

| Authors  | Editors   |
|--|---|
| <p>Dnia Niedziela, 17 Grudnia 2017 04:52 lantip diat prasojo &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Dear <b>Kamila Burzyńska</b>,</p> <p>We are interested in publishing our manuscript in TEwT entitling" Learning to Teach in a Digital Age: ICT Application and EFL Student Teachers' Teaching Practices. We attached the article.</p> <p>Thank you and look forward to hearing from you.</p> <p>Best wishes<br/>Lantip Diat Prasojo</p>                                     | <p>From: <b>Kamila Burzyńska</b> &lt;kamila.burz@wp.pl&gt;<br/>Date: Tue, Dec 19, 2017 at 10:00 PM<br/>Subject: Odp: Fwd: Submitting an article to TEwT<br/>To: lantip diat prasojo &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/>Cc: jarek.krajka &lt;jarek.krajka@wp.pl&gt;</p> <hr/> <p>Dear : <b>Lantip Diat Prasojo</b>,</p> <p>we are very glad you decided to place your trust in the journal.</p> <p>Just to inform you of our regular procedure, you need to know your paper will be subject to reviewing, which may take up to six months. Certainly, we do our best to accelerate the process, if possible.</p> <p>Meanwhile, do not hesitate to contact us may you have any questions or doubts. We will be glad to assist you.</p> <p>Best regards,</p> <p>Kamila Burzyńska</p> |
| <p>From: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/>Date: Sun, Jan 14, 2018 at 9:04 AM<br/>Subject: Gentle reminder: Fwd: Submitting an article to TEwT<br/>To: Kamila Burzyńska &lt;kamila.burz@wp.pl&gt;<br/>Cc: jarek.krajka &lt;jarek.krajka@wp.pl&gt;</p> <p>Dear Kamila Burzyńska,</p> <p>I did not mean to urge you, but just a gentle reminder, please let me know if there is an update on our manuscript.</p> <p>Best<br/>Lantip Diat Prasojo</p> | <p>From: <b>Kamila Burzyńska</b> &lt;kamila.burz@wp.pl&gt;<br/>Date: Sun, Feb 4, 2018 at 5:59 PM<br/>Subject: Odp: Gentle reminder: Fwd: Submitting an article to TEwT<br/>To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/>Cc: jarek.krajka &lt;jarek.krajka@wp.pl&gt;, alexander.c &lt;alexander.c@unic.ac.cy&gt;</p> <p>Dear Lantip Diat Prasojo,</p> <p>the paper is still under review. We will let you know of the review outcomes as soon as we hear from the reviewers.</p> <p>Sincerely,</p> <p>Kamila Burzyńska</p>  |

|  |  |
|--|--|
| <p>Date: Wed, Mar 14, 2018 at 1:33 PM<br/> Subject: Submitting an article to TEwT: Learning to Teach in a Digital Age: ICT Integration and EFL Student Teachers' Teaching Practices<br/> To: Kamila Burzyńska &lt;kamila.burz@wp.pl&gt;</p> <p>Dear Kamila Burzyńska,</p> <p>Just a gentle reminder, please let me know if there is an update on our manuscript "Learning to Teach in a Digital Age: ICT Integration and EFL Student Teachers' Teaching Practices"</p> <p>Thank you<br/> Looking forward to hearing from you</p> <p>Best wishes<br/> Lantip DP</p> | <p>From: <b>Kamila Burzyńska</b> &lt;kamila.burz@wp.pl&gt;<br/> Date: Tue, Apr 3, 2018 at 8:43 PM<br/> Subject: Odp: Update<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/> Cc: jarek.krajka &lt;jarek.krajka@wp.pl&gt;</p> <p>Dear Lantip DP,<br/> your paper is still under review. We will let you know of the outcomes of the process as soon as we hear from the reviewers.</p> <p>Best regards,<br/> Kamila</p>  |
| <p>Date: Wed, May 2, 2018 at 9:05 PM<br/> Subject: Updating: Learning to Teach in a Digital Age: ICT Application and EFL Student Teachers' Teaching Practices.<br/> To: Kamila Burzyńska &lt;kamila.burz@wp.pl&gt;</p> <p>Dear Kamila,</p> <p>I am contacting you again. Hope there is an update on our manuscript.</p> <p>Best wishes<br/> Lantip</p>   | <p>From: <b>Kamila Burzyńska</b> &lt;kamila.burz@wp.pl&gt;<br/> Date: Thu, May 3, 2018 at 5:30 PM<br/> Subject: Odp: Updating: Learning to Teach in a Digital Age: ICT Application and EFL Student Teachers' Teaching Practices.<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Dear Lantip,<br/> unfortunately, not yet. But as we said before, we expect to hear from the reviewers at the end of May/ beginning of June.</p> <p>Kindest regards,<br/> Kamila</p> <p>Kamila Burzynska, Ph.D.candidate<br/> Assistant to the Editor, Teaching English with Technology<br/> <a href="http://tewtjournal.org">http://tewtjournal.org</a></p> |

|  |   |
|--|---|
| <p>Dnia 17 maja 2018 06:05 <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;:</p> <p>Dear Kamila,</p> <p>I am contacting you again. Hope there is an update on our manuscript.</p> <p>Best wishes<br/>Lantip</p>       | <p>From: <b>Kamila Burzyńska</b> &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;<br/> Date: Sun, May 20, 2018 at 5:05 PM<br/> Subject: Odp: Updating: Learning to Teach in a Digital Age: ICT Application and EFL Student Teachers' Teaching Practices.<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Hi Lantip,<br/> we have already received a report from one of the reviewers. We are still waiting for the other one. Nevertheless, we should be contacting you very soon as regards both review outcomes.</p> <p>Best regards,<br/> Kamila</p> <p>Kamila Burzynska, Ph.D.candidate<br/> Assistant to the Editor, Teaching English with Technology<br/> <a href="http://tewtjournal.org">http://tewtjournal.org</a></p> |
| <p>On Tue, May 22, 2018 at 6:35 PM <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt; wrote:</p> <p>Dear Kamila,</p> <p>I will do as suggested.<br/> Thanks for your quick response.</p> <p>Best wishes<br/> Lantip</p> | <p>From: <b>Kamila Burzyńska</b> &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;<br/> Date: Mon, May 21, 2018 at 11:54 PM<br/> Subject: TEwT Journal - review outcomes<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/> Cc: jarek.krajka &lt;<a href="mailto:jarek.krajka@wp.pl">jarek.krajka@wp.pl</a>&gt;</p> <p>Dear Lantip,<br/> we would like to inform you of the review results.</p> <p>Attached you will find 2 reviewers' files and an annotated version of your paper. Could you address both reviewers' comments and revise the article by 18 June, please?</p> <p>We will be grateful if you confirm the receipt of the message and let us know of your decision, please.</p> <p>Best regards,<br/> Kamila</p>        |

|  |   |
|--|---|
|  | <p>Kamila Burzynska, Ph.D.candidate<br/> Assistant to the Editor, Teaching English with<br/> Technology<br/> <a href="http://tewtjournal.org">http://tewtjournal.org</a></p>  |
| <p>From: <b>lantip diat prasojo</b><br/> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/> Date: Tue, May 22, 2018 at 4:54 AM<br/> Subject: Re: TEwT Journal - review outcomes<br/> To: Kamila Burzyńska &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;</p> <p>Dear Kamila,</p> <p>Great news and I and co-author will revise it<br/> as suggested and get back to you ASAP.</p> <p>Best wishes<br/> Lantip</p>  | <p>From: <b>Kamila Burzyńska</b><br/> &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;<br/> Date: Tue, May 22, 2018 at 6:11 PM<br/> Subject: Odp: Re: TEwT Journal - review<br/> outcomes<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Dear Lantip,<br/> could you make sure to use the right format<br/> while revising the paper, please? Attached<br/> you will find a sample which you may find<br/> useful while working on the final version of<br/> your article.</p> <p>Best regards,<br/> Kamila</p> <p>Kamila Burzynska, Ph.D.candidate<br/> Assistant to the Editor, Teaching English with<br/> Technology<br/> <a href="http://tewtjournal.org">http://tewtjournal.org</a></p> |
| <p>From: <b>lantip diat prasojo</b><br/> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/> Date: Sun, Jun 10, 2018 at 4:59 PM<br/> Subject: Revision_ARTICLE 17 with TEwT<br/> Template:Learning to Teach in a Digital Age:<br/> ICT Application and EFL Student Teachers'<br/> Teaching Practices<br/> To: Kamila Burzyńska<br/> &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;, jarek.krajka<br/> &lt;<a href="mailto:jarek.krajka@wp.pl">jarek.krajka@wp.pl</a>&gt;<br/> Cc: &lt;<a href="mailto:tewtjournal@unic.ac.cy">tewtjournal@unic.ac.cy</a>&gt;, alexander.c<br/> &lt;<a href="mailto:alexander.c@unic.ac.cy">alexander.c@unic.ac.cy</a>&gt;</p> <p>Dear Kamila and the Editor,</p> | <p>From: <b>Kamila Burzyńska</b><br/> &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;<br/> Date: Tue, Jun 12, 2018 at 9:04 PM<br/> Subject: Odp: Sending the<br/> revision_ARTICLE 17 with TEwT<br/> Template:Learning to Teach in a Digital Age:<br/> ICT Application and EFL Student Teachers'<br/> Teaching Practices<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Dear Lantip,<br/> thank you for your resubmission. We will<br/> contact you soon as regards some further<br/> requests regarding the publication.</p>   |

|  |  |
|--|--|
| <p>I attached the revision with two kinds of documents. The first document is the one responding to reviewers' concerns and suggestions with track changes and the second one is the right format of TEWT.</p> <p>Looking forward to hearing from you</p> <p>Thanks a lot</p> <p>Best wishes<br/>Lantip</p>  | <p>Best regards,<br/>Kamila</p>  |
| <p>From: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/>Date: Fri, Jun 15, 2018 at 5:39 AM<br/>Subject: Amirul Mukminin_ author declaration<br/>To: Kamila Burzyńska &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;</p> <p>Dear Kamila,</p> <p>Thank you very much for the author declaration form. I attached the filled form. Also please let me know if there are some revisions needed. I (co-authors) do hope it will be published in the coming issue 2018.</p> <p>Thanks a lot</p> <p>Best wishes<br/>Lantip</p> | <p>On Sun, Jun 17, 2018 at 3:57 PM Kamila Burzyńska &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt; wrote:</p> <p>Dear Lantip,<br/>thank you for sending the author declaration. You will be contacted once more by the Editor-in-chief to approve the final version of the article before its publication.</p> <p>Thank you for your cooperation and contribution to TEWT.</p> <p>Best regards,<br/>Kamila</p> |
| <p>From: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/>Date: Wed, Jun 27, 2018 at 10:05 PM<br/>Subject: No more revisions?<br/>To: Kamila Burzyńska &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt;</p> <p>Dear Kamila,</p> <p>I just wonder on our manuscript if there are some revisions or not.<br/>Hope our manuscript will be included in the coming issue (July 2018).</p>  | <p>On Wed, Jun 27, 2018 at 10:08 PM Kamila Burzyńska &lt;<a href="mailto:kamila.burz@wp.pl">kamila.burz@wp.pl</a>&gt; wrote:</p> <p>Dear Amirul,<br/>you may be asked for some final revisions some time in July.</p> <p>Sincerely,<br/>Kamila<br/>Kamila Burzynska, Ph.D.candidate<br/>Assistant to the Editor, Teaching English with Technology<br/><a href="http://tewtjournal.org">http://tewtjournal.org</a></p>            |

|   |   |
|---|---|
| <p>Also, for the article review that you sent a few days ago, I will finish it this week.</p> <p>Best wishes<br/>Lantip</p>   | <p>From: <b>Kamila Burzynska</b> &lt;kamila.burz@wp.pl&gt;<br/> Date: Wed, Jul 18, 2018 at 2:53 PM<br/> Subject: Re: revisions of Our accepted manuscript<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Dear Lantip,<br/> as I informed you before, the paper will be included in July issue 2018. The issue will have appeared on the website by the end of July. The final editions are done by the Editor-in-chief. You will be contacted by him. If you have any questions to prof. Krajka, contact him using the following e-mail address: <a href="mailto:jarek.krajka@wp.pl">jarek.krajka@wp.pl</a></p> <p>Best regards,<br/> Kamila</p> |
| <p>From: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;<br/> Date: Tue, Jul 31, 2018 at 5:53 PM<br/> Subject: New Issue<br/> To: Kamila Burzyńska &lt;kamila.burz@wp.pl&gt;</p> <p>Dear Kamila,</p> <p>Is there any news on the new issue?</p> <p>Best wishes<br/>Lantip</p> | <p>From: <b>Kamila Burzynska</b> &lt;kamila.burz@wp.pl&gt;<br/> Date: Wed, Aug 1, 2018 at 1:35 AM<br/> Subject: Re: New Issue<br/> To: <b>lantip diat prasojo</b> &lt;<a href="mailto:lantip@uny.ac.id">lantip@uny.ac.id</a>&gt;</p> <p>Dear Lantip,<br/> as far as I know, it should appear on TEwT's website very soon.</p> <p>Regards,<br/> Kamila</p>   |

From: **Jarek Krajka** <[jarek.krajka@gmail.com](mailto:jarek.krajka@gmail.com)>  
Date: Sat, Jul 21, 2018 at 7:21 AM  
Subject: Proofreading your contribution to Teaching English with Technology  
To: [Lantip1975@gmail.com](mailto:Lantip1975@gmail.com), [amirul.mukminin@unja.ac.id](mailto:amirul.mukminin@unja.ac.id), [hj.lennymarzulina@gmail.com](mailto:hj.lennymarzulina@gmail.com)

Dear Author/s,  
it is my pleasure to inform you that the production of the July issue of Teaching English with Technology journal, with your article as its important part, is coming to a successful end. The whole issue should be ready and published online at the end of July.

However, for this to happen, we urgently need your proofreading your contributions. Please take the attached file and add your comments/suggestions/additions/deletions **using Acrobat Reader's Commenting function**. In particular, do address any editorial comments which can be displayed on the margin of the pdf file.

Do get back to me, to this very email address, with the proofread article as soon as possible but **not later than on July 26** - if the whole issue is to be published in July, which is the requirement of Scopus, we must meet that deadline.

Please note that your failure to respond within that time will result in moving your article to the next issue of TEwT, to be published in October 2018.

Do not hesitate to email me if you have any questions or requests concerning your contribution to our Journal.

Best regards,

Jaroslav Krajka

Editor-in-Chief, Teaching English with Technology

Dyrektor Instytutu Germanistyki i Lingwistyki Stosowanej/Director of Institute of German Studies and Applied Linguistics

Uniwersytet Marii Curie-Skłodowskiej/Maria Curie-Skłodowska University, Lublin, Poland

<http://umcs.academia.edu/JKrajka>

<http://tewtjournal.org>

## Learning to Teach in a Digital Age: ICT Integration and EFL Student Teachers' Teaching Practices

### Abstract

The integration of ICT in teaching and learning processes has been important as it will facilitate teachers to develop their students' skills and knowledge including in teaching English as a foreign language (EFL). However, research focusing on the integration of ICT in teaching English by EFL student teachers in Indonesia during their teaching practices has been limited. This study examined the ICT integration used by student teachers from a public university during their teaching practices in four high schools in Indonesia. This qualitative inquiry with a case study approach focused on video-based observations and focus group discussions as techniques of data collection. We utilized random sampling for the video-based observation and purposive sampling for the focus group discussion with 60 participants in the discussion and 10 classes in the observation. We organized our analysis and discussion around the field facts and participants' perceptions on the contexts whether or not the integration of ICT was carried out in their pre-teaching practices. Despite the fact that most participants who were student teachers informed that they had good competency levels and experience on the use of technology and believed that technology would have many benefits in improving their teaching performance, the findings of this study showed that they did not integrate ICT in their teaching practices. The major reason for this lack of technology use was the school condition. The findings can be a reference for the importance of a systematic and comprehensive development of method of the teaching practice in the 21 century to help the appropriate transition of student teachers, as they will become professional teachers in the future.

**Keywords:** pre-service teachers, ICT application, challenges, teaching practice

### Introduction

ICT training has been a significant part of many teaching training in ensuring aspiring teachers are prepared in utilizing technology in their teaching (Gülbahar, 2008). Therefore, it is worth to analyze whether technology forms teachers' part of helping activities from the first time of teaching to change learning way suited the 21<sup>st</sup> century ways, becoming technology oriented. Teaching practice, which is the first activity, implemented to train future teachers before they are ready to be teachers is the first spot to practice. This first chance for those teachers aims at establishing student teachers' own teaching philosophies and practices. Some researchers informed on why most teachers were not used to using technological devices and systems in their teaching activities because it was neither their original training nor their teaching habits when they begin to teach (Prensky, 2001; Rosenthal, 1999). So, when technology was first used, teachers faced difficulties and challenges. Verloop, Van Driel, and Meijer (2001) state that the cognitions of teachers cannot be switched easily because it needs years to form. However, technology

**Commented [A1]:** One thing that I would suggest is that the beginning of the abstract be organized around a question to be answered, rather than around the methods. It is not until the results that we learn about the research problem. The abstract should start with the research problem, and highlight the answers to it. This is done well in the introduction, but not as well in the abstract.

*Thank you so much for the suggestion. We added the central issue in the beginning of the abstract.*



would have potentials in promoting teaching innovativeness through having important tools utilized to facilitate learning. Hence, it has played important roles in education in these days.

Nowadays, most programs for teacher training around the world support technology-training components. Because of the training, today's student teachers are in an environment which is more supportive of integrating technology as part of their teaching compared to their predecessors. New teachers are not supposed to apply unnecessary teaching habits established by the predecessors (Yuksel & Kavanoz, 2011). They could easily introduce innovation to their teaching techniques to support technology use. However, it is important to focus on that point where new teachers begin their teaching to establish and set them on the path to revolutionary teaching.

Much research on the ICT application has been focusing on the investigation of teacher education programs to explain how much they prepare for the integration of ICT into their classes (Liu, 2012; Murley, Jukes, & Stobaugh, 2013). However, limited studies specifically observed student teachers' transition when they go to the field of teaching on whether they implement the skills and knowledge they obtained from the technical training programs or not. This study focused on investigating the integration of ICT of English as a Foreign Language (EFL) student teachers from a public university during their teaching practices in four high schools in Indonesia. during their teaching practices, who did their teaching practices in four high schools in Indonesia. In this study, there were questions: three guiding questions led the researchers in doing the research:

1. How do student teachers integrate the use ICT in their teaching practice?
2. What are the student teachers' beliefs in dealing with the ICT benefits in their teaching activities?
3. What are the hampering factors faced by student teachers in using ICT in their classrooms?

## Review of Literature

Some studies have documented the investigation of technology application carried out by student teachers. Plenty of the studies revealed that there is gross under-use of technology by student teachers in the teaching activity (Al-Ruz & Khasawneh, 2011; Liu, 2012). Mostly, the lack of technology use in the teaching and learning process has been included in studies of the field of teacher training program (Liu, 2012; Scheeler, 2008). Nowadays, it is crucial to integrate or relate the use of technology for newly recruited teachers or student teachers who will be teachers in the future when they go for teaching practice. Teaching in the 21st-century has changed, which requires people personality involved in education including teaching to manage the integration of technology in their classes to meet the requirements of currents literacy (Kong et al., 2014). Oblinger and Oblinger, (2005) state informed that student who lives in digital eras have mostly been familiar with the use of technology including student teachers. However, it is proven not effective in terms of technology integration in either curriculum or teaching activity. It is believed that training effectiveness could increase the levels of teachers' competency in using technology in their teaching delivery (Koh & Frick, 2009). In some studies, the lack

**Commented [A2]:** Perhaps rephrase... "are in an environment that is more conducive to..." "are in an environment which is more supportive of..." or something like this.

*Thank you and we already revised it*

**Commented [A3]:** introduce innovation? yes

**Commented [A4]:** Why revolutionary teaching? As seen from the results, it may not be so revolutionary? Thank you and we deleted the sentence.

**Commented [A5]:** rephrase, who does not refer to the university, and it looks like it does.

*We changed it into, "from a public university during their teaching practices in four high schools in Indonesia"*

**Commented [A6]:** research questions? Rephrase: there were three research questions?

**Commented [A7]:** Unclear.  
*Thank you and replaced the word*

**Commented [A8]:** Why "informed"?  
*Thank you and replaced the word*

of limited trainings was a major factor in technology disintegration in teaching activity (Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Vanezky, 2004). However, nowadays where most students are digital natives, technology has played important roles in the lives of the current generation (Kelly-McHale, 2013; Nishino, 2012; Vodanovich, Sundaram, & Myers, 2010).

Digital natives are characterized by high enthusiasm in using technology on daily basis. This fact delivers reasonable expectations and hopes that these students more likely integrate ICT into teaching activities. ~~However, However, the facts do not show that way since some studies by the 72 researchers (e.g., studies done by~~ Allsop et al., (2009), ~~;~~ Hadiyanto et al., (2017), ~~;~~ and Lei, (2009) indicated that most student teachers used technology applications and devices more on their personal use than on their teaching and learning activities. For example, Lei (2009) who investigated student teachers' attitudes, beliefs, and technology experience and expertise ~~found~~ ~~informed~~ that student teachers spent most of the time (80%) on social communication, with merely approximately 10% of that time for learning activities. Allsopp et al. (2009) ~~conducted a study on~~ ~~held a research to do an~~ evaluating ~~ion~~ on the influential effects of a computer initiative (one-to-one among the participants) in order to integrate systematic technology for undergraduate students in one education program ~~found that~~ most participants integrated sorts of technology applications and devices maximally for their personal use outside the classrooms instead of using them in their teaching and learning activities (technology disintegration).

Some influencing factors of technology disintegration in pre-service teaching programs are self-efficacy, school culture, conflicting beliefs, and teachers' limited training (Al-Ruz & Khsaweh, 2011; Anderson & Maninger, 2007; Gibson & Oberg, 2004; Gülbahar, 2008; Koh & Frick, 2009; Liu, 2012; Niederhauser & Perkmen, 2010; Vanezky, 2004; Wang & Wu, 2015). In addition, Teo (2009), Yücel, Acun, Tarman, and Mete (2010), and Aslan and Zhu (2014) believed that besides those factors, supporting facilities, technology attitude, and computer anxieties were also factors in technology disintegration in pre-service teaching programs.

Competency levels in technology use have been in many studies linked to self-efficacy of educators (Wang & Wu, 2015). A study done by Al-Ruz and Khasaweh (2011) that examined a model in which technology application carried out by the participants who were student teachers was in correlation with both university-based and school-based factors. They informed that in the integration of technology, self-efficacy played the most important role. Similar research results ~~done~~ ~~written~~ by some other researchers such as Anderson and Maninger (2007), Koh and Frick (2009), ~~and~~ Niederhauser and Perkmen (2010) who revealed that self-efficacy has been the most important determiner of student teachers' willingness to utilize technological software and in their teaching and learning activities

School culture is another factor influencing the lack ~~68of the use~~ of technology in the classrooms by student teachers in their pre-service teaching. Inan and Lowther (2010) in their study ~~revealed that~~ ~~informed~~ student teachers in first year teaching practice were required to learn the school cultures and the way to become teachers that influences all activities in the teaching and learning process. Further, school culture plays a very important role in giving influences to new teachers or student teachers to use technology in their classrooms (Al-Ruz & Khasawneh, 2011). The school cultures are very significant to support the use of technology because they encompass some factors, for instance; school leadership's

**Commented [A9]:** Rephrase, unclear grammar and vocabulary.

Thanks and we changed it

**Commented [A10]:** Why informed?

**Commented [A11]:** rephrase.  
Thank you

**Commented [A12]:** ?

**Commented [A13]:** Mistakes like these make me think that the text may have been copied from somewhere.

*Thank you, we had this kind of numbers because we used it to track the sentences that we needed to revise before we submitted it to TWET, but we forgot deleting it.*

**Commented [A14]:** Rephrase. Informed is not used in this context.

expectations, ICT technical and pedagogical support, attitudes and perceptions towards technology use, and ICT policies. The phenomenon happens because when the integration of technology is an element of the school culture, the teachers will not have isolated feeling in their efforts to apply ICT in the teaching and learning. Therefore, for student teachers who do their teaching for the first time, the inclinations of the school cultures will help adopt or not adopt the ICT integration in their classrooms (Allan, Law, & Hong 2003). Also, Conway et al. (2005) investigating new teachers' challenges in technology integration found that informed the issues of time and the validation needs in dealing with the first time teaching. According to Conway et al. (2005), new teachers are often reluctantly afraid to neglect the norms or cultures they find in the school and to try new things including integrating ICT in their teaching activities. In another study, Gorder in 2008 states informed that teachers with experience have more opportunity with the use of technology, should they be willing to use it. The reason is that established teachers are more adaptable with the school cultures than that of new teachers. The established-teachers would have opportunities to be more creative than new teachers who are still trying to get accustomed to teaching and learning in the schools. This fact may help explain several thought-provoking results of findings obtained by some studies which revealed that new teachers of today, believed as more technology savvy than that of their predecessors, do not use ICT in their teaching activities as it is expected (Allsopp et al., 2009; Lei, 2009).

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Additionally, pedagogical belief is revealed as one of factors in the disintegration of ICT in classrooms (Ertmer, 2005; Kelly-McHale, 2013; Nishino, 2012). A meta-analysis done by Ertmer (2005) evaluating the correlation between teachers' pedagogical beliefs and their ICT integration found informed that it is meaningless trying to switch classroom practices in terms of technology application without addressing teachers' beliefs. Those things are difficult to verify since they are dealing with implied caution. However, they are possible to verify from the observation of people's action. The study with observation approach conducted by Kelly- McHale (2013) and Nishino (2012) have shown that there have been the inconsistencies in this matter to various factors; teachers' limited theoretical understanding, conflicting beliefs, and the school culture (Kelly-McHale, 2013; Nishino, 2012).

Formatted: Highlight

Most of the previous studies were conducted through survey as the research methodology (Gülbahar, 2008; Kelly-McHale, 2013; Liu, 2012; Nishino, 2012; Vodanovich, Sundaram & Myers, 2010; Yeung, Taylor, Hui, Lam-Chiang, & Low, 2012). However, this study elaborated qualitatively with a case study approach utilizing observation and focus group discussion as the instruments of data collection. To comprehend the student teachers' use of technology or its limitation to be more elaborative and informative, observation would be appropriate to see the fact in the field. Focus group discussion would make the research to be more appreciative in terms of circumstances and information, which was directly obtained from student teachers' perception.

Formatted: Highlight

## Method

We utilized a qualitative design with a case study an approach of a case study to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. This study is 53 part of a research project funded by the Indonesian Ministry of

Commented [A15]: Please rephrase.

Formatted: Font color: Red, Highlight

Technology and Higher Education to obtain have in depth information on the use of ICT in Indonesian higher institution. The long term goal of the research is to have an appropriate, specific, and systematic set of syllabus and a guiding book of ICT application and integration in teaching proposed to the schools of education. This study took one year time to complete, from June 2016 to July 2017. We distributed demographic questionnaire, held video based observations, and conducted focus group discussions were the techniques of data collection. The population is all student teachers registered for the university's 2016-2017 pre service teaching program and all classes of the collaborated schools in the province of Jambi. We used random sampling for the observation (10 classes) and purposive sampling for the group discussion (60 participants).

60 student teachers were involved in this research consisting of 34 females and 26 males. The age range of the participants was 19-29 years. The complete information about the participants can be viewed in Table 1.

**Commented [A16]:** please use a different verb: e.g. obtain,

**Commented [A17]:** Generally speaking, I would like to have a bit more data on the sample, including whether study participation was mandatory, whether it was anonymized and in which way, etc. In other words, I would be interested to know what sort of ethical guidelines were followed in the study.

*Thank you and we added "Ethical Considerations and Trustworthiness" in the method section*

**Commented [A18]:** Unclear

**Commented [A19]:** rephrase

**Commented [A20]:** rephrase.

Table 1

*The Distribution and Information of Participants*

| Discussion Group | No. of participants/ Gender  | Age   | Scale of Technology Familiarity |          |              |
|------------------|--|-------|---------------------------------|----------|--------------|
|                  |  |       | Very familiar                   | Familiar | Not familiar |
| G1               | 5 males (M1, M2, M3, M4, M5)<br>5 females (F1, F2, F3, F4, F5)           | 20-23 | 60%                             | 30%      | 10%          |
| G2               | 4 males (M6, M7, M8, M9)<br>6 females (F6, F7, F8, F9, F10, F11)         | 20-22 | 80%                             | 20%      | 0%           |
| G3               | 6 males (M10, M11, M12, M13, M14, M15)<br>4 females (F12, F13, F14, F15) | 20-23 | 60%                             | 40%      | 0%           |
| G4               | 4 males (M16, M17, M18, M19)<br>6 females (F16, F17, F18, F19, F20, F21) | 20-25 | 50%                             | 50%      | 0%           |
| G5               | 3 males (M20, M21, M22)<br>7 females (F22, F23, F24, F25, F26, F27, F28) | 19-22 | 70%                             | 20%      | 10%          |
| G6               | 4 males (M23, M24, M25, M26)   | 20-23 | 80%                             | 20%      | 0%           |

**Commented [A21]:** Please note that using percentages in groups that are this small is really not a good practice. This should certainly be changed to absolute numbers.

Ok thanks, we revised it

6 females (F29, F30, F31, F32, F33, F34)

We distributed the questionnaire to all participants in the focus group discussions that consisted of two sections, personal demographic information (gender, age, semester, study program) and technology information (technology familiarity and length of time of technology use a day). In addition, we asked all participants to give their perceptions/opinions on the topic given and the integration of ICT in their pre-service teaching practice. The discussions were recorded using smartphone. We used the Indonesian language in the discussion. We set all group discussion protocols. We focused on the needs, influential factors, and problems faced on the ICT integration in teaching activity. Lincoln and Guba (1985) stated that focus group discussion aimed at gaining information about participants feeling, attitudes, reactions, and experiences which could not be obtained by applying other instruments namely interview, observation, and questionnaires. It allows them to partake, share their opinions, argue, and respond in a group talk (Klein, Tellefsen, & Herskovitz, 2007).

**Commented [A22]:** Word order.

**Formatted:** Font color: Red, Highlight

We distributed a form of permission and hid participants' names due to the purpose of the research ethics. The favor of participants' dignity is a compulsory item in an academic research since it is important not to exploit them as merely an object to obtain the research goals (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). We further utilized video recordings to obtain the data because according to Sadalla and Larocca (2004), the video recording is suitable for studying complex phenomena such as teaching practices, full of liveliness and dynamism influenced by several variables simultaneously. For them, "video recording allows recording even fleeting and non-repeatable events, which are very likely to escape direct observation" (p. 423). The observation sessions were conducted to see the facts happened in the field. Observation is a way to understand peoples' behavioral figures to get data about a phenomenon happened some certain conditions (Creswell, 2007).

**Commented [A23]:** This is a theoretical remark about why a particular methodology was used. I would generally make these remarks in a separate paragraph, where all the methodological choices should be discussed. This section should be reserved for your methodology, rather than meta-theoretical choices.

Thank you

The use of number and simple percentages was carried out in the analysis of the demographic questionnaires as Finked (2013) informed that simple summaries of a data analysis can be produced through descriptive statistics on the sample involved and most responded statements.

**Commented [A24]:** As above.

The data from the recording were analyzed by putting the data into a computer program (Atlas TI), coding the data, and elaborating them. One researcher who happened to be a video editor did the process of coding. For the group discussion data, analysis across and between the data continued when no thematic patterns remained. Although the student teachers varied from different programs and with different supervisors, the obtained data were treated equally without focusing on special or particular technology use in the process of teaching. In analyzing the qualitative data, we computerized and printed the data. We carefully read and translated them into English. Afterwards, we coded and divided them into some them. Finally, we elaborated the data and presented them. We also did the review and examination for redundancies and connecting the data (Boyatzis, 1998; Creswell, 2007; Kvale, 1996). We held an integrating review on the data obtained. Triangulation, member checking, and self-reflection were applied for the research trustworthiness.

**Commented [A25]:** Please rephrase the end. Also, why was the data translated before coding? We revised it, thank you

## Design of the Study

**Commented [A26]:** We revised all the method section as suggested

We utilized a qualitative case study approach to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. A qualitative case study is an intensive and holistic description, explanation, and analysis of “a bounded system” (Merriam, 1998, p. 27) or phenomenon such as a person, a program, an institution, a process, a social unit, a group, and a policy (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015). Furthermore, Merriam (1998) states that to investigate a topic of study that has not been studied intensively, an exploratory case study might become one of the approaches to be used as is the case with ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. Through scrutinizing a formerly understudied topic, qualitative scholars might have occasions for conducting a study on relevant issues and may provide a framework or foundation for other inquiries (Merriam, 1998; Prasojo et al., 2017; Mukminin & McMahan, 2013). For the purpose of our study, we decided to use a case study as our approach that would help us to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia.

## Research Site, Sampling Procedures, and Participants

The participants of this study were all student teachers registered for the university’s 2016-2017 pre-service teaching program and all classes of the collaborated schools in the Province of Jambi. We used random sampling for the observations (10 classes) and purposive sampling for the group discussions. Finally, sixty student teachers were willing to get involved in this research consisting of 34 females and 26 males. The age-range of the participants was 19-29 years. The complete information about the participants can be viewed in Table 1.

Table 1

### The Distribution and Information of Participants

| <u>Discussion Group</u> | <u>No. of participants/ Gender</u>   | <u>Age</u>   | <u>Scale of Technology Familiarity</u> |                 |                     |
|-------------------------|--|--------------|--|-----------------|---------------------|
|                         |  |              | <u>Very famili</u><br><u>ar</u>        | <u>Familiar</u> | <u>Not familiar</u> |
| <u>G 1</u>              | <u>5 males (M1, M2, M3, M4, M5)</u><br><u>5 females (F1, F2, F3, F4, F5)</u> | <u>20-23</u> | <u>6</u>                               | <u>3</u>        | <u>1</u>            |

|           |  |              |          |          |          |
|-----------|--|--------------|----------|----------|----------|
| <u>G2</u> | <u>4 males (M6, M7, M8, M9)</u><br><u>6 females (F6, F7, F8, F9, F10, F11)</u>         | <u>20-22</u> | <u>8</u> | <u>2</u> | <u>0</u> |
| <u>G3</u> | <u>6 males (M10, M11, M12, M13, M14, M15)</u><br><u>4 females (F12, F13, F14, F15)</u> | <u>20-23</u> | <u>6</u> | <u>4</u> | <u>0</u> |
| <u>G4</u> | <u>4 males (M16, M17, M18, M19)</u><br><u>6 females (F16, F17, F18, F19, F20, F21)</u> | <u>20-25</u> | <u>5</u> | <u>5</u> | <u>0</u> |
| <u>G5</u> | <u>3 males (M20, M21, M22)</u><br><u>7 females (F22, F23, F24, F25, F26, F27, F28)</u> | <u>19-22</u> | <u>7</u> | <u>2</u> | <u>1</u> |
| <u>G6</u> | <u>4 males (M23, M24, M25, M26)</u><br><u>6 females (F29, F30, F31, F32, F33, F34)</u> | <u>20-23</u> | <u>8</u> | <u>2</u> | <u>0</u> |

#### **Data Collection and Analysis**

In our study, data collection consisted of a demographic background, survey video- based observations, and focus group discussions. This study was done over one year from June 2016 to July 2017 with all participants. All participants completed a demographic survey consisting of two sections, personal demographic information (gender, age, semester, study program) and technology information (technology familiarity and length of time of technology use a day) as presented in Table 1. In addition, in the focus group discussions, we asked all participants to give their perceptions opinions on the topic given and the integration of ICT in their pre-service teaching practice. The focus group discussions were recorded using smartphone. We set all group discussion protocols. We focused on the needs, influential factors, and problems faced on the ICT integration in teaching activity. All participants were involved in all focus group discussions according to their own group (e.g., focus group discussion 1 or G 1). We used Indonesian language in the focus group discussions.

In this study, we also used video recordings to obtain the data because according to Sadalla and Larocca (2004), the video recording is suitable for studying complex phenomena such as teaching practices, full of liveliness, and dynamism influenced by several variables simultaneously. For them, "video recording allows recording even fleeting and non-repeatable events, which are very likely to escape direct observation" (p. 423). The observation sessions were conducted to see the facts happened in the field. Observation is a way to understand peoples' behavioral figures to get data about a phenomenon on some certain conditions (Creswell, 2007). The data from the recording were analyzed by putting the data into a computer program (Atlas TI), coding the data, and elaborating them. One researcher who happened to be a video editor did the process of coding. For the focus group discussion data, analysis across and between the data continued when no thematic patterns remained. Although the student teachers varied

from different programs and with different supervisors, the obtained data were treated equally without focusing on special or particular technology use in the process of teaching.

In analyzing the qualitative data, we computerized and printed the data. First, we transcribed all of the data. Then we carefully read all the transcripts. In our study, all data were captured from the focus group discussions and observations were reread with the temporary lists of codes that had been made to inventory essential statements pertinent to the topic and to deepen understanding of our data among participants. After rereading all transcripts line by line, we coded the data to search final themes. Next, we translated them into English. Finally, we elaborated the data and presented them. We also did the review and examination for redundancies and connecting the data (Creswell, 2007). We held an integrating review on the data obtained.

### **Ethical Considerations and Trustworthiness**

Our qualitative case study used human beings as our key source of the data. To protect our research participants who participated in this study, the ethical consideration (e.g., informed consent form) was applied. We also concealed such as the places, the real names of participants through the use of pseudonyms. Also, participation in our study was voluntary. We asked every participant to sign informed consent forms before she or he was involved in this study and they were allowed to stop participating in this study whenever they wanted. Also, to deal with the trustworthiness of data and interpretations (Abrar et al., 2018; Creswell, 2007; Habibi et al., 2018; Mukminin et al., 2017), the findings and conclusions were returned to our participants to get their feedback. Moreover, thick and rich descriptions (Merriam, 1998) and narratives of student teachers' ICT integration during their teaching practices in four high schools in Indonesia were provided, including verbatim instances from the transcribed data.

### **Findings**

This study examined the ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. Going through the video-based observations and focus group discussions, we identified three salient interrelated themes including: ICT application, beliefs about the technology integration, and hampering factors.

#### ***ICT application***

Through the video-based observations, we found that the majority of the participants never applied technology in their teaching activity. The fact that merely 12 participants integrated ICT in their



teaching activity was interesting to analyze. Additionally, there was an important phenomenon revealed that 10 participants (8%) of the technology users were female participants.

Most of the technological devices used revealed from the observation were laptop and projector screen. They used both devices to facilitate presentation with some applications including Microsoft PowerPoint, PDF reader, Microsoft excel, and Microsoft words. However, the participants mostly used Microsoft PowerPoint. The presentations applied by the participants included texts, pictures, diagrams, pictures, and videos. A few of them used their smartphone(s) in the delivery of their lesson. The student teacher who used their smartphones made use of YouTube video, Google pictures, and textual references downloaded from some websites.

During the discussion sessions, the participants informed their experience in using technology devices and discussed their ability in using technology. They reported that they have received sufficient experience of the technology involvement of their learning time in the university. They said there were also two educational technology courses and other courses involving technology in the teaching and learning activity. Four participants revealed,

We attended classes of technology learning. In addition to that, some of our university's courses were taught using technology in its presentation. (M3)

In our learning time, we were asked to present our presentation using projectors and laptops. In one course, the teacher utilized social media, Facebook, Whatsapp, Youtube, and Telegram in delivering the lesson. (F29)

Here in the pre-service teaching program, our supervisor asked us to use social media telegram and Whatsapp in order to discuss, report, do assessment. It is very useful and could be efficient for the process of the supervision. The same thing can also be implemented in our teaching. (F15)

During our study, we were taught how to use technology and even given opportunities to practice how to use it in the lessons; we prepared lesson plans and made presentations. (M23)

The participants also informed that they were quite skillful in using technology. They mentioned some technology devices and applications that they were accustomed to using on a daily basis like email, social media, and games. We found that they used technology for education, communication, entertainment, and business. Some of the participants reported,

I think I have good ability using technology. I use my laptop to do my assignments and many applications in my smartphone like email, social media, and games

**Commented [A27]:** How are 12 participants 20%, and then 10 participants are 83%? This is unclear. How many participants were there in total? If the number is smaller than 100, percentages should not be used.

Thank you, we deleted all percentages

every day. I like movies through Youtube and buying things through some e-commerce providers. (F2)

We are digital natives who are accustomed to using technology devices, computers, projectors, smartphones, and other tools. I communicate through email and social media using my smartphone. (MI5)

I am convinced I can use technology during my teaching activity. I have got enough information about the use of technology. Besides, we love using our gadgets. (F19)

In addition to the group discussion result, the data of demographic questionnaire also informed that 40 participants were very familiar with the technology use. Meanwhile, 18 participants were familiar and only 2 participants were not familiar with the use of technology.

### ***Beliefs about ICT Integration***

In the focus group discussion, we asked the participants one by one with a question on whether they believe the benefits of ICT integration in the improvement of teaching and learning in their classes. It was surprising that around 80% of participants (33 student teachers) had a strong belief that ICT had positive impacts on the teaching activities. They further believed that ICT could be media to poster students' knowledge and comprehension in learning. Technology, on their opinions, could be a tool to attract more attention, give more cutting-edge information, invite students activeness in the classrooms, deliver simplified concepts, make things more simple, provide any information in many forms such as videos, pictures, diagrams, and texts. Some of the excerpts of the focus group discussions revealed:

I think technology can make our teaching and learning more fun and efficient in terms of time and materials. We used for example social media in our teaching practice, between supervisors and us, and it was very beneficial in saving our time discussing things. The same idea also could be applied in teaching the student in the schools. (M7)

Technology has many functions on our teaching. It could make students more active in the teaching and learning process. (F6)

I think I could conclude that technology is very useful. Technology such as internet can provide any information that we need. The information can be in many forms like video, pictures, news and others. (F16)

On the other hand, the rest (5 student teachers) in the focus group discussions indicated that they did not believed in ~~disbelieved~~ the improvement of teaching and learning activity in their classroom influenced by the use of technology. They also mentioned that they disliked the ICT integration in their teaching activity both in the schools and in the campus. They thought that using books and other conventional materials is still better than using technology. One participant summed up on this thing, "I am against my friends' opinions, and I think technology will not have any significant influence to our teaching and learning activity. Using technology would just waste our time. Books, whiteboards, and chalk for me are still the best."

Commented [A28]: perhaps rephrase.

### ***Hampering Factors***

The culture and condition of the schools' facility became the main concern revealed in the focus group discussions. They mentioned limited and broken tools, electrical instability, and poor classroom situations. In the observation of the classrooms situated in the schools, the projectors were not attached permanently. If teachers wanted to use them, they had to take them from cupboards situated in teacher offices. The participants also informed in the discussions that the school did not provide enough projectors for every class. In addition, they also reported that some classrooms were not supporting the technology integration. Three of them shared their opinion,

The stability of electrical power should be considered. We have no enough sources like personal computer, projector, and other tools. However, the attempt to promote the integration of technology should be encouraged. (F14)

The facility is the thing that does not support the integration of technology in the classroom. Broken and limited equipment is one of the factors. (F34)

Sometime some tools are not working in some classroom, the socket [electric], projector cable, internet connection, and other tools. (M22)

All schools have been equipped with computers' labs and free internet connection. However, the participants could not utilize those facilities maximally. They argued that there were complicated processes or they had to wait for the labs' schedule if they wanted to use the labs. The computers were not sufficient and the internet connection was not stable. One of the participants said that the process of school's labs booking was complicated. Some computers were even broken and sometimes they must share the computer. Another female participant informed she was dissatisfied with the school facility. In that school, the facility cannot be used anytime and the connection of the internet there is not good.

### **Discussion**

This study informed that the participants had sufficient trainings and experiences. They were accustomed to using technology in their daily activity. In relation to teaching activities, most of them believed that technology had positive benefits in teaching improvement. However, they did not integrate technology in their teaching practice due to the school condition. This study

informed that most participants ~~did not disintegrate~~ ICT in their teaching. The findings are similar to many other previous studies (e.g., Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Scheeler, 2008; Vanezky, 2004). Only few of them used technology in their class. The participants who integrated technology in their teaching mostly used Microsoft PowerPoint to deliver their presentation in the classroom. In addition, some students sometimes used internet –based technology such as YouTube video, Google pictures, and textual references downloaded from some websites.

**Commented [A29]:** Unclear.  
Thank you

Findings revealed by previous studies (Allsop et al., 2009; Hadiyanto et al., 2017; Lei, 2009) informed that 21<sup>st</sup>-century students were digital natives or technology savvy and spent much time using technology in their everyday lives. In this study, the participants revealed similar information that they were quite skillful in using technology. They mentioned some applications that they are accustomed to using on daily basis. Some of the participants reported that they use technology for education, communication, entertainment, and business.

Some major previous studies (Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Vanezky, 2004) revealed that limited technology trainings and experience as the major factors of technology disintegration in pre-service teaching program. On the contrary, the findings of this study showed that there have been sufficient trainings and experience including experience they obtained from universities courses that brought technology into the classroom. In addition, they stated that they had confidence using technology in their teaching activities due to their experience and involvement in the use of technology. Similarly, some studies also revealed that technology training is not a factor hampering the integration of technology in teaching activity (Allsop et al., 2009; Hadiyanto et al., 2017; Lei, 2009).

Condition of the school facilities and school culture were the two hampering factors in technology integration faced by the participants. Limited and broken tools, electrical stability, and classroom situation are among the hampering. In addition, school culture is the other factor. The participants informed that there were complicated bureaucracy or they had to have long-awaited line to use the labs. One of the participants said that there process of school's labs booking was complicated and most senior teachers did not use in their classes. The factors are in line with the findings of some previous other studies (Allan, Law, & Hong 2003; Allsopp et al., 2009; Al-Ruz & Khasawneh, 2011; Lei, 2009; Conway et al., 2005; Gorder, 2008; Inan & Lowther, 2010).

### Policy Recommendation

The findings of this study informed that the establishment of ICT integration in the pre-service teaching programs among student teachers was a complicated task as participants needed more time to use it in their teaching practices. ~~taking time to do~~. Even though student teachers were skillful, experienced and trained in terms of using technology, it did not mean that they would integrate technology in the pre-service teaching programs as this study informed. It is significant to deliver facilitating conditions to encourage the ICT integration. These conditions take various forms both physical

**Commented [A30]:** Please rephrase.

and theoretical. The existence of supporting technology resources is a foundation of the integration of any technology program including in the area of education. Nevertheless, the proper condition should be hand in hand with the culture and administration of the schools. The participants suggested that the facility and culture in the school could the integration of ICT in education. It was recommended that all related stakeholders would take a part in the improvement of the facility.

## References

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F, Makmur, & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145.
- Allan, H. K. Y., Law, N., & Wong, K. C. (2003). ICT implementation and school leadership: Case studies of ICT integration in teaching and learning. *Journal of Educational Administration*, 41(2), 158-170.
- Allsopp, D. H., McHatton, P. A., & Cranston-Gingras, A. (2009). Examining perceptions of systematic integration of instructional technology in a teacher education program: Teacher education and special education. *The Journal of the Teacher Education Division of the Council for Exceptional Children*, 32(4), 337-350.
- Al-Ruz, J. A., & Khasawneh, S. (2011). Jordanian pre-service teachers' and technology integration: A human resource development approach. *Educational Technology & Society*, 14(4), 77-87.
- Anderson, S. E, & Maniger, R. M. (2007). Pre-service teachers' abilities, beliefs and intentions regarding technology integration. *Journal of Educational Computing Research*, 37(2), 151-172.
- Azkiyah, S.N., & Mukminin, A. (2017). In search of teaching quality of student teachers: The case of one teacher education program in Indonesia. *Center for Educational Policy Studies Journal*, 7(4), 105-124.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage Publication.
- Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25-39.
- Gibson, S. & Oberg, D. (2004). Visions and realities of internet use in schools: Canadian perspectives. *British Journal of Educational Technology*, 35(5), 569-585.
- Gorder, L. M. (2008). A study of teacher perceptions on instructional technology integration in the classroom. *Delta Pi Epsilon Journal*, 50(2), 63-76.
- Gülbahar, Y. (2008). ICT usage in higher education: A case study on pre-service teachers and instructors. *The Turkish Online Journal of Educational Technology*, 7(1).
- Habibi, A., Mukminin, A., Riyanto, Y., Prasojo, L. D., Sulistiyo, A., Sofwan, M., & Saudagar, F. (2018). Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program. *Turkish Online Journal of Distance Education*, 19(1), 46-61.
- Hadiyanto, Mukminin, A., Arif, N., Fajaryani, N., Failasofah, & Habibi, A. (2017). In search of quality student teachers in a digital era: Reframing the practices of soft skills in teacher education. *The Turkish Online Journal of Educational Technology*, 16(3), 71-78.

- Kelly-McHale, J. (2013). The influence of music teacher beliefs and practices on the expression of musical identity in an elementary general music classroom. *Journal of Research in Music Education*, 61(2), 195-216.
- Koh, J. H. L., & Frick, T. W. (2009). Instructor and student classroom interactions during technology skills instruction for facilitating pre-service teachers' computer self-efficacy. *Journal of Educational Computing Research*, 40(2), 211-228.
- Kong, S. C., Chan, T.-W., Griffin, P., Hoppe, U., Huang, R., Kinshuk ... Yu, S. (2014). E-learning in school education in the coming 10 Years for developing 21st century skills: Critical research issues and policy implications. *Educational Technology & Society*, 17(1), 70-78.
- Lei, J. (2009). Digital natives as pre-service teachers: What technology preparation is needed for? *Journal of Computing in Teacher Education*, 25(3), 87-97.
- Liu, S. (2012). A multivariate model of factors influencing technology use by pre-service teachers during practice teaching. *Educational Technology & Society*, 15(4), 137-149.
- Mukminin, A., Kamil, D., Muazza, M., & Haryanto, E. (2017). Why teacher education? Documenting undocumented female student teachers' motives in Indonesia: A case study. *The Qualitative Report (USA)*, 22(1), 309-326.
- Mukminin, A., Rohayati, T., Putra, H. A., Habibi, A., & Aina, M. (2017). The long walk to quality teacher education in Indonesia: Student teachers' motives to become a teacher and policy implications. *Elementary Education Online*, 16(1), 35-59.
- Mukminin, A., Ali, Rd. M., & Fadloan, M.J. (2015). Voices from Within: Student Teachers' Experiences in English Academic Writing Socialization at One Indonesian Teacher Training Program. *The Qualitative Report*, 20 (9), 1394-1407.
- Mukminin, A., & McMahan, B.J. (2013). International graduate students' cross-cultural academic engagement: Stories of Indonesian doctoral students on American campus. *The Qualitative Report*, 18 (69), 1-19.
- Murley, L. D., Jukes, P., & Stobaugh, R. (2013). Raising expectations for pre-service teacher use of technology. *International Journal of Humanities and Social Science*, 3(14).
- Niederhauser, D. S., & Perkmen, S. (2010). Beyond self-efficacy: Measuring pre-service teachers' instructional technology outcome expectations. *Computers in Human Behaviour*, 26(3), 436-442.
- Nishino, T. (2012). Modeling teacher beliefs and practices in context: A multimethod approach. *The Modern Language Journal*, 96(3), 380-399.
- Oblinger, D. G., & Oblinger, J. L. (2005). Introduction. In D. G. Oblinger & J. L. Oblinger (Eds) *Educating the net generation* (1.1-1.5). Educause.
- Prasojo, L. D., Habibi, A., Mukminin, A., Muhaimin, Ikhsan, & Saudagar, F. (2017). Managing Digital Learning Environments: Student Teachers' Perception on the Social Networking Services Use in Writing Courses in Teacher Education. *The Turkish Online Journal of Educational Technology*, 16(4), 42-55.
- Prenksy, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
- Rosenthal, I. G. (1999). New teachers and technology: Are they prepared? *Technology and Learning*, 19(8), 1-2.
- Sadalla, A., M., & Larocca, P. (2004) Autoscopia: Um procedimento de pesquisa e de formação. *Educação e Pesquisa*, 30 (3), 419-433.
- Scheeler, M. C. (2008). Generalising effective teaching skills: The missing link in teacher preparation. *Journal of Educational Technology*, 17(2), 145-159.

- Teo, T. (2009). Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, 24(4), 413-424.
- Vanezky, R. L. (2004). Technology in the classroom: steps toward a new vision. *Education, Information, & Communication*, 4(1), 3-21.
- Verloop, N., Van Driel, J., & Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *Teacher Professionalism, International Journal of Educational Research*, 35(5), 441-461.
- Vodanovich, S., Sundaram, D., & Myers, M. (2010). Research commentary: Digital natives and ubiquitous information systems. *Information Systems Research*, 21(4), 711-723.
- Wang, L. J., & Wu, Y. T. (2015). The exploration of elementary school teachers' Internet self-efficacy and information commitments: A study in Taiwan. *Educational Technology & Society*, 18(1), 211-222.
- Yeung, A. S., Taylor, P. G., Hui, C., Lam-Chiang, A. C., & Low, E.-L. (2012). Mandatory use of technology in teaching: Who cares and so what? *British Journal of Educational Technology*, 43(6), 859-870.
- Yüksel, G., & Kavanoz, S. (2011). In search of pre-service EFL certificate teachers' attitudes towards technology. *Procedia Computer Science*, 3, 666-671.

# **LEARNING TO TEACH IN A DIGITAL AGE: ICT INTEGRATION AND EFL STUDENT TEACHERS' TEACHING PRACTICES**

by **Lantip Diat Prasajo**

Yogyakarta State University

Yogyakarta, 55821, Indonesia

Lantip1975@gmail.com

**Amirul Mukminin and Akhmad Habibi**

Jambi University

Jambi, 36361, Indonesia

amirul.mukminin@unja.ac.id

**Lenny Marzulina, Muhammad Sirozi, and Kasinyo Harto**

State Islamic University of Raden Fatah

Palembang, South Sumatra, 30126, Indonesia

hj.lennymarzulina@gmail.com

## **Abstract**

The integration of ICT in teaching and learning processes has been important as it will facilitate teachers to develop their students' skills and knowledge including in teaching English as a foreign language (EFL). However, research focusing on the integration of ICT in teaching English by EFL student teachers in Indonesia during their teaching practices has been limited. This study examined the ICT integration used by student teachers from a public university during their teaching practices in four high schools in Indonesia. This qualitative inquiry with a case study approach focused on video-based observations and focus group discussions as techniques of data collection. We utilized random sampling for the video-based observation and purposive sampling for the focus group discussion with 60 participants in the discussion and 10 classes in the observation. We



organized our analysis and discussion around the field facts and participants' perceptions on the contexts whether or not the integration of ICT was carried out in their pre-teaching practices. Despite the fact that most participants who were student teachers informed that they had good competency levels and experience on the use of technology and believed that technology would have many benefits in improving their teaching performance, the findings of this study showed that they did not integrate ICT in their teaching practices. The major reason for this lack of technology use was the school condition. The findings can be a reference for the importance of a systematic and comprehensive development of method of the teaching practice in the 21 century to help the appropriate transition of student teachers, as they will become professional teachers in the future.

## **1. Introduction**

ICT training has been a significant part of many teaching training in ensuring aspiring teachers are prepared in utilizing technology in their teaching (Gülbahar, 2008). Therefore, it is worth to analyze whether technology forms teachers' part of helping activities from the first time of teaching to change learning way suited the 21<sup>st</sup> century ways, becoming technology oriented. Teaching practice, which is the first activity, implemented to train future teachers before they are ready to be teachers is the first spot to practice. This first chance for those teachers aims at establishing student teachers' own teaching philosophies and practices. Some researchers informed on why most teachers were not used to using technological devices and systems in their teaching activities because it was neither their original training nor their teaching habits when they begin to teach (Prensky, 2001; Rosenthal, 1999). So, when technology was first used, teachers faced difficulties and challenges. Verloop, Van Driel, and Meijer (2001) state that the cognitions of teachers cannot be switched easily because it needs years to form. However, technology would have potentials in promoting teaching innovativeness through having important tools utilized to facilitate learning. Hence, it has played important roles in education in these days.

Nowadays, most programs for teacher training around the world support technology-training components. Because of the training, today's student teachers are in an environment which is more supportive of integrating technology as part of their teaching compared to their predecessors. New teachers are not supposed to apply unnecessary teaching habits established by the predecessors (Yuksel & Kavanoz, 2011). They could easily introduce innovation to their teaching techniques to support technology use. Much research on the ICT application has been focusing on the investigation of teacher education programs to explain how much they prepare for the integration of ICT into their classes (Liu, 2012; Murley, Jukes, & Stobaugh, 2013).

However, limited studies specifically observed student teachers' transition when they go to the field of teaching on whether they implement the skills and knowledge they obtained from the technical training programs or not. This study focused on investigating the integration of ICT of English as a Foreign Language (EFL) student teachers from a public university during their teaching practices in four high schools in Indonesia. In this study, there were questions:

1. How do student teachers integrate the use ICT in their teaching practice?
2. What are the student teachers' beliefs in dealing with the ICT benefits in their teaching activities?
3. What are the hampering factors faced by student teachers in using ICT in their classrooms?

## **2. Review of Literature**

Some studies have documented the investigation of technology application carried out by student teachers. Plenty of the studies revealed that there is gross under-use of technology by student teachers in the teaching activity (Al-Ruz & Khasawneh, 2011; Liu, 2012). Mostly, the lack of technology use in the teaching and learning process has been included in studies of the field of teacher training program (Liu, 2012; Scheeler, 2008). Nowadays, it is crucial to integrate or relate the use of technology for newly recruited teachers or student teachers who will be teachers in the future when they go for teaching practice. Teaching in the 21st-century has changed, which requires people involved in education including teaching to manage the integration of technology in their classes to meet the requirements of current literacy (Kong et al., 2014). Oblinger and Oblinger, (2005) state that student who lives in digital eras have mostly been familiar with the use of technology including student teachers.

However, it is proven not effective in terms of technology integration in either curriculum or teaching activity. It is believed that training effectiveness could increase the levels of teachers' competency in using technology in their teaching delivery (Koh & Frick, 2009). In some studies, the lack of limited trainings was a major factor in technology disintegration in teaching activity (Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Vanezky, 2004). However, nowadays where most students are digital natives, technology has played important roles in the lives of the current generation (Kelly-McHale, 2013; Nishino, 2012; Vodanovich, Sundaram, & Myers, 2010).

Digital natives are characterized by high enthusiasm in using technology on daily basis. This fact delivers reasonable expectations and hopes that these students more likely integrate ICT into teaching activities. However, studies done by Allsop et al. (2009), Hadiyanto et al. (2017), and Lei (2009) indicated that most student teachers used technology applications and devices more on their personal use than on their teaching and learning activities. For example, Lei (2009) who investigated student teachers' attitudes, beliefs, and technology experience and expertise found that student teachers spent most of the time (80%) on social communication, with merely approximately 10% of that time for learning activities. Allsop et al. (2009) conducted a study on evaluating the influential effects of a computer initiative (one-to-one among the participants) in order to integrate systematic technology for undergraduate students in one education program found that most participants integrated sorts of technology applications and devices maximally for their personal use outside the classrooms instead of using them in their teaching and learning activities (technology disintegration).

Some influencing factors of technology disintegration in pre-service teaching programs are self-efficacy, school culture, conflicting beliefs, and teachers' limited training (Al-Ruz & Khsaweh, 2011; Anderson & Maninger, 2007; Gibson & Oberg, 2004; Gülbahar, 2008; Koh & Frick, 2009; Liu, 2012; Niederhauser & Perkmen, 2010; Vanezky, 2004; Wang & Wu, 2015). In addition, Teo (2009), Yücel, Acun, Tarman, and Mete (2010), and Aslan and Zhu (2014) believed that besides those factors, supporting facilities, technology attitude, and computer anxieties were also factors in technology disintegration in pre-service teaching programs.

Competency levels in technology use have been in many studies linked to self-efficacy of educators (Wang & Wu, 2015). A study done by Al-Ruz and Khasaweh (2011) that examined a model in which technology application carried out by the participants who were student teachers was in correlation with both university-based and school-based factors. They informed that in the integration of technology, self-efficacy played the most important role. Similar research results done by some other researchers such as Anderson and Maninger (2007), Koh and Frick (2009), and Niederhauser and Perkmen (2010) who revealed that self-efficacy has been the most important determiner of student teachers' willingness to utilize technological software and in their teaching and learning activities.

School culture is another factor influencing the lack of the use of technology in the classrooms by student teachers in their pre-service teaching. Inan and Lowther (2010) in their study revealed that student teachers in first year teaching practice were required to learn the school cultures and the way to become teachers that influences all activities in the teaching and learning process. Further, school culture plays a very important role in giving influences to new teachers or student teachers to use technology in their

classrooms (Al-Ruz & Khasawneh, 2011). The school cultures are very significant to support the use of technology because they encompass some factors, for instance; school leadership's expectations, ICT technical and pedagogical support, attitudes and perceptions towards technology use, and ICT policies. The phenomenon happens because when the integration of technology is an element of the school culture, the teachers will not have isolated feeling in their efforts to apply ICT in the teaching and learning. Therefore, for student teachers who do their teaching for the first time, the inclinations of the school cultures will help adopt or not adopt the ICT integration in their classrooms (Allan, Law, & Hong 2003). Also, Conway et al. (2005) investigating new teachers' challenges in technology integration found that the issues of time and the validation needs in dealing with the first time teaching. According to Conway et al. (2005), new teachers are often reluctantly afraid to neglect the norms or cultures they find in the school and to try new things including integrating ICT in their teaching activities. In another study, Gorder in 2008 states that teachers with experience have more opportunity with the use of technology, should they be willing to use it. The reason is that established teachers are more adaptable with the school cultures than that of new teachers. The established-teachers would have opportunities to be more creative than new teachers who are still trying to get accustomed to teaching and learning in the schools. This fact may help explain several thought-provoking results of findings obtained by some studies which revealed that new teachers of today, believed as more technology savvy than that of their predecessors, do not use ICT in their teaching activities as it is expected (Allsopp et al., 2009; Lei, 2009).

Additionally, pedagogical belief is revealed as one of factors in the disintegration of ICT in classrooms (Ertmer, 2005; Kelly-McHale, 2013; Nishino, 2012). A meta-analysis done by Ertmer (2005) evaluating the correlation between teachers' pedagogical beliefs and their ICT integration found that it is meaningless trying to switch classroom practices in terms of technology application without addressing teachers' beliefs. Those things are difficult to verify since they are dealing with implied caution. However, they are possible to verify from the observation of people's action. The study with observation approach conducted by Kelly- McHale (2013) and Nishino (2012) have shown that there have been the inconsistencies in this matter to various factors; teachers' limited theoretical understanding, conflicting beliefs, and the school culture (Kelly-McHale, 2013; Nishino, 2012).

Most of the previous studies were conducted through survey as the research methodology (Gülbahar, 2008; Kelly-McHale, 2013; Liu, 2012; Nishino, 2012; Vodanovich, Sundaram & Myers, 2010; Yeung, Taylor, Hui, Lam-Chiang, & Low, 2012). However, this study elaborated qualitatively with a case study approach utilizing observation and focus group discussion as the instruments of data collection. To comprehend the student teachers' use of technology or its limitation to be more elaborative and informative, observation would be appropriate to see the fact in the field. Focus group discussion would make the

research to be more appreciative in terms of circumstances and information, which was directly obtained from student teachers' perception.

### **3. Methods**

#### **3.1 Design of the study**

We utilized a qualitative case study approach to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. A qualitative case study is an intensive and holistic description, explanation, and analysis of “a bounded system” (Merriam, 1998, p. 27) or phenomenon such as a person, a program, an institution, a process, a social unit, a group, and a policy (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015). Furthermore, Merriam (1998) states that to investigate a topic of study that has not been studied intensively, an exploratory case study might become one of the approaches to be used as is the case with ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. Through scrutinizing a formerly understudied topic, qualitative scholars might have occasions for conducting a study on relevant issues and may provide a framework or foundation for other inquiries (Merriam, 1998; Prasojo et al., 2017; Mukminin & McMahan, 2013). For the purpose of our study, we decided to use a case study as our approach that would help us to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia.

#### **3.2 Research site, sampling procedures, and participants**

The participants of this study were all student teachers registered for the university's 2016-2017 pre-service teaching program and all classes of the collaborated schools in the Province of Jambi. We used random sampling for the observations (10 classes) and purposive sampling for the group discussions. Finally, sixty student teachers were willing to get involved in this research consisting of 34 females and 26 males. The age-range of the participants was 19-29 years. The complete information about the participants can be viewed in Table 1.

Table 1. The distribution and information of participants

| Discussion Group | No. of participants/ Gender  | Age   | Scale of Technology Familiarity |          |              |
|------------------|--|-------|---------------------------------|----------|--------------|
|                  |  |       | Very familiar                   | Familiar | Not familiar |
| G 1              | 5 males (M1, M2, M3, M4, M5)<br>5 females (F1, F2, F3, F4, F5)           | 20-23 | 6                               | 3        | 1            |
| G2               | 4 males (M6, M7, M8, M9)<br>6 females (F6, F7, F8, F9, F10, F11)         | 20-22 | 8                               | 2        | 0            |
| G 3              | 6 males (M10, M11, M12, M13, M14, M15)<br>4 females (F12, F13, F14, F15) | 20-23 | 6                               | 4        | 0            |
| G4               | 4 males (M16, M17, M18, M19)<br>6 females (F16, F17, F18, F19, F20, F21) | 20-25 | 5                               | 5        | 0            |
| G5               | 3 males (M20, M21, M22)<br>7 females (F22, F23, F24, F25, F26, F27, F28) | 19-22 | 7                               | 2        | 1            |
| G6               | 4 males (M23, M24, M25, M26)<br>6 females (F29, F30, F31, F32, F33, F34) | 20-23 | 8                               | 2        | 0            |

### 3.3 Data collection and analysis

In our study, data collection consisted of a demographic background, survey video- based observations, and focus group discussions. This study was done over one year from June 2016 to July 2017 with all participants. All participants completed a demographic survey consisting of two sections, personal demographic information (gender, age, semester, study program) and technology information (technology familiarity and length of time of technology use a day) as presented in Table 1. In addition, in the focus group discussions, we asked all participants to give their perceptions opinions on the topic given and the integration of ICT in their pre-service teaching practice. The focus group discussions were recorded using smartphone. We set all group discussion protocols. We focused on the needs, influential factors, and problems faced on the ICT integration in teaching activity. All participants were involved in all focus group

discussions according to their own group (e.g., focus group discussion 1 or G 1). We used Indonesian language in the focus group discussions.

In this study, we also used video recordings to obtain the data because according to Sadalla and Larocca (2004), the video recording is suitable for studying complex phenomena such as teaching practices, full of liveliness, and dynamism influenced by several variables simultaneously. For them, "video recording allows recording even fleeting and non-repeatable events, which are very likely to escape direct observation" (p. 423). The observation sessions were conducted to see the facts happened in the field. Observation is a way to understand peoples' behavioral figures to get data about a phenomenon on some certain conditions (Creswell, 2007). The data from the recording were analyzed by putting the data into a computer program (Atlas TI), coding the data, and elaborating them. One researcher who happened to be a video editor did the process of coding. For the focus group discussion data, analysis across and between the data continued when no thematic patterns remained. Although the student teachers varied from different programs and with different supervisors, the obtained data were treated equally without focusing on special or particular technology use in the process of teaching.

In analyzing the qualitative data, we computerized and printed the data. First, we transcribed all of the data. Then we carefully read all the transcripts. In our study, all data were captured from the focus group discussions and observations were reread with the temporary lists of codes that had been made to inventory essential statements pertinent to the topic and to deepen understanding of our data among participants. After rereading all transcripts line by line, we coded the data to search final themes. Next, we translated them into English. Finally, we elaborated the data and presented them. We also did the review and examination for redundancies and connecting the data (Creswell, 2007). We held an integrating review on the data obtained.

### **3.4 Ethical Considerations and Trustworthiness**

Our qualitative case study used human beings as our key source of the data. To protect our research participants who participated in this study, the ethical consideration (e.g., informed consent form) was applied. We also concealed such as the places, the real names of participants through the use of pseudonyms. Also, participation in our study was voluntary. We asked every participant to sign informed consent forms before she or he was involved in this study and they were allowed to stop participating in this study whenever they wanted. Also, to deal with the trustworthiness of data and interpretations (Abrar et al., 2018; Creswell, 2007; Habibi et al., 2018; Mukminin et al., 2017), the findings and conclusions were returned to

our participants to get their feedback. Moreover, thick and rich descriptions (Merriam, 1998) and narratives of student teachers' ICT integration during their teaching practices in four high schools in Indonesia were provided, including verbatim instances from the transcribed data.

#### **4. Findings**

This study examined the ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. Going through the video-based observations and focus group discussions, we identified three salient interrelated themes including: ICT application, beliefs about the technology integration, and hampering factors.

##### **4.1 ICT application**

Through the video-based observations, we found that the majority of the participants never applied technology in their teaching activity. The fact that merely 12 participants integrated ICT in their teaching activity was interesting to analyze. Additionally, there was an important phenomenon revealed that 10 participants of the technology users were female participants.

Most of the technological devices used revealed from the observation were laptop and projector screen. They used both devices to facilitate presentation with some applications including Microsoft PowerPoint, PDF reader, Microsoft excel, and Microsoft words. However, the participants mostly used Microsoft PowerPoint. The presentations applied by the participants included texts, pictures, diagrams, pictures, and videos. A few of them used their smartphone(s) in the delivery of their lesson. The student teacher who used their smartphones made use of YouTube video, Google pictures, and textual references downloaded from some websites.

During the discussion sessions, the participants informed their experience in using technology devices and discussed their ability in using technology. They reported that they have received sufficient experience of the technology involvement of their learning time in the university. They said there were also two educational technology courses and other courses involving technology in the teaching and learning activity. Four participants revealed,

We attended classes of technology learning. In addition to that, some of our university's courses were taught using technology in its presentation. (M3)



In our learning time, we were asked to present our presentation using projectors and laptops. In one course, the teacher utilized social media, Facebook, Whatsapp, Youtube, and Telegram in delivering the lesson. (F29)

Here in the pre-service teaching program, our supervisor asked us to use social media telegram and Whatsapp in order to discuss, report, do assessment. It is very useful and could be efficient for the process of the supervision. The same thing can also be implemented in our teaching. (F15)

During our study, we were taught how to use technology and even given opportunities to practice how to use it in the lessons; we prepared lesson plans and made presentations. (M23)

The participants also informed that they were quite skillful in using technology. They mentioned some technology devices and applications that they were accustomed to using on a daily basis like email, social media, and games. We found that they used technology for education, communication, entertainment, and business. Some of the participants reported,

I think I have good ability using technology. I use my laptop to do my assignments and many applications in my smartphone like email, social media, and games every day. I like movies through Youtube and buying things through some e-commerce providers. (F2)

We are digital natives who are accustomed to using technology devices, computers, projectors, smartphones, and other tools. I communicate through email and social media using my smartphone. (M15)

I am convinced I can use technology during my teaching activity. I have got enough information about the use of technology. Besides, we love using our gadgets. (F19)

In addition to the group discussion result, the data of demographic questionnaire also informed that 40 participants were very familiar with the technology use. Meanwhile, 18 participants were familiar and only 2 participants were not familiar with the use of technology.

#### ***4.2 Beliefs about ICT integration***

In the focus group discussion, we asked the participants one by one with a question on whether they believe the benefits of ICT integration in the improvement of teaching and learning in their classes. It was surprising that around 80% of participants (33 student teachers) had a strong belief that ICT had positive impacts on the teaching activities. They further believed that ICT could be media to poster students' knowledge and comprehension in learning.

Technology, on their opinions, could be a tool to attract more attention, give more cutting-edge information, invite students activeness in the classrooms, deliver simplified concepts, make things more simple, provide any information in many forms such as videos, pictures, diagrams, and texts. Some of the excerpts of the focus group discussions revealed:

I think technology can make our teaching and learning more fun and efficient in terms of time and materials. We used for example social media in our teaching practice, between supervisors and us, and it was very beneficial in saving our time discussing things. The same idea also could be applied in teaching the student in the schools. (M7)

Technology has many functions on our teaching. It could make students more active in the teaching and learning process. (F6)

I think I could conclude that technology is very useful. Technology such as internet can provide any information that we need. The information can be in many forms like video, pictures, news and others. (F16)

On the other hand, the rest (5 student teachers) in the focus group discussions indicated that they did not believe in the improvement of teaching and learning activity in their classroom influenced by the use of technology. They also mentioned that they disliked the ICT integration in their teaching activity both in the schools and in the campus. They thought that using books and other conventional materials is still better than using technology. One participant summed up on this thing, "I am against my friends' opinions, and I think technology will not have any significant influence to our teaching and learning activity. Using technology would just waste our time. Books, whiteboards, and chalk for me are still the best."

#### **4.3 Hampering factors**

The culture and condition of the schools' facility became the main concern revealed in the focus group discussions. They mentioned limited and broken tools, electrical instability, and poor classroom situations. In the observation of the classrooms situated in the schools, the projectors were not attached permanently. If teachers wanted to use them, they had to take them from cupboards situated in teacher offices. The participants also informed in the discussions that the school did not provide enough projectors for every class. In addition, they also reported that some classrooms were not supporting the technology integration. Three of them shared their opinion,

The stability of electrical power should be considered. We have no enough sources like personal computer, projector, and other tools. However, the attempt to promote the integration of technology should be encouraged. (F14)

The facility is the thing that does not support the integration of technology in the classroom. Broken and limited equipment is one of the factors. (F34)

Sometime some tools are not working in some classroom, the socket [electric], projector cable, internet connection, and other tools. (M22)

All schools have been equipped with computers' labs and free internet connection. However, the participants could not utilize those facilities maximally. They argued that there were complicated processes or they had to wait for the labs' schedule if they wanted to use the labs. The computers were not sufficient and the internet connection was not stable. One of the participants said that the process of school's labs booking was complicated. Some computers were even broken and sometimes they must share the computer. Another female participant informed she was dissatisfied with the school facility. In that school, the facility cannot be used anytime and the connection of the internet there is not good.

## **5. Discussion**

This study informed that the participants had sufficient trainings and experiences. They were accustomed to using technology in their daily activity. In relation to teaching activities, most of them believed that technology had positive benefits in teaching improvement. However, they did not integrate technology in their teaching practice due to the school condition. This study informed that most participants did not integrate ICT in their teaching. The findings are similar to many other previous studies (e.g., Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Scheeler, 2008; Vanezky, 2004). Only few of them used technology in their class. The participants who integrated technology in their teaching mostly used Microsoft PowerPoint to deliver their presentation in the classroom. In addition, some students sometimes used internet –based technology such as YouTube video, Google pictures, and textual references downloaded from some websites.

Findings revealed by previous studies (Allsop et al., 2009; Hadiyanto et al., 2017; Lei, 2009) indicated that 21<sup>st</sup>-century students were digital natives or technology savvy and spent much time using technology in their everyday lives. In this study, the participants revealed similar information that they were quite skillful in using technology. They mentioned some applications that they are accustomed to using on daily basis. Some of the participants reported that they use technology for education,

communication, entertainment, and business. Some major previous studies (Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Vanezky, 2004) revealed that limited technology trainings and experience as the major factors of technology disintegration in pre-service teaching program. On the contrary, the findings of this study showed that there have been sufficient trainings and experience including experience they obtained from universities courses that brought technology into the classroom. In addition, they stated that they had confidence using technology in their teaching activities due to their experience and involvement in the use of technology. Similarly, some studies also revealed that technology training is not a factor hampering the integration of technology in teaching activity (Allsop et al., 2009; Hadiyanto et al., 2017; Lei, 2009).

Condition of the school facilities and school culture were the two hampering factors in technology integration faced by the participants. Limited and broken tools, electrical stability, and classroom situation are among the hampering. In addition, school culture is the other factor. The participants informed that there were complicated bureaucracy or they had to have long-awaited line to use the labs. One of the participants said that there process of school's labs booking was complicated and most senior teachers did not use in their classes. The factors are in line with the findings of some previous other studies (Allan, Law, & Hong 2003; Allsop et al., 2009; Al-Ruz & Khasawneh, 2011; Lei, 2009; Conway et al., 2005; Gorder, 2008; Inan & Lowther, 2010).

## **6. Policy recommendations**

The findings of this study informed that the establishment of ICT integration in the pre-service teaching programs among student teachers was a complicated task as participants needed more time to use it in their teaching practices.. Even though student teachers were skillful, experienced and trained in terms of using technology, it did not mean that they would integrate technology in the pre-service teaching programs as this study informed. It is significant to deliver facilitating conditions to encourage the ICT integration. These conditions take various forms both physical and theoretical. The existence of supporting technology resources is a foundation of the integration of any technology program including in the area of education. Nevertheless, the proper condition should be hand in hand with the culture and administration of the schools. The participants suggested that the facility and culture in the school could the integration of ICT in education. It was recommended that all related stakeholders would take a part in the improvement of the facility.

## Acknowledgements

We are heartily indebted to the all participants in this study who have given their time for the focus group discussions and observations. Also, we would like to say many thanks to the editors, reviewers, and the *Teaching English with Technology* for giving us a chance to publish our research article.

## References

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F, Makmur, & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145.
- Allan, H. K. Y., Law, N., & Wong, K. C. (2003). ICT implementation and school leadership: Case studies of ICT integration in teaching and learning. *Journal of Educational Administration*, 41(2), 158-170.
- Allsopp, D. H., McHatton, P. A., & Cranston-Gingras, A. (2009). Examining perceptions of systematic integration of instructional technology in a teacher education program: Teacher education and special education. *The Journal of the Teacher Education Division of the Council for Exceptional Children*, 32(4), 337-350.
- Al-Ruz, J. A., & Khasawneh, S. (2011). Jordanian pre-service teachers' and technology integration: A human resource development approach. *Educational Technology & Society*, 14(4), 77-87.
- Anderson, S. E., & Maniger, R. M. (2007). Pre-service teachers' abilities, beliefs and intentions regarding technology integration. *Journal of Educational Computing Research*, 37(2), 151-172.
- Azkiyah, S.N., & Mukminin, A. (2017). In search of teaching quality of student teachers: The case of one teacher education program in Indonesia. *Center for Educational Policy Studies Journal*, 7(4), 105-124.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage Publication.
- Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25-39.
- Gibson, S. & Oberg, D. (2004). Visions and realities of internet use in schools: Canadian perspectives. *British Journal of Educational Technology*, 35(5), 569-585.

- Gorder, L. M. (2008). A study of teacher perceptions on instructional technology integration in the classroom. *Delta Pi Epsilon Journal*, 50(2), 63-76.
- Gülbahar, Y. (2008). ICT usage in higher education: A case study on pre-service teachers and instructors. *The Turkish Online Journal of Educational Technology*, 7(1).
- Habibi, A., Mukminin, A., Riyanto, Y., Prasjo, L. D., Sulistiyo, A., Sofwan, M., & Saudagar, F. (2018). Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program. *Turkish Online Journal of Distance Education*, 19(1), 46-61.
- Hadiyanto, Mukminin, A., Arif, N., Fajaryani, N., Failasofah, & Habibi, A. (2017). In search of quality student teachers in a digital era: Reframing the practices of soft skills in teacher education. *The Turkish Online Journal of Educational Technology*, 16(3), 71-78.
- Kelly-McHale, J. (2013). The influence of music teacher beliefs and practices on the expression of musical identity in an elementary general music classroom. *Journal of Research in Music Education*, 61(2), 195-216.
- Koh, J. H. L., & Frick, T. W. (2009). Instructor and student classroom interactions during technology skills instruction for facilitating pre-service teachers' computer self-efficacy. *Journal of Educational Computing Research*, 40(2), 211-228.
- Kong, S. C., Chan, T.-W., Griffin, P., Hoppe, U., Huang, R., Kinshuk ... Yu, S. (2014). E-learning in school education in the coming 10 Years for developing 21st century skills: Critical research issues and policy implications. *Educational Technology & Society*, 17(1), 70-78.
- Lei, J. (2009). Digital natives as pre-service teachers: What technology preparation is needed for? *Journal of Computing in Teacher Education*, 25(3), 87-97.
- Liu, S. (2012). A multivariate model of factors influencing technology use by pre-service teachers during practice teaching. *Educational Technology & Society*, 15(4), 137-149.
- Mukminin, A., Kamil, D., Muazza, M., & Haryanto, E. (2017). Why teacher education? Documenting undocumented female student teachers' motives in Indonesia: A case study. *The Qualitative Report (USA)*, 22(1), 309-326.
- Mukminin, A., Rohayati, T., Putra, H. A., Habibi, A., & Aina, M. (2017). The long walk to quality teacher education in Indonesia: Student teachers' motives to become a teacher and policy implications. *Elementary Education Online*, 16(1), 35-59.
- Mukminin, A., Ali, Rd. M., & Fadloan, M.J. (2015). Voices from Within: Student Teachers' Experiences in English Academic Writing Socialization at One Indonesian Teacher Training Program. *The Qualitative Report*, 20(9), 1394-1407.

- Mukminin, A., & McMahon, B.J. (2013). International graduate students' cross-cultural academic engagement: Stories of Indonesian doctoral students on American campus. *The Qualitative Report*, 18 (69), 1-19.
- Murley, L. D., Jukes, P., & Stobaugh, R. (2013). Raising expectations for pre-service teacher use of technology. *International Journal of Humanities and Social Science*, 3(14).
- Niederhauser, D. S., & Perkmen, S. (2010). Beyond self-efficacy: Measuring pre-service teachers' instructional technology outcome expectations. *Computers in Human Behaviour*, 26(3), 436-442.
- Nishino, T. (2012). Modeling teacher beliefs and practices in context: A multimethod approach. *The Modern Language Journal*, 96(3), 380-399.
- Oblinger, D. G., & Oblinger, J. L. (2005). Introduction. In D. G. Oblinger & J. L. Oblinger (Eds) *Educating the net generation* (1.1-1.5). Educause.
- Prasojo, L. D., Habibi, A., Mukminin, A., Muhaimin, Ikhsan, & Saudagar, F. (2017). Managing Digital Learning Environments: Student Teachers' Perception on the Social Networking Services Use in Writing Courses in Teacher Education. *The Turkish Online Journal of Educational Technology*, 16(4), 42-55.
- Preksy, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
- Rosenthal, I. G. (1999). New teachers and technology: Are they prepared? *Technology and Learning*, 19(8), 1-2.
- Sadalla, A., M., & Larocca, P. (2004) Autoscopia: Um procedimento de pesquisa e de formação. *Educação e Pesquisa*, 30 (3), 419-433.
- Scheeler, M. C. (2008). Generalising effective teaching skills: The missing link in teacher preparation. *Journal of Educational Technology*, 17(2), 145-159.
- Teo, T. (2009). Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, 24(4), 413-424.
- Vanezky, R. L. (2004). Technology in the classroom: steps toward a new vision. *Education, Information, & Communication*, 4(1), 3-21.
- Verloop, N., Van Driel, J., & Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *Teacher Professionalism, International Journal of Educational Research*, 35(5), 441-461.
- Vodanovich, S., Sundaram, D., & Myers, M. (2010). Research commentary: Digital natives and ubiquitous information systems. *Information Systems Research*, 21(4), 711-723.
- Wang, L. J., & Wu, Y. T. (2015). The exploration of elementary school teachers' Internet self-efficacy and information commitments: A study in Taiwan. *Educational Technology & Society*, 18(1), 211-222.

Yeung, A. S., Taylor, P. G., Hui, C., Lam-Chiang, A. C., & Low, E.-L. (2012). Mandatory use of technology in teaching: Who cares and so what? *British Journal of Educational Technology*, 43(6), 859-870.

Yüksel, G., & Kavanoz, S. (2011). In search of pre-service EFL certificate teachers' attitudes towards technology. *Procedia Computer Science*, 3, 666-671.



# **LEARNING TO TEACH IN A DIGITAL AGE: ICT INTEGRATION AND EFL STUDENT TEACHERS' TEACHING PRACTICES**

by **Lantip Diat Prasajo**

Yogyakarta State University  
Yogyakarta, 55821, Indonesia  
Lantip1975 @ gmail.com

**Amirul Mukminin and Akhmad Habibi**

Jambi University  
Jambi, 36361, Indonesia  
amirul.mukminin @ unja.ac.id

**Lenny Marzulina, Muhammad Sirozi, and Kasinyo Harto**

State Islamic University of Raden Fatah  
Palembang, South Sumatra, 30126, Indonesia  
hj.lennymarzulina @ gmail.com

## **Abstract**

This study examined the ICT integration used by student teachers from a public university during their teaching practices in four high schools in Indonesia. This qualitative inquiry with a case study approach focused on video-based observations and focus group discussions as techniques of data collection. We utilized random sampling for the video-based observation and purposive sampling for the focus group discussion with 60 participants in the discussion and 10 classes in the observation. We organized our analysis and discussion around the field facts and participants' perceptions on the contexts whether or not the integration of ICT was carried out in their pre-teaching practices. Despite the fact that most participants who were student teachers informed that they had good competency levels and experience in the use of technology and believed that technology would have many benefits in improving their teaching performance, the findings of this study showed that they did not integrate ICT in their teaching practices. The major reason for this lack of technology use was the school condition. The findings can be a reference for the importance of a systematic and comprehensive development of method of the teaching practice in the 21<sup>st</sup> century to help the appropriate transition of student teachers, as they will become professional teachers in the future.

**Keywords:** ICT; technology use at schools; ICT integration in teaching

## **1. Introduction**

ICT training has been a significant part of many teaching training in ensuring aspiring teachers are prepared in utilizing technology in their teaching (Gülbahar, 2008). Therefore, it is worth to analyze whether technology forms teachers' part of helping activities from the first time of teaching to change learning to suit the 21<sup>st</sup> century technology-oriented ways. Teaching practice, which is the first activity implemented to train future teachers before they are ready to be teachers, is the first spot to practice. This first chance for those teachers aims at establishing student teachers' own teaching philosophies and practices. Some researchers informed on why most teachers were not used to using technological devices and systems in their teaching activities because it was neither their original training nor their teaching habits when they begin to teach (Prensky, 2001; Rosenthal, 1999). Thus, when technology was first used, teachers faced difficulties and challenges. Verloop, Van Driel, and Meijer (2001) state that the cognitions of teachers cannot be switched easily because it needs years to form. However, technology would have potential for promoting teaching innovativeness through having important tools utilized to facilitate learning. Hence, it plays important roles in education these days.

Nowadays, most programs for teacher training around the world support technology-training components. Because of the training, today's student teachers are in an environment which is more supportive of integrating technology as part of their teaching compared to their predecessors. New teachers are not supposed to apply unnecessary teaching habits established by the predecessors (Yuksel & Kavanoz, 2011). They could easily introduce innovation to their teaching techniques to support technology use. Much research on the ICT application has been focusing on the investigation of teacher education programs to explain how much they prepare for the integration of ICT into their classes (Liu, 2012; Murley, Jukes, & Stobaugh, 2013).

However, limited studies specifically observed student teachers' transition when they go to the field of teaching on whether they implement the skills and knowledge they obtained from the technical training programs or not. This study focused on investigating the integration of ICT of English as a Foreign Language (EFL) student teachers from a public university during their teaching practices in four high schools in Indonesia. In this study, the following questions were posed:

1. How do student teachers integrate the use of ICT in their teaching practice?
2. What are the student teachers' beliefs in dealing with the ICT benefits in their teaching activities?

3. What are the hampering factors faced by student teachers in using ICT in their classrooms?

## **2. Review of literature**

Some studies have documented the investigation of technology application carried out by student teachers. Plenty of research revealed that there is gross under-use of technology by student teachers in the teaching activity (Al-Ruz & Khasawneh, 2011; Liu, 2012). Mostly, the lack of technology use in the teaching and learning process has been included in studies of the field of teacher training program (Liu, 2012; Scheeler, 2008). Nowadays, it is crucial to integrate or relate the use of technology for newly recruited teachers or student teachers who will be teachers in the future when they go for teaching practice. Teaching in the 21<sup>st</sup> century has changed, as it requires people involved in education to manage the integration of technology in their classes to meet the requirements of current literacy standards (Kong et al., 2014). Oblinger and Oblinger (2005) state that a student who lives in the digital era has become mostly familiar with the use of technology, and this pertains also to student teachers.

However, technology integration has not always proven effective in terms of integration in either curriculum or teaching activity. It is believed that training effectiveness could increase the levels of teachers' competency in using technology in their teaching delivery (Koh & Frick, 2009). In some studies, the lack of limited trainings was a major factor in technology disintegration in teaching activity (Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Vanezky, 2004). However, nowadays where most students are digital natives, technology has played important roles in the lives of the current generation (Kelly-McHale, 2013; Nishino, 2012; Vodanovich, Sundaram, & Myers, 2010).

Digital natives are characterized by high enthusiasm in using technology on a daily basis. This fact delivers reasonable expectations and hopes that these students more likely to integrate ICT into teaching activities. However, studies done by Allsop et al. (2009), Hadiyanto et al. (2017) and Lei (2009) indicated that most student teachers used technology applications and devices more on their personal use than on their teaching and learning activities. For example, Lei (2009) investigated student teachers' attitudes, beliefs, and technology experience and expertise and found that student teachers spent most of the time (80%) on social communication, with merely approximately 10% of that time for learning activities. Allsopp et al. (2009) conducted a study evaluating the influential effects of a computer initiative (one-to-one among the participants) in order to integrate systematic technology for undergraduate students in one education program. They found that most

participants integrated sorts of technology applications and devices maximally for their personal use outside the classrooms instead of using them in their teaching and learning activities (technology disintegration).

Some influencing factors of technology disintegration in pre-service teaching programs are self-efficacy, school culture, conflicting beliefs, and teachers' limited training (Al-Ruz & Khsaweh, 2011; Anderson & Maninger, 2007; Gibson & Oberg, 2004; Gülbahar, 2008; Koh & Frick, 2009; Liu, 2012; Niederhauser & Perkmen, 2010; Vanezky, 2004; Wang & Wu, 2015). In addition, Teo (2009), Yücel, Acun, Tarman, and Mete (2010), and Aslan and Zhu (2014) believed that besides those issues, supporting facilities, technology attitude, and computer anxieties were further factors leading to technology disintegration in pre-service teaching programs.

Competency levels in technology use have been in many studies linked to self-efficacy of educators (Wang & Wu, 2015). A study done by Al-Ruz and Khasaweh (2011) examined a model in which technology application carried out by the participants who were student teachers was in correlation with both university-based and school-based factors. They informed that in the integration of technology, self-efficacy played the most important role. Similar research done by such researchers as Anderson and Maninger (2007), Koh and Frick (2009), and Niederhauser and Perkmen (2010) revealed that self-efficacy has been the most important determiner of student teachers' willingness to utilize technological software and in their teaching and learning activities.

School culture is another factor influencing the lack of the use of technology in the classrooms by student teachers in their pre-service teaching. Inan and Lowther (2010) revealed that student teachers in their first-year teaching practice were required to learn the school cultures and the way to become teachers, which influences all activities in the teaching and learning process. Further, school culture plays a very important role in shaping new teachers or student teachers and their use of technology in the classrooms (Al-Ruz & Khasawneh, 2011). The school cultures are very significant to support the use of technology because they encompass such factors, as, for instance, school leadership's expectations, ICT technical and pedagogical support, attitudes and perceptions towards technology use, and ICT policies. The phenomenon happens because when the integration of technology is an element of the school culture, the teachers will not have isolated feeling in their efforts to apply ICT in the teaching and learning process. Therefore, for student teachers who do their teaching for the first time, the inclinations of the school cultures will help adopt or not adopt the ICT integration in their classrooms (Allan, Law, & Hong 2003). Also, Conway et al. (2005) who

investigated new teachers' challenges in technology integration found that the issues of time and validation need to be dealt with during first-time teaching. According to Conway et al. (2005), new teachers are often reluctantly afraid to neglect the norms or cultures they find in the school and to try new things including integrating ICT in their teaching activities. In another study, Gorder (2008) proves that teachers with experience have more opportunity with the use of technology and should be more willing to use it. The reason is that established teachers are more adaptable to the school cultures than new teachers. The established-teachers would have opportunities to be more creative than new teachers who are still trying to get accustomed to teaching and learning at school. This fact may help explain several thought-provoking results of findings obtained by some studies which revealed that new teachers of today, believed as more technology-savvy than that of their predecessors, do not use ICT in their teaching activities as much as expected (Allsopp et al., 2009; Lei, 2009).

Additionally, pedagogical belief is revealed as one of factors in the disintegration of ICT in classrooms (Ertmer, 2005; Kelly-McHale, 2013; Nishino, 2012). A meta-analysis done by Ertmer (2005) evaluating the correlation between teachers' pedagogical beliefs and their ICT integration found that it is meaningless trying to switch classroom practices in terms of technology application without addressing teachers' beliefs. Those things are difficult to verify since they are dealing with implied caution. However, they are possible to verify from the observation of people's action. The studies with observation approach conducted by Kelly- McHale (2013) and Nishino (2012) have shown that there have been the inconsistencies in this matter to various factors; teachers' limited theoretical understanding, conflicting beliefs, and the school culture (Kelly-McHale, 2013; Nishino, 2012).

Most of the previous studies were conducted with survey as the research methodology (Gülbahar, 2008; Kelly-McHale, 2013; Liu, 2012; Nishino, 2012; Vodanovich, Sundaram & Myers, 2010; Yeung, Taylor, Hui, Lam-Chiang, & Low, 2012). However, this study elaborated qualitatively with a case study approach utilizing observation and focus group discussion as the instruments of data collection. To comprehend the student teachers' use of technology or its limitation to be more elaborative and informative, observation would be appropriate to see the fact in the field. Focus group discussion would make the research more appreciative in terms of circumstances and information, which was directly obtained from student teachers.

### 3. Methodology

#### 3.1. Design of the study

We utilized a qualitative case study approach to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. A qualitative case study is an intensive and holistic description, explanation, and analysis of “a bounded system” (Merriam, 1998, p. 27) or phenomenon such as a person, a program, an institution, a process, a social unit, a group, and a policy (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015). Furthermore, Merriam (1998) states that to investigate a topic of study that has not been studied intensively, an exploratory case study might become one of the approaches to be used as is the case with ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. Through scrutinizing a formerly understudied topic, qualitative scholars might have occasions for conducting a study on relevant issues and may provide a framework or foundation for other inquiries (Merriam, 1998; Prasojo et al., 2017; Mukminin & McMahon, 2013). For the purpose of our study, we decided to use a case study as our approach that would help us to examine ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia.

#### 3.2. Research context, sampling procedures and participants

The participants of this study were student teachers registered for the university’s 2016-2017 pre-service teaching program and all classes of the collaborated schools in the Province of Jambi. We used random sampling for the observations (10 classes) and purposive sampling for the group discussions. Finally, sixty student teachers were willing to get involved in this research consisting of 34 females and 26 males. The age-range of the participants was 19-29 years. The complete information about the participants can be viewed in Table 1.

Table 1. The distribution and information of participants

| Discussion Group | No. of participants/ Gender          | Age   | Scale of Technology Familiarity |          |              |
|------------------|--------------------------------------|-------|---------------------------------|----------|--------------|
|                  |                                      |       | Very familiar                   | Familiar | Not familiar |
| G 1              | 5 males (M1, M2, M3, M4, M5)         | 20-23 | 6                               | 3        | 1            |
|                  | 5 females (F1, F2, F3, F4, F5)       |       |                                 |          |              |
| G2               | 4 males (M6, M7, M8, M9)             | 20-22 | 8                               | 2        | 0            |
|                  | 6 females (F6, F7, F8, F9, F10, F11) |       |                                 |          |              |

|     |  |       |   |   |   |
|-----|--|-------|---|---|---|
| G 3 | 6 males (M10, M11, M12, M13, M14, M15)<br>4 females (F12, F13, F14, F15) | 20-23 | 6 | 4 | 0 |
| G4  | 4 males (M16, M17, M18, M19)<br>6 females (F16, F17, F18, F19, F20, F21) | 20-25 | 5 | 5 | 0 |
| G5  | 3 males (M20, M21, M22)<br>7 females (F22, F23, F24, F25, F26, F27, F28) | 19-22 | 7 | 2 | 1 |
| G6  | 4 males (M23, M24, M25, M26)<br>6 females (F29, F30, F31, F32, F33, F34) | 20-23 | 8 | 2 | 0 |

---

### 3.3. Data collection and analysis

In our study, data collection consisted of a demographic background survey, video-based observations and focus group discussions. This study was done over one year from June 2016 to July 2017 with all participants. All participants completed a demographic survey consisting of two sections: personal demographic information (gender, age, semester, study program) and technology information (technology familiarity and length of time of technology use a day) as presented in Table 1. In addition, in the focus group discussions, we asked all participants to give their perceptions and opinions on the topic given and the integration of ICT in their pre-service teaching practice. The focus group discussions were recorded using smartphone. We set all group discussion protocols. We focused on the needs, influential factors, and problems faced on the ICT integration in teaching activity. All participants were involved in all focus group discussions according to their own group (e.g., focus group discussion 1 or G 1). Indonesian was used as the language of focus group discussions.

In this study, we also used video recordings to obtain the data because according to Sadalla and Larocca (2004), video recording is suitable for studying complex phenomena such as teaching practices, full of liveliness, and dynamism influenced by several variables simultaneously. For them, “video recording allows recording even fleeting and non-repeatable events, which are very likely to escape direct observation” (p. 423). The observation sessions were conducted to see the facts which happened in the field. Observation is a way to understand peoples’ behavioral figures to get data about a phenomenon on certain conditions (Creswell, 2007). The data from the recording were analyzed by putting the data into a computer program (Atlas TI), coding the data, and elaborating upon them. One researcher who happened to be a video editor did the process of coding. For the focus group

discussion data, analysis across and between the data continued when no thematic patterns remained. Although the student teachers came from different programs and with different supervisors, the obtained data were treated equally without focusing on special or particular technology use in the process of teaching.

In analyzing the qualitative data, we computerized and printed the data. First, we transcribed all of the data. Then we carefully read all the transcripts. In our study, all data were captured from the focus group discussions and observations were reread with the temporary lists of codes that had been made to inventory essential statements pertinent to the topic and to deepen understanding of our data among participants. After rereading all transcripts line by line, we coded the data to search final themes. Next, we translated them into English. Finally, we elaborated upon the data and presented them. We also did the review and examination for redundancies and connecting the data (Creswell, 2007). We held an integrating review on the data obtained.

### **3.4. Ethical considerations and trustworthiness**

Our qualitative case study used human beings as key source of data. To protect our research participants who participated in this study, the ethical consideration (e.g., informed consent form) was applied. We also concealed such data as the places and the real names of participants through the use of pseudonyms. Also, participation in our study was voluntary. We asked every participant to sign informed consent forms before they got involved in this study and they were allowed to stop participating in this study whenever they wanted. Also, to deal with the trustworthiness of data and interpretations (Abrar et al., 2018; Creswell, 2007; Habibi et al., 2018; Mukminin et al., 2017), the findings and conclusions were returned to our participants to get their feedback. Moreover, thick and rich descriptions (Merriam, 1998) and narratives of student teachers' ICT integration during their teaching practices in four high schools in Indonesia were provided, including verbatim instances from the transcribed data.

## **4. Findings**

This study examined the ICT integration by student teachers from one public university during their teaching practices in four high schools in Indonesia. Going through the video-based observations and focus group discussions, we identified three salient interrelated themes: ICT application, beliefs about technology integration, and hampering factors.



#### **4.1. ICT application**

Through video-based observations, we found that the majority of the participants never applied technology in their teaching activity. The fact that merely 12 participants integrated ICT in their teaching activity was interesting to analyze. Additionally, it was important to see that as many as 10 technology users were female participants.

Most of the technological devices used revealed from the observation were laptops and projectors. The teachers used both devices to facilitate presentation with some applications including Microsoft PowerPoint, PDF reader, Microsoft Excel, and Microsoft Word. However, the participants mostly used Microsoft PowerPoint. The presentations applied by the participants included texts, pictures, diagrams, pictures, and videos. A few of them used their smartphone(s) in the delivery of their lesson. The student teachers who used their smartphones made use of YouTube video, Google pictures, and textual references downloaded from some websites.

During the discussion sessions, the participants verbalized their experience in using technology devices and discussed their ability in using technology. They reported that they had received sufficient experience of the technology involvement of their learning time in the university. They said there were also two educational technology courses and other courses involving technology in the teaching and learning activity. As four participants revealed,

We attended classes of technology learning. In addition to that, some of our university's courses were taught using technology in its presentation. (M3)

In our learning time, we were asked to present our presentation using projectors and laptops. In one course, the teacher utilized social media, Facebook, Whatsapp, YouTube, and Telegram in delivering the lesson. (F29)

Here in the pre-service teaching program, our supervisor asked us to use social media telegram and Whatsapp in order to discuss, report, do assessment. It is very useful and could be efficient for the process of the supervision. The same thing can also be implemented in our teaching. (F15)

During our study, we were taught how to use technology and even given opportunities to practice how to use it in the lessons; we prepared lesson plans and made presentations. (M23)

The participants also claimed that they were quite skillful in using technology. They mentioned some technology devices and applications that they were accustomed to using on a daily basis like email, social media, and games. We found that they used technology for education, communication, entertainment, and business. Some of the participants reported as follows:

I think I have good ability using technology. I use my laptop to do my assignments and many applications in my smartphone like email, social media, and games every day. I like movies through Youtube and buying things through some e-commerce providers. (F2)

We are digital natives who are accustomed to using technology devices, computers, projectors, smartphones, and other tools. I communicate through email and social media using my smartphone. (MI5)

I am convinced I can use technology during my teaching activity. I have got enough information about the use of technology. Besides, we love using our gadgets. (F19)

In addition to the group discussion result, the data of demographic questionnaire also informed that 40 participants were very familiar with the technology use. Meanwhile, 18 participants were familiar and only 2 participants were not familiar with the use of technology.

#### **4.2. Beliefs about ICT integration**

In the focus group discussion, we asked the participants one by one whether they believe the ICT integration brings benefits in terms of improvement of teaching and learning in their classes. It was surprising that around 80% of participants (33 student teachers) had a strong belief that ICT had a positive impact on the teaching activities. They further believed that ICT could be media to foster students' knowledge and comprehension in learning. Technology, according to their opinions, could be a tool to attract more attention, give more cutting-edge information, invite students' activeness in the classrooms, deliver simplified concepts, make things more straightforward, provide information in many forms such as videos, pictures, diagrams, and texts. Some of the excerpts of the focus group discussions revealed that

I think technology can make our teaching and learning more fun and efficient in terms of time and materials. We used for example social media in our teaching practice, between supervisors and us, and it was very beneficial in saving our time discussing things. The same idea also could be applied in teaching the student in the schools. (M7)

Technology has many functions on our teaching. It could make students more active in the teaching and learning process. (F6)

I think I could conclude that technology is very useful. Technology such as internet can provide any information that we need. The information can be in many forms like video, pictures, news and others. (F16)

On the other hand, the rest (5 student teachers) in the focus group discussions indicated that they did not believe in the improvement of teaching and learning activity in their classroom influenced by the use of technology. They also mentioned that they disliked the ICT integration in their teaching activity both in the schools and in the campus. They thought that

using books and other conventional materials is still better than using technology. One participant summed up on this thing, “I am against my friends’ opinions, and I think technology will not have any significant influence to our teaching and learning activity. Using technology would just waste our time. Books, whiteboards, and chalk for me are still the best.”

### **4.3. Hampering factors**

The culture and condition of the schools’ facility became the main concern revealed in the focus group discussions. They mentioned limited and broken tools, electrical instability, and poor classroom situations. In the observation of the classrooms situated in the schools, the projectors were not attached permanently. If teachers wanted to use them, they had to take them from cupboards situated in teacher offices. The participants also reported in the discussions that the school did not provide enough projectors for every class. In addition, they also claimed that some classrooms were not supporting the technology integration. Three of them shared their opinion in the following way:

The stability of electrical power should be considered. We have no enough sources like personal computer, projector, and other tools. However, the attempt to promote the integration of technology should be encouraged. (F14)

The facility is the thing that does not support the integration of technology in the classroom. Broken and limited equipment is one of the factors. (F34)

Sometime some tools are not working in some classroom, the socket [electric], projector cable, internet connection, and other tools. (M22)

All schools have been equipped with computers’ labs and free Internet connection. However, the participants could not utilize those facilities maximally. They argued that there were complicated processes or they had to wait for the labs’ schedule if they wanted to use them. The computers were not sufficient and the Internet connection was not stable. One of the participants said that the process of school’s labs booking was complicated. Some computers were even broken and sometimes they had to share computers. Another female participant informed she was dissatisfied with the school facility. In that school, the facility cannot be used anytime and the connection of the Internet is not good.

## **5. Discussion**

This study informed that the participants had sufficient trainings and experiences. They were accustomed to using technology in their daily activity. In relation to teaching activities, most of them believed that technology brought about positive benefits to teaching. However, they

did not integrate technology in their teaching practice due to school conditions. This study informed that most participants did not integrate ICT in their teaching. The findings are similar to many other previous studies (e.g., Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Scheeler, 2008; Vanezky, 2004). Only few of the participants used technology in their classes. The participants who integrated technology in their teaching mostly used Microsoft PowerPoint to deliver their presentation in the classroom. In addition, some students sometimes used Internet-based technology such as YouTube video, Google pictures, and textual references downloaded from some websites.

Findings revealed by previous studies (Allsop et al., 2009; Hadiyanto et al., 2017; Lei, 2009) indicated that 21<sup>st</sup> century students were digital natives or technology savvy and spent much time using technology in their everyday lives. In this study, the participants revealed similar information that they were quite skillful in using technology. They mentioned some applications that they are accustomed to using on daily basis. Some of the participants reported that they use technology for education, communication, entertainment, and business. Some major previous studies (Gibson & Oberg, 2004; Gülbahar, 2008; Liu, 2012; Vanezky, 2004) revealed that limited technology trainings and experience are the major reasons of technology disintegration in the pre-service teaching program. On the contrary, the findings of this study showed that there have been sufficient trainings and experience including experience they obtained from universities courses that brought technology into the classroom. In addition, the teachers were confident with technology in their teaching activities due to their experience and involvement in the use of technology. Similarly, some studies also revealed that technology training is not a factor hampering the integration of technology in teaching activity (Allsop et al., 2009; Hadiyanto et al., 2017; Lei, 2009).

Condition of the school facilities and school culture were the two hampering factors in technology integration faced by the participants. Limited and broken tools, electrical stability, and classroom situation are among the hampering. In addition, school culture is another factor. The participants claimed that there encountered complicated bureaucracy or they had to have long-waited line to use the labs. One of the participants said that the process of school's labs booking was complicated, which is why most senior teachers did not use technology in their classes. This finding is in line with the results of some other previous studies (Allan, Law, & Hong 2003; Allsopp et al., 2009; Al-Ruz & Khasawneh, 2011; Lei, 2009; Conway et al., 2005; Gorder, 2008; Inan & Lowther, 2010).

## 6. Policy recommendations

The findings of this study informed that the establishment of ICT integration in the pre-service teaching programs among student teachers was a complicated task as participants needed more time to use it in their teaching practices. Even though student teachers were skillful, experienced and trained in terms of using technology, it did not mean that they would integrate technology in the pre-service teaching programs as this study informed. It is significant to create facilitating conditions to encourage the ICT integration. These conditions take various forms - both physical and theoretical. The existence of supporting technology resources is a foundation of the integration of any technology program including in the area of education. Nevertheless, the proper condition should be hand in hand with the culture and administration of the schools. The participants suggested that facilities and culture in the school could enhance the integration of ICT in education. It was recommended that all related stakeholders would take part in the improvement of facilities.

## Acknowledgements

We are heartily indebted to the all participants in this study who have given their time for the focus group discussions and observations. Also, we would like to give many thanks to the editors, reviewers, and the *Teaching English with Technology* for giving us a chance to publish our research article.

## References

- Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., Makmur, & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145.
- Allan, H. K. Y., Law, N., & Wong, K. C. (2003). ICT implementation and school leadership: Case studies of ICT integration in teaching and learning. *Journal of Educational Administration*, 41(2), 158-170.
- Allsopp, D. H., McHatton, P. A., & Cranston-Gingras, A. (2009). Examining perceptions of systematic integration of instructional technology in a teacher education program: Teacher education and special education. *The Journal of the Teacher Education Division of the Council for Exceptional Children*, 32(4), 337-350.
- Al-Ruz, J. A., & Khasawneh, S. (2011). Jordanian pre-service teachers' and technology integration: A human resource development approach. *Educational Technology & Society*, 14(4), 77-87.
- Anderson, S. E., & Maniger, R. M. (2007). Pre-service teachers' abilities, beliefs and intentions regarding technology integration. *Journal of Educational Computing Research*, 37(2), 151-172.
- Azkiyah, S.N., & Mukminin, A. (2017). In search of teaching quality of student teachers: The case of one teacher education program in Indonesia. *Center for Educational Policy Studies Journal*, 7(4), 105-124.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. London: Sage Publication.

- Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25-39.
- Gibson, S. & Oberg, D. (2004). Visions and realities of internet use in schools: Canadian perspectives. *British Journal of Educational Technology*, 35(5), 569-585.
- Gorder, L. M. (2008). A study of teacher perceptions on instructional technology integration in the classroom. *Delta Pi Epsilon Journal*, 50(2), 63-76.
- Gülbahar, Y. (2008). ICT usage in higher education: A case study on pre-service teachers and instructors. *The Turkish Online Journal of Educational Technology*, 7(1), 32-37.
- Habibi, A., Mukminin, A., Riyanto, Y., Prasajo, L. D., Sulistiyo, A., Sofwan, M., & Saudagar, F. (2018). Building an online community: Student teachers' perceptions on the advantages of using social networking services in a teacher education program. *Turkish Online Journal of Distance Education*, 19(1), 46-61.
- Hadiyanto, Mukminin, A., Arif, N., Fajaryani, N., Failasofah, & Habibi, A. (2017). In search of quality student teachers in a digital era: Reframing the practices of soft skills in teacher education. *The Turkish Online Journal of Educational Technology*, 16(3), 71-78.
- Kelly-McHale, J. (2013). The influence of music teacher beliefs and practices on the expression of musical identity in an elementary general music classroom. *Journal of Research in Music Education*, 61(2), 195-216.
- Koh, J. H. L., & Frick, T. W. (2009). Instructor and student classroom interactions during technology skills instruction for facilitating pre-service teachers' computer self-efficacy. *Journal of Educational Computing Research*, 40(2), 211-228.
- Kong, S. C., Chan, T.-W., Griffin, P., Hoppe, U., Huang, R., Kinshuk ... Yu, S. (2014). E-learning in school education in the coming 10 Years for developing 21st century skills: Critical research issues and policy implications. *Educational Technology & Society*, 17(1), 70-78.
- Lei, J. (2009). Digital natives as pre-service teachers: What technology preparation is needed for? *Journal of Computing in Teacher Education*, 25(3), 87-97.
- Liu, S. (2012). A multivariate model of factors influencing technology use by pre-service teachers during practice teaching. *Educational Technology & Society*, 15(4), 137-149.
- Mukminin, A., Kamil, D., Muazza, M., & Haryanto, E. (2017). Why teacher education? Documenting undocumented female student teachers' motives in Indonesia: A case study. *The Qualitative Report (USA)*, 22(1), 309-326.
- Mukminin, A., Rohayati, T., Putra, H. A., Habibi, A., & Aina, M. (2017). The long walk to quality teacher education in Indonesia: Student teachers' motives to become a teacher and policy implications. *Elementary Education Online*, 16(1), 35-59.
- Mukminin, A., Ali, Rd. M., & Fadloan, M.J. (2015). Voices from within: Student teachers' experiences in English academic writing socialization at one Indonesian teacher training program. *The Qualitative Report*, 20 (9), 1394-1407.
- Mukminin, A., & McMahan, B.J. (2013). International graduate students' cross-cultural academic engagement: Stories of Indonesian doctoral students on American campus. *The Qualitative Report*, 18 (69), 1-19.

- Murley, L. D., Jukes, P., & Stobaugh, R. (2013). Raising expectations for pre-service teacher use of technology. *International Journal of Humanities and Social Science*, 3(14), 1-8.
- Niederhauser, D. S., & Perkmén, S. (2010). Beyond self-efficacy: Measuring pre-service teachers' instructional technology outcome expectations. *Computers in Human Behaviour*, 26(3), 436-442.
- Nishino, T. (2012). Modeling teacher beliefs and practices in context: A multimethod approach. *The Modern Language Journal*, 96(3), 380-399.
- Oblinger, D. G., & Oblinger, J. L. (2005). Introduction. In D. G. Oblinger & J. L. Oblinger (eds.), *Educating the Net Generation* (1.1-1.5). Louisville, LO: Educause.
- Prasojo, L. D., Habibi, A., Mukminin, A., Muhaimin, Ikhsan, & Saudagar, F. (2017). Managing digital learning environments: Student teachers' perception on the social networking services use in writing courses in teacher education. *The Turkish Online Journal of Educational Technology*, 16(4), 42-55.
- Prenkys, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.
- Rosenthal, I. G. (1999). New teachers and technology: Are they prepared? *Technology and Learning*, 19(8), 1-2.
- Sadalla, A., M., & Larocca, P. (2004). Autoscopia: Um procedimento de pesquisa e de formação. *Educação e Pesquisa*, 30 (3), 419-433.
- Scheeler, M. C. (2008). Generalising effective teaching skills: The missing link in teacher preparation. *Journal of Educational Technology*, 17(2), 145-159.
- Teo, T. (2009). Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, 24(4), 413-424.
- Vanezky, R. L. (2004). Technology in the classroom: Steps toward a new vision. *Education, Information, & Communication*, 4(1), 3-21.
- Verloop, N., Van Driel, J., & Meijer, P. (2001). Teacher knowledge and the knowledge base of teaching. *Teacher Professionalism, International Journal of Educational Research*, 35(5), 441-461.
- Vodanovich, S., Sundaram, D., & Myers, M. (2010). Research commentary: Digital natives and ubiquitous information systems. *Information Systems Research*, 21(4), 711-723.
- Wang, L. J., & Wu, Y. T. (2015). The exploration of elementary school teachers' Internet self-efficacy and information commitments: A study in Taiwan. *Educational Technology & Society*, 18(1), 211-222.
- Yeung, A. S., Taylor, P. G., Hui, C., Lam-Chiang, A. C., & Low, E.-L. (2012). Mandatory use of technology in teaching: Who cares and so what? *British Journal of Educational Technology*, 43(6), 859-870.
- Yüksel, G., & Kavanoz, S. (2011). In search of pre-service EFL certificate teachers' attitudes towards technology. *Procedia Computer Science*, 3, 666-671.