



UNIVERSITI TEKNOLOGI MARA

ATTITUDE TOWARDS USE OF ICT AND ITS
ACTUAL LEVEL OF USE IN ENGLISH LANGUAGE
TEACHING IN MIRI, SARAWAK

ELINA FARADILLA BT. NURUL HUDA@ARUFFIN
M. ED. TESL

SEPTEMBER 2010

Candidate's Declaration

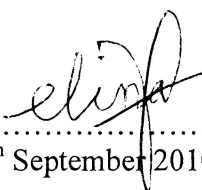
I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution for other degree or qualification.

In the event that my thesis was found to violate the conditions mentioned above, I voluntarily waive the right conferment of my degree and agree to be subjected to the disciplinary rules and regulations by the UiTM.

Name of Candidate
Candidate's ID No.
Programme
Faculty

ELINA FARADILLA BT NURUL HUDA
2005393996
TESL
Education

Signature of Candidate
Date


.....
15th September 2010

ACKNOWLEDGEMENT

Every praises is due to Allah alone, the Merciful and peace be upon his prophet who is forever a torch of guidance and knowledge for humanity as a whole.

I would like to express my deepest appreciation and gratitude to my Research Methodology Supervisor, Mr. Gopala Krishnan a/l Sekharan Nair who spent a lot of time in guiding me and helping me in editing my work over and over again. He was never too busy to attend to me whenever I needed his help which was very often. Without his consistent supervision and persistent help this dissertation would not have been possible.

My big thank you to all the lecturers of the Master's of TESL program for their generous help and guidance throughout my study at Universiti Teknologi MARA. In addition, I am thankful to all the headmasters of the schools for allowing me to approach the teachers to collect data. The kind consent from the headmasters is deeply appreciated.

My special appreciation goes also to all the respondents from all the selected schools in this study. Thank you for the full commitment and cooperation in answering the questions in the questionnaire.

And last but not least, to the most important people in my life, my beloved parents, and husband. Thank you for the love, continuous support, patience and understanding. Without the support and encouragement from all of you, I would never have reached this far. To my precious little princess, Aliya Maisara Mohamed Amin : the most special gift that I ever had, thank you for 'accompanying' mummy to do this thesis together. I just want you to know that I love you so much.

Lastly, I wish to record my heartfelt gratitude to all those who had played a role, no matter how small, in enabling me to bring this study to completion.

TABLE OF CONTENTS

Contents	Page
ACKNOWLEDGEMENT	i
TABLE OF CONTENT	ii
LIST OF TABLES	v
LIST OF FIGURES	vi
ABSTRACT	vii

CHAPTER 1 INTRODUCTION

1.0	Introduction	1
1.1	Background of the Study	2
1.2	Problem Statement	5
1.3	Research Objectives	6
1.4	Research Questions	7
1.5	Null Hypotheses	8
1.6	Significance Of The Study	8
1.7	Scope of the Study	10
1.8	Delimitations and Limitations of the Study	11
1.9	The Theoretical Model and the Research Model	11
1.10	Significant Words	
	1.10.1 Satisfactory Level	14
	1.10.2 Level of Actual Use	14
	1.10.3 Information and Communication Technology (ICT)	14
	1.10.4 Attitude towards Using ICT	15
	1.10.5 ICT Workshops	15
	1.10.6 Education Administrators	15
1.11	Conclusion	15

CHAPTER 2 LITERATURE REVIEW

2.0	Introduction	17
2.1	Use of ICT in English Language Teaching	19
2.2	The Theoretical Model	22
2.3	The Research Model	24
2.4	Attitude towards ICT	25
2.5	Value of ICT in Education and Teacher Readiness	27
2.6	Conclusion	30

ABSTRACT

This survey investigated whether a sample of 60 English teachers from eight primary schools in Miri, Sarawak have a satisfactory attitude towards the use of ICT in teaching English and whether their actual level of classroom ICT use is satisfactory. The score would be considered satisfactory if the sample mean exceeds the median value. Both attitude level and actual ICT use level were found to be satisfactory as both scores marginally exceeded the median value, implying that frequent workshops can raise attitude level and actual use level even further. The population is the primary school English teachers in Miri. The three-section questionnaire was found to be reliable, ($\alpha = 0.86$). Investigations indicated that attitude towards ICT correlated positively with the level of its use, ($r = 0.638$, $p < 0.05$), implying that the attitude level has to be raised if ICT use in the classroom is to be enhanced. However the age correlated inversely with the attitude score ($r = -0.614$, $p < 0.05$), indicating that the older teachers have problems adapting to ICT and need more training. Also investigated was the existence of any significant difference in attitude towards ICT use between the younger and the older teachers and between those who have attended ICT workshops and those who have not. There was a significant difference in attitude between the younger and the older teachers and also between those who have attended ICT workshops and those who have not. This shows that there should be more workshops involving a bigger number of teachers. Training sessions should also be customized to meet the needs of the older teachers.