

English Teacher Readiness in the Era of Disruption

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Abstract—The disruption era that raises along with the industrial revolution 4.0 called digitalization has brought many effects for its changing. The era of disruption becomes an era of innovations in various fields, including education. One of the impacts of the era of disruption is the readiness of English teachers in teaching. This study aims to investigate the understanding of English teachers in the era of disruption, the obstacles, and challenges of English teachers and how the teachers utilize the era of disruption in English learning. This study used a qualitative study through semi-structured interviews and classroom observation by engaging ten English teachers as subjects of research. The results show that some English teachers are not realizing that currently, the world is in the era of disruption; they even do not understand what the era of disruption is. However, they do not realize that they use the technology innovation affected by the era of disruption. English teachers face the internal and external obstacles: (1) the lack of motivation in conducting learning innovation by always updating the technology that is relevant to the times so as not to lose to the technological abilities of students; (2) some teachers have a limited understanding of how to integrate technology into teaching; and (3) limitations of available technological facilities. Meanwhile the challenge faced by the teachers is about controlling the internet content accessed by the students. English teachers utilize the era of disruption by integrating the use of technology in English learning.

Keywords—*disruption era, teacher readiness, teaching English*

I. INTRODUCTION

The disruption era that raises along with the industrial revolution 4.0 called digitalization has brought many effects for its changing. The rapid development of the digital era requires people to be competitive and productive subjects in responding to it. Revolution 4.0 results in an era of disruption. According to (Kasali, 2017) in his book entitled 'Disruption', disruption is a change to bring the future to the present. Such changes usually have at least three characteristics. First, the product or service produced by this change must be better than the previous product/service; the notion of "better" can be relative, but it can also be absolute. Second, the price of the product/service resulting from the disruption must be cheaper than the previous product/service. Third, the products/services produced by the disruption process must also be more easily accessed or obtained by its users. Not vice versa, even more difficult to reach.

Those are three characteristics of the disruption process. In short, disruption is an innovation that will replace the entire old system with new ways. What is more, disruption has the potential to replace old players with new ones. Disruption replaces old, poly-physical technology with

digital technology that produces something that is truly new and more efficient, also more useful. For example, the style of transportation that experiences great changes. Before the disruption, people who wanted to go somewhere but did not have a vehicle had to leave the house and walk to the main road for a taxi or a junction for an *ojek*.

However now, people do not need to do that since it has been replaced by sophisticated technology. Now, to find a taxi someone only needs a smartphone. By using a smartphone that is connected to the Internet, it is exceptionally easy to find a taxi, which is very efficient and practical. Likewise, with other lifestyle necessities, it can be easily bought, paid for, and ordered from home. All of that can be done only with a smartphone and an Internet connection, which previously might have never been thought of (one thing that might never been thought before).

Another example is the ticket purchasing service that can be accessed online. Previously, ticket purchases were conducted conventionally. However, by the development of technology, purchasing plane, trains, and other public transportation tickets can be easily accessed online.

The changes that occur from conventional to online system not only provide great benefits for the consumers but also bring considerable social impact. This shift creates responses from many sides. Some groups agree with it and some groups refuse it. Horizontal conflict is easily provoked, as in the conflict between conventional transportation and online transportation supporters. The incident occurred in March 2015, when a conventional taxi demo became out of control (Marzuqi, 2017).

It is hard to argue against the idea that the civilization of human life is currently getting a lot of major support from the Internet. This condition creates opportunities as well as threats to conventional businesses. In current civilization, all opponents become invisible. The changes in uber civilization make old companies become obsolete and lose relevance in the face of the new world. Thus, how to deal with it? The answer is innovation disruption (Marzuqi, 2017). Markides (2006) also states that one of the ways of competing for disruption is innovation.

One of the impacts of the era of disruption is the readiness of English teachers in teaching. According to Hamalik (2008), readiness is the level or condition that must be achieved in the process of individual development at the level of mental, physical, social, and emotional growth. Readiness according to the psychological dictionary is "the level of development of maturity or maturity that is advantageous to practice something" (Chaplin, 2006). Dalyono (2005), also argues that readiness is a sufficient

ability both physically and mentally. Physical readiness means having good health, while mental readiness means having enough interest and motivation to carry out activities.

Based on the previous elaboration, it can be concluded that readiness is the overall condition of a person or individual to respond to and practice an activity in which the attitude includes mental, skills, and attitudes that must be possessed and prepared during certain activities.

However, as is happening today, changes in civilization are not accompanied by self-competence, which leads to the unpreparedness to face it. This is proven by the fact that there is no integration between understanding and thinking; people do not have the skills relevant to technological development. Meanwhile, a teacher must be able to follow the development of civilization. Teachers are required to be ready and able to use technology so that there will be no gap between teacher and student (Singh & Chan, 2014). If the students are able to use technology better than the teachers, they will feel more knowledgeable about the information teachers provide, because they can look for it themselves on the Internet. Therefore, teachers must also be able to innovate in their learning.

In the era of disruption, English teachers must be able to adjust to existing developments. With technology, sometimes what teachers say in class can be obtained by students on the Internet. Therefore, English teachers must be able to use innovative methods and strategies in teaching, so that students as educational consumers do not feel bored in learning English, as people know that English can be learned in other ways including through existing technology. Therefore, English teachers must be able to use innovative methods and strategies in teaching, since as widely known, English can be learned in many ways, including through existing technology. That way, the students as educational consumers will not get bored in learning English.

Planning and implementation must be done in a focused manner so that it can be described in the form of a real strategy. In particular, this must be handled with an appropriate strategy and supported by all relevant stakeholders. In the education sector, the existence of rapid access to technology must be handled with an effective and efficient strategy. Therefore, every innovation made is not only an innovation that can be automated by a machine, but also an innovation that can integrate all the knowledge that has been learned into problem-solving.

According to the several problems above, it is required to conduct an investigation about the readiness of English teachers in their learning preparation and process related to their skills that are relevant to technological development. This research aims to investigate the readiness of English teachers in facing the era of disruption. The research questions are as follows.

(RQ1) Do English teachers understand what the era of disruption is?

(RQ2) What are the obstacles and challenges English teachers face in the era of disruption?

(RQ3) How do teachers utilize the era of disruption in learning English?

II. METHOD

This research used a qualitative approach. The researcher as a key instrument in qualitative research means that qualitative researchers must collect data through documentation, behavioral observation, and interviews with participants (Creswell, 2016).

The subjects of this study were ten teachers. The subject of the research was determined using purposive sampling. The advantage of this form of sampling is that it allows the researcher to hand-pick the sample based on knowledge of the area of study (Brink, 2000). The data collecting techniques used in this research were semi-structured interviews and classroom observation by engaging the ten English teachers as subjects of research. Unstructured observation was used in this study. In unstructured observations, the observer is not bound by pre-determined measuring instruments but searches for concepts and categories as they unravel (Struwig & Stead, 2004).

In the present research, the research data were analyzed using Miles, Huberman, & Saldanas (2014) technique of analysis which has four main components of analysis. They are data collection, data reduction, display data, and verification.

III. RESULT AND DISCUSSION

A. (RQ1) *The understanding of the era of disruption by English teachers*

In this section, the researchers find that there are two types of English teacher related to the realization of the era of disruption. Based on interviews that have been done, there are six English teachers who do not understand what the era of disruption is; even some teachers have never heard the term era of disruption. Among many English teachers who do not understand what the era of disruption means, there are English language teachers who are classified as young teachers. Considering the age of the English teachers, they are still classified as millennial.

According to Yuswohady in the article *Millennial Trends* (2016) Millennial generation (Millennial Generation) is a generation born in the early 1980s to 2000. This generation is often referred to as Gen-Y, Net Generation, WE Generation, Boomerang Generation, Peter Pan Generation, and others. They are called millennial generation because they are the generation that lives at the turn of the millennium. Simultaneously in this era, digital technology began to penetrate into all walks of life. Some characteristics of millennial generation according to the Pew Research Center (2010) are they: (1) trust User Generated Content (UGC) more than direct information; (2) prefer cellphones over TVs; (3) have social media; (4) do not like to read conventionally; (5) know more about technology than their parents; (6) tend to be disloyal but work effectively; and (7) conduct cashless transactions.

Considering these millennial characteristics, English teachers should have the ability and facilities to access the latest information. In other words, it is assumed that English teachers understand the era of disruption that occurs with the 4.0 revolution. However, in reality they do not yet understand the threat in the era of disruption to English

learning. The massive technological developments have led to a variety of applications and very convenient ways for students to learn English, there are even online tutoring innovations as conventional tutoring courses. It can cause the role of teachers in schools to be irrelevant with the development of existing technology if they do not make innovation in their learning.

However, taking the result of other interviews into account, there are four teachers who have heard and also understood what the era of disruption is. Teachers who understand the era of disruption also acknowledge the importance of understanding and skills in using technology in learning. Based on the results of interviews, teachers who have an understanding of the era of disruption also try to take advantage of it to innovate their English language learning by using developing technology. This is done by integrating technology into the learning process. Nevertheless, they have a positive attitude toward understanding the integration of learning technology.

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Meanwhile, the result of another interview shows that there are four teachers that had heard and also understood what the era of disruption is. Teachers who understand the era of disruption also understand the importance of understanding and skills in using technology in learning. Based on the results of interviews conducted, teachers who have an understanding of the era of disruption are also trying to take advantage of the era of disruption to innovate English language learning by using developing technology. It was done to innovate English language learning methods by integrating technology into the learning process.

From these findings, it can be reflected that the teachers have a positive attitude towards technology integration in learning English. This result complies with researches carried out by Melor (2007); Samuel & Zaitun (2007); Lau & Yeoh (2008); and Singh & Chan (2014). These studies show that the majority of respondents have a positive attitude towards the use of technology in teaching.

B. (RQ2) The obstacles and challenges of English teachers in the era of disruption.

The result of the interview indicates several obstacles and challenges experienced by English teachers in facing the era of disruption. The era of disruption which gives rise to many innovations in various fields including education, requires teachers to understand and use technology that continues to develop. Sugar, Crawley, & Fine (2004) state that "understanding teachers' beliefs toward technology plays an essential role in successful technology adoption".

Even several authors assert that the final barriers to the full integration of technology into classroom activities are the beliefs teachers hold about the role of technology in education. These beliefs are largely influenced by the second set of barriers, including inadequate teacher education and the lack of availability of technology (Belland, 2009).

Although some of these English teachers do not understand the era of disruption, they understand the importance of technology in learning. In other words, the English teachers have been able to keep up with the times, resulting in the attempt of integrating technology into learning process. On the other hand, they experience obstacles and challenges in their implementation.

One of the innovations in the learning process is integrating technology into it. In doing so, many English teachers experience obstacles, both internal and external constraints of the teacher. Internal obstacle includes the lack of motivation to innovate the learning process by always updating the technology that is relevant to the times so as not to lose to the students' technological abilities. In addition, some teachers have a limited understanding of how to integrate technology into teaching. These results seem similar to a research done by Rosnaini and Mohd Arif (2010) where only minority groups of teachers were knowledgeable about technology. A study by Moganashwari and Parilah (2013), also confirms this research finding by stating that the respondents were highly knowledgeable only on certain applications such as word processing and Internet browsing.

Meanwhile, the obstacle comes from outside of the teacher is the limitations of available technological facilities. It is also found in the research conducted by Singh and Chan (2014) that one of the obstacles in integrating technology in learning is the lack of computer/tool in school.

In addition to this obstacle, teachers also face challenges in facing the era of disruption. The biggest challenge for teachers is not being able to control all information obtained by their students through the Internet access and to sort out and choose which information is useful/can be used as a reference. Sometimes teachers give assignments with learning resources that come from the Internet access, consequently teachers are unable to control the information accessed by their students.

C. (RQ3) Utilization the era of disruption in English learning

The findings of this section are obtained from interviews with teachers and observations in learning teaching process. The results indicate that teachers take advantage of the era of disruption in the learning-teaching process. This is indicated by the use of technology in learning English. The teachers use a laptop and LCD when teaching English. In addition to the learning media, the teachers also use software programs such as Microsoft Word and PowerPoint in teaching. These findings are also strengthened by the results of observations. The observation results suggest that the teachers use LCD projector and sound system to play video, audio, and power points.

Besides, teachers also utilize the developing technological innovations for the learning process. In this

day and age, the Internet is very easy to access. Almost everyone is able to access the internet. In this case, the teachers utilize the Internet as a developing technological innovation. Regarding its development, in the past the Internet was difficult to access in Indonesia, however along with the development of civilization, today it can be accessed easily. This results in the innovation that can be conducted by everyone. The Internet is used by teachers to get an effective and efficient search for information. This result is similar to the findings of the research done by Singh and Chan (2014) in which teachers use the Internet to effectively and efficiently search for information.

The observations and interviews results of teachers and students show that teachers also utilize developing technological innovations by giving assignments to students via the Internet as a learning resource. In this case, the teachers give instructions to students to use the Internet access as a secondary learning source to get information. As far as this research is conducted, learning innovations conducted by teachers are learning innovations by integrating technology into English learning.

IV. CONCLUSION

In the era of disruption, English teachers acknowledge that currently the world is in the era of disruption. However, they do not realize that the technology innovations they employed are the impact of the era of disruption. Nonetheless teachers have a positive attitude towards integrating technology in learning English. English teachers face the internal and external obstacles, such as the lack of motivation in innovating the learning process by always updating the technology that is relevant to the times so as not to lose to the technological abilities of students; limited understanding of some teachers regarding how to integrate technology into teaching; and limitations of available technological facilities. Further, the challenge faced by the teachers is related to the control of the Internet content accessed by the students. English teachers utilize the era of disruption by integrating the use of technology in English learning. The limitation of this study is that the number of research subjects needs to be increased. It is hoped that other researchers will conduct the similar research in the future with more research subjects who have the same level of education.

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