UNIVERSITI TEKNOLOGI MALAYSIA

DECLARATION OF THESIS AND COPYRIGHT*

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

ACADEMIC SESSION : 2010/2011

I, RAHMAT ADY PUTERA

acknowledged that Universiti Teknologi Malaysia reserves the right as follows:

1. The thesis is the property of Universiti Teknologi Malaysia
2. The library of Universiti Teknologi Malaysia has the right to make copies for the purpose of research only.
3. The Library has the right to make copies of the thesis for academic exchange.
4. ** Please tick (✓)

   - [ ] CONFIDENTIAL (Contains confidential information under the Official Secret Act 1972)*
   - [ ] RESTRICTED (Contains restricted information as specified by the organization where research was done)*
   - [ ] OPEN ACCESS I agree that my thesis to be published as online open access (full text)

Certified by:

( SIGNATURE OF AUTHOR) ( SIGNATURE OF SUPERVISOR )

Passport No: R 695874 DR.MOHD ANUAR ABDUL RAHMAN

Date: 11th DECEMBER, 2010 Date: 11th DECEMBER, 2010

NOTES:* If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the organization with period and reasons for confidently or restriction.
“I/We* hereby declare that I/We have read this thesis and in my/our* 
Opinion this thesis is sufficient in terms of scope and quality for the 
Award of the degree of Master of Education (Education and Development)"

Signature: ......................................................

Name of Supervisor: DR MOHD ANUAR BIN ABDUL RAHMAN

Date: 11th DECEMBER, 2010
TEACHERS’ KNOWLEDGE, SKILL AND ATTITUDE TOWARD
ENGLISH AND INFORMATION COMMUNICATION TECHNOLOGY (ICT)
IN INTERNATIONAL SCHOOL-BASED PIONEER (RSBI)

RAHMAT ADY PUTERA

A thesis submitted in fulfilment of the
Requirement for the award of the degree of
Master of Education (Education and Development)

Faculty of Education
Universiti Teknologi Malaysia

DECEMBER, 2010
DECLARATION

I declare that this thesis entitled “Teachers’ Knowledge, Skill and Attitude Toward English and Information Communication Technology (ICT) in International School-Based Pioneer (RSBI)” is the result of my own research except as cited in the references. This thesis has not been accepted for any degree and not concurrently submitted in candidature of any other degree.

Signature: ...........................................

Name: RAHMAT ADY PUTERA

Date: ...........................................
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,
my wife Suzirianti and my daughter Adinda Anugrah Putri
who always pray for me,
during my study in UTM - Malaysia

Rahmat Ady Putera
ACKNOWLEDGMENTS

First of all, all praise to Allah S.W.T for all His mercy and blessing, for, without His great protection and guidance, I will not be able to accomplish this thesis. Completing this master would also not have been possible without bulk and tremendous boosting from many people. Here, I deliver my grateful for the encouragement and guidance from my patiently supervisor, Dr. Mohd Anuar Abdul Rahman who has been providing a gently and tenderly support in completing my thesis.

In this good moment, the writer also wants to deliver his thank you to all the lecturers of UTM that have taught and given me help throughout the accomplishment of my study that I could not mention it one by one, I hope that God bless you all and may ever look after all of you.

The last but not least, the writer wants to deliver his special thank you to a friend of mine Ilfi, that always helps him and gives him strong motivation, Ade as a battle friend in completing the study in UTM, thank you for your calculator, hoping that God will pay for all of your mercies, and protect you all.
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 mereka 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 hipotesis 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.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>ITEM</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td></td>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td></td>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>ABSTRAK</td>
<td>vi</td>
</tr>
<tr>
<td></td>
<td>TABLE OF CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td></td>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td></td>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
<tr>
<td></td>
<td>LIST OF ABBREVIATIONS</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## 1 INTRODUCTION

1.1 Introduction 1  
1.2 Problem Background 2  
1.3 Research Statement 4  
1.4 Research Objective 4  
1.5 Research Question 5  
1.6 Research Hypothesis 6  
1.7 The Significant of the Study 7
1.8 Scope and Limitation 7
1.9 Conceptual Framework 8
1.10 Definition 9

2 LITERATURE REVIEW

2.1 Introduction 13
2.2 Concept of RSBI 14
2.3 Skill and Attitude of Teachers Toward Teaching and Learning in English 18
2.4 Teachers’ Skill and Attitude Toward ICT Competency 19
2.5 School Support 21
2.5.1 Principle Support 22
2.5.2 School Facilities 23
2.5.3 School Culture 24
2.6 Previous Study 25
2.6.1 Teaching and Learning in English 26
2.6.2 ICT Usage 28
2.6.3 International School-Based (SBI) 29
2.7 Conclusion 30

3 RESEARCH METHODOLOGY

3.1 Introduction 31
3.2 Research Design 31
3.3 Population and Sampling 32
3.4 Validity and Reliability 33
3.5 Pilot Study 35
3.6 Research Process 36
3.7 Data Analysis 37
3.8 Conclusion 38

4 RESEARCH FINDINGS

4.1 Introduction 39
4.2 Respondent Background 39
4.3 Research Question Data Analysis 41
  4.3.1 RSBI Teachers’ Knowledge in English 41
  4.3.2 RSBI Teachers’ Knowledge in ICT 43
  4.3.3 RSBI Teachers’ Skill in English 45
  4.3.4 RSBI Teachers’ Skill in ICT 47
  4.3.5 RSBI Teachers’ Attitude in English 49
  4.3.6 RSBI Teachers’ Attitude in ICT 50
  4.3.7 Principle Support 51
  4.3.8 School Facility Completeness 52
  4.3.9 School Culture 54
  4.3.10 RSBI Teachers’ Knowledge, Skill and Attitude in English and ICT Base on Gender and Age 55
4.4 Hypothesis Result Analysis 56
  4.4.1 Differences in Teachers’ Knowledge in English based on Gender 57
  4.4.2 Differences in Teachers’ Skill in English based on Gender 58
  4.4.3 Differences in Teachers’ Attitude in

English based on Gender

4.4.4 Differences in Teachers’ Knowledge in English based on age

4.4.5 Differences in Teachers’ Skill in English based on Age

4.4.6 Differences in Teachers’ Attitude in English based on age

4.4.7 Differences in Teachers’ Knowledge in ICT based on Gender

4.4.8 Differences in Teachers’ Skill in ICT based on Gender

4.4.9 Differences in Teachers’ Attitude in ICT based on Gender

4.4.10 Differences in Teachers’ Knowledge based on Age

4.4.11 Differences in Teachers’ Skill in ICT based on Age

4.4.12 Differences in Teachers’ Attitude in ICT based on Age

4.5 Result of Teachers’ Knowledge, skill and Attitude in English and ICT

5 SUMMARY, DISCUSSION AND RECOMMENDATION

5.1 Introduction

5.2 Summary

5.3 Discussion on Research Findings and Conclusion

5.3.1 RSBI teachers’ knowledge, skill and
attitude toward English
5.3.2 RSBI teachers’ knowledge, skill and attitude toward ICT
5.3.3 School support
5.4 Research Suggestion and Recommendation
5.4.1 Implication of the Study
5.4.2 Suggestion for Future Research
5.5 Closing

REFERENCES

APPENDICES
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE NO.</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Research Question Category</td>
<td>34</td>
</tr>
<tr>
<td>3.2</td>
<td>Likert Scale</td>
<td>35</td>
</tr>
<tr>
<td>3.3</td>
<td>Data Analyze Method Base on Research Question</td>
<td>37</td>
</tr>
<tr>
<td>3.4</td>
<td>Mean Scale Levels</td>
<td>38</td>
</tr>
<tr>
<td>4.1</td>
<td>Respondents Distribution Based on Age</td>
<td>40</td>
</tr>
<tr>
<td>4.2</td>
<td>Respondents Distribution Based on Gender</td>
<td>40</td>
</tr>
<tr>
<td>4.3</td>
<td>RSBI Teachers’ Knowledge in English</td>
<td>41</td>
</tr>
<tr>
<td>4.4</td>
<td>RSBI Teachers’ Knowledge in ICT</td>
<td>43</td>
</tr>
<tr>
<td>4.5</td>
<td>RSBI Teachers’ Skill in English</td>
<td>45</td>
</tr>
<tr>
<td>4.6</td>
<td>RSBI Teachers’ Skill in ICT</td>
<td>47</td>
</tr>
<tr>
<td>4.7</td>
<td>RSBI Teachers’ Attitude in English</td>
<td>49</td>
</tr>
<tr>
<td>4.8</td>
<td>RSBI Teachers’ Attitude in ICT</td>
<td>50</td>
</tr>
<tr>
<td>4.9</td>
<td>Principle Support Distribution</td>
<td>51</td>
</tr>
<tr>
<td>4.10</td>
<td>School Facility Distribution</td>
<td>52</td>
</tr>
<tr>
<td>4.11</td>
<td>School Culture Distribution</td>
<td>54</td>
</tr>
<tr>
<td>4.12</td>
<td>Teachers’ Skill in English result based on gender</td>
<td>57</td>
</tr>
<tr>
<td>4.13</td>
<td>Teachers’ Skill in English Result based on gender</td>
<td>58</td>
</tr>
<tr>
<td>4.14</td>
<td>Teachers’ Attitude in English based on Gender</td>
<td>59</td>
</tr>
<tr>
<td>4.15</td>
<td>ANOVA test – Differences Teachers’ Knowledge in English</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>based on Age</td>
<td></td>
</tr>
</tbody>
</table>
4.16 ANOVA test - Differences in Teachers’ Skill in English based on Age

4.17 ANOVA test – Differences in Teachers’ Attitude in English based on Age

4.18 T-test - Differences in Teachers’ Knowledge in ICT based on Gender

4.19 T-test - Differences in Teachers’ Skill in ICT based on Gender

4.20 T-test - Differences in Teachers’ attitude in ICT based on Gender

4.21 ANOVA test - Differences in Teachers’ Knowledge in ICT based on Age

4.22 ANOVA test - Differences in Teachers’ Skill based on Age

4.23 ANOVA test – Differences in Teachers’ Attitude based on Age
# LIST OF FIGURE

<table>
<thead>
<tr>
<th>FIGURE NO</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Conceptual Framework</td>
<td>8</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDICES</th>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Letter to Respondent</td>
<td>84</td>
</tr>
<tr>
<td>A</td>
<td>Part A: Respondent Background</td>
<td>85</td>
</tr>
<tr>
<td>B</td>
<td>Part B: Knowledge in English and ICT Instrument Questionnaires</td>
<td>86</td>
</tr>
<tr>
<td>C</td>
<td>Part C: English and ICT Skill Instrument Questionnaire</td>
<td>88</td>
</tr>
<tr>
<td>D</td>
<td>Part D: Attitude in English and ICT Instrument Questionnaire</td>
<td>90</td>
</tr>
<tr>
<td>E</td>
<td>Part E: School Support Instrument</td>
<td>91</td>
</tr>
<tr>
<td>F</td>
<td>Letter of Research Recommendation of KESBANGPOL - Riau Island Province</td>
<td>93</td>
</tr>
</tbody>
</table>
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>RSBI</td>
<td>International School-Based Pioneer</td>
</tr>
<tr>
<td>SBI</td>
<td>International School-Based</td>
</tr>
<tr>
<td>H0</td>
<td>Null Hypothesis</td>
</tr>
<tr>
<td>%</td>
<td>Percentage</td>
</tr>
<tr>
<td>SD</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>F</td>
<td>Frequency</td>
</tr>
<tr>
<td>$\alpha$</td>
<td>Alfa Significant</td>
</tr>
</tbody>
</table>
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 stakeholders 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 of 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.