The Use of ICT Based Teaching Media by English Teachers at Junior High Schools in Singaraja: Age and Gender Analysis

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Abstrak

Penelitian ini bertujuan untuk mengetahui jenis media yang digunakan oleh guru bahasa inggris SMP di singiraja. Penelitian ini adalah penelitian Mix-method dan self-checklist serta panduan interview adalah instrument yang digunakan. Total ada 39 guru terlibat dalam penelitian ini. 13 diantaranya laki-laki dan 26 adalah wanita, 23 diantara mereka dikategorikan sebagai Generation-X dan 16 Generation-Y. hasl dari penelitian ini adalah guru laki-laki mendominasi penggunaan media berbasis ICT dengan 100% menggunakan gambar sebagai media. sebagai alasannya 76.92% berpendapat bahwa media berbasis ICT dapat merangsang minat belajar mereka, membuat mereka lebih fokus dan juga dapat menarik perhatian mereka. Tetapi pada guru wanita, skor yang rendah terlihat dari point yang diperoleh dari penggunaan media berbasis ICT. hanya 10 guru (38.46%) menggunakannya dan alasan yang sama mereka tunjukan untuk penggunaannya. Selain itu, Generation-X juga menunjukan poin yang rendah dimana hanya ada 7 guru menggunakan media berbasis ICTsisanya setuju untuk tidak menggunakanya karena alasan kurangnya dukungan secara teknis, sedikitnya jam mengajar, dan juga tidak memiliki waktu untuk mempelajarinya. Tapi disisi lain, Generation-Y lebih memilih untuk menggunakan media berbasis ICT mereka juga percaya kalau ICT mampu memberi dampak positif terhadap siswa dan juga guru itu sendiri.

Kata kunci: *Jenis kelamin dan umur, media pembelajaran berbasis ICT.*

Abstract

This study aimed to investigate the use of ICT based teaching media by English teachers at junior high schools in Singaraja in terms of age and gender, and their reasons for using and not using it in the English teaching and learning process. A mixed methods design was used on this study. Self-checklist and interview guide were used as the instruments. Totally there were 39 teachers who participated in this study. 13 teachers were males and 26 were females; 23 of them were categorized as Generation-X and 16 were Generation-Y. The result was that the male teachers took the domination in using ICT based media with 100% of them used pictures. In terms of the reasons of using ICT, 76.92% agreed that ICT based media can stimulate the students, make them more focused and get their attention during the lesson. But on the female teachers, lower point was shown in the types of ICT media used. Only 10 (38.64%) female teachers used media, and similar reasons to the male ones' were expressed in using ICT-based media. On the other hand, Generation-X teachers also showed the low number with only 7 teachers used ICT based media, the rest of them agreed to not use it because of technical support, shortage class-time, and need time to learn it. But Generation-Y teachers preferred to use ICT based because they also believed that it can give positive impacts to the students in teaching and learning process.

Keywords: *Age and Gender in ICT usage, ICT based Teaching media.*

INTRODUCTION

Teaching and learning media is one of the important things that must be prepared by the teachers in teaching and learning process. Using teaching and learning media in teaching and learning process are actually very helpful and beneficial for teachers and also for the students. According to Sudjana & Rivai (2009), there are some benefits of teaching and learning media in the process of students learning. Among them, (1) it will attract more students so that it can motivate learning (2) teaching materials will be easier to be understood by students and enable them to master and achieve the objectives of learning, (3) the teaching method will be more varied, not only eye-verbal communication through the narrative of words by the teacher, so the students are not bored and the teachers do not run out of steam, especially if teachers teach in each lesson, and (4) students can be more engaged in learning because they do not just listen to the description, but also engage in other activities such as observing, doing, demonstrate, and portray.

On the other hand, relating to the importance and benefit of teaching media, their existences also give a positive improvement to the young learners' English achievements. Gonzalez-acevedo (2016) in his research related with teaching media and technology argued that a variety of uses for technology-enhanced-gadgets that are appropriate for very young children and that promise to engage students in the learning of English as a foreign language while creating an interactive environment and developing autonomy. The study above showed that the use of media in teaching and learning process are very effective, it can affect the young learners students in learning English. Supporting evidence also shown by Sadikin (2016) he proved that using Web Quest as a teaching and learning media was effective in teaching English vocabularies to the primary students. This means that there was significant difference of students' achievement in vocabulary mastery before and after Web Quest were implemented.

From those studies above it can be said that teaching and learning media are very effective to teach English for young learners.

Since teaching and learning media became popular to improve students' English proficiency, the development of Information Communication and Technology (ICT) also supports their existence in teaching and learning English. The use of teaching and learning media which are collaborated with ICT based also support the creation and implementation of the teaching and learning media. Carmen et al., (2003) say that integrating ICT tools in teaching can lead to increase students' learning competencies and increased opportunities for communication, meaning that ICT takes the main role for learning process of the students and also support their communication skill. Ghasemi & Hashemi (2011) stated that the computer is a powerful tool for this process as it allows students to access into online environments of international communication. By using new technologies in the language classroom, we can better prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal life. Bilyalova (2017) also stated that one of the effective ways to improve the quality of teaching foreign languages is the information of education. The use of ICT in learning a foreign language helps to intensify and personalize learning, promotes interest in the subject, and makes it possible to avoid subjective assessment means that the existence of ICT can make the students' get the result of their learning by using the objective assessment to make it fair.

Although many studies show that the use of teaching media which are collaborated with ICT give positive impact not only to the students but also the teachers, there are still many people or teachers do not use ICT especially for teaching media. Gender and age may be the indication of this phenomenon. In Indonesia, data given by Indonesia Internet Service Provider Association in 2016 proved that the biggest internet

users in Indonesia are from the age 10-34 years old in which they are categorized as Generation-Y with more than 80 million users. It is followed by the age 35-39 with 24 million users who are categorized as X-Generation. From total 140 million users. Meaning that, most of young people in Indonesia have access in using ICT especially for internet but only a little bit of old people have it. Even though the data was not specifically referred to the teachers and ICT but it also indicates a gap in using ICT in terms of the age.

Moreover, in Pakistan context an investigation that can support the data above showed that the reason why the teachers didn't use ICT in educational institution especially for teaching comes from the teachers' ages, when the age grows the responsibilities of person increase and usage of computer in routine life decreases. It seems that there is a gap in utilizing ICT tools based on the age of the teacher. The major reason of this phenomenon is that as the older the teachers get, the more responsibilities they have, and the less usage of computer in daily life (Adil, Masood, & Ahmed, 2013 p.331). Therefore, it means that teachers' age indicates a significant difference in the use of ICT tools.

On the other hand, gender differences also become a factor which indicates that teaching and learning media with ICT based are not used during the learning process. Based on a meta-analysis of English and American studies on gender differences and computer attitudes, Whitley (1997) concludes that, in general, females have less positive computer attitudes than males. More recently, in a group of secondary students in Spain, Sáinz and López-Sáez (2010) found more positive computer attitudes in boys than girls. Most of these studies support the idea that our culture is defining computers as pre-eminently male machines (cf. Lockheed, 1985). Since those evidences proved that recently there were differences between male and female in using computer it makes the indication more strong that male and female have differences in using ICT teaching media, or even they don't use it during the learning process.

In Indonesia, many teachers are still far in utilizing or implementing media and ICT tools in teaching maximally. Kominfo data in 2011, it was reported that many schools still not use ICT optimally based on the survey done by Ministry of Communication and Informatics. Based on the survey done, there are only 0.39% teachers who operate ICT as the media in the teaching and learning process. The reason for the use of ICT is unsatisfactory is caused by teacher reluctance in using ICT in teaching. That is why the use of media by Indonesian teacher still not maximum.

However, refers to Indonesia regulation which suggests that all of the teachers have to master the abilities of using ICT in delivering the material meaning that teachers should implemented ICT during the lesson because the ability of teacher in integrating ICT in the teaching process has become a part of pedagogy in Indonesia (Menteri Pendidikan Nasional, 2007). From that statement, it is known that Indonesian education minister expect that all teachers to use ICT in teaching. Indonesian education minister is aware about the importance of ICT in daily teaching and learning for both the teacher and the students. It is the reason why the new regulation is settled in order to improve the quality of teaching and learning process. That is why ability of using ICT in delivering the material should be mastered by the teachers.

Considering the importance of teaching and learning media in teaching English for young learners and the regulation from Ministry of National Education of the Republic of Indonesia No. 16/2007 which states that in term of teachers' pedagogical skill, the teachers should implement and they also should be integrated with ICT, this study aimed at identifying the use of teaching and learning media with ICT based in teaching English for the seventh grades students in junior high schools in Singaraja. Specifically this study identified the different types of ICT based teaching media which are used by the English teachers by considering their ages and genders. In addition, this study also found

out the reasons of implementing or not implementing teaching and learning media for teaching English by the English teachers in junior high schools in Singaraja. This study considered age and gender of the English teachers because some studies have shown that the teachers' age and gender indicate the differences in using ICT especially as teaching and learning media.

The researcher uses a theory from Kennewell, Tanner, & Parkinson (2008) in investigating the types of the ICT based media used by the English teachers at

RESEARCH METHODOLOGY

This research was categorized as Mixed-Method because the writer combines both quantitative and qualitative method in analyzing the data. For the design of the research the writer used the Sequential Explanatory Design (a) Creswell (2009)

As the setting, this study was conducted on all of junior high schools in Singaraja City. Singaraja was chosen by the writer because Singaraja City is the educational city in Bali. Looking at the empirical studies above there is no one conducted this study in Bali especially in Singaraja as the educational city.

In order to determine the sample this research used a technique namely Census Sampling. Census sampling technique is one types of techniques, in which the researcher uses all of the populations as sample since the number of the population is small (Israel, 1992). This sampling technique is used to determine the sample for the teachers' population.

For the population on this study based on data from Kemendikbud (2018) there were 18 junior high schools in Singaraja city which consist of 8 public schools and 10 private schools. On this research totally there were 39 teachers who became the respondent. From 39 teachers there were 13 male teachers and 26 female teachers. Based on the data that have been collected, from 39 teachers there were 23 teachers who were categorized as Generation-X and 16

junior high schools in Singaraja. They state that teaching media can be classified into three types namely audio, visual, and audio-visual media. Specifically to find out the English Teachers' reason for using and not using ICT based teaching media a theory from Sudjana & Rivai (1992) was used on this study to determine the aspect on benefit of ICT based learning media. Moreover, a questionnaire proposed by Salehi & Salehi (2012) was also adopted on this study.

were categorized as Generation-Y teachers.

In data collection techniques, for the data collection the researcher used Checklist in the form of Self-checklist and next the researcher conducted the interview to get the qualitative data to the teachers to support the result of the quantitative data. The follow-up of data collection was analysed the data. To analyse the data, the researcher was used descriptive quantitative for the quantitative data and interactive data analysis model (Miles, Huberman, & Saldana, 2014). That consists of three concurrent flows of activities those are data reduction, data display, conclusion drawing and verification.

FINDINGS AND DISCUSSION

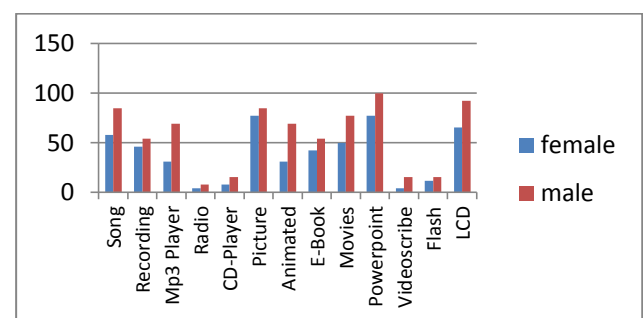### 1. Types of Media Used by English Teachers in term of Their Gender

Figure 3.1 Types of Media Used by English Teachers in term of Their Gender

The graphic of the comparison above have shown that the highest answers were power point media. Based

on the data or the table power point was used by male teachers with 100%, it means that all of the male teachers who became the respondent choose power point as their teaching and learning media. This phenomenon may occur because of the role of textbook and whiteboard in educational field. Teachers can't be separated with textbook and whiteboard and of course power point during the lesson in the classroom Nurohmah (2015).

The quantitative data and the studies above were also supported with the qualitative data on the result of the interview. The respondent was a male teachers and he said *"I used all because it was important"* it means that all kinds of visual media listed on the interview guide were used by him include power point. And the last question related with media types that the researcher asked was about audio-visual media. The answer was

> *"I usually used power point dan LCD of course, I also teach by using movies and sometime used videoscribe but I never used flash"*

Based on his statement we may know that he also used almost all types in audio-visual media include power point which has positive impact in increasing secondary students' learning motivation (Lari, 2014) and it can be concluded that the qualitative data above can support the high percentages of the quantitative data about types of teaching media used by male teachers.

On the other hand, from the graphic above we also can see the difference with the male teachers' data. On the graphic of the male teachers above the top position came from power point but in the female chart, picture was placed at the first. Picture becomes popular since it existence as teaching and learning media during the lesson. Female teachers preffered to use pictures as their teaching media because some benefits of the use picture in EFL context. It was supported with an investigation conducted by Lavalle & Briesmaster (2017), The findings of the study suggest that the students' communication skills increased as result

of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation. The graphic above was also confirmed by the interview with one of the male teachers who said *"picture is simple that's why I like to use it"* it means that picture is very effective to be used and can give the benefit for the students' improvement in learning EFL.

An interesting data were also shown on the types of animated picture used by male and female teachers in which there was a big gap shown on that. On the male teachers there were 69.23% or 9 from 13 teachers used it, but on the female there were 30.77% or 8 from 26 female teachers. Based on that point, it indicated that there was a reluctant of female teachers in implementing animated picture during the lesson. It may cause of the difficulties level in creating a suitable animated picture which is appropriate as media in teaching and learning process and female didn't use it because of her ability in creating it. It was also supported with previous study conducted by Hutchison (2013) in which proved that male dominance was still prevalent with respect to computer attitudes, ability, and use.

However, according to the graphic the lowest media percentages from both female and male teacher came from radio media. The lowest percentage which was gathered by radio indicated that radio is not popular anymore and it may not give significant effect to the students' English proficiency. Lalima (2013) in his study stated that although Radio broadcast no doubt has its potential in education but it has not been very well accepted and adequately utilized by schools. One of the main reasons of this is that teachers are not sensitive and are not trained to integrate the radio programs with their class room teaching.

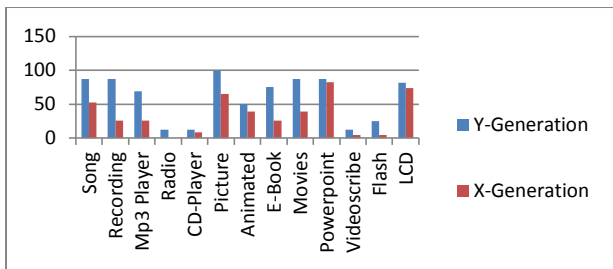**2. Types of Media Used by English Teachers In term of Age**

Figure 4.2. Types of Media Used by English Teachers In term of Age

The comparison above showed the differences between X and Y Generation in using teaching and learning media. Based on the graphic we can know that Generation-X teachers always have lower percentage than Generation-Y teachers. On the Generation-X teachers the highest percentage for media used was on the power point with percentage 82.61% teachers used it. As we have discussed before that power point was used in teaching and learning process because of its effectiveness for giving some benefits to the students (Lari, 2014). She proved that power point was very effective to give positive impact for increasing students' motivation in learning English as a foreign language. The data from interviewing one of X generation teachers can support a statement above. The respondent is 59 years old and she said that

"kalau PPT dan LCD sih saya pakai supaya muridnya sedikit tertarik dan tidak bosan, tapi selain itu saya tidak pernah pakai dan saya tidak bisa buat. Bahkan waktunya saja saya tidak punya untuk membuatnya"

Her answer means that power point and LCD were used but she didn't use the other audio-visual media like movies, videoscribe, and flash because hard for her to make it. It indicates that power point still popular and still use by English teachers especially for Generation-X even though the percentage is not 100%.

Based on her statement also we can know that except power point there were no media used on her teaching and learning process that was why radio had the lowest percentage with 0% user. It indicated that the unused of radio during the lesson in EFL context. Some of the limitations of radio for education are that interaction is

limited, instructor feedback and clarification is generally unavailable, the instruction is uninterruptible and not reviewable, the pace of the lesson is fixed for all students, note-taking is difficult, and that time for reflection on the content is minimal (Jaminson and McAnany, 1978). Based on that statement it can be said that radio was hard to be implemented in educational field especially for teaching and learning media in EFL context

An interesting finding was also shown on the gap in radio media used as teaching media. On the Generation-Y radio was still used but it didn't happen on Generation-x teachers. Since radio was not popular anymore, its difficulties on the implementation during the lesson became the factor why the Generation-X teachers were reluctant to use it. But some of Generation-Y teachers agreed to use radio during the lesson. This phenomenon may occur because of different ability or confidence of both generations in finding a suitable material on radio media. Most of Generation-X which can be said older than Generation-Y teachers were hard to find suitable material on the radio because they didn't have enough ability and confident to do it, especially in technology usage (Yau & Cheng, 2012).

On the other hand, according to the graphic above it can be seen that the chart of Generation-Y teachers are always above the X-Generation. A high percentage was presented by picture as the types of teaching and learning media by Generation-X teachers. As we have discussed before about some advantages and benefits which are given by picture indicates its usage in teaching and learning EFL. The difference types which were shown by the graphic above were on the second position of media used by Generation-X teachers. Movies and power point were the media on the second position with 87.5% users or 14 teachers from total 16 Generation-X teachers. A high percentage which was gathered by movies as teaching and learning media indicated that movies can be an interesting media to be implemented. Virve Ruusunen (2011) on his study argued that from teachers' point of view

indicated that almost all of the respondents were interested in movies in general. Based on the data and the previous study above it can be said that movies got the high percentage because of its interesting and its positive effects for teachers.

Moreover, based on the Generation-Y it can be found that most of the Generation-Y teachers were reluctant to prefer CD-player as teaching and learning media. It is because of the hardness to find the suitable one. Beside that government and also the headmasters of the schools are also never provide the teachers with the suitable one and it makes the teachers itself were reluctant to create or implement it (Ismail, 2001).

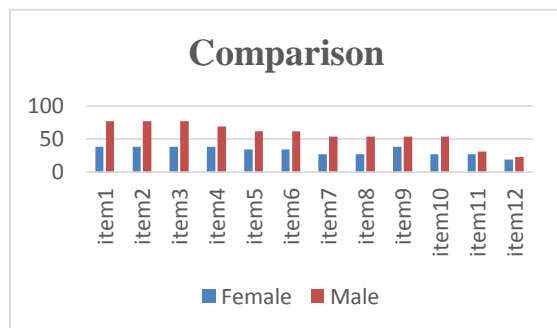## 3. The Teachers' Reason for Using ICT Based Teaching Media In term of Gender

Figure 4.3 The Teachers' Reason for Using ICT Based Teaching Media In term of Gender

The graphic above shows that from 13 male teachers, there 10 teachers or 76.92% agreed with statement about teachers used ICT based teaching media because it can stimulate the students, get students' attention, and make students more focus on teaching and learning process. The high percentage on those statements can rise because of some advantages of teaching and learning media that can be given to the students. (According to Sudjana & Rivai, 2009),

On the other sides, from female data, the lower percentages of female teachers in the graphic above because of the small number of female teachers use ICT based media during the learning process. In fact based on 26 female teachers, there are only 10 teachers or 38.46% prefer to use ICT based media in teaching and learning process. Similar with the male teachers, female teachers use ICT based media because of some reasons shown on the data. They agreed that ICT based media are able to stimulate the students, get students' attention, and make students more focus on teaching and learning process and the finding on this study also show that 38.46% female teachers agree with ICT based media can help them to improvise teaching method on the classroom. The creativity in implementing ICT as teaching and learning media was also some of improvisations that can be done by the teachers to make the situation more attractive. As Zhang, Meng, & Jing (2016) in Chine context show, they argued that innovative instructional practices are combined with characteristics of the educational organization system of China and there are several influence factors for these innovative instructional practices, one of them is technological innovation during the lesson. It can be said that the implementation of teaching practices cannot be separated with the technological role as media in teaching and learning process.

In conclusion as the comparison between male and female teachers' reason in using ICT based teaching media there is a gap between the percentage levels from each item. The data have shown that female teachers are less in using ICT than female especially for teaching and learning process. Several studies have found that women were more hesitant and anxious to learn to use computers than men (Charness, et al., 1992), and that women tended to under report their computer skills compared to men (Marquié, et al., 2002). There are also several survey studies which have shown that women report lower rates of ownership of many ICTs, including cell phones and computers, than men (Eastman & Iyer, 2004; Iyer & Eastman, 2006; Morrell, Mayhorn, & Bennett, 2000; Reisenwitz, et al., 2007). So it can be conclude that male teachers have a high domination in implementing ICT as teaching and learning media than female.

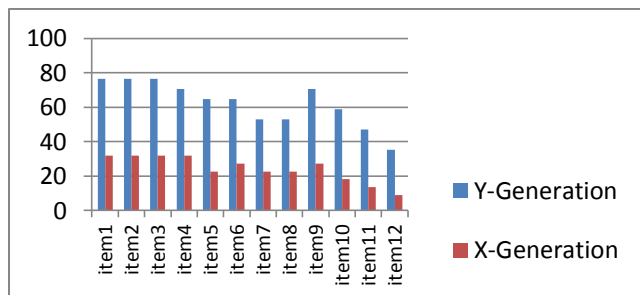## 4. The Teachers' Reason for Using ICT Based Teaching Media in term of Age

Figure 4.4. The Teachers' Reason for Using ICT Based Teaching Media in term of Age

On the graphic above most of the Generation-X teachers have lower position than Generation-Y teachers. It is because of the small number of Generation-X respondent preferred to use ICT based media on the lesson. From total 23 Generation-X teachers there only 31.82% or 7 teachers used ICT based media during teaching and learning process. Most of those 7 teachers show similar finding on female and male reasons in which ICT based teaching media can stimulate students, make them more focus, and get their attention.

An interesting finding on this section comes from item6 which can be placed on second level with 26.09% or 6 teachers. Item6 represent the reason of teachers' reason in using ICT because it can give the concept understanding to the students. As an investigation showed in vocabulary context, a software program was designed to help students memorize vocabulary more effectively and allow them to form a sentence in their mind more easily and quickly. As the result the students were greatly satisfied with the program in all aspects, ranging from learning activities in the lessons and website, contents, and teaching techniques, respectively (Klentien & Kamnungwut, 2015). So students' concept understanding can be a reason why teachers used ICT based teaching media during teaching and learning process.

Different result which was shown in Generation-Y teachers, in Generation-X teachers the users in ICT based media are low, in Generation-Y a high percentage is presented on the data. It is because from 16 teachers 13 of them used ICT based teaching media during the lesson. Almost all items on Generation-Y are always above the Generation-X teachers. It means that most of Generation-X teachers used it during the lesson and similar evident with the Generation-X in which they used ICT because it can stimulate students in learning English, get their attention, and also make them more focus. It also indicates that Generation-Y teachers take domination in using ICT especially for teaching and learning media.

It can be concluded that Generation-Y teachers took the domination on using ICT based teaching media because of some reasons. The crucial reasons were from the benefits of ICT based media in stimulating, making students' more focus and make them to give more attention during the lesson. The phenomena of the Generation-Y domination may occur because of the different ability or confidence of both generations in finding a suitable material on radio media. Most of Generation-X which can be said older than Generation-Y teachers were hard to find suitable material on the radio because they didn't have enough ability and confident to do it, especially in technology usage (Yau & Cheng, 2012).

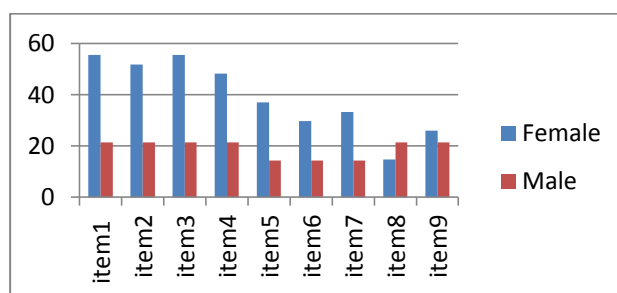## 5. The Teachers' Reason for Not Using ICT Based Teaching Media in term of Gender

Figure 4.5 The Teachers' Reason for Not Using ICT Based Teaching Media in term of Gender

From the graphic above it can be concluded that there were less of male teacher numbers who didn't use ICT based teaching media during the lesson.

There were fewer than 25% or maximally they only got 21.43% (3 from13 male teachers). And the highest reasons come from technical support at schools, limited access of ICT, shortage of class-time, need time to learn, and colleagues' negatives view of ICT implementation.

An interesting finding that is unusual reason is about colleagues' negatives views on the graphic above. Most of teachers gave negative views to the ICT because of its disadvantages that can be given to the students and teachers. ICT can take away valuable learning time, it can be overused, also it can turn educational experiences into games for students and thus enhances low academic performances, it also exposes students to porn sites and can distract them during class hours (Mobi, Onyenanu, Ikwueto, & Orizu, 2015).

Different result was shown by female teachers, as we know there were 26 female teachers participated on this study and 15 of them or 55.56% didn't use ICT based media during the lesson. The highest reason on this case raise from item1 and item3 in which those represent that ICT were not used by the teachers because of technical support and shortage of class time. These phenomena usually happen in Indonesia most of the teachers have a barrier in implementing ICT based media because there is minimum support from government and school itself (Syukur, 2014)

In conclusion based on the result it can be said that the domination on not using ICT based media is from female teachers. Most of them prefer to not utilize ICT based media during the lesson with some reason. It is confirmed an argumentation proposed by Saleh Mahdi & Sa'ad Al-Dera (2013). They argued that there is there a difference between male and female teachers in using ICT in language teaching. Female teachers reported less use of ICT in their instruction than male teachers. On this case males indicated the domination in using ICT especially as teaching and learning media.

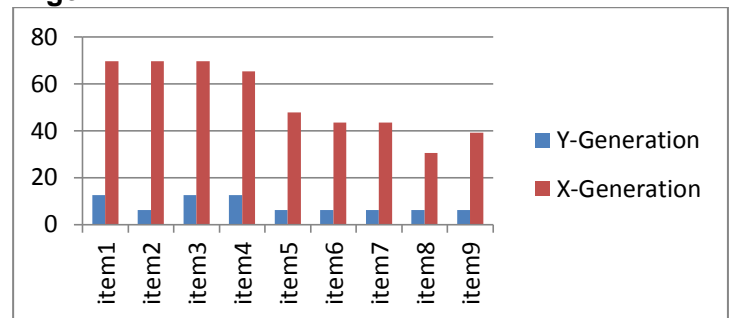## 6. The Teachers' Reason for Not Using ICT Based Teaching Media in term of Age

Figure 4.6 The Teachers' Reason for Not Using ICT Based Teaching Media in term of Age

From the data on the finding also we can see that most of the teachers who preferred to not use ICT based media agreed that item1, item2, and item3 were the important and crucial reason for not using it during the lesson and it is same with the result on the female and male teachers for not using it. But the difference on this result was from item4 in which there were 15 teachers or 65.22% agreed with that item. That item represents the reason for not using ICT based media because of time. On this case ICT based media were not implemented because it needs time to be learnt and understood. Generation-X teachers are the teachers who were born among 1965 until 1979 or the teachers who were 59-39 years old. In fact on those ages Generation-X teachers expected they have getting married and their times are allocated for their families. As the previous study proved the reason behind this logic may be that young teachers have much access towards computers and old teachers have not much access and they have not much knowledge about computer as compare to the young teachers and as increasing the level of teachers' age, the quantity of daily time spent on computer decreases (Adil, Masood, & Ahmed, 2013). From this study we can interpret that young teachers preferred to use computer because they had time to be spent on the computer and the old teachers didn't use it because they didn't have allocation time for use it.

On the other side, the lower percentages were shown by Generation-Y teachers in the reason of not using ICT

based media on teaching and learning process. The highest percentages of Y teachers were only 2 teachers or 12.5% from total 16 Y-teachers. It means that almost 90% of the Generation-Y teachers used ICT based media. From the comparison chart on the finding we can see a big gap between X and Y teachers in the reasons for not using ICT based media. On this case the items which got the highest points were same with the Generation-X teachers. The interesting data on this case comes from the lowest percentage that got from several items especially for item2, item3, item5, item6, item7, item8, and item9. These items could get low points because of only 6.25% or 1 teacher agreed with those statements and the rest of them didn't agree with those. An indication of these low percentages may be from teachers' positive attitudes towards the importance of ICT usage during teaching and learning process. An interview with one of the Generation-Y teachers supports the indication above.

Based on the one of respondent's statement from the interview on this study we may know that the positive attitude for using ICT were caused by the importance of ICT based media to avoid the students' unfocused and to make the students more enjoy during the lesson. As a study in Indonesia field at SMK Muhamadiyah 1 Batu showed that teachers' attitudes for ICT based media were good, most of the teachers utilized ICT especially internet for their assistant media in teaching and learning process (Sudiran, 2015)

CONCLUSION & SUGGESTION

In conclusion based on the result of this study that have been discussed before, it can be conclude that there were different types of ICT based media used by male and female teachers. As the data have shown, male teachers tended to use power point as their media but female teachers preferred more to use picture and also power point. The lowest score of ICT media usage were shown by radio with 7.69% for male teachers and videoscribe with 3.85% users for female teachers. The data also showed that there were differences in ICT based media used

by Generation-X and Y. Generation-X teachers preferred to use power point but Y teachers tended to use picture as their media in teaching and learning process.

On the other side, related to the high users on male teachers, it was also seen from the reason of the users. As the reason most of male teachers agreed that ICT based media can make the students more focus, attract them, and also get their attention. Different case happened with female teachers in which they got low percentage. Most of them also agreed with male teachers' reason for using ICT based media. From the age side, low point also shown by Generation-X teachers for their reason in using ICT based media. Most of them also agreed with ICT based allowed the students to be more focus, give more attention, and can attract them during the lesson. Similar reasons were also presented by Y teachers for the reason but the difference was from the percentage of the users in which they got 76.47% or 13 from 16 teachers.

Differently in the reason of not using ICT based media male teachers were placed on always under the female teachers on every reason. From 13 male teachers, 3 of them agreed with technical support, little access, and shortage of class time became the reason for not using it. But on female teachers some items have high score. 15 of 26 teachers agreed with technical support and shortage of class time became the most crucial factor for not implement ICT based media. On the age point of view, the Generation-X took the domination on this part. 16 from 26% or 69.57% agreed with the reasons for not using ICT based media came from technical support, little access to ICT, and shortage of class time factors. Lower results were given by Generation-Y teachers in which maximum they only got 12.5% from total 16 teachers. It means that most of Y-Teachers already used ICT based media during the lesson. The reason of Y-teachers who didn't use ICT based media was same with Generation-X teachers but the difference was from need time to learn ICT aspect.

Some suggestions were offered to these phenomena. Looking at the high points of female teachers who didn't use ICT based media on gender point of view, it is better for government or the schools to prepare the or support them with the simple ICT based media that they can directly implement especially audio and audio-visual media because some results proved those media got some low rates. Most of them said that technical support, little access and shortage of class time became the reason for not implement it.

A suggestion was also offered from Generation-Y teachers who dominated the reason for not using ICT based media. It should be a special team who work for creating ICT based and also for training the Generation-X teachers. Because most of them also said technical and shortage of class times were the reasons for not using it.
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