# IPAD IN LANGUAGE PEDAGOGY: TEACHERS ATTITUDE

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**ABSTRACT**

Despite the benefits technology brings to English learning at school, few teachers were still taking advantage of it. Not only was the iPad was a learning medium with short and medium-term used, it also serves as a device that helps improved student education. The objective of the research is to identify the types of the English teachers attitude towards iPad in teaching and learning processes. However, a descriptive qualitative study was conducted to investigate the attitude of English teachers towards iPad in teaching and learning process at IT Harapan Mulya Junior in Palembang. Questionnaires and interviews were used to collect data. Data analysis was processed in the form of reduction data, display data, and conclusion drawing and verification data. The results showed that the English teachers provided 90 utterances consisting of 31 cognitive attitudes, 26 conative attitudes, 24 affective attitudes, and 9 evaluative attitudes. Cognitive attitudes was most often exhibited by the teachers. While the lowest was the evaluative attitude.

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*Keywords: English Teachers, Attitude, Internet Personal Access Device, Teaching and Learning Activities.*

## 1. INTRODUCTION

That's interesting to hear about the use of iPads in schools in South Sumatra for teaching English. It seems like incorporating technology into classroom instruction can have several benefits. As mentioned by Wulandari and Purnamasari (2022), education plays a crucial role in helping individuals acquire necessary skills to achieve their goals. It can be seen as a means of personal growth and skill expansion (Dewi, 2022). Technology, such as iPads, can facilitate game-based learning, which not only makes the learning process interactive and interesting but also helps to develop cognitive and social skills (Khasanah, 2020). This approach allows students to learn at their own pace based on their abilities.

Additionally, smartphones, which are already familiar to many students, can be utilized for learning purposes within the classroom. Integrating devices like iPads can enhance students' literacy skills and 21st-century skills, enabling educators to teach content using new formats. It's exciting to see how technology is being embraced in education to create a more engaging and effective learning environment. It is true that the iPad, like any other technological device,

can be a source of distraction for students due to the availability of games and other entertainment options. However, it is important to note that technology, including tablets like the iPad, can also be used to enhance learning and increase interactivity in the classroom. Rahmawati (2022;404) suggests that teachers can utilize various tools and devices such as projectors, tablets, laptops, and smartboards to create interactive presentations, visualize abstract concepts, and integrate multimedia into teaching. Therefore, while the iPad may have the potential to distract students, it can also be effectively utilized by teachers to enhance the learning experience.

The use of technology, including the iPad, has indeed brought numerous benefits to students in education. One significant advantage is the increased accessibility and flexibility it offers in learning. Through technologies like distance teaching, online learning, and mobile learning apps, students can study anytime and anywhere, easily accessing the information and resources they need. The iPad, in particular, is considered a versatile learning medium that can be utilized not only in the short and medium-term but also as a long-term device to enhance students' education. Its all-electronic features enable learning opportunities that are not bound by time or location.

In the context of English language learning, this discussion aims to examine the different attitudes of teachers towards the use of iPads. The research problem focuses on identifying the types of attitudes displayed by teachers when incorporating iPads into English language learning processes. The study's benefits lie in expanding the knowledge and experiences of other researchers regarding teachers' attitudes towards iPads in teaching and learning processes at schools. The findings can serve as additional references for further research on teachers' attitudes and the use of personal access devices like the iPad in education. The researcher's explanation highlights the theoretical aspects related to English teachers, attitudes, and the use of iPads in the study. A teacher is described as someone who assists students in acquiring knowledge, competence, and values.

Attitude is defined as an expression of personal feelings that reflects preferences or dislikes. iPads are mentioned as representative of tablets that enable connected, mobile, and flexible learning activities in classrooms. Teaching is described as the delivery of culture through experiences and abilities, while learning is defined as the process of acquiring new understanding, knowledge, skills, values, attitudes, and preferences. The previous research concludes that English teachers generally view the integration of iPads into language learning positively, as reflected in their various attitudes during the teaching and learning process. The affective attitude is identified as the most common type, likely due to the emphasis on character building in the curriculum. Additionally, ESL teachers in Islamic schools in south Thailand showed positive attitudes towards integrating Islamic values into their teachings.

Furthermore, the research suggests that the use of Apple's iPad device and educational apps can play a crucial role in classroom instruction, particularly in English language lessons and other content-area subjects. This use of technology is believed to enrich the teaching and learning process. Critical thinking is described as a process that effectively utilizes thinking skills to assist in decision-making, problem-solving, and evaluation. It involves various components such as the research problem, theories, previous studies, data collection, analysis, and findings. Overall, the provided context emphasizes the importance of attitudes, technology integration, and critical thinking in the teaching and learning process, particularly in relation to iPads and English language education.

## 2.  LITERATURE REVIEW

### Concept of English Teachers

A teacher is a person who helps students to acquire knowledge, competence or values. The teacher, as an educator is a teacher role model for students and the environment. Teachers are tasked with educating the life of the nation (Kamal, 2018;19). According to Arianti (2019;117), motivation given by the teacher aims to increase students' enthusiasm for learning. The dynamics built by the teacher should aim to instill values in the students' character (Zulkarnain, 2019;27).

As mentioned by Dincer et al. (2013), the characteristics of a teacher are as follows:

1) Socio-affective skill is the ability of an English teacher to communicate with students to establish a positive relationship between the teachers and students.

2) Pedagogical knowledge is how teachers apply cognitive knowledge to create effective teaching methodologies and learning.

3) Subject matter knowledge is that an English teacher must have quite extensive knowledge, especially, knowledge of English subjects. For example, mastering grammar and materials according to the level to be taught.

4) Personality characteristics are that a teacher. An English teacher should own a personal character to support the learning process, such as being patient, kind, caring, helpful, humorous, enthusiastic, open-minded, flexible, optimistic and tolerant.

It can be concluded that an effective language teacher should have the characteristics in terms of socio-affective skills, pedagogical knowledge, subject matter knowledge and personal qualities in the language teaching process. An effective language teacher should have precise characteristics to achieve successful language teaching.

### Concept of Attitude

As stated by Kucuk (2020;7), attitude is the process of determining whether someone feels positively or negatively towards something related ti the attitude or behavior they exhibit. Attitude is a state of individual mental readiness that can be learned and organized according to the experience possessed and can have an impact on

individual reactions to people, objects and situations with whom she relates. (Sari, et al., 2020;99). As explained by Busro (2018;33), attitudes are feelings of pleasure or not being happy or a reaction to a stimulus that comes from outside, such as a reaction to the economic crisis or feelings over a pay rise. Based on the three experts' opinions above, it could be concluded that an attitude is an expression of a person's feelings that reflects her likes or dislikes. An object reflects whether attitudes as well as describes consumer trust in various attributes and benefits like as the way an individual looks at things.

**Concept of Kinds of Attitude**

As described by Bhatt, & Shiva, (2020;70), attitude is an attitude that can be said to be a person who has ratings that are positive or negative based on each person's attitude or behavior can be seen in how they are related. There are four kinds of attitude: cognitive attitude, affective attitude, conative attitude, and evaluative attitude.

**1) Cognitive Attitude**

Cognitive is closely related to the process of understanding something, in other words, it is related to the process of obtaining, processing and accessing information. As mentiond by Azwar (2013;24), cognitive attitude is one's beliefs about what is happening or what is true for the attitude object. According to Guillen-Gamez & Mayorga-Fernandez (2020;14), cognitive is information that a person has about something, information that is attributed to something. Thus, it can be defined that cognitive attitude is the belief, ideas of a thing, based on the information one

has about that specific thing. It is how we think about something.

**2) Affective Attitude**

Affective attitude is a predisposition or emotional control to respond consistently to an object (Nurmala et al. 2018). As explained by Yeni (2021;149), affective attitude is the person's feelings and emotion towards an object and concern, excellent or bad evaluation of individual emotions. An affective attitude is a person's subjective emotional problems towards an object (Azwar, 2013;24). It can be concluded that an affective attitude is a person's emotions towards something.

**3) Conative Attitude**

Conative attitude is a tendency to behave an individual towards the object it faces (Aydin and Semerci, 2018;93). As stated by Azwar (2013;24), conative attitude is the attitude structure, indicates how the tendencies that exist within a person are related to the attitude object that is faced. A person's responses to an action may not be in the form of action, but it may be the desire to do something. It can be concluded that conative attitude is someone's action in response to an event.

**4) Evaluative Attitude**

As described byNurmala et al. (2018), the definition of an evaluative attitude is the individual's expert level in evaluating the material provided. Attitude is a person's evaluative response to the environment (Azwar, 2013;24). The evaluative attitude is a predisposition to continually examine and analyze the competencies we attain. Although the four types of attitude are intertwined in a

complex network, an attitude type can be measured using an appropriate method.

## Concept of Internet Personal Access Device (iPad)

The iPad is one of the most used tablets in schools, accounting for more than 75% of the education market at the global level from around 2010 (Khaddage, 2013). The iPad device is becoming an indispensable tool for English language learners across the world because of its multiple advantages for language classroom instruction (Raine, 2013). The iPads are representative of tablets that allow for connected, mobile, and flexible learning activities in classrooms. The iPad device is becoming an indispensable tool for English language learners and teachers alike.

### 1) Benefits of iPad

As explained by Jones (2022), the types of benefits iPad in school are as follows:

1) No Student Left Behind

Every student is unique, learning at different paces and in different ways. iPad helps bridge this gap so no child is left behind. iPad helps bridge this gap so no child is left behind.

2) Easy to Use

iPad devices allow students to engage with content at their own pace and in a way that is meaningful to them. The interactive multitouch display and all in one component make it easier for students to take a hands-on approach with their learning.

3) A Library of Resources

The iPad is one of the most controllable technology devices. The operating system is much simpler and less complex than a laptop or desktop computer. Supported Learning determined that the majority of students using digital tools showed positive progress in "literacy, mathematics, documentation, and problem-solving development." iPads are making it easier than ever for students to grasp challenging materials.

4) Boosting Student Engagement

Supported Learning found that the overwhelming majority of students who used digital tools realized positive progress in the areas of "literacy, mathematics, materials, and problem solving.

5) Encourages Creativity

One of the biggest challenges educators face is delivering learning content in a way that engages students. iPad also supports independent learning, as students can test their knowledge through interactive quizzes and virtual flashcards. The tablet design encourages students to take an active role in their learning, while also providing endless opportunities to express their creativity.

6) Portability

iPad is lightweight, compact, and less bulky than most other learning devices. Has a variety of features that allow students to digitally capture, record, and document their surroundings. iPads can also be used to encourage students to interact with their environment.

7) Learning Digital Literacy

Digital capabilities are becoming an essential part of our daily lives. Exposing children to intuitive devices like iPads at any early age can help them build a technology, allowing computing technology to become

second nature and helping them adapt to any new technology.

8) No More Paper

The digital format is a great way for schools to help the environment. With iPads, there is no need for paper in the classroom, and art lessons can also be taught on iPads.

9) Economical

iPads are often cheaper to purchase because they eliminate the hassle of printing, copying, and archiving documents. Additionally, digital versions of learning materials are often significantly more cost-effective. For example, electronic textbooks are usually much cheaper than physical textbooks and don't wear out.

10) Direct Communication

iPad connects students, teachers, and parents to ensure all important communications are sent and received properly. This is almost never the case with the digital era. Improved access to grades and report cards allows parents to be more involved in their child's schoolwork.

Therefore, the benefits of using iPad in learning becomes an active and social process, it is better interaction with teacher, classmates and materials. iPads encourage creativity and spark learning, portable and easy to carry around and less paper used.

b. **Advantages of iPad**

As stated byAbhay (2022), the types of advantages of the iPad are as follows:

1) Battery

One of the most important things iPad users notice when getting started is battery life. The iPad offers huge battery life that even dominates the battery life. While using an iPad for office or school work, one doesn't have to worry about charging the device for a few couple of hours. It is highly beneficial while traveling.

2) Stable

Unlike Android, the operating system offers greater stability as the developers of the iPad and Apple are required to support only a limited number of devices, which are all based on the same general hardware.

3) Portable

With a 10 inch display and lightweight design, the iPad offers a highly portable experience in contrast to a laptop. The most of the things you need to do on your laptop can be done on your iPad. This is why most people prefer this iPad for traveling and working on the go.

4) Convenient

As the iPad can help you with almost all the tasks that are required to be conducted on a laptop. It offers greater convenience than a laptop. With iPad, you can simply remove the keyboard and work anywhere. The iPad doesn't require its users to be glued to a desk as in the case of a laptop.

5) Efficient

People still complain about the iPad's nature as a full-screen, standalone application. However, it is efficient. Mute notifications to minimize distractions. The interface as well as the design of the iPad aids one in focusing on a specific task by limiting distraction, which enhances efficiency effectively.

### c. Disadvantages of iPad

As described by Abhay (2022), the types of disadvantages of the iPad are as follows:

1) Expensive

The iPad might offer a lot that can ease work and enhance one's productivity. However, all of this doesn't come cheap. So, if you think about buying an iPad, stock up some additional cash for that magic keyboard and a protective case at a minimum. One of the major disadvantages of the iPad is its cost.

2) Storage

The option for expanding the storage is absent on an iPad. Unlike some Android tablets, the iPad does not offer the option to expand storage depending on the user's needs. When your iPad storage is full, the only option left is to delete the multimedia content stored on your iPad or uninstall some important applications to free up storage space.

3) Restricted Customization

Some people may prefer the iPad's basic default view and interface. However, because of this basic standard design, some advantageous customizations aren't possible on the iPad. Unlike several Android tablets, the iPad doesn't offer its users the access of widgets, which if available would have heightened the experience of the user and simplified several options.

4) Compatibility

While some might make their peace with the limited options of customization on an iPad, there remains the fact that several applications that are available in Android aren't available for iPads. You won't find such applications on the App Store. Another major issue about the disadvantages of the iPad is its limited compatibility with selective applications or software.

### Concept of Teaching and Learning Activities

As mentioned by Hamalik (2014:45), teaching is an activity that organizes or manages the environment as well as possible, so as to create opportunities for children to carry out the learning processes effectively. According to Slameto (2015:29), teaching is the delivery of culture in the form of experiences and abilities to our students. The efforts to pass on the culture of society to the next generation as generations successors. Learning is the process of acquiring new understanding, knowledge of behaviors, skills, values, attitudes and preferences. Learning is part of the educational process (Suryadi & Muslih, 2019:25)

### a. Types of Teaching

As explained by Jacob (2022), there are four types of teaching as follows:

1) Instructor Focused on Teaching

It is the approach to education that involves a central figure guiding the learning experience and is probably the most well-known teaching style.

2) Student Focused Teaching

It is the attention of the instructor to learners. Also known as "learner-centered education," this teaching method opens up two-way dialogue between teachers and students and between students.

3) Student Led Teaching

It is this teaching strategy that places students at the helm of their own learning.

When you take the student-led approach as an elementary school teacher, your role is to provide content and materials for children, then allow them to follow their interest and come to you for guidance.

4) Collaboration Driven Teaching

It is this teaching style that relies heavily on grouping students. Students can work in pairs, small groups, or even whole classes to solve problems and explore complex topics. A famous example of collaborative teaching is project-based learning. This type of teaching is closely related to the focus, because researchers will examine directly and find out what types of attitudes are used by the teacher during the teaching and learning process.

**b. Types of Learning Styles**

As stated by Bire, Geradus, & Bire (2014), there are four types of learning as follows:

1) Learning Type 1: Visual learning style is a learning style by seeing, observing, looking and so on.

2) Learning Type 2: Auditory learning style is a learning style tending to receive the best information and effectively by using the hearing senses (audio).

3) Learning Type 3: Kinesthetic learning style is a learning style by moving, working and touching.

4) 4) Learning Type 4: Tactile learning style is a learning style by receiving information easily by touching directly or with real objects.

**3. METHODS**

The research conducted at IT Harapan Mulya Junior High School of Palembang in the academic year of 2023/2024 involved English teachers and students from the seventh and eighth grades. The total number of informants was 99, consisting of 97 students and 2 teachers (VII: Azzubair and Annas, VIII: Uwais and Usamah). The research utilized a qualitative method, which was deemed suitable for investigating the attitudes of teachers towards using the iPad in the English learning process. Data collection was carried out through the use of a closed questionnaire and interviews. The questionnaire aimed to identify the types of attitudes displayed by teachers regarding the use of the iPad in English language learning.

The reseacher distributed the questionnaire to the seventh and eighth-grade students. Additionally, structured interviews were conducted with English teachers at IT Harapan Mulya Junior High School of Palembang to gather relevant data on how teachers could utilize the iPad. To support the research, documents such as photos of the questionnaire results and interview sessions conducted at the school were used as important evidence.

Triangulation was employed in this study, specifically methodological triangulation, which involved cross-referencing data collected from interviews, questionnaires, and documentation. Data analysis in this research involved three procedures: data reduction, data display, and conclusion drawing and

verification. These steps were employed to analyze and interpret the collected data accurately.

## 4. RESULTS AND DISCUSSION

The study aimed to investigate the attitudes of English teachers towards the use of iPads as personal internet access devices in the classroom. The findings revealed that the teacher had a positive attitude towards the use of iPads in learning English, as observed during the tutoring and learning process. Among the four types of attitudes (cognitive, conative, affective, and evaluative), the cognitive attitude was the most common. This is because teachers need to possess opinions, beliefs, knowledge, and experience in their teaching practices. At Palembang IT Harapan Mulya Junior High School, the study focused on understanding the attitudes of English teachers towards the use of iPads for internet access during class and learning activities.

The data collection involved distributing a questionnaire with 15 items to students and conducting interviews with English teachers using 25 questions. The questionnaire provided students with five response options: "strongly agree, agree, neutral, disagree, and strongly disagree." Additionally, oral questions were asked to gather information about teachers' recognition of the use of iPads in the English language learning process.

**Result of Data Analysis**

**1) Data Reduction**

The data analysis process involved data reduction, where the researcher selected data

based on attitude and focused on utterances that demonstrated attitudes during teaching and learning. The data were then categorized into four types of attitude components. The detailed presentation of the data can be found in the table below.

**Table 1.** Kinds of Teachers Attitudes

| No | Attitude | Frequency |
|---|---|---|
| 1. | Cognitive | 31 |
| 2. | Affective | 24 |
| 3. | Conative | 26 |
| 4. | Evaluative | 9 |
| | Total | 90 |

**2) Data Display**

The data displayed in the table shows the frequency of different attitudes displayed by teachers towards the application of iPads in English education and learning processes.

**Table 2.** Kinds of Teachers Attitudes

| No | Attitude | Frequency |
|---|---|---|
| 1. | Cognitive | 31 |
| 2. | Affective | 24 |
| 3. | Conative | 26 |
| 4. | Evaluative | 9 |
| | Total | 90 |

The total number of teacher expressions that included attitudes was 90. These expressions were classified into four attitude categories: 31 cognitive attitudes, 24 affective attitudes, 26 conative attitudes, and 9 evaluative attitudes. This indicates that teachers predominantly displayed cognitive attitudes, with a total of 31 attitudes. The least frequently observed attitude was evaluative attitude, with a total 9 evaluative attitudes.

1.  **Cognitive**

Cognitive attitude refers to the knowledge, beliefs, opinions, and thoughts that a teacher possesses when completing a task. In the context of the conclusion, there were 31 instances of cognitive attitudes observed during the data collection. An example of a pronounced cognitive attitude is the statement "okay, now let's discuss about the advantages of using an iPad." This statement demonstrates a cognitive attitude in the teaching and learning processes, as it aims to explore the students' understanding of the discussed topic, which is the advantages of using an iPad.

2.  **Affective**

It is mentioned that teachers and students express their emotions during the teaching and learning process through class communication. These expressions of emotions are referred to as affective attitudes. A total of 24 utterances containing affective attitudes were observed. These affective attitudes were displayed in various situations, such as when teachers greet students, provide motivation, ask questions, and at the end of the lesson. An example dialogue is provided to illustrate an affective attitude between a teacher and a student. The dialogue shows emotional closeness and the teacher's attention towards a student who was not present in class. The teacher expresses her sentiments by saying "keep learning," and the student reciprocates the affective attitude by expressing their willingness to complete the homework. This indicates a mutual affective attitude between the teacher and the students.

3.  **Conative**

The conative attitude of the teacher was evident as she actively desired and prompted the students to perform exercises on her iPad. The students responded by taking action and starting to do a presentation in front of the class.

4.  **Evaluative**

The evaluative attitude exhibited by the teacher can be seen through her short responses. These responses indicate her assessment of the students' answers and actions. For example, when she asks the students to "check the final score and the rank that they got," it implies that she expects the students to take responsibility for their own performance and to be aware of their rankings. Additionally, when she states that she will "help the students to do enrichment after finishing all the lessons," it shows that she values providing additional learning opportunities for her students. Overall, the teacher's evaluative attitude is evident in her emphasis on assessment and her willingness to support student growth and enrichment.

**3)  Conclusion Drawing and Verification**

Overall, the study found that the different attitudes of the teacher, including cognitive, affective, conative, and evaluative attitudes, were interrelated and demonstrated during the teacher-student interaction in the classroom. The study also concluded that using iPads in the teaching and learning process was efficient and practical for English teachers, based on the interviews and questionnaire responses.

However, it is important to note that most students had neutral attitudes towards their English teacher's use of the iPad. The reason of this consider was to focus on the recruitment of English teachers. To gather the information, the writer utilized an student questionnaires and teacher interviews.

Based on the comes about of the interviews, it was concluded that the instructing and learning process using iPad was exceptionally proficient and practical to accompany the English learning handle within the classroom. Based on the results of the questionnaire, it was showed that out of fifteen questions about the English teacher's attitude towards her iPad in the teaching and learning process, most students chose "neutral answers."

## 5. CONCLUSION

The use of technology such as Quiziz, Knot, Google-form, etc. In the classroom made it easier for teachers and students to engage in activities and practice. The teacher had a positive view of using iPads for learning English, which was reflected in her attitude and approach to teaching. The cognitive attitude, which refers to the knowledge and beliefs of the teacher, was the most common attitude observed during data collection. There were a total of 31 instances of cognitive attitudes.

**Affective attitudes**, which include expressions of emotions, were also observed in the classroom. There were 24 instances of affective attitudes. **Conative attitudes**, which

refer to the desire to do something, were expressed in 26 instances by the teacher. **Evaluative attitudes** were observed when the teacher assessed the students' responses. There were 9 instances of evaluative attitudes. Overall, **the cognitive attitude** was the most prevalent among the four types of attitudes observed in the classroom. This is because teachers need to have knowledge, beliefs, and opinions in order to effectively teach.

## 6. ACKNOWLEDGEMENT

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