TEACHER PERCEPTION ON DIGITAL MEDIA FLUENCY IN ENGLISH LANGUAGE TEACHING: EXPECTATION AND REALITY IN INDONESIAN CONTEXT

Hardi Andeska

English Education Study Program
Faulty of Teacher Training and Education, BengkuluUniversity
E-mail: hardiandeska@gmail.com

Abstract: Digital Fluency is the ability to find, evaluate, utilize and communicate the information through the digital media effectively, efficiently and wisely. Currently, It is considered as a competence for creating a dynamic and attractive lessons which can give motivation for the learners and important for increasing positive information communication technology effect. The ability of using media is necessary in challenging the change of age with information explosion especially for English foreign language teachers where communication with people around the world through internet can be optimize for teaching a language for example by using Facebook, YouTube, Skype, Web, Blog and many others. In Indonesia, the internet usage is increasing in every years. It is followed by the migration of teaching and learning from offline become online learning. Then, the primary source have been changed by various online materials which are able to be accessed anywhere and everywhere. Furthermore, the PPGJ training or teacher professional education have been implemented by using digital media for learning that emphasize to the digital fluency, it optimize the SPADAbrigtspace for online learning (DARING). Therefore, with a lot of teachers in Indonesia who have to teach around 50 million students and to fulfil the requirement for professional teacher, the digital fluency becomes something that must be have by them. Some various researches have revealed that English teachers generally confident with their skill in applying the resources. However, the limited access on the computers and the internet connection become a challenge for the teachers in applying technology for teaching especially English teachers in Indonesia. They have the problem in utilizing and optimizing the technology especially in digital media. Therefore, it must be a concern for the government and stakeholders to solve the problem.
Keywords: *Digital Fluency, English As A Foreign Language.*

The use of Digital Media in teaching language by teachers is purposed to increase students' ability in acquiring and learning targeted language which will give the benefits and help the students in authentic communicating such as receive the information, doing interaction, getting the instruction and organizing what they learn. Language teaching and learning by using online technologies especially in communities are implemented to increase the student's collaboration (Harrsion & Thomas, 2009). By seeing the increasing of Digital media or online technologies especially in the Internet network and CMC (Computer mediated Communication), the previous studies have been concerned on the teachers and students improvement of their knowledge both pedagogy and professional in English language in their activities such as sharing, reflection, evaluation, collaboration and the way in problem solving (Dooley & O'Downd, 2012; Meskill,2009).

Digital media such as website can help the learners construct their targeted language (L2) identity and create the relationship with the culture of the targeted language (Blattner and Fiori,2011; Mills,2011). Social Network, Facebook and Myspace which are part of digital media can improve students' rhetorical awareness, acquire pragmatic use, and develop students' socio-pragmatic competence in area of functional or interactional from such as greeting and leave taking (Lie, 2007; Chen, 2013 and Fori, 2011). Furthermore, Digital media are no doubt can provide the significant experiences in teaching and learning foreign language for the users. However the digital fluency which is the competencies and capabilities in using technology is still low for some countries in Asia.
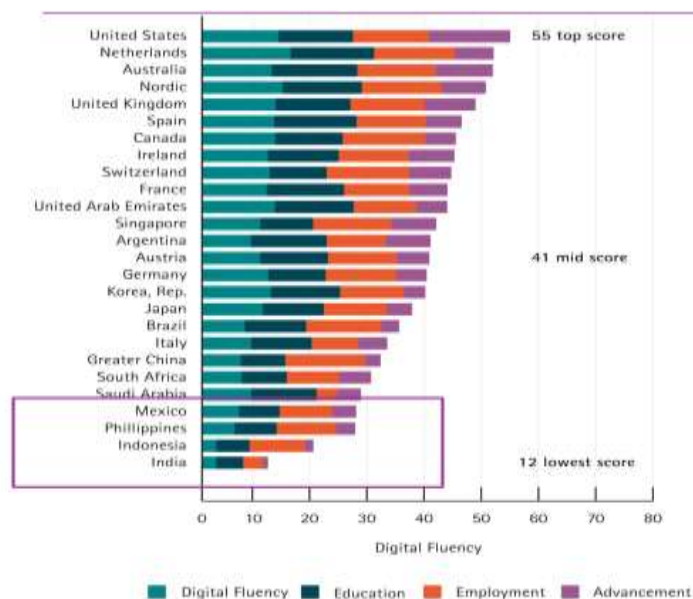
Diagram 1.1 Digital Fluency rank adopted from Accenture Magazine 2016.

In the above rank chart, it shows the countries' digital fluency. But Indonesia as one of the largest Internet usage with the status of The 6th largest internet users in the world must be satisfy with the 2nd lowest rank of the Digital fluency in the world. It indicates that Indonesia with other countries including Philippine and Mexico must be concern to the improvement of their digital fluency which it can help to improve the education and work outcomes.

Student's nowadays is digital native, the internet generation, generation Y, millennial generation, it means that students are really close to the use of technologies in their activities everyday. The digital media takes part in every aspects of their live, for instance communication, trading, entertainment, interaction and even learning environment such as searching information, completing the tests and learning media (Brandstom, 2011). Learning English by using digital media is also a motivational tool for students since the communication and language learning in daily life can be helped by using this tool (Chalak, 2014). To face this reality, English teacher must adapt the changes of learning environment in this era and not just focus on the traditional process of teaching and learning in the classroom where the proses of learning just based on the book but also need to develop their professional skill in digital fluency which can give positive effect to the teaching and learning process and help them to reach their particular goals especially in learning foreign language (Amiri, 2012). Teachers with good literacy in technology especially the ability in the Internet access, will give them the ability access to the material sources (Trisdiono, 2017). However, teachers have difficulties in applying technologies due to the technologies develop tremendously and can not be reached by the teachers (Ahmad-ud-din, 2015). Furthermore, the awareness of digital media fluency for teaching especially English is really important which can give the effect on their professional skill in teaching English.

Considering the previous research, Digital media is a useful tool for teaching foreign language that must be mastered not only Digital literacy but also Digital Fluency by teachers especially in teaching English as Foreign Language.

Digital Media
ICT tools for teaching English

ICT defines as merging technologies of information and communication. It is also known as technologies that is used by users to gtaher, storage, process, analyze, transmite, and communicate the information for instance television, Radio, video and multimedia computer software (Sharndama, 2013). Those tools can be used by English teacher to teach English due to the real life experience which can be provided in learning and teaching English. The combination of text, animation, pictures/images will attract the students to watch, listen and follow the lesson anthusiastically.

Multimedia as one of technology which can facilitate learning activities becomes important selected tools nowadays especially in education. For instance, the English language learning activity can be delivered by encompassing the graphics, text, video, animation and sounds all together. However, the real life situation can be found by the students in the classroom thus the learning activities give deeply impact to the students' experience in acquiring the language. the type of multimedia can be classified for instance videodiscs, projectors, film projector, audio software, computers and ect. Moreover, computer multimedia and internet can be a powerful learning sources if it is combined together since the information from around the world can be find faster by utilizing multimedia and internet (Mcdougald, 2009).

Furthermore, the implementation of internet nowdays provide the teachers and students the learning process with limitless of time and limitless of place by using virtual learning environment as the media bridging. For instance, the tools like popplet, Linoit, Edmodo and Pinterest let students collaboratively work either in small nor large groups and reflect the learning. In addition, the training of teachers to improve their professional skill is implemented in hybrid mode called *PPG Daring* which combine the utilization of multimedia, website and Internet with the real classroom learning. Therefore, ICT tools are really close to the teacher as facilitator in this modern age.

Utilizing Internet

Internet as a tool and platform is regarded as the key game changer, both for formal and informal education. Disruptive new technologies such as the Internet not only change the way we access information, but they also affect the way we think. The Internet has become mundane for twenty first century society; however, it should be noted how such a technology has changed the way humans solve problems and impacts how they process information. Search engines especially, as trivial as they seem, particularly to digital natives, influence our thinking, as they provide personalized data. Further, search engines such as Google that are structured by various machine learning methods such as algorithms, represent an ultimate external memory which have in a short time revolutionized our problem solving process.

In addition to the Internet changing the way data is gathered and processed, it also impacts how it is shared. Traditional formal education was and is based on books, which are a type of technology that is dependent of the social context of use (Bruckman, 2002). At its core, learning is a social process which can be facilitated by the Internet (ibid). With the Internet, learning is transforming from mere information searching to new, more sophisticated forms of information processing. The students' technological skills, attitudes, beliefs and preferences that are largely constructed out- side of formal education "may greatly influence how they learn and how they perceive learning supported by new technologies" (Mao, 2014). By studying the technological abilities of individuals in formal and informal educational environments, researchers aim for predictions on how technologies should and will impact human learning (ibid). Currently, the main trend in scholarly research emphasizes the social character of learning. The Internet has great potential to influence learning via online communities and collaboration (Bruckman, 2002).

Utilizing Social Media

One form of micro learning, social media, is characterized as a user-generated plat- form in which consumers mainly discuss with one another (Bernoff and Li, 2008). In 2013, 87 percent of sixteen-to-twenty-four-year-old Finnish consumers had been using social platforms during a period of three months (OSF, 2013). Such statistics suggest that the social media consumption of the generation of digital natives likely will increase.

Different social media platforms, such as weblogs, allow students to interact with and learn from one another (Kelm, 2011). Peers can be a powerful resource for children's learning, if activities are structured to promote productive interactions" (Bruckman, 2002). Social media enables collaboration, enhances the connections to the real world and is therefore a great addition to learning tools (ibid). Social media platforms, such as Facebook and Twitter, have been increasingly scrutinized for their potential to impact both formal and informal education. In one such study, teenagers who had been using social media such as Bebo or Myspace predominantly were found to create new accounts and shift platforms to Facebook as they were preparing for their

university studies (Madge, C., Meek, J., Wellens, J., & Hooley, T., 2009) "Their move to university was associated with Facebook emerging as the dominant SNS" (Madge et al., 2009).

Digital Fluency

Digital fluency will affect the teaching and learning process since digital technologies have raged into the people society life. In the 21st century, one of important skill which should have by the teacher and the students is digital fluency. (Niessen, 2015). Technology and social Medias are utilized for many activities, not only for information and communication but also building relations and maintaining. As we know that digital literacy is the ability in utilizing a few basic applications for instance email, web, chatting application and word processors. Whereas, digital fluency is more than that, it requires people in mastering the technology well-enough and use it creatively and productively to work and they can adjust the software tools and the procedures that would help them optimally achieve their purposes.

A concept model of digital fluency consist of demographic characteristic, psychological factors, social influences, educational factors, behavioural intention, opportunity and actual use of technology. Demographic characteristics is the differentiation of digital age which consist of digital native and digital immigrants. There are positive relationship the use of technology and digital fluency where it is happen to the students as digital native. Conventionally, socioeconomic status become the dominant factors which influence the use of technologies and also Ethnicity and nationality have dominant impact for instance ethnic differences in interest, socioeconomic status, the opportunities of using technology and English competence. Some educational and psychological factors is also give the contribution on digital fluency for instance the use of computer learning support at school. It provide the insight that some factors from external would specifically give influence to the digital fluency of someone. Whereas psychologically the anxiety, self-efficiency would affect people in the digital immigrant ignore the technology usage (Jung et al., 2010). Social influences also become factors which give contribution to the digital skills. Friends and family can generate condition of people that interest to use interactive media. The technology usage by the lecturer significantly influences students' expectation of learning (Bennett and Maton, 2010). Based on the expert finding, social factors has a big effect for the students in learning by using technology.

The other dominant factors of digital fluency are Behavioural intention. It is actually influenced by demographic characteristics, organisational factors, psychological factors and social influences due to people usage of technology for activities relate to their particular intentioned purposes (Wang,.et al, 2012). Then, the opportunity factors is the ability of people in two aspects namely the accessibility and opportunity of the people to use technology in daily life. For instance, the accessibility if technologies' access level and the opportunity in utilizing the faster internet connection or supported infrastructures. Students who has highly access and opportunity on digital technology influence their digital fluency (Li and Ranieri, 2010). Conversely, students who have low level of access and opportunity would suffer low level of digital fluency due to limited access of technologies such as without internet access at home and school (Goode, 2010). Furthermore, level of frequency and type of technology use have dominant impact to the one's digital fluency for instance the use of social media who use it in their daily life would give them a chance in understanding the use of technology and utilizing it to support their activities for learning. Whereas the use of technology will help them to determine the users profile or user groups (Wang., et al, 2012). Teachers can facilitate the teaching and learning English for student's anywhere by implementing conference video, they need absolutely use webcam and computer for their media. In conclusion, the technology usage of the user has the relationship with the digital fluency with technologies as the main factors which facilitate the users.
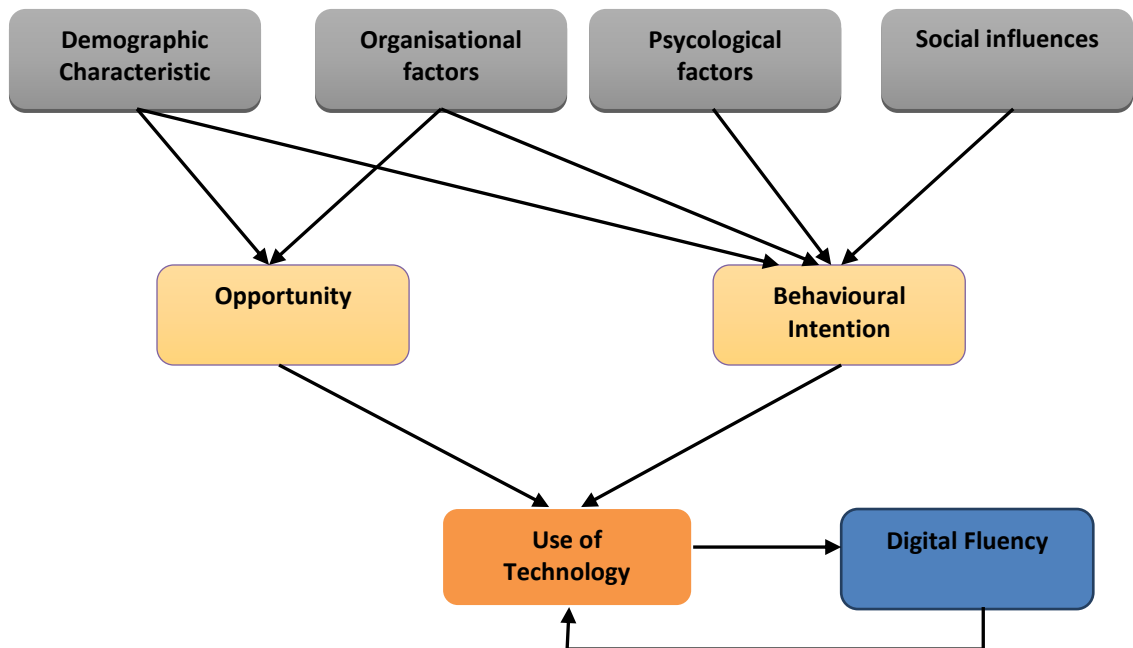
Figure. 1 Conceptual model of digital fluency adopted from Wang, 2012.

Online Education

Online education is the form of education provided by entities, educational institutions and companies through platforms based on online technologies. The last years have witnessed the fast-growing success of these platforms. For our purposes, formal online education consists of courses delivered on learning platforms and provided by universities. In this context, the objective is to obtain certificates and recognition in terms of credits as the outcome of the course. According to a survey in US (Parker, Lenhart and Moore, 2011) the social impact of online courses among deans and graduates of 1,055 colleges in United States has received good feedback. The majority (51 percent) of college presidents think online courses provide the same value. More than three-quarters of college deans (77 per- cent) report that their institutions now offer online courses. Fifty percent of college presidents predict that ten years from now most of their students will take classes online. Twenty-three percent of graduates report that they have taken a class online. Among all students who have taken a class online, 39 percent says the format's educational value is equal to that of a course taken in a classroom.

A teachers must know the learning media selection due to it is a learning successful factor. The rapid development of technology give the effect to the teachers that they have a lot of opportunity to choose the ICT-based media. As we know that there are a lot of ICT media especially online-based education website for instance *Zenius Education, Wikipedia, Kelaskita, Rumah Belajar KEMDIKBUD, RuangGuru, Quipper, Google Books, Slidehare, Youtube, E-dukasi.net, Bing Translator, Google Translate, Windows Live Photo Gallery* and many other. If those website was used by teachers in developing online learning media, students motivation will rapidly increase.

In 2017, the goverment collaborate with the *Kementrian Riset, Teknologi, dan Pendidikan Tinggi* have prepared teachers training program called *PPG* in order to solve the teachers' competence problem. *Ditjen Belmawa* have designed the learning pattern for teachers in learning system development by implementing Learning Hybrid System. It is used to generate a good teachers with excellent characters that is relevan with education era change where the development of industry have achieved 4.0 which provide the users the rashness to do something creatively. It is relevan with students learning that challange the teachers to be technology fluent.

Digital Fluency's Perception
Teacher's Peceptions

Based on *Undang-undang no* 14 of 2005 concerning Teachers and Lecturers article 20 item states that in carrying out its professional duties, teachers are obliged to improve and develop academic quality and sustainable development in line with the development of science, technology and art. This is in line with the role of 21st century teachers that consist of seven roles namely, teachers as a learning sources. They need to be master in learning materials so that interaction relate to the material will easily understandable. Teaches as a facilitator, they need to give a god service so that the student gain the learning materials easily and the learning activity will become effective and efficient. Teachers as manager, they need to have the competence in controlling the learning atmosphere so that the students will get the learning enthusiastically. Teachers as demonstrator, it means that they need to inspire the students to do something well. Teachers as mentor, it is a role of teacher to lead the students in order to achieve their goal. Teachers as Motivator, it means that teacher have to enhance students learning spirit. Teachers as evaluator are the role of teacher in evaluating the learning process. In addition, teacher's role can be facilited by teaching with technology since it has became the main media for foreign language teachers in the world in order to generate a good atmosphere, clollaborative work and students learning center class (Naima, 2017). Therefore, teachers needs to know their roles as educator and the technology competence for successful learning.

The concrete example of teachers in 21st century is the process of teaching and learning is facilitated by the school technology devices such as Computer and Internet network or e-learning. the implementation of e-learning significantly give positive side in interaction between students and teachers which it can be done in anywhere and anytime where it can enhance students motivation (Yanda, 2018). It is not doubt that teachers has an important role in utilizing the technology at school environment. They have responsibility in decision maker in combining the technologies which can facilitate the students in the learning process.

In the foreign language class technologies usage competence influence the successful of learning. The main factors of implementing the successful integration of technology by use it functionally, other teachers' assistance, accessto technology and professional improvement (Ames, 2017). Teacher should design the learning strategy relate to the updated technologies such as implementing the use of video from YouTube, writing an email for communication, asking and answering questions online and utilize the social media for learning media. Teachers can use YouTube video in order to enhance student motivation where for foreign language students, they can understand how the language learning is used properly by watching the native speaker in the video but they must control the activities for learning only. Then, by utilizing the email, teachers and students can improve the writing skill which it become a problem for the students to start writing, it helps the students not only for writing but also make them creative in utilizing the computer. Asking and answering a question online becomes a good strategy for teachers in order to give the assessment for example students are given the interesting quizzes and test. This strategy will motivate the students and inspire them to be more creative. In addition, nowadays is social media age. Teachers can also used social media such as Facebook, twitter, Instagram and many others. They can facilitate the teachers and students for comment and even the discussion will be continued to the class which it develops a good experience for students in foreign language learning. Teachers have positive perception of technology usage in the language classroom as teaching media (Sudiran, 2016). Considering the important of technology for learning, teacher is challenged to have the competence in digital media or digital fluency.

Teachers' reality in Indonesian Context.
Teachers in of elementary school 16 Aceh have the ability or competence in utilizing the information technology-based learning media however they need to be given the training to find learning media from Internet (Yusrizal, 2017). It indicates that digital fluency of teachers in Aceh needs to be improve since they have difficulty in finding the learning media in internet whereas digital fluency not only the ability of teachers to find the media or material but utilizing the technology, media in designing a good learning process. Furthermore, There are some problems found by Ceha (2016) when she identify the problem at school relate to the ICT competence, firstly, most of teachers are senior teachers who have low technology competence level. They just utilized some open source application such as words and power point. Secondly, they have not

given technology information training for teaching and learning. Third, internet network become one of problem due to lack of supported facilities, considering limited fund and resources. Lastly, most of teachers and students utilized high technology such as smartphone, tablet or IPad, but the utilization is only for communication and entertainment not for education. In addition, the facilities in the classroom become something that should be noticed, most of classroom in the junior high school especially in SMP Negeri 1 Geger Madiun was not completed by the supported technologies such as computer and LCD and also teachers' skill for technology competence is still low. They do not utilize the technologies for learning media and writing in the school website and also email was not used as learning media (Sujoko, 2013). Internet is one of important integral parts with the school development but most of teachers find difficulties in utilizing internet as teaching media for instance, lack of competence in managing computer error, internet connection and electricity especially in the remote area (sudiran, 2016). Some studies about the use of ICT from some researchers above had shown that teachers in Indonesia have difficulties in operate the technology to generate a good learning activities where the learning activity conventionally using old methods and most of teachers lack of competence in digital fluency even have low level of digital literacy.

Conclusion

In order to make the classroom atmosphere more alive and the learning process is successful for English foreign language students. The teachers must avoid the same method from the first meeting to the last meeting. Since the diversity method make the students will not fell more anthusias and have motivation to follow the learning activity. Moreover, this can be achieved by teachers who facilitate the learning activity by using information and communication technologies to facilitate the students for contextual learning. But, the teachers are challenged not only have basic competence on technology but also well utilize it to design learning material creatively and efficiently to generate good learning condition or atmosphere. It definitely can achieved trough digital media fluency or having competence in utilizing the technology well.

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