devices are needed in the English language classroom. Meanwhile, 65.5% agree that interactive applications must be developed in teaching English language. Next, 65.5% of English teacher agree that technology must be involved while teaching the English language. Teacher plays an important role in the English curriculum development because they have pedagogical knowledge to arrange the learning aim as an effort to support students to develop their language skills, critical thinking, and creative thinking, which as the main requirement in 21st learning century and to achieve the aim needs technology.

Keywords: English Curriculum Development, English Teachers, ICT

Introduction

Language is one of the major factors influencing international communication activities. For their competency and communication, students use many English language abilities, such as listening, speaking, reading, and writing (Ahmadi, 2018). One way to enhance students' activities in learning English language is to develop the English curriculum. To develop the English curriculum, it is essential to comprehend the benefits of incorporating technology to improve foreign language development. Curriculum development requires knowing how technology affects foreign language development.(Gürleyik & Akdemir, 2018). The world of learners is infused with educational materials and learning experiences via technology. Through technology, numerous genuine resources may be offered to language learners, motivating them to study the language (Freeman & Anderson, 2012).

Besides technology, teachers have an important role in developing English curriculum. Teachers, as managers in the classroom, have pedagogic abilities. One indicator is that teachers can develop a curriculum with proper learning designs (Sulaiman, 2022). The teacher occupies a fairly important role in curriculum development because a teacher is a person who best understands and knows the situation and condition of the learning outcomes of his students and is fully responsible for it. Learning activities carried out by teachers are based on a curriculum, and in the learning process, teachers are also oriented toward curriculum goals.

The development of the English curriculum requires teachers' ability to integrate technology into language learning so that the teacher can be categorized as a professional teacher. Being a professional teacher is not easy; teachers must upgrade their skills if they are trusted to be a teacher. Teachers need to develop long-term-career goals and expand their roles and responsibilities over time if they are to continue to find teaching rewarding. Opportunities for teacher professional development may include conference

participation, workshops, in-service seminars, reading groups, peer observation, writing about teaching, project work, and action research (Richards, 2001).

Based on the interview, several English teachers rarely used technology in English language classrooms. This is due to teachers' lack of ability and understanding about IT, weak in mastering IT, as well as teachers who are elderly. Few teachers use technology in English language classrooms, such as LCD projectors. Few English teachers stated that they have followed the workshop and focus group discussion facilitated by English Teacher Organization in each region. They studied how to use interactive application platforms such as zoom and google meet to hold online classes; they also learned how to create digital learning material through Kahoot, quizizz, and Google Forms. Nevertheless, they still need time to adopt those technologies into English language teaching classrooms. This condition caused teaching English language is less effective and hampers the development of English curriculum.

Several studies revealed investigated the influence of technology in the English language teaching (Afshari et al., 2013; Azar & Tan, 2020; Başöz & Çubukçu, 2014; Golshan & Tafazoli, 2014; Köse et al., 2016; Marsa et al., 2021; Yang & Chen, 2007). The use of technology in foreign language learning programs appears to affect students' perspectives. There are studies examining the attitudes of students about the use of technology in second language learning (Sung & Yeh, 2012; Zamari et al., 2012). (Zamari et al., 2012) investigated students enrolled in Consolidating Language Skills programs at a university and their impressions of online learning resources and their difficulties while utilizing them. The results demonstrated that most students were motivated to utilize web-based online learning materials even when this activity was no longer necessary for evaluation purposes. Half of the students cited course requirements as their rationale for utilizing online learning tools, while the other half cited self-satisfaction. In addition, most students indicated that internet connectivity is the greatest obstacle they experience during online learning. Furthermore, (Sung & Yeh, 2012) explored Taiwanese first-year students' perspectives on foreign language study. As online learning material, the Live ABC e-Paper of the library's website was utilized, which included the five categories of Daily Life, Living Environment, Transportation, Entertainment, and Festivals. According to the findings, most participants had favorable sentiments regarding the Live ABC e-Paper. In addition, participants regarded the Live ABC e-Paper as beneficial for English learning. However, recent studies have not yet discussed the role of English teacher used technologies in teaching the English language. Understanding the teacher's perceptions of using technology in the English Language classroom is important to develop the English curriculum, which one of the main aspects is using technologies in learning English language.

This study is organized to reveal the English teachers' perceptions of using technologies in English language classrooms. The research questions are:
1. Does the perception of English teachers in using technology in English language classrooms?
2. Does the role of English teachers in English curriculum development through using technologies in English language teaching

The aim is to know the role of English teachers in English curriculum development through using technologies in English language teaching.

Methods

This study is quantitative research, and the research approach is a survey. Surveys reveal the population's characteristics related to the research variable (Ary, 2010; Fraenkel, Jack R., Wallen, 2009; Mulyatiningsih, 2011; Sugiyono, 2019). The population is fifteen English language teachers from several senior high schools in Langkat Regency, North Sumatera. To determine to sample, the researcher used purposive sampling; purposive sampling is a technique of determining the sample with specific criteria(Sugiyono, 2019). The criteria is the english teachers who have experienced teaching English for more than 10 years, have already followed workshops of teacher professional development, are members of english teacher organizations, and were already certified as a professional teacher. Therefore, the sample is ten english language teachers.

The data collection procedure consists of a questionnaire and observation. The questionnaire consists of four statement items, namely: strongly agree, agree, disagree, and strongly disagree. The questionnaire measures teachers' perceptions of using technology in english language classrooms. In addition, the instrument is the questionnaire consisting of fourteen questions related to three indicators, namely: aspect of learning devices, applying interactive application in learning english language, and using technology while learning english language.

Table I. Research instrument

Indicators	Item	Total
Using technology learning devices	1,2,3,4	4
Applying interactive application in learning English language	5,6,7,8,9,10	6
Using technology while learning English language	11,12,13,14	4
Total items		14

The questionnaire will be examined by validity and reliability testing. Validity is used to measure the extent to which the validity or accuracy of a research instrument does not deviate from predetermined operations (Mulyatiningsih, 2011; W.Creswell, 2014). To measure validity, the researcher used correlation product moment, and the result is the score of r-counted. The score of r-counted is compared with the r-table to know the item's validity. The item is valid if the score of r-counted was bigger than the r-table (Mulyatiningsih, 2011; Sugiyono, 2019).

In addition, reliability testing is used to know where the measurement of a test remains consistent after repeated tests on the subject and under the same conditions (Ary, 2010; Khotari, 2004; Mulyatiningsih, 2011; Sugiyono, 2019). To measure the reliability, the author proposed the alpha Cronbach testing. The item is reliable if the score of alpha cronbach is bigger than r-table (Mulyatiningsih, 2011).

Data analysis is an activity after data from all respondents or other data sources are collected (Sugiyono, 2019). In this study, the data analysis technique used is descriptive statistics with percentages. The data analysis technique used is descriptive statistics with percentages. The researcher used the questionnaire score percentage formula to determine the level of teachers' perception of using technology in english language classrooms.

$$p = \frac{f}{N} \times 100\%$$

Information
P   = percentage
F   = frequency of percentage
N   = Number of respondents (Sudijono, 2019)

The categories of assessment based on the percentage of answers are as follows (Riduwan, 2020):

Table 2. Criteria Indicators of Percentage

Percentage	Criteria
0%-20%	Very low
21%-40%	Low
41-60%	Neutral
61%-80%	High
81%-100%	Very High

Results and Discussion

The aim is to reveal teachers' perceptions of integrating technology in English language classrooms. At the beginning, the questionnaire was examined with validity and reliability testing. The result was that there were fifteen items valid, with the score of r counted above the r-table (0.631). , the alpha score was 0.678; compared with the r-table (0.631), the result was that the questionnaire was reliable.

After questionnaire was valid and reliable, the questionnaire was shared through google forms with the ten English teachers. After the data was collected, the data was analyzed dan displayed in the descriptive percentage. Table III describes using technology learning devices by the teacher while teaching English language.

Table 3. Using of Technology Learning Devices

No	Item	Indicators	Frequency	Percentage
1	Teachers at this school use computer assistance in teaching English	Strongly Agree	4	50%
		Agree	4	38%
		Disagree	2	13%
		Strongly Disagree	0	0%
	Total		10	100%
2	Teachers in this school use LCD/projectors in English	Strongly Agree	0	0%
		Agree	5	60%
		Disagree	5	40%
		Strongly Disagree	0	0%
	Total		10	100%
3	Teachers at this school use internet access in learning English	Strongly Agree	0	0%
		Agree	7	78%
		Disagree	3	22%
		Strongly Disagree	0	0%
	Total		10	100%
4	You use learning resources/media from the internet	Strongly Agree	3	41%
		Agree	3	31%
		Disagree	4	28%
		Strongly Disagree	0	0%
	Total		10	100%

Based on the above table, four teachers strongly agree with percentage 50% that using computer assistance in teaching English is important for learning the English language. Then, four teachers, or 38%, agreed on using technology in English language classrooms. In contrast, two English teachers, or 13%, disagree about using computer assistance in teaching English. Five English teachers, or 60%, agree that schools must use LCD/projectors in english language classrooms. In contrast, five english teachers, or 40%, disagree that the school is not compulsory to use LCD/projectors in english language classrooms. Furthermore, seven english teachers, or 70%, agree that the internet is important for teaching english language. On the other side, three english teachers, or 22%, disagree that teaching english is still progressing

without the internet. Next, three english teachers, or 41%, strongly agree that learning resources can be accessed from any media from the internet. Three english teachers, or 31%, agree that the teacher may access the media from the internet and can be used in the english language classroom. In contrast, four english teachers, or 28%, disagree that the teacher must prepare the learning media without using the internet to create the media

Table 4. Applying Interactive Application in Learning English Language

No	Item	Indicators	Frequency	Percentage
5	Teacher uses interactive audio and video in the process of learning English	Strongly Agree	2	32%
		Agree	3	36%
		Disagree	3	24%
		Strongly Disagree	2	8%
	Total		10	100%
6	Teacher uses animated videos in learning English	Strongly Agree	3	41%
		Agree	3	31%
		Disagree	4	28%
		Strongly Disagree	0	0%
	Total		10	100%
7	Teacher used e-learning in learning	Strongly Agree	0	0%
		Agree	0	0%
		Disagree	5	67%
		Strongly Disagree	5	33%
	Total		10	100%
8	Teacher uses kahoot and quizizz in learning English	Strongly Agree	0	0%
		Agree	3	47%
		Disagree	3	32%
		Strongly Disagree	4	21%
	Total		10	100%
9	Teacher uses the zoom app or google meet in learning English	Strongly Agree	3	52%
		Agree	0	0%
		Disagree	4	35%
		Strongly Disagree	3	13%
	Total		10	100%
10	Teacher uses Google Forms to give quizzes at the end of the English learning session.	Strongly Agree	1	20%
		Agree	2	30%
		Disagree	3	30%

		Strongly Disagree	4	20%
	Total		10	100%

In the beginning, two english teachers, or 32%, strongly agree that the teacher has to use interactive audio and video in learning English. Three English teachers, or 36%, previously agreed with the same opinion. On the other side, three english teachers, or 24%, disagree that audio and video did not become important in teaching english language. Two English teachers, or 8%, also previously agreed with the same opinion. Furthermore, three english teachers, or 41%, strongly agree that animated videos were recommended for teaching English language. Three english teacher, or 36%, also previously agreed with the same opinion. In contrast, four english teachers, or 28%, disagree that animated videos are not important in teaching English language. Meanwhile, five english teachers, or 67%, disagree with e-learning has to be used in English language classrooms. Five English teachers, or 33%, strongly agree with the previous opinion. Next, three english teachers, or 47%, agree that Kahoot and quizizz as interactive applications are necessary to be used in teaching english language. On the other side, seven english teachers, or 53%, disagree that kahoot and quizizz are necessary to be used in teaching english language. In addition, three english teachers, or 52%, strongly agree that zoom or google meet is needed to keep the ongoing learning process. In contrast, seven english teachers, or 48%, disagree that zoom or google meet can be used to replace the learning process in the classroom. Three english teachers, or 50%, agree that google forms can be used to give a quiz at the end of the course. In contrast, seven english teachers, or 50%, disagree that students do not need a quiz at the end of the course.

Table 5. Using Technology while Learning English Language

No	Item	Indicators	Frequency	Percentage
11	Teacher prepares lesson plans and technology-based learning media	Strongly Agree	4	47%
		Agree	6	53%
		Disagree	0	0%
		Strongly Disagree	0	0%
	Total		10	100%
12	Teacher always gives apperception by using technology media	Strongly Agree	0	0%
		Agree	5	65%
		Disagree	3	26%
		Strongly Disagree	2	9%
	Total		10	100%
13	Teacher gives explanations about learning materials with technology based	Strongly Agree	3	43%
		Agree	3	32%
		Disagree	3	21%
		Strongly Disagree	1	4%
	Total		10	100%
14	Teacher provides an evaluation using technology media	Strongly Agree	0	0%
		Agree	3	45%
		Disagree	4	40%

		Strongly Disagree	3	15%
	Total		10	100%

Based on the above table, ten English teachers, or 100%, agree that the lesson planned must involve technology-based learning media. Furthermore, five English teachers, or 65%, agree that technology is needed in the apperception. In contrast, five english teachers, or 35%, disagree that the apperception stage does not need technology. Meanwhile, six english teachers, or 75%, agree that using technology-based learning material is easy. On the other side, four english teachers, or 25%, disagree that explaining learning material does not need technology. Finally, three english teachers, or 45%, agree that the evaluation technology-based is objective and accurate. On the other side, seven english teachers, or 65%, disagree that direct evaluation without using technology is effective.

Furthermore, the questionnaire was analyzed in three main sections: technology learning devices, applying interactive applications, and using technology while learning English. The percentage was 82.6% using technology learning devices. Next, the percentage was 65.5% in applying interactive applications to learning English. In the end, the percentage was 65.6% in using technology while learning English language.

Technology in English Language Teaching

Based on the above result, English teachers knew integrating technology into English language teaching was important. This statement is supported by the percentage of three indicators in which the score was in the level of high**.** English teachers utilize laptops/computers and projectors to display material packed in the form of PowerPoint or animated movies that the teacher as teaching materials has developed. It becomes easier for students to comprehend the material offered by the teacher; this indicates a shift in learning habits. The role of information technology in education is to facilitate the implementation of knowledge transfer without displacing the face-to-face classroom learning model.

However, many problems are faced by teachers while using technology in the English language classroom. The problems are:
a. ICT facilities are still extremely limited.
b. ICT use in the classroom is not mandated in schools.
c. Teachers' limited capacity to utilize ICT as a learning medium.
d. Limited time spent preparing ICT-based instructional materials.

These findings also related to the research from (Hassan et al., 2022) that internet networks and limited quota influenced the usage of ICT in English language classrooms.

The Role of English Teacher in English Curriculum Development

Teacher plays an important role in the English curriculum development because they have pedagogical knowledge to arrange the learning aim as an effort to support students to develop their language skills, critical thinking, and creative thinking, which as the main requirement in 21st learning century. To achieve the learning aim need technology because technology provides unlimited resources for learning material in English Language teaching. Technology also helped to create learning media that is not limited to text or pictures but can develop learning media in animation and video.

Conclusion

Curriculum development is ultimately intended to facilitate successful teaching and learning. In curriculum development, English teachers has important role because they are authorized to design the curriculum. Teachers can choose the objectives and content of the classes they teach, the strategies to be implemented, and how students' performance will be measured. English teachers may use technology to help them achieve successful strategies and develop interactive media to make teaching the English

language effective, fun, and enjoyable. These indicators can be used an indicators of effective teaching and learning English. Information from this study reflects English teachers to integrate technology in teaching the English language as an effort to develop English curriculum development

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