THE ENGLISH TEACHER’S ATTITUDE TOWARDS
INTERNET PERSONAL ACCESS DEVICE (iPad) IN
TEACHING AND LEARNING PROCESS

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ABSTRACT

Regardless of the integration of technology into English learning at
school brings an abundance of advantages, there are still very few
teachers who have been implementing technology. iPad as a learning
medium in English language learning has been widely applied in many
countries. However, the use of iPad for English language learning in
Banda Aceh is still considered uncommon. Descriptive qualitative
research with a case study approach was carried to find out an English
teacher’s attitude towards the integration of iPad in English teaching-
learning class in Al-Azhar Cairo Islamic Junior High School in Banda
Aceh. An observation sheet and guided interview were used to gather the
data. The data analysis was processed in the form of condensation data,
display data, and conclusion data which are proposed by Miles,
Huberman, and Saldana (2014). The findings show that the English
teacher delivered 91 utterances consisted of 34 affective attitudes, 28
conative attitudes, 16 evaluative attitudes, and 13 cognitive attitudes. The
highest frequency attitude showed by the teacher is the affective attitude
meanwhile the lowest is the cognitive attitude.

Keywords: English language learning, the use of iPad, teacher’s
attitude

INTRODUCTION

It is notable that only one school in Banda Aceh that has used iPad
for English language learning. It is Al-Azhar Cairo Islamic Junior High
School in Banda Aceh. It is also interesting that only one English teacher
who has the opportunity to use iPad in her classroom. This case is

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becoming more interesting because the use of the iPad as a learning medium in English classes has been widely applied in many countries (Huber, 2012).

Students may receive many benefits from using educational technologies. A couple of benefits of studying with technologies are students can facilitate themselves with learning media which enables them to study independently (Holstein, 2011, as cited in Huber, 2012). iPad can increase students’ enthusiasm for learning (Huber, 2012; Kuznia, 2012; Ortega, 2017), enable students to collaborate and interact (Kuznia, 2012), motivate and foster students' desire to learn (Huber, 2012). Kuznia (2012) also adds that a significant benefit of using an iPad is that it allows students to develop according to their pace and learning phase. In other words, students can adjust their learning rhythm according to their abilities. The familiarity of students with smartphones can be used as a medium for learning English in the classroom. It is not surprising that iPad is one of the keys to success for students to acquire and develop 21st-century learning skills (Murray & Olcese, 2011)

The benefits that teachers may achieve in using iPad in the English language learning process are iPad may increase the capacity of teachers to teach (Barone & Wright, 2008; Kharbach, 2011). iPad also functions as a teaching companion to facilitates student learning process (Nooriafshar, 2011). Foote (2012) adds that iPad may increase teacher productivity because the use of iPad can cut paper usage and shorten the time for teaching assignments. Teachers are also able to connect student learning activities at school with learning activities at home with the support of iPad (Ortega, 2017). iPad helps teachers to achieve their English learning goals in a more effective, interesting, and fun way (Anderson, 2011). Therefore, iPad can be a good choice of learning media for teachers in English language learning classes.

However, there are several reasons why some teachers are reluctant to use iPad or other technologies for their learning process. These reasons include the long time it takes to examine the benefits offered by the devices used (Valstad, 2011). iPad may distracted students with the pleasure of playing the games. (Clark, Svanaes, & Zimmermann, 2013) Some teachers and schools are also reluctant to use iPad for English language learning due to the high initial costs required and for the maintenance (Huber, 2012). Efficiency and cost considerations are some factors that are still faced by schools in low-income countries.
Apart from the advantages and disadvantages of using iPad in the process of learning English in the classroom, the teacher views the use of iPad in English language teaching and learning process positively (Huber, 2012). She further adds that iPad is a learning medium that does not only apply to the short and medium-term, but iPad is also capable of being a device that can help student education better. This is related to the all-electronic features of iPad that can be learned anytime and anywhere. Considering the benefits and the problems of using iPad in English language learning process, this article will discuss the various types of attitudes shown by teachers in using iPad for English language learning process.

LITERATURE REVIEW

The Definition of Attitude

Eagly and Chaiken (1993) define attitude as a psychological tendency associated with a situation concerning one's preferences. Lefrancois (1994) defines attitude as a view of someone who contains certain motivations related to good or bad things. Meanwhile, Aiken (1997) tends to interpret the attitude towards a person's opinion towards a particular thing, group, or object, be it positive or negative. Albarracin (2005) also states that an attitude can be defined as a person's mental state in viewing a certain object, person, or thing which is then reflected in the feeling of liking or disliking it. Therefore, attitude can be defined as a person's reaction tendency related to something both in a mental and verbal structure stated in one's preferences, either positive or negative over particular things.

Kinds of Attitude

Attitude is divided into three categories, namely cognitive, affective, and conative (Baker, 1992). The first category is the cognitive attitude. Baker (1992) argues that cognitive attitude is related to thoughts and beliefs. Cognitive is closely related to the process of understanding something, or in other words, it is related to the process of obtaining, storing, processing, and accessing information. Furthermore, Gardner and Lambert (1972) added that cognitive attributes also include reasoning and intuition. A broader definition is given by Wanden (1991) who states that cognitive attitude is a series of beliefs, ideas, and opinions. Guillen-Gamez and Mayorga-Fernandez (2020) believe that cognitive is information that a person has about something, information
that is attributed into something. Thus the information arranged in a person's mind, cognitive attitude, can be seen from the statements he delivers. By referring to the statements mentioned by the experts, this cognitive attitude is closely related to the answer to the question "What?", for example, what do you know about something? what happened? what was the meaning of the sentence?

The second type of attitude is the affective attitude. Gardner and Lambert (1972) argue that an affective attitude is a person's emotional reaction to something. In line with them, Wanden (1991) adds that a person's feelings and emotions are an affective attitude. Affective attitude refers to how someone feels about something (Baker, 1992). These feelings usually refer to a person's preference, liking, and disliking something. It can be concluded that affective attitude is a person's emotions on something. This emotion concerns the feeling that a person has for something that is around them. To find out a person's affective attitude, it is usually asked by using the question word "How?" such as, “How do you think about that?” The answer to this question has an affective attitude, such as “I prefer to teach English using an iPad” (Guillen-Gamez & Mayorga-Fernandez, 2020). Furthermore, Wahyudi (2017) states that short praise that contains feelings such as, “extraordinary”, “cool” “magnificent” is also included in the affective attitude.

The third type of attitude is conative attitude. Some experts have defined the conative attitude. Conative attitude refers to a person's tendency to act (Gardner & Lambert, 1972); one's intention to take action or the action itself (Wanden, 1991); actions of a person that reflects the desire to act (Baker, 1992). A person's response to an action may not be in the form of action, but it may be the desire to do something. Thus, a conative attitude is someone's action in response to an event. For example, the students answering tense questions after being instructed by their teacher (Guillen-Gamez & Mayorga-Fernandez, 2020).

There is another type of attitude that complements Baker's theory, namely evaluative attitude. Hutasoit (2017) believes that evaluative attitude refers to a person's statement that contains a person's judgment that is influenced by internal factors as well as external factors for something. This assessment may support or reject the ideas behind decision making (Cacioppo, Gardner, & Berntson, 1997). The evaluative process has several characters, 1) Distinguishable, 2) Distinct activation function. 3) Differently related to attitude ambivalence, and 4) Different antecedents. An example of an evaluative attitude is teaching a language
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is fun. When someone evaluates that teaching a language is fun, he shall demonstrate a passionate attitude when teaching a language because he is sustained by pleasurable judgments and spirits.

Attitudes are not always made up of four separate types. A person's attitude towards something is a multidimensional concept (Fishbein, 1967 as cited in Baker, 1992). A person may believe that being able to speak a foreign language fluently can lead him to gain more (cognitive attitude), but on the other hand, he does not like the foreign language (affective attitude). If this is the case, this indicates that he has gone through an evaluative process that causes him to have both attitudes. However, measurement or testing of a type can be carried out regardless of the type of attitude being measured (Al-Tamimi & Shuib, 2009). Although the four types of attitude are intertwined in a complex network, an attitude type can be measured using an appropriate method.

RESEARCH METHODOLOGY

Research Design
This article used descriptive qualitative research with a case study approach. The case study was chosen because this approach is appropriate for the topic raised in this article, namely the attitude shown by the teacher in using iPad in the English learning process.

Research Subject and Object
This study involved an English teacher at an Islamic junior high school in Banda Aceh, Indonesia. The participant was selected based on purposive sampling. Within the scope of the city of Banda Aceh, this was the only school that used iPad in the English language learning process. Interestingly among the few teachers, only the participant who teaches English is using iPad in the teaching-learning process. The reason is to use an iPad in the learning process a teacher must first attend training. The participant has a training certificate for iPad application in the English learning process. The object of the research study was the utterances containing the attitude that the participant conveyed during the English teaching-learning process. This utterance is believed to be able to express the attitude of the teacher.

Research Instruments
The instruments to collect the research data include an observation sheet and an interview guide. An observation sheet was applied to obtain
research data in the form of speech containing the attitude conveyed by the teacher during the teaching and learning process. The interview guide was used as the research instrument to validate the collected speech data.

**Technique of Data Collection**

The data collection process took place in several stages. The first stage was the speech data containing the attitude conveyed by the participants during the English teaching-learning process. The data were obtained by conducting classroom observation which was guided by the observation sheet. The researcher entered the class where the participant was teaching with an iPad and placed two video cameras to record the learning process. One camera was placed in front of the class, close to the participant to capture the words she conveyed. The other camera was placed behind the row of student seats to record all events that took place during the data collection process. Then, the researcher observed the class based on the observation sheet she had prepared. She took a place where she did not interfere with the teaching-learning process. She also noted some important events that occurred related to the object of research study data. After the speech data were obtained, the researchers confirmed the data to the participant through a guided interview. Interviews were conducted several times: before classroom observation, shortly after observation, and after all of the observations were completed.

**Technique of Data Analysis**

The technique of data analysis was based on the Interactive models technique by Miles et al. theory (2014, p. 34). There are a few main steps to analyze the data: data condensation, data display, and conclusion drawing or verification.

The first step is the data were selected based on the attitude. Then, the researcher focused on all the selected utterances that are showing some attitudes during teaching-learning process and simplified the data by categorizing them into components of attitude (cognitive, affective, conative, and evaluative). This step is focused on the general idea or writing the summary of the data which had been simplified into a narrative and clarified the total number of attitudes showed by the English teacher. The second step is the researcher presented the data of components of attitude shown by the English teacher in the form of table. The last step is the researcher had to draw the conclusion from the data shown in data display. In this step, the researcher showed and described
the findings after displaying the data. The conclusions of this research include the components of attitude which were presented by the English teacher in using iPad during teaching-learning process.

RESULT AND DISCUSSION

Result

The final results of the collected data for teacher attitudes towards the application of iPad into the English language learning process are presented in the table below.

| Table 1. Kinds of teacher’s attitudes |
|--------------------------------------|
| No | Attitude | Frequency |
|----|----------|-----------|
| 1  | Affective| 34        |
| 2  | Conative | 28        |
| 3  | Evaluative| 16      |
| 4  | Cognitive| 13        |
|    | Total    | 91        |

As presented in the table above, the total numbers of the teacher’s utterances containing the attitudes during the research process were 91 utterances. The utterances were divided into four attitude categories, namely 13 cognitive attitudes, 34 affective attitudes, 28 conative attitudes, and 16 evaluative attitudes. The attitude most often shown by the participant was affective attitude, reaching to 34 attitudes. While the least frequently shown attitude was cognitive attitude, which were 13 attitudes.

Cognitive

The cognitive attitude shows the knowledge the teacher has in the field he is working on. This knowledge is related to background knowledge, new knowledge, creating and applying new knowledge into various situations and conditions. There are 13 cognitive attitudes during the data collection process. An example of the most pronounced cognitive attitude is "Okay, what is the meaning of these sentences?" This utterance implies a cognitive attitude in the form of questions aimed at the students to find out students' understanding of the meaning behind the sentences being discussed. The teacher wanted to convey the knowledge he had by opening it through utterances in the form of questions. After hearing the students’ responses, he would explain the meaning of the sentences.
Another example of speech that contains a cognitive attitude is “Okay, let's discuss the battle of Surabaya. I want to show you the mind mapping application about the battle of Surabaya. You can see the mind mapping on the slide. Let's start with the battle of Surabaya. The first paragraph is the orientation. In orientation, we find the sentence of bloody took place in 1945. Look at the event, there are 9 of them. Then, in the last paragraph is the re-orientation. The re-orientation is stating personal comments about the events.” From the passage of this dialogue, we can see that the teacher has a piece of adequate knowledge about the subject matter which is the Surabaya War. The teacher was trying to convey her cognitive knowledge about the war to the students.

Affective

The teacher and the students were involving emotions during the teaching and learning process through their communication in the classroom. The utterances that contain emotions were included as the affective attitude. In total of 34 utterances contained the affective attitude. This affective attitude had been shown on many occasions, starting when the teacher greeted students, when the teacher encourages students to respond to their questions, until the end of the class. The following is an example of the speech containing an affective attitude.

"Hello, good morning students." The teacher greets the students with an affective attitude to warm the atmosphere and prepares students to start today's learning process.

Another example is:
Teacher: "I'm sorry to hear that."
Student: "Ma'am, how about we visit him (another student) after school?
Teacher: "Yes, good idea. We shall visit him after school."

The dialogue above shows the teacher and a student conversing with each other which their conversations containing an affective attitude. They showed their emotional intimacy to each other. This was evident from the attention that the teacher gave to one of her student who was not present at the class that day. She expressed her emotion by saying, "I'm sorry to hear that." to which a student replied with an invitation to visit her absent friend to find out about his situation. This also shows that the teacher’s affective attitude was reciprocated by the students' affective attitude.
Conative

Conative attitudes do not always manifest in terms of action, but they also refer to the desire to do something. Overall, the teacher delivered 28 words containing the conative attitudes. An example of the conative attitude shown by the teacher is:

"No one wants to ask? Okay, that means everyone had understood everything. So, now look at your iPad and scroll down. Below the picture there is an exercise and answer the questions related to the present tense. I'll give you 10 minutes to answer."

The teacher's conative attitude was usually expressed when she asked her students to do something, whether it was a small task or doing an exercise. In the example above, the teacher asked the students to do the exercises by answering some questions on the iPad that they were holding. The students responded to this request in the form of action, they started working on the requested exercise.

Evaluative

Evaluative attitude refers to the attitude shown by the teacher when she assessed the responses that students gave. The teacher showed her evaluative attitude by giving a short response in the form of a short exclamation, as shown in the following example:

"Not quite right." "Yes. Are… They are waiting." "Now, the word ‘waiting’ should use an auxiliary verb, what is it?"

From the teacher's utterances, we can see that the teacher responded to students with "Not yet right" then she provoked other students to give another response, when other students have responded according to what she expected, she evaluated again with "Yes. Are…. They are waiting." and at the end of the dialogue she closed it with another evaluative attitude by saying "Well, the word ‘waiting’ should use an auxiliary verb, what is it?" This implies that the evaluative attitude was shown by the teacher when evaluating student responses to the questions and statements she made.

From the explanation of the results above, it can be concluded that the four types of attitude, affective, cognitive, conative, and evaluative, which were raised by the teacher are related to each other. The teacher
began her speech by giving the student an affective attitude. Then the teacher continued by showing a cognitive attitude followed by a conative attitude. After the students responded to the teacher’s cognitive and conative responses, the teacher responded with an evaluative attitude. Mostly this was the pattern of the teacher and the student interactions during the English language learning process in the classroom.

**Discussion**

The presentation of the results in the results section shows that the teacher shows four types of attitudes, namely affective, conative, evaluative, and cognitive attitudes. This sequence is the most to the least attitudes. This implies that the teacher exhibited an affective aspect of learning more than a cognitive one. By this finding, it can be assumed that the teacher has applied the 2013 curriculum successfully. The 2013 curriculum suggests that learning in the classroom should focus on developing student attitudes through an emphasis on affective attitudes (Kurniawan & Noviana, 2017).

The results of this study also show that the teacher views positively of the application of *iPad* to the English language learning process. The results are also in line with the results of research produced by Wahyuni (2018) which reported that teachers showed more affective attitudes than other types of attitudes. This is related to the same research background, both of them took a research background with an Indonesian context with the application of the same curriculum (the 2013 curriculum). The positive attitude that was shown by the teacher in this study also supports the research results of Adediwura and Tayo (2007); Judi, Mohamed, and Noor (2016); Vu, McIntyre, and Cepero (2014); Wang, Teng and Chen (2015). These researches hold the view that the application of *iPad* can be used to assist students in achieving learning objectives in an interesting, effective, and fun way.

Furthermore, the teachers who view the application of *iPad* in the English language learning process positively are motivated by instructional media training that integrates learning technology products into the classroom (Guillen-Gamez & Mayorga-Fernandez, 2020; Marsh, 2007). The instructional media training that the teachers attended gave them an understanding that the presence of technology in the world of education is essential to make it easier for them assisting the students in achieving educational goals. Along with the development of technology that affects all aspects of the students’ life, technology products are inseparable from them. Teachers should strive to increase
their skills and capacity to be able to move in a line with students, therefore students can respond to the challenges of an increasingly diverse and complex era.

Apart from being in line with the results of other studies, this study is contrary to several other studies. Wahyuni (2018) and Guillen-Gamez and Mayorga-Fernandez (2020) reported that the type of attitude that appears most rarely is conative attitude. This is due to the lack of infrastructure support and learning media used by teachers during the learning process (Wahyuni, 2018). Teachers who use iPad to the English teaching and learning process do not participate in the training on integrating ICT into the education system which causes them to not fully understand the application of the learning media (Guillen-Gamez & Mayorga-Fernandez, 2020). Thus, the knowledge and skills possessed by a teacher affect how he perceives the learning media he uses in the classroom when teaching English language. Not only the knowledge and skill, but adequate resource support is also one of the important factors for the successful integration of iPad into the English language learning process.

CONCLUSION AND SUGGESTION

The teacher views positively the integration of iPad into English language learning which reflected in the various kinds of attitudes she showed during the teaching and learning English language process in the classroom. Among the four types of attitude (affective, conative, evaluative, and cognitive), the most common one is the affective attitude. The affective attitude appears more often because the teacher applies the 2013 curriculum which emphasizes the character building of the students. The positive attitude that emerged was resulting from the training on the integration of educational technology products into teaching and learning activities in the classroom. Teachers should have sufficient knowledge and skill before integrating iPad into the English language learning process in the classroom. This knowledge and skill can be obtained by participating in the training.

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