THE RESISTANCE OF UTILIZING TECHNOLOGY IN EFL CLASSROOMS: TEACHERS’ VOICES

THESIS
Submitted in partial fulfillment of the Requirements for the degree of Sarjana Pendidikan

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Maria Immaculata Prima Kusumaningtyas
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THE RESISTANCE OF UTILIZING TECHNOLOGY IN EFL CLASSROOMS: TEACHERS’ VOICES

Maria Immaculata Prima Kusumaningtyas

ABSTRACT

Technology cannot be regarded as a part of human life this era. In education fields, technology devices support teaching and learning activities, including language teaching and learning. Many countries have been using the technology tools for supporting the language teaching and learning in classrooms. However, in Indonesia, most of the schools do not utilize technology for their teaching and learning activities. Even though technology has much significant impacts on teaching and learning language, many schools do not provide the technology devices and maximizing those devices. The main focus of this research was on the English Teachers’ perceptions about the resistance of utilizing technology in English as a Foreign Language (EFL) classrooms. The discussion was supported by the result of an open-ended questionnaire and semi-structured data. It was from 4 English teachers in Banyubiru State Junior High School. In this research, researcher divided the reasons for resistance into four major themes, there were: lack of supporting infrastructure, less of effectiveness, financial organizing, teachers’ age. Those four major themes were divided into some sub-themes. Additionally, this research can encourage the government and also the school to provide technology devices and what teachers need to maximize the technology. By providing what teachers’ needs, hopefully, the teachers can utilize the technology for supporting their language teaching and learning activities.

Keywords: Technology, teachers’ resistance, English as a Foreign Language (EFL)

INTRODUCTION

Technology is widely regarded as an important part of people’s life. It has affected people’s everyday life (Nomass, 2013). Technology also has entered the education field since the last two decades (Lim, Tondeour, Chai, & Tsai, 2013). It has been applied in many countries (Cao, 2015; Frederickson, Vu, & Crow, 2014; Lim, et.al; Al-Khayyat, 2016). Those countries have applied technology to
maximize the education program, particularly for English as a Foreign Language education program. In Indonesia, the government has created national policies that encourage teachers to integrate technology into their teaching practices (Mali, 2016).

However, during my teaching practicum experience in Banyubiru State Junior High School 1 (henceforth called SMPN 1 Banyubiru), the teachers did not utilize any technology at all in their teaching practices. They did not maximize any technology tools which has provided in the school. Therefore, I was interested in exploring reasons behind their resistance in utilizing technology for their teaching practices in the school. More specifically, this study is to answer the research question:

*What are the English teachers’ perspectives of the resistance in using technology in their school environment to support English as a Foreign Language teaching and learning practices?*

The results of this study are expected to tell the reasons why the teachers decided not to utilize technology in their English as a Foreign Language (EFL) classrooms. Their explanations can be used for reflecting the school policy in providing particular technology in the school to support students’ EFL learning process. Also, it will make the Indonesian Government give more attention in facilitating teachers and students in their EFL learning process.
LITERATURE REVIEW

Definition of Technology

In this study, I relate the term technology to Computer Assisted Language Learning (CALL). According to Heift and Schulze (2007), CALL is computers’ programs and the others technology devices in supporting language teaching and learning program. Published by Levy (1997) as cited in Liu and Huo (2007), CALL is a study which applies for the computer’s programs in teaching and learning.

Moreover, the kind of technology is classified into the Internet, software, and hardware (Stanley, 2013). Under the Table 1, there is the explanation of technology which commonly uses in English classroom. Table 1 shows the examples of technology under every classification.

Table 1.
Kinds of Technology that can be Use in EFL Classroom

<table>
<thead>
<tr>
<th>Internet</th>
<th>Software</th>
<th>Hardware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic translators</td>
<td>Apps</td>
<td>CD-ROMs</td>
</tr>
<tr>
<td>Blogs</td>
<td>authoring software</td>
<td>computer room</td>
</tr>
<tr>
<td>comic-creator websites</td>
<td>Concordancers</td>
<td>data projectors</td>
</tr>
<tr>
<td>image-creation software</td>
<td>Ebooks</td>
<td>digital cameras</td>
</tr>
<tr>
<td>instant messaging</td>
<td>electronic dictionaries</td>
<td>DVDs</td>
</tr>
<tr>
<td>news website</td>
<td>Email</td>
<td>interactive whiteboards</td>
</tr>
<tr>
<td>online games</td>
<td>interactive fiction</td>
<td>Laptops</td>
</tr>
<tr>
<td>podcasts</td>
<td>mind-mapping software</td>
<td>mobile phones</td>
</tr>
<tr>
<td>poster websites</td>
<td>music software</td>
<td>mp3 players</td>
</tr>
<tr>
<td>social networks</td>
<td>presentation software</td>
<td>Netbooks</td>
</tr>
<tr>
<td>survey websites</td>
<td>quiz-making software</td>
<td>pen or flash drives</td>
</tr>
<tr>
<td>text and voice chat</td>
<td>screen-capture tools</td>
<td>Tablets</td>
</tr>
</tbody>
</table>
As shown in Table 1, technology in this study refers to the internet as a tool for language teaching and learning. Technology also refers to some software like application and presentation software, which is achievable for the teacher and the students. It means that software was common and not too complicated to use. Hardware in this study related to computer rooms or language laboratory, laptops, mobile phone, netbook, tablet, LCD projector, and speaker. That hardware is standard to use in school and not too difficult to set it.

The Advantages of Using Technology in Teaching and Learning

Researchers stated some benefits of using technology for language teaching and learning. First, technology facilitates knowledge enrichment in the classroom (Young, 2008). Second, it engages the students’ critical thinking and problem-solving which will increase their motivation in learning English (Costley, 2014). Third, technology device helps students to comprehend the materials efficiently and effectively (Nomass, 2013). In other words, it will make the learning and teaching process more efficient (Zhu, 2010). According to Xu and Chen (2016), teachers who utilize the technology for their teaching will enhance their teaching effectiveness.

Furthermore, technology helps the teachers to bring the learners feel the real world (Cao, 2015). For example, when it is in the listening session, students can

<table>
<thead>
<tr>
<th>text and voice forums</th>
<th>social bookmarking</th>
<th>video cameras</th>
</tr>
</thead>
<tbody>
<tr>
<td>video-sharing websites</td>
<td>sound-editing software</td>
<td>voice recorders</td>
</tr>
<tr>
<td>Wikis</td>
<td>word processors</td>
<td>Webcams</td>
</tr>
</tbody>
</table>


hear the native’s voice from some computer programs that teacher uses. Through this way, it will attract students’ attention because they are interested in the “real world” learning situation (Zhang & Zhang, 1994, as cited in Cao, 2015).

**Previous Studies on the Resistance of Using Technology**

Some previous studies explored the resistance of using technology in schools. Harendita (2013) conducted a study about the resistance of using technology in Indonesian schools. The researcher used teachers’ perspectives to examine that resistance. She found that teachers’ access to hardware and software have to be noticed. The lack access of computer made them did not have any sufficient skills to operate the computer. Hence, they were afraid that they could not operate the computer’s program. Then, the students would not believe their teachers who were not professional in teaching.

Moreover, Harendita (2013) added that the application of technology changed the teacher and student’s role system. In Indonesia, most of the schools have used teacher-center. The changing system would be a problem in Indonesia education system, especially in English lesson. As a consequence, teachers had to change the role in the classroom become students-center (Harendita, 2013).

Another common problem in Indonesia was the language. Considering that English is not the mother tongue in Indonesia, the limited number of software or instruction’s program written in *Bahasa Indonesia* creates a challenge for English teachers.
According to Okebula’s (1997, as cited in Aduwa-Ogiegbaen, 2005, p. 105) research, 90% public schools in Nigeria resisted using technology in it. They chose to apply chalkboard and textbooks to dominate classroom activities. It happened in most secondary schools. The reasons were mismanagement and inability of political leaders to prioritize Nigeria’s development needs such as using ICT in the classroom for prepared a better future.

Al-Maini (2011) conducted a study about EFL classrooms in Saudi Arabia. He interviewed students and teachers. Most of the students agreed in using technology to learn a foreign language. Unfortunately, some teachers did not agree with it. One of them said that it would not lead to any improvement in students’ performance. Another told that they were not allowed to bring extra audio-visual resource in school, whereas their schools did not provide it. It indicated that the school did not provide enough devices be the barrier in using technology for EFL classrooms.

Sylvianti (2015) conducted a study in Banda Aceh, Indonesia, about EFL teachers’ perceptions of using ICT in their language teaching. Her participants were classified into two categories. They were ‘users’, those who used of ICT in teaching regular basis or not and ‘non-users’, those who never use ICT in teaching at all. She found that most of the teachers from both user and non-user were disagree that accessed ICT was easy. They also needed support when they encountered the technical problem. Sylvyanti (2015) supported this finding with Demetriadis, Barbasb, Molohidesb, Palaigeorgioua, Psillosb, Vlahavasa, Tsoukalasa, and Pombortsisa’s (2003) statement “Teachers do worry about
technical problems and efficient handling of software that they use” (as cited in Sylvianti, 2015, p.37). Then, Sylvianti (2015) concluded that cost and insufficient knowledge or skill resisted them in using ICT for their language teaching.

Rababah, Melhem, Jdaitawi, Rababah, and Rababah (2012) held a research in Jordan. This research focused on the EFL teachers’ barriers to the use of ICT in English classrooms. The researchers included the barriers which were classified by Lee (1997). Lee (1997) classified the obstacles in some categories such as financial, availability of computer hardware and software, technical and theoretical knowledge, and acceptance of the technology (as cited in Rababah, Melhem, Jdaitawi, Rababah, & Rababah, 2012, p.2). Rababah, et.al (2012) also concluded EFL teachers’ barriers to using technology were a lack of time, lack of training, lack of support and resources, lack of confidence, lack of computer hardware and software, and lack of competence.

Raman and Yamat (2014) conducted research in Malaysia. The researchers analyzed twelve English teachers from Independent Chinese Secondary school. This study aimed to determine the reason of why EFL teacher did not use ICT in their English classrooms, even though they were provided with sufficient technical support. The researchers decided some issues as the reasons behind the resistance to the use of ICT in EFL classrooms. Those issues were teachers’ hesitancy in integrating ICT, workload, lack of time, teaching experience and age, and lack of skills. The workload in this research meant the teachers said that they were over-leaded with an administrative task such as preparation report cards or making attendance reports.
The previous studies inform the present study that cost policies, teachers’ sufficient skills, schools’ limited of facilities can hinder the use of technology to support students’ EFL learning process. The result of this study will be encouraged with the result of the previous studies. Furthermore, those basic points in previous studies will be developed from the result in this research.

THE STUDY

Method

The study aimed to find out the perspectives of the resistances in using the technology in the school environment. To achieve the purpose of the study, I approached the study qualitatively. There were some characteristics of the qualitative approach. Firstly, it was conducted a natural setting (Creswell, 2007). Secondly, the data relied on the different explanation, it consisted of various arguments from the participants (Ary, Jacobs, Sorensen, & Razavieh, 2010). Thirdly, it developed statements from the answers of what and why (Hancook, Ockleford, Windridge, 2009). Hancook, et.al (2009) also mentioned that qualitative approach focuses on reports of experience.

Based on the selected approach, this study dealt with exploring reasons behind the resistance of utilizing technology. First, the research was conducted in a natural setting. The researcher did not have any attempt to modify teachers’ behavior in using technology in the school environment. Second, the data on this study relied on different explanation and arguments of each participant about their resistances to use technology. The third characteristic was to answer what, why, and how questions. This study aimed to answer what the teachers’ perspective of
the resistance in utilizing technology in the English classroom. It also answered the reason why the teachers resisted it. According to the last characteristic, all of the answers would be from participants’ experiences.

The Context of the Study

The study was carried out in Sekolah Menengah Pertama Negri (SMPN) 1 Banyubiru. It is located in Banyubiru, Central Java, Indonesia. The researcher selected the research site because the researcher had known the situation before. There were some technology devices such as computers, LCD projectors, speakers, and also internet connection. Unfortunately, the teachers did not use it at all.

The use of English in this school was not actively used in daily communication. English was only given in the classroom. It was given based on the lesson plan that had been planned before. The students did not learn English in an extra time such as extracurricular, or outside the classroom.

The Research Participants

This study involved 4 English teachers (T1-T4) in the school. They were 2 male and 2 female teachers. T1 taught 2 classes in grade 8 and 4 classes in grade 9. Both grades used Kurikulum Tingkat Satuan Pendidikan (KTSP). Meanwhile, T2 taught students in 6 English classes in grade 7. All the classes used Kurikulum 13 (K13). T3, taught 2 classes in grade 9. Last, T4 only taught English for 4 classes in grade 8. Those four teachers were selected because of main reasons.
This study focused on students’ EFL learning process. Therefore, I involved all English teachers in the school.

**Data Collection Instruments**

To answer the research question, this study used an open-ended questionnaire and a semi-structured interview. According to Zacharias (2013), open-ended questionnaire consists of open-ended responses. It allows the participants for free to answer or to voice their point of view. Using the questionnaire would give the participants more time to think the answers. Therefore, they would give their answer in a less threatening setting. In this study, the question in the questionnaire was developed from Herendita’s (2013) study. The tools which had been used were questionnaire paper and pen.

After that, the researcher conducted a semi-structured interview. Briefly, it is a type of interview which more flexible than a structured interview. The flexibility includes changing the order of questions to follow up questions (Zacharias, 2013, p.53). In the interview, the researcher asked the participants to clarify responses they wrote on the questionnaire. It held by discussing together what they wrote before. The devices that have been used were: recorder (hand phone), notes, and pen.

**Data Collection Procedures**

The following steps were done to collect the research data. First, the researcher went to the school and met the headmaster to give a permission letter and ask permission from him to conduct the research. Then, the researcher
explained the purpose of the study and the participants who were needed to involve. After that, the researcher told the procedure of the study in collecting the data.

After obtaining the permission, the first step of collecting the data was the researcher distributed the questionnaires to the English teachers, and gave them one until two days to answer it. Before that, the researcher initially explained the meaning of each statement written. It was to make sure that the participants understood the meaning of all written statement in the questionnaire. After got back the questionnaire, the researcher analyzed the written responses on the questionnaire to arrange some interview’s questions.

The second step was the interview section, it was to clarify some statements. The interview section was conducted after administering the questionnaires. Those questions would be taken from the questionnaire’s answer that was not clear yet. The researcher interviewed all of the participants to get the deeper explanation. Firstly, the researcher made an appointment for each of them to do the interview section. During the interview section which was recorded by using the recorder, both the participants and the researcher saw the responses on the questionnaire. After all of the sections, the data were analyzed and the result would become the answer to the research question of this study.

**Data Analysis Procedures**

After collecting the teachers’ perspectives about the resistance of the technology in EFL classrooms through questionnaire and interview, the researcher
followed data analysis guidelines (Zacharias, 2013). First, the open-ended questionnaire’ data were analyzed by using categorical content. Categorical content is a way to analyze data by focusing on common themes across the participants (Zacharias, 2013). It was begun with some initial themes from the questionnaire’s answers. Afterward, the researcher made a table to develop initial themes became a final theme.

For interviews’ data, the researcher did the same steps with the data analysis for the questionnaire. In this interview section, holistic-content analysis was used. The holistic-content analysis focuses on the entire interview transcript for each participant (Zacharias, 2013). First, the data from the recorder were transcribed. Thenceforth, the researcher made some initial themes and inputted the interviews’ answers that support the theme. The last step, after all the themes were made, the researcher analyzed all of the answers and made them into a paragraph.

**FINDINGS AND DISCUSSION**

The teachers’ perspectives were analyzed from the interview and questionnaire data. The research findings indicated four major themes. Table 2 details the themes.

| Table 2. |
| The Themes from the Questionnaire and Interview Data |
| (Translated by the researcher) |
| **Themes** | **Sub themes** | **Cited responses** |
| Lack of supporting infrastructure | Limit number of device | Only two portable LCD projectors |
| | | The computers in language laboratory are no more than 20 items |
| | | One unit computer is for two students |
| | | The servers are limit |
| Electricity | The electricity in our school is bad. |
When I teach, the electricity went off

Less of effectiveness

<table>
<thead>
<tr>
<th>Less of effectiveness</th>
<th>Complicated</th>
<th>Wasting time</th>
<th>Not efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to bring LCD, cable, and speaker to the classroom</td>
<td>I have to set it first and prepare all of the items</td>
<td>Technical problem and fix it is a waste time.</td>
<td>I have to divide a class into two if I want to use language laboratory.</td>
</tr>
</tbody>
</table>

I have to set it first and prepare all of the items

Wasting time

Set it first, it needs too much time and I have to play and repeat.

Wasting time

Not efficient

I have to divide a class into two if I want to use language laboratory.

I have to divide a class into two if I want to use technology device.

Teachers’ Age

Above 50

Teachers who are over 50 difficult to follow the proses.

The aged teachers do not want to follow the process.

Financial Condition

School Financial Condition

We are public school. Thus we have problem in financial.

Students’ Financial Condition

I have to think the students’ economic condition.

Some students have smartphone android, but there are some students that do not have hand phone.

Lack of Supporting Infrastructure

In this research, lack of the infrastructure would be divided into two main problems. There were limit numbers of devices and electricity problem. The research findings showed that the limit number of technology devices was in the highest rank of why teachers resist the utilizing technology in a classroom.

In reality, this school does not have enough technology devices to facilitate language teaching and learning program. Accordingly, the participants stated that the number of technology devices was the first barrier factors which would disturb the learning activities. All of the participants agreed about this problem:

Excerpt 1

Apabila fasilitas terbatas, penggunaan teknologi tidak akan membantu PBM (Proses Belajar Mengajar) justru malah mengganggu. Sebagai contohnya disini LCD projector portable hanya ada 2.
If the devices are limited, the use of technology will not help the teaching and learning activities and it will disturb it rather than facilitate the class. For example, there are only two portable LCD projectors in here. (T1, questionnaire/translated by the researcher).

From the statement above, the limitation in this school was about there were not all classes had been installed with technology devices, such as LCD projector, and screen. By the limitation of LCD projectors and the screens, the teachers would not be optimal in teaching language. It would be efficient for teachers to discuss a lot of questions if they used LCD projector and screen. They could do the further discussion by using it rather than copied the question papers for each of the students.

All of the participants agreed with this statement. Moreover, the limitation of technology devices was not only the LCD projector and the screen but also the number of computer items. It was stated by the respondents:

**Excerpt 2**
Lab bahasanya itu, alatnya tidak sampai 20 perangkat. Hanya belasan, sementara kelas kita ada 32 siswa.

There are no more than 20 computer units in the language laboratory, whereas our students are around 32 students in each class. (T2, interview/translated by the researcher)

**Excerpt 3**
1 unit PC untuk 2 orang.

One unit computers for 2 students (T4, interview/translated by the researcher)

Lack of technology infrastructure makes the teaching and learning process not efficient (Al-Maini, 2011). For example, to imagine this condition, it is not efficient for teachers if they want to conduct online listening quizzes because they need to use an earphone and a set of computer for each student. Whereas, the numbers of devices are no more than 20 items and the students in a class are more
than 30 students. Therefore, teachers have to divide a class into two parts. Those online listening quizzes have to be conducted in a limited time because the teachers have to divide the class into two parts. Hence, the teachers have to do the quizzes two times. Furthermore, a part of students in language laboratory room, another part is outside the class. It will be difficult to them to control both of parts in a different place.

Another participant connected the limit of technology devices with the plan of *Ujian Nasional Berbasis Computer/ UNBK* (National Exam using computer).

**Excerpt 4**

Rencana UNBK tahun ini belum menggunakan karena sarprasnya belum mendukung. Servernya yang belum memadai.

*We cannot hold the UNBK this year. We have enough computers, but the servers are limited.*

(T3, interview/ translated by the researcher)

Based on the data above, the limit number of technology devices would not help the activity. Foremost, it would disturb and obstruct them. It was caused by the school and government who did not facilitate them with enough devices.

This finding confirmed the previous study about facilities which were provided by the school and government. It confirmed Al-Maini’s (2011) research in EFL classrooms in Saudi Arabia. It was where the teachers did not use technology to support their learning activities. It was because the school had not provided enough devices and allowed the students to bring extra audio-visual devices. This finding also could add the new ideas to the previous study (Rababah, Melhem, Jdaitawi, Rababah, & Rababah, 2012) behind the reason of teachers’
resistance using technology in EFL classroom. It could be a new idea of lack access to computer hardware and software.

To engage the students’ ability by using technology, the school has to provide enough devices for them. As a consequence, the students can maximize in learning through technology devices, and the teacher will not be disturbed in the activities.

The second reason for the resistance in infrastructure part is the electricity problem. The electricity is the power or the center of technology devices. Computers, internet connection, LCD projector, and etcetera, all of those items connect with electricity. When the electricity is off, all of those will off too. There is a device that can help when the electricity off it is called. Unfortunately, there is no device that can cover when the electricity suddenly off in this school. As stated by the participants:

**Excerpt 5**

_Disekolah kita itu electricitynya tidak begitu bagus. Pengalaman nih, ketika saya dikelas 9 pun sudah ada fasilitas namun listriknya tidak stabil. Begitu saya pakai tiba-tiba mati, saya harus ke sekring yang letaknya jauh dari kelas. It takes time about 5 minutes or 10, kalau bolak-balik sudah habis waktu, mengganggu pelajaran._

_The electricity in our school is bad. Based on my experience, when I though grade 9 the electricity suddenly went off. I have to turn it on from the electricity center, and then I had to back to class. I thought it wasted time too much._

_(T1/ interview/ translated by researcher)_

**Excerpt 6**

_Pada saat mengajar listrik padam._

_When I teach, the electricity went off._

_(T2/ questionnaire/ translated by the researcher)._  

This finding confirmed the previous study (Sylvianti, 2015) of the reasons behind teachers’ resistance in utilizing technology. It could be classified in the
technical problem. They would be disturbed if the electricity suddenly off in the middle of activity. For example in reading class, when they showed the reading text by using LCD then the electricity off, it would not work well. Further, the school has not proved a generator set to make the electricity on. When it happened, teachers could not teach like what they had planned before. The solution that may help in this problem is the school provides some generators. It can help the electricity problem when it suddenly off.

**Less of effectiveness**

The effectiveness would talk about wasting time and complicating in the preparation, and also the efficiency in teaching. Briefly, teachers though that teaching by using technology would waste their time. They had to prepare it first which was complicated in the setting. For them, it would make ineffective teaching.

The first barrier in less of effectiveness theme was about time. Teachers thought that teaching language by using technology devices would waste their time. Teaching and learning activities had the limitation time. Indonesia Government has arranged a document for the lesson time. For Junior High School students, they set 40 minutes for a meeting (Kementrian Pendidikan dan Kebudayaan, 2012).

According to T1’s experience, using technology was a waste time.

**Excerpt 7**

Technical problem, when I though grade 9, there was a technical problem. The LCD cannot on and the screen still off. It wasted time because I tried to fix them all.

(T1/ interview/ translated by researcher)

Excerpt 8
Saya harus membawa LCD dan memasangnya dulu yang mana hal ini membutuhkan banyak waktu. Terus nanti kan harus diputar beruang-ulang terus nanti ketika diberi soal, dia belum tentu bisa.

I have to bring LCD and set it first. It needs too much time. Then I have to play and repeat again, and then when we give them a question they are not really to answer it.

(T2/ interview/ translated by researcher)

By those responses, teachers had a lesson plan for each meeting with the fix time allocation. They also had targeted what they had to reach in their teaching per meeting. They could not neglect the time because of the target. They would be difficult to arrange the time again if the time has to be wasted for preparing the devices when they used technology such as LCD projector, speaker, and other electronic devices.

For instance, the teacher has to explain about simple present tense’s structure by using video in a meeting. They have to prepare all the things in the lesson time. They lose their time to prepare the devices, as a consequence they will be difficult to make up the class in another time. With the result that teachers will waste their time to prepare the devices, they prefer to do not use technology.

This finding confirmed Raman and Yamat’s (2014) study about the reasons behind EFL teachers do not use ICT in English classroom. It was because lack of time. Teachers did not have lot of time to teach the material. Moreover they thought that prepared and set the devices would lose their time.
The possible solution that the researcher can give is by providing the technological device in each classroom. If it cannot be handling yet, the teachers can make a schedule to utilize language laboratory and multimedia room. It can be a new idea for the government to help the school provide enough devices.

Secondly, the barrier which makes English teachers resist technology in their classroom is the complication in the setting. Three teachers stated for this reason. Since there were not all of the classes were installed with the LCD projector, cable, and screen, they had to bring the portable one into the class and set it first. It was stated:

**Excerpt 9**

Apabila fasilitas (seperti LCD projector misalnya) tidak terinstall di kelas, Membawa-bawa portable LCD, kabel, rol, speaker.

*When the facility (such as LCD projector) do not installed yet in classroom, I have to bring LCD, cable, and speaker to the classroom.*

(T1, questionnaire/ translated by the researcher)

**Excerpt 10**

Misalnya saya mau pakai LCD portable, harus pasang dulu, belum nanti remotnya tidak ada, nanti harus cari, atau naik ke meja dulu untuk menyalakannya. *Belum nanti kalau listriknya njeglek.*

*If I want to use LCD portable, I have to set it first and prepare all of the items such as remote, cable. I have to turn it on then it will be difficult if the electricity off suddenly.*

(T2, questionnaire/ translated by the researcher)

This finding added new ideas on the reason for resistance using technology for learning. Teachers did not prefer to use technology in their school because they were complicated in preparation. They had to prepare all of the items and it would waste their time. They only had 40 minutes per meeting in delivering the materials, it was including preparation (Kementrian Pendidikan dan Kebudayaan, 2012). When teachers prepared and set the devices, they would lose their time.
For example, when teachers in this school wanted to do listening section, they had to prepare speakers and also the laptop. If there was unconnected USB cable into the laptop then they had to fix first, so the listening section would be satisfied successful. Another example when the speaker could not work well, they had to fix first. Sometimes it was complicated.

The discussion above confirmed the research from Rababah, et.al (2012), about lack of competence in operating technology device. Giving training for the teachers in operating technological devices will be a recommended way. It is to anticipate if the teachers want to use the devices, then they will not waste their time in a complication setting problem.

The third problem is the efficiency in doing English lesson. Since the numbers of technology devices were not enough for all of the students (even only for a class), teachers pretended not to utilize it. It could be said as complicated in organizing the class. One of the participants said:

Excerpt 11
Harus membagi kelas menjadi dua kalau mau menggunakan lab bahasa sebagian di kelas, sebagian lagi di lab bahasa dan itu kan tidak mungkin.

I have to divide a class into two, a half in language laboratory and another half is in the classroom. This way is not efficient and it is impossible to do it.
(T2, questionnaire/ translated by the researcher)

Another teacher also agreed:

Excerpt 12
Harus membagi kelas menjadi dua agar anak bergantian kalau mau memakai peralatan teknologi.

I have to divide a class into two. In a reason they can use computer one by one if I want to use technology device.
(T4, interview/ translated by the researcher)
It was not efficient for them if they wanted to use computers for the students. They had to make a class into two, some in the classroom and the others in the language laboratory or multimedia room, it was impossible to do this way. Teachers could not control the students in the classroom because they had to control the students in language laboratory or multimedia room. They had limited time in delivering all the materials for their students. They would use the practice and efficient ways. When they used technology devices, they had to through a complicated way, they would not do it in their teaching.

**Teachers’ Age**

In this public school, there are some teachers who are aged over 50 years old. Based on the participants’ statements, those teachers would be a consideration in applying the use of technology. They stated that:

**Excerpt 13**

*Guru-guru guru-guru yang sudah 50+ itu juga susah untuk menuju kesitu (penggunaan technology).*

*Teachers who are over 50 years old difficult to follow the process in using it (technology device).*

(T3/ interview/ translated by the researcher)

**Excerpt 14**

*Kendalanya, guru-guru usia sepuh itu malas untuk mengikuti karena mereka tidak mau belajar atau mereka belajar tapi dianggap susah.*

*The obstacle is when the aged teachers do not want to follow the proses to change into technology users because they do not want to learn or they learn but fell difficult.*

(T4/ interview/ translated by the researcher)

Connected with those statements, teachers who are over 50 years old be a consideration to applying the use of technology for learning and teaching.
activities. They felt difficult to follow the process because of their lack of technology. Raman and Yamat (2014) discussed that age became a barrier in utilizing technology in EFL classrooms. They said that the educational system in the past years was different with this era. Conventional way became the system of educational in the past. Therefore, the teachers who used to the traditional method were not motivated to use modern devices (Raman & Yamat, 2014, p.17). It was clear those who were older teachers and more experienced did not obtain the new skills because of their inability to use technology.

Even they were given training they still could not learn and felt difficult. It confirmed of the teachers’ age affected their skill in using technology. Teachers over 50 were called digital immigrants, they were born in the era where technology innovations made them being unconfident in using technology (Harendita, 2013).

Financial Organizing

Some statements were dealing with the financial condition, it was a reason why teachers resist the use of technology. Financial conditions were divided into two conditions, there were from school and students site. From school site, it is a state school, hence the financial on it has been organizing by the government. Accordingly, they could not provide any items what they wanted without any permission from the government. A participant conveyed that:

Excerpt 15

*Kita sekolah negri, itu kan terbentur dana. Dana bos itu kan tidak boleh untuk belanja sembarangan, ada aturannya untuk belanja-belanja fasilitas dan itu sangat ketat. Sekolah juga tidak boleh memungut biaya sama sekali dari siswa untuk memenuhi fasilitas sekolah.*
We are public school thus we has a problem in financial. We get money from the government but we cannot shop it all without permission, there are rules for using it to buy items and all of it is really strict. Moreover, this school is forbidden to collect money from the students. (T1, questionnaire/translated by the researcher).

Some teachers also paid attention to the students’ financial condition when they wanted to conduct online learning or assignment. It was impossible to give them online assignment because the teachers thought about students’ problems. A participant said that:

Excerpt 16
Dia harus membeli pulsa, dia harus ke warnet, dia harus mengeluarkan biaya tambahan, sementara belum tentu dia ada untuk itu.

If I want to give them an online assignment, I have to think the students’ economic condition. They have to go to internet café or they have to buy pulse. Furthermore, we do not know whether they have spare money to it or not. (T2, interview/translated by the researcher)

Another participant said that not all of them had cellphone which compatible with the application, whether android or not. Therefore, it would be difficult for them to apply technological learning related with the use of internet connection/online learning.

Excerpt 17
Ada siswa yang hpnya sudah android, ada yang belum, ada juga yang tidak mempunyai hp karena memang kondisi ekonominya yang fariatif.

Some students have smartphone android but there are some students that do not have hand phone. It is because their economy conditions are relative. (T3, interview/translated by the researcher)

It confirmed that the financial condition made them did not optimize the use of technology became efficient for enhance students’ knowledge (Lim, et. al, 2013). Financial is the basic of everything, including the case of providing technology devices in schools. To facilitate students with technology tools in
learning English as a foreign language, the government has to unbind the financial ordinance. Since the center of public schools’ financial organization is depend on the government’s rules. The discussion above also confirms the Sylvianty’s (2015) research that cost of technology makes the teachers and also the school resist in using technology for learning especially in language learning.

CONCLUSION

In conclusion, this research has elaborated the issue of the resistance in using technology in EFL teaching and learning process. This research developed the reasons behind the resistance of technological devices for English language teaching and learning in the Indonesian context. Specifically, it was held in a public junior high school. From the research, the number of devices which are provided in that school affects the technology use for teaching and learning process. The numbers of technology devices connect with the financial condition. Moreover, in public school, the financial is organized by the government. This research can be a viewpoint for the government in financial organizing. Moreover, if they set a rule of the technology use for teaching and learning process, they have to facilitate the school by giving allowance in providing technology. The other factors are complicated, the efficiency, and the limitation time in using it. In this research, teachers feel that by using technology makes them wasting their time. Another problem is electricity, it will be the worst cause of technology use, because if it is suddenly off then all the activities will distract. The teachers’ ages
are a cause of teachers’ skill in using technology. They are who called “digital immigrant” are not confident in applying technology (Harendita, 2013).

To all intents and purposes, I suggest for schools to provide enough or better technology devices and also the internet connection, especially for English Language Learning. All of the technology devices will help the efficiency of English lesson. For instance, they can use earphone and computers for listening rather than teacher speaks up manually. Using LCD projector and screen will encourage students in learning when the teacher plays any video or gives a picture. Teachers also can use the internet to held online learning or use the application like grammar correction for writing class. To facilitate the schools and prepare a better future for the students, government becomes the head of the organization. They are who organize the entire thing in public schools. Government have to give more attention to English learning facilities is a way to prepare students to face the world in this modern era.

Even this study has reached its purpose, there was a limitation of research. The result cannot be generalized to other studies because of different context and participants. It is because each of schools has their own way in utilizing the technology devices and the each of the participants has their own perception based on their school environment. Furthermore, the researcher encourages future studies to explore more about the resistance from the diverse perspectives and setting. To measure how deeper technology devices and also the internet enhance the English language teaching and learning.
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REFERENCES


Dear Participants,

My name is Maria Immaculata Prima Kusumaningtyas. Recently, I am studying for my Bachelor Degree in English Language Education Study Program of Universitas Kristen Satya Wacana. As a part of my study, I am conducting a research on teachers’ perspectives of utilizing technology in an EFL classroom. Accordingly, in this opportunity, I would like to ask your assistance by answering the questions in this questionnaire. I use those questions in order to obtain information concerning your perspectives on the use of technology in EFL classrooms. You are free to respond to how you really feel. Your identity will be pseudonyms. If you have further questions dealing with this research, you may contact me in this following phone number;

085641141233

I thank you very much for your help and participation in this research.

Name: 
Gender: 
Age: 

Open-ended Questionnaire

Tell your reasons (experiences) behind your decision of not using technology in your school environment to support your teaching!