TEACHERS' KNOWLEDGE, SKILL AND ATTITUDE TOWARD ENGLISH AND INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN INTERNATIONAL SCHOOL-BASED PIONEER (RSBI)

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DEDICATION

For all of my family

mother Tarny, father Abdul Aziz,

sisters and brother

Memi, Umi, Siti, and Untung

my grandma Wo,

who is still alive in her age of getting older,

my uncle Drs.H. Yatim Mustafa,M.M

who has given me a chance to study in Malaysia,

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during my study in UTM - Malaysia

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ABSTRACT

The study of the research highlights the RSBI teachers' knowledge, skill and attitude in English and ICT in general secondary high school of SMA N 1 Tanjung Pinang – Riau Island province as the school that holds the status of RSBI. The study further examined whether there is a significant difference in teachers' knowledge, skill and attitude in English and ICT base on age and gender. In this study, a set of data collection using questionnaires was given out and completed by 26 teachers as the respondent. The data was analyzed by using the *Statistical Package for Social Science (SPSS) Version 16.0. The Cronbach alpha* value for teachers' knowledge, skill, and attitude in English was 0.783 whereas teachers' knowledge, skill and attitude in ICT was 0.862. The research finding indicated that the RSBI teachers' knowledge in English was high. However, their English skill in moderate level and English attitude was positive. Meanwhile, The RSBI teachers' knowledge and attitude in ICT was high but their ICT skill moderate. The finding of statistical inferential by t-test and ANOVA indicated that from the twelve of hypothesis, only one hypothesis indicating that there was a significant difference in teachers' skill in ICT based on age.. Finally, all the stakeholders and the policy makers in education increase the teachers' skill in English and ICT in order to obtain the international school-based (SBI).

ABSTRAK

Kajian ini bertujuan untuk mengetahui pengetahuan, kemahiran dan sikap guru-guru RSBI dalam bahasa Inggeris dan ICT di sekolah menengah kebangsaan SMA N 1 Tanjung Pinang. Kajian ini juga menyelidiki adakah terdapat perbezaan yang signifikan dalam pengetahuan, kemahiran dan sikap guru-guru RSBI tersebut dalam hal bahasa Inggeris dan ICT berdasarkan jantina dan umur. Data-data dianalisa dengan menggunakan *Statistical Package for Social Science (SPSS) Version 16.0.* Hasil kajian rintis menunjukkan nilai kebolehpercayaan untuk pengetahuan, kemahiran dan sikap guru-guru dalam bahasa Inggeris keseluruhannya ialah 0.783 dan pengetahuan, kemahiran dan sikap guru-guru dalam ICT keseluruhannya ialah 0.862. Hasil kajian menunjukan pengetahuan bahasa Inggeris guru-guru RSBI tinggi. Manakala kemahiran guru dalam bahasa Inggeris berada pada tahap sedehana, dan sikap guru-guru RSBI dalam bahasa Inggeris pula adalah positif . Sementara itu hasil kajian mendapati guru-guru RSBI mempunyai pengetahuan di bidang ICT yang tinggi, dan kemahiran meraka dalam ICT pada tahap sederhana manakala sikap mereka dalam ICT pula adalah positif . Dapatan ujian t dan ANOVA juga menunjukkan bahawa dari 12 hipotesis yang diuji, hanya satu hipotes sahaja yang ditolak dimana terdapat perbezaan yang signifikan dalam kemahiran guru-guru RSBI terhadap ICT berdasarkan umur. Akhirnya, dicadangkan agar pihak berwajib meningkatkan kemahiran guru dalam bahasa Inggeris dan ICT bagi mencapai SBI.

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ICT	Information Communication Technology
RSBI	International School-Based Pioneer
SBI	International School-Based
H0	Null Hypothesis
%	Percentage
SD	Standard Deviation
F	Frequency
α	Alfa Significant

CHAPTER 1

INTRODUCTION

1.1 Introduction

In this globalization and modern era, where everything technology oriented, brings the effect to the education world. The education world has changed from conventional education to professional education. The same thing also happened to the educators. The modern and high technology era, demand all stakeholders in education to make reform in their components. The educator or teacher needs to keep learning to something new and be always to continue their professional competence, whether in knowledge or certification completion. Otherwise they will be left behind by technology and many things. As we know, teaching profession needs continual development as the curriculum always changing, following the era development. Teachers are person living and working in specific setting like setting with historical, social and culture qualities which influence teaching, learning and professional development. According to Holly and McLoughin it is said that curriculum development is, in many respect people development-or as we are describing here, professional development (Holly and McLoughin: 1989).

Not just that, the globalization which identically as internationalization brings the effect of many things such as reformation in culture, social system, economic, politic or even changing in education policy. Nowadays, there are many school in many countries

which adopts international school system included Indonesia. One of the Indonesian education programs is RSBI or SBI (International School-Based Pioneered). The Indonesian National Ministry of Education tries to adopt or implement international school system. By doing this, it is hope that the quality of education in Indonesia could compete with other developed OECD countries. The curriculum of RSBI or SBI itself is trying to combine two curriculum, Cambridge and national curriculum. In this curriculum, the school tries to implement the learning process in bilingual and ICT-Based. This curriculum forces all the educator in RSBI or SBI to be able to speak English and competence with information communication technology (ICT).

1.2 Problem Background

There are three basic components that can be elaborated and explained in this problem background, English, ICT and school support. RSBI or international school-based pioneer, demands their teachers in order to be able to use English in the school or in the classroom particularly in the process of teaching and learning. The teachers of RSBI should be competence and skillful in English such doing communication to students, writing in English, reading and listening. However, the RSBI teachers might not be fully English literate bases on the fourth skill mentioned above.

ICT as the character of high culture of 21st century has an effect towards education field. In this global and competitive era, the teachers are also should be able to operate the computer and to use internet in the process of teaching and learning. This is expected to bring a fast and better result of service to the society. But again, the previous finding research had showed that some of teachers are not ready yet in using computer and internet in the process of teaching and learning. As reported by Amy Depaul early that through informal interviews with the Mathematics and Science teachers from rural and urban schools, it was found that many of these teachers seek longer training in

preparing themselves to teach Mathematics and Science in English and using ICT tools effectively (Noraini idris and friens,2007).

The third factor of this problem background is the school support. As the school that holds the status of international school-based pioneer (RSBI), the school is demanded to be facilitated in good facility, well-supported by principle, and also the school should have a positive and good culture in boosting the school towards RSBI.

Another factor that also quite important in determining the development of education is the policy. There is always a changing in education policy in Indonesia done by central government of National Education Ministry. The changing included the teaching curriculum to the formatting of new type of school hoping that it could bring the education quality improvement. By the changing that done by the government, emerged the superior school, and the last one is International school-based pioneer or International school based (RSBI/SBI). By creating RSBI the central government and local government hope that it can bring a change toward a better quality of education. Not only that, it is also expected can yield a something extra from other schools.

However, the effort to bring that kind of school that can give high competency is not as easy as it thought. Of 260 principles of RSBI, only 10 % who really can speak in English well, and they are in majority have a background as English teacher. Another problems faced by all education stake holders that the process of teaching and learning in the class for sciences like mathematic, physic, or chemistry etc, have to be done bilingually. Beside that the process of teaching and learning must be base on communication and IT, meaning that all every single class must be completed with facility of IT and communication based. Not enough with that, school library is also facilitated digitally. No wonder if people assume that this RSBI or SBI is an expensive school.

1.3   Research Statement

The purpose of this thesis is to tell that RSBI needs a lot of preparation to all stake holders in education field. RSBI needs a teacher who is not just capable in English but also he or she is demanded to be familiar with communication and IT world. Teacher is always asked to upgrading his knowledge toward new thing that relates to education development. In addition, school is demanded to support toward the successful of RSBI. School should have some good facilities in underpinning the program. All classes should be equipped with communication and IT what been written in book of quality guaranteeing guide of RSBI.

One thing that we should take into account that R/SBI needs a plenty of fund in its undertaking. Recorded, to run this policy, the central government has to take out 50% of the fund, 30% for province and 20 % for regency. In the matter of the standard, R/SBI students should be more competitive and have a high skill education as its learning process is undertaking in bilingual and communication IT-based. Now RSBI has more and more grow in Indonesia. This can be misused and education can be used as business field by other side. If so RSBI can only be felt by people with high economic class back ground only, whereas RSBI only a dream for them with low economic class background.

Base on those back ground above, the writer feels interested to know how far is the impact of RSBI policy toward student's learning achievement in secondary school of SMA N 1 Tanjung pinang - Riau island.

1.4   Research Objective

The following research objectives are addressed to:

(a)   identify how far RSBI teachers' knowledge, skill and attitude in English.

(b)   identify how far RSBI teachers' knowledge, skill, and attitude in ICT.

(c)   identify how far the school support (principle support, facilities and school culture) in underpinning SBI program.

(d)   identify the difference on teachers' knowledge, skill and attitude in English, ICT, base on gender and age.

1.5   Research Question

For the sake of arriving of an objective decision, this study pursued to provide answers to the following questions.

(a)   What is the level of RSBI teacher's knowledge in English?

(b)   What is the level of RSBI teacher's skill in English?

(c)   How far is teachers' attitude (their interest, feeling, action and anticipation) toward English?

(d)   What is the level of RSBI teachers' knowledge about ICT (computer program, internet access)?

(e)   What is the level of RSBI teachers' skill in ICT?

(f)   How far is teacher's attitude (interest, feeling and their action and anticipation) toward ICT?

(g)   What is the level of the principle support in underpinning RSBI?

(h)   What is the level of the school facility to support RSBI?

(i)   What is the level of the school culture in boosting RSBI?

(j)   Is there any significant difference in knowledge, skill, attitude of teachers in English and ICT base on gender and age?

1.6   Research Hypotheses

According to Azizi et al.(2007) it said that null hypothesis is a assumption that illuminates that there is no relation or any difference. Azizi also added that the hypothesis is should be stated in order that they could be proved or reversely. Therefore here in this research, the researcher puts some null hypothesis as stated below:

Ho1: There is no significant difference in teachers' knowledge in English base on gender.

Ho2: There is no significant difference in teacher's skill in English base on gender.

Ho3: There is no significant difference in teachers' attitude in English base on gender.

Ho4: There is no significant difference in teachers' knowledge in English base on age.

Ho5: There is no significant difference in teachers' skill in English base on age.

Ho6: There is no significant difference in teachers' attitude in English base on age

Ho7: There is no significant difference in teachers' knowledge in ICT base on gender.

Ho8: There is no significant difference in teachers' skill in ICT base on gender.

Ho9: There is no significant difference in teachers' attitude in ICT base on gender.

Ho10: There is no significant difference in teachers' knowledge in ICT base on age.

Ho11: There is a significant difference in teachers' skill in ICT base on age.

Ho12: There is no significant difference in teachers' attitude in ICT base on age

1.7   The Significance of the Study

The significance of this study are stated as follow:

(a)   Can give an input to education forces and school in line with the self preparation of RSBI or SBI policy.

(b)   Can give the motivation to educators, to impart and contribute the best thing to students, because that one of the success determinant factors o RSBI is the educator itself.

(c)   Can give an input to stakeholders of education that the success of RSBI or SBI is much depend on all stakeholders participation in resolving all the obstacles that RSBI or SBI face.

1.8   Scope and Limitation

Due to the limitation of time, energy and fund that the writer has, this research is limited by some factors that stated below:

i.   The population of this research is consists of RSBI teachers in secondary high school of SMA N 1 Tanjung Pinang in the province of Riau Island only.

ii.   The scope of the study of International School –Based Pioneer (RSBI) is limited only on the teachers' knowledge, skill and attitude in English and ICT.

iii.   The research is done quantitatively by using a set of questionnaire

iv.   The research also depends on the willingness of the respondents in answering the questionnaire.

1.9   Conceptual Framework
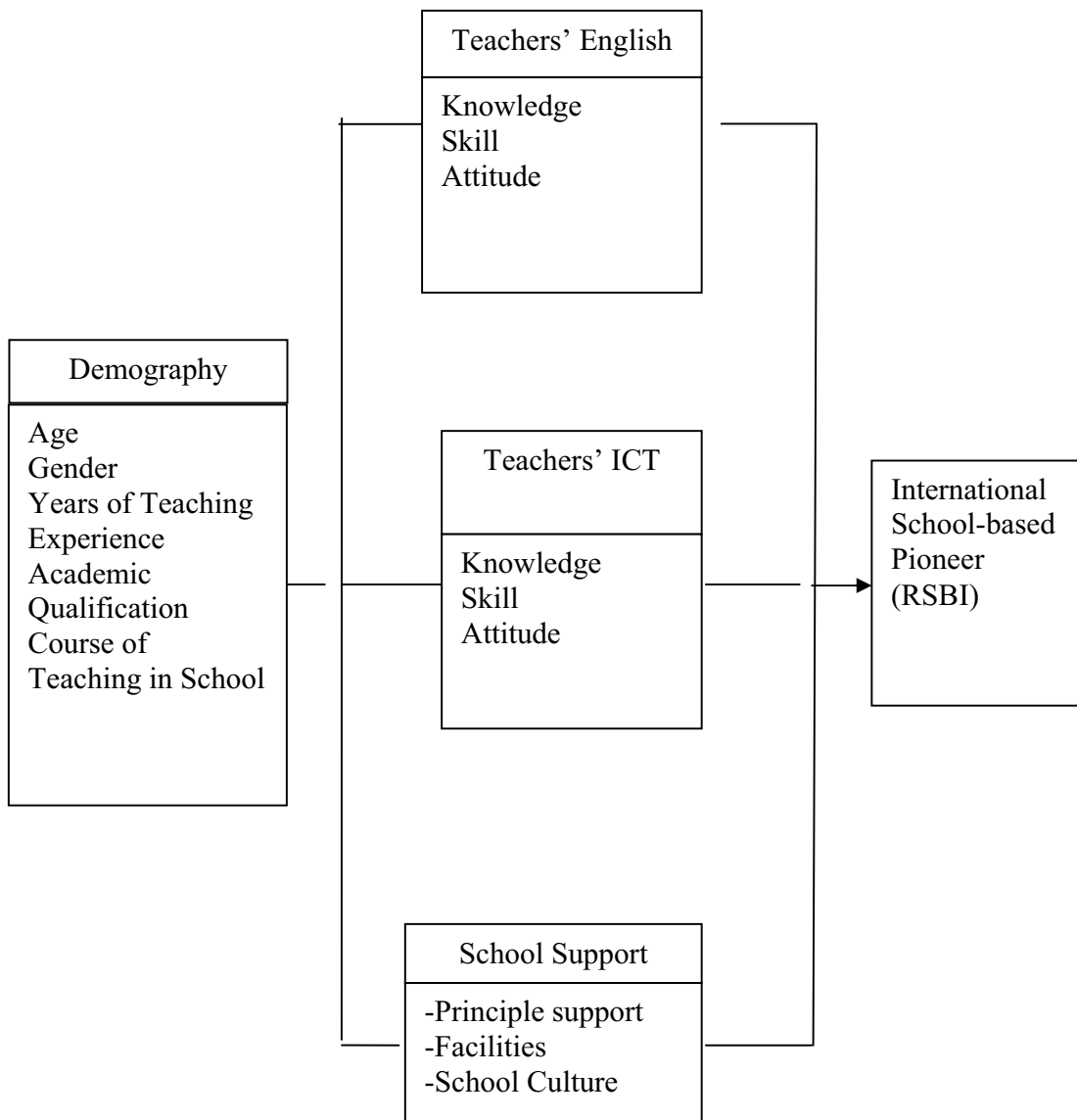
Figure 1.1: Conceptual Framework

1.10   Definition

1.10.1 International School Based-Pioneer

International (secondary) Pioneer School-Based is a national secondary school that has fulfilled all education national standard, applies the credit system of semester and in the process towards international secondary school base (the only way of strategy in preparing international secondary school base /SBI) in secondary high school of SMA N 1 Tanjung Pinang-Riau Island.

1.10.2   International School Based

International (secondary) Pioneer School-based is a national secondary school that has fulfilled all national education standard, applies semester credit system and develops the superiority that aims to the increasing of competitiveness with the same level of quality with other superior international secondary school.

1.10.3   Bilingual

System of learning process which is trying to be applied in RSBI or SBI schools in some of Indonesian regions, where the teachers are demanded to deliver the lesson in two languages (English and Indonesian language).

1.10.4 Educational National System

A system of national education in Indonesia which consists of eight points: content standard, standard process, graduate competence standard, education man power teacher's standard, structure and infrastructure standard, management standard, payment standard, evaluation standard. This national education system bases on regulation no.20/2003(Undang-undang dasar Republik Indonesia).

1.10.5 Information Communication Technology

A system of learning and teaching process in school which base on technology. In this case, the school curriculum much dealing with computerization like assessment, teaching and learning process in the class, finding data or book reference in library are done with computer technology.

1.10.6 Educational Set Level of Curriculum

An education set level of curriculum is arranged on the content standard and completion competence which are written in Indonesian and English. In this KTSP curriculum, the school will do some kind of adaptation and work together with other school curriculum in one of advanced countries of OECD. The result of curriculum mapping will be operated in KTSP, syllabus, RPP (lesson Plan), learning set tool, media/learning source and other learning facilities espoused. In addition, RSBI also demanded to pioneer the partnership with other school or international education certification institution.

1.10.7 International School

International classrooms include those in which students from a variety of cultural and linguistic backgrounds come together in predominantly English-speaking environment and are taught in English such as in UK, Australia, Europe, Canada and US, and classes in which students from a common linguistic and cultural background come together in their home country to be taught by a teacher from a different cultural and linguistic background, often in English sometimes called as transnational class and common like Hong Kong and Singapore.

1.10.8 English Knowledge

Knowledge of language in English is a general field of English proficiency. This could include vocabulary, some basic grammar to the higher level of grammar and other things.

1.10.9 English Skill

English skill specifically lead to the four main items, they are listening, speaking reading and writing. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication.

1.10.10 ICT Knowledge and Skills

Teachers are asked about their use of the following some commonly used ICT applications. Internet; Email; Spreadsheets; Word processing; File navigation; Presentation packages; Databases; and SIS Curriculum Manager (SIS).

1.10.11 English Attitude

The series of values, expectation and assumption about teaching and learning in English which included such a felling of happy or unhappy, like or dislike, enthusiasm, caring and the felling of willingness of using English in school and in the classroom.

1.10.12 ICT Attitude

The series of values, expectation and assumption about information and communication of technology (ICT) which included such a feeling of happy or unhappy, like or dislike, enthusiasm, caring and the felling of willingness of implementing ICT in school and the classroom.

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