

Artikel Use_of_Technology

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Submission date: 29-Jun-2020 05:49PM (UTC+0700)

Submission ID: 1351291817

File name: Use_of_Technology.docx (32.43K)

Word count: 3160

Character count: 17926

STUDENTS' PERCEPTION ON TEACHER'S USE OF TECHNOLOGY IN TEACHING ENGLISH

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Abstract

In teaching English, teachers should make their students feel interested, and enthusiastic, and get motivated. Those technology is unavoidable because students have different styles in learning so using technology will maximize their learning. Based on writers' observation, not all of English lecturers use technology in their teaching learning process. Meanwhile, the use of technology is really important for the students' learning. Therefore, the students' perception on their teachers' use of technology in teaching learning process needs to be research. In this case, a qualitative research was conducted. The data were collected through a mixed-questionnaire and the data showed that all the 78 informants had positive perception on the teachers' use of technology. They perceived that technology can: (1) minimize boredom; (2) widen horizon; (3) minimize sleepiness; (4) make them more enthusiastic, motivated, and interested; (5) make them have better understanding on the teaching materials; (6) increase knowledge on technology; (7) make them more attentive; (8) make them more creative; (9) make them more directed; (10) improve their learning; (9) make learning easier; (10) make it easier to do homework; (11) increase self-confidence; (12) save time; (13) make teaching learning process easier and more comfortable; (14) ease the teachers' duties; and (15) clarify teachers' explanation. Six students' perceive negatively on their teachers' the way and their lack of creativity in using technology.

Key-words: students perception, teacher's use of technology, English teaching

A. Introduction

Technology often called by people ICT. ICT has converted significant things in the educational process. It is being used to assist students to learn more effectively and help teachers to do administrative tasks more efficiently (Selwyn, 2003). This great demand on the utilization of ICT occurs because it offers great advantageous aspects in the process of language learning. Firstly, the process of language learning becomes more attractive because it involves different forms of presented media such as texts, pictures, tables, video and multimedia. Secondly, the application of ICT has developed a new field of independent learning because it may offer efficient and high quality achievement in personal or collective learning (Islam:2011)

In current year, ICT (Information Communication technology) has converted affected the every side of our lives, including in education, because ICT is a useful tool that can use to improve teaching and learning. The application of the ICT in education has converted power of attraction to appeal the prospective and substantial progress in language learning.

ICT opportunities for students to communicate more effectively and to develop literacy skills including skills in critical literacy the use of ICT such as computer plays an important role in teaching and learning process, especially in teaching and learning language. The implementation of ICT in teaching and learning has the superiority such as the available of information widely, fast, appropriate and there is an easy way in learning process and with the support of technology to facilitate the teaching and learning process.

One of the goals of the development of ICT in education is to improve the quality of human resources which is the education better and able to compete in the education world. Therefore, this paper will discuss about students' perception on teacher's use of technology in teaching English, so that we can know students' perception on teacher's use of technology in teaching English. In the event that students often get a different perception on the using of technology by lecturer. Perception is process receiving a stimulus through the sense to get the conclusion about an object or event. (Walgito in rian tanjung: 18). Furthermore, Slameto (2003: 391) a process about how to accept information in human brain states that perception is the process that provide come the message or information to the brain of people. based on explanation above the writer can take a conclusion that perception is process of interpretation and making conclusion about an event or object through the getting information it can be from feel, see and also heard.

B. Review Related Theories

1. Perception

a. Definition of perception

Slameto (2003 : 102) states that perception is a process about how to accept information in human brain . Based on explanation above, it can be concluded that perception is an ability to recognize and interpret the information from past experienced through the sensory process by seeing, hearing and feeling.

b. Type of perception

Perception are distinguished into three types , namely : visual , auditory and speech. First , visual perception is perception from visual information and stimuli. In this perception , someone deal with visual object or event . Second, auditory perception is perception of information and stimuli detect different kinds of caustic signals as their frequency, amplitude, duration, order of occurrence and rate of perception. Third speech perception is the understanding or comprehension of speech (Richard in rian tanjung : 19)

c. Principles of perception

The principles of perception can be divided into five principles as quoted by slameto 2010 : 103) first , perception is relative not absolute . in this principle , someone perception to an object or event is relative. Second , perception is selective . in this principle , someone cannot respond all stimulus but he /she just focus on one stimulus that interest for him/ her . third , perception has arrangement . in this principle , someone will arrange the stimulus in his / her feeling before making the perception to an object or event. Fourth perception is influent by expectation and readiness . in this principle , someone will have a perception related with something that he or / he expect will happen happen to them or thing. Fifth , perception is different between one individual . based on the explanation above , it can be concluded that perception can be divided into self – perception , environmental perception , learned perception, physical perception and cultural perception.

d. Components of perception

Masbow (2009 : 4) argues three components of perception . first , cognitive component (perceptual component) is component of perception that related to

someone's knowledge, opinion and belief toward attitude of object. Second , affective component (emotional component) is component of perception that related to like and dislike toward attitude's object. Third , conative component (action component) is component of perception that related to action tendency toward attitude's object .

e. Factors influencing perception

Rian (2013: 24) states that there many factor influence perception. differences person ,difference character , difference experience and otyer differences will influence how people perceive an object or event. So different students' with difference experience and other difference will give different perception .

2. Technology

a. Definition

ICT by United Nations Development Programme (UNDP in Witri handayani: 516) : ICT are basically information handig tools – avaried set of goods , applications and services that are used to produce , store ,process and distribute and exchange information. They include the 'old' ICT of radio , telephone and television and the 'new ' ICT s of computers, satellite and wireless technology and the internet.

ICT media are often referred to as a computer based or computer assisted learning in which lesson materials are organized into digital presentation. Organizing lesson materials into computer will make learning attractive and advantegous (ibrahim : 2010. Therefore , the ICT media are important in today English language teaching – learning system in the world.

Ability to design ICT media may become an additional value to teacher professionalism. Having the ICT media of teacher's professional design in teaching – learning process may underline at least two main benefits ; (a) to ease teaching and learning and (b) to organize huge lesson materials. To ease the teaching and learning means that is ICT media will ease students to understand lesson materials , as well as to ease teachers to manage their classroom activities . on the other hands , the ICT media will also help teachers organize their massive lesson materials into friendly – user formats.

- b. There are number of ICT media or computer based media that can be operated in the classroom process. They are , among others , videos , power point presentation . The use of ICT media can lead students to develop their sense of competition.

Technology is everywhere and it is used in every areas of life such as business , trading and now it is also used in education. There are many technology that can be used in teaching classroom . Shyamlee (in Dorsi Desonga: 111) states that multimedia technology plays a positive role in promoting activities of students and teaching effectin classroom. It is proved that there are many shorts of technology multimedia such as featuring video , visual , animation effects , etc that technology plays the positive roles in teaching.

A computer is a tool and medium that facilities people in learning a language, although the effectiveness of learning depend totally on the users (hartoyo, 2008). The development of technology innovation has brought a revolution in teaching and learning process because of technology has a contribution on improving language communication and language learning. the more exciting about ICT in teaching and learning is the studies have demonstrated the positive effects that ICT brings towards students' learning is the studies have demonstrated the positive effects that ICT bring toward students learning motivation in language mastery (Chenoweth , ushida& murday , 2006) .

Therefore, the utilization of ict in languageLearning to improve the improve the efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied. In the other word , the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two side of the coin inseparable (hartoyo , 2008) based on the explanation above , ICT is flexible and interactive , it is flexible in the term of time and place . ICT Also Can encourage students in learning langunge , beside that ICT is able to generate and improve students' communicative competence , in short ICT has the potential and important role in supporting and enhancing language learning

Wyse and jones (2008) point out , the growth of ICT is one of the most significant ares of change in modern society so ICT is an important part of the development of learning and teaching , because ICT as useful tools which , with appropriate pedadogy , it can enhance learning and teaching . Dickinson (1998)

pointed out “ ICT “ in education point of view refers to “information and communication technology (ICT) such as computers ,communications facilities and features that variously support teaching , learning and a range of activities in education .

Nowdays , the rapid development of ICT has encouraged several English teachers to manage an interesting environment . educational institutions which implement ICT in the teaching and learning process will be considered by many people as favorite school. The people have positive perception to the application of internet in school or college . they believe that successful of graduates of each school is dependent on their ability to apply internet at their work place . without mastery of ICT , graduates of high school or college will not have a superior competitiveness. So in context of language learning , ICT has important role as “ the media “ bridging and enabling the learning process or direct communication between students and teacher although they are not present in the same room or place in certain time. Language learning program can be created to enable students to learn the lessons with guidance, instruction , information or further explanation.

Becta: 2006 stated that using ICT as A classroom tool has many other benefit because ICT :

- Provide high motivational activities for students . initially computer – based activities for can provide stimulus to undertake tasks that students may otherwise avoid .
- Links to other learning and real world situation and experiences , that reflect gender & cultural diversity
- Increase opportunities for student interaction and decision making. This interactive process has the potential to cater for individual learning styles
- Makes complex tasks more manageable . In some cases these activities require the development of new skills
- Make repetitive tasks more interesting
- Illustrates complex processes or concepts
- Provide access to resources . increase the need for students to develop critical thinking and effective information processing skill .

C. Method

1. Subject of the Research

This study was conducted at English Teaching Department of State Institute for Islamic Studies (IAIN) Batusangkar especially to the second and fourth

semester students . The participant of the study was selected by applying *purposive sampling technique*. There were three reasons why they were chosen to be subject of the study. *First*, they are often boredom and sleepiness. Second many students are not ,enthusiastic in learning english . third they are not confidence in learning english . For these reasons, these paticipants were chosen, and all the students willingly agreed to participate in the study.

2. Material and design

To investigate how students's perception on the uses of technology by lecturer in learning english, the data were collected through a mixed-questionnaire. To collect the data, the students are asked to fill the questionnaire first. The design of the reseach is a qualitative one.

3. Technique of Data Collection

The key instrument of this research was the reseacher himself. Then , data were collected by applying technique namely open questionnaire . as it is explained by gay (2000: 19) the reseacher realizes himself as the main instrument of data collection. However , data were collected by doing the following ways questionnaire . in this research , he distributed questionnaires to english department students. This research was conducted by applying several steps . they are preapration , operating , and post operation of the research .

4. Data Analysis

Qualitative data collected through open-ended items of the questionnaireswere analyzed by applying the technique as suggested by Miles and Huberman (1984: 21-22) which included three flows of activities. They were data reduction, data display, and drawing conclusion and verification.

5. Technique of Checking Data Trustworthiness

To check data trustworthiness, triangulation was done. In the research, method triangulation was applied. Therefore, the data collected through the questionnairre. Before beginning the data collection, the writer spread the questionnare to the student . After the administration of the questionnaire, it was time to do analysis.

D. Result and Discussion

The results of the research show the perception of student on the using thechnology by lecturer in learning english are . Tabel distribution of students' perception on teacher's use of technology in teaching English.

No	Perception	%
1.	Minimize boredom and minimize sleepiness	12
2	Make them have better understanding on the teaching materials; Make them more directed, Make them more enthusiastic, motivated, and interested, Make learning easier, Make teaching learning process easier and more comfortable, Ease the teachers' duties, Save time	60
3	Increase knowledge on technology, Make it easier to do homework	10
4	Make them more creative, Increase self-confidence	10
5	Clarify teachers' explanation. Six students' perceive negatively on their teachers' the way and their lack of creativity in using technology	8

E. Conclusion

Based on the findings of the research, it can be concluded that the students' perception on teacher's use of technology in teaching English minimize boredom; (2) widen horizon; (3) minimize sleepiness; (4) make them more enthusiastic, motivated, and interested; (5) make them have better understanding on the teaching materials; (6) increase knowledge on technology; (7) make them more attentive; (8) make them more creative; (9) make them more directed; (10) improve their learning; (9) make learning easier; (10) make it easier to do homework; (11) increase self-confidence; (12) save time; (13) make

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Lampiran: Angket

Nama :

Semester/Kelas :

1. Apakah dosen anda menggunakan teknologi dalam pembelajaran bahasa Inggris ?
.....
2. Teknologi seperti apa yang digunakan dosen anda dalam pembelajaran bahasa Inggris ?
.....
3. Bagaimana pendapat anda tentang penggunaan teknologi dalam pembelajaran bahasa Inggris ?
.....
4. Apakah dosen Anda menggunakan teknologi secara efektif dalam pembelajaran bahasa Inggris ?
.....
5. Seberapa efektifkah menurut anda penggunaan teknologi oleh dosen dalam meningkatkan pemahaman anda dalam pembelajaran bahasa Inggris ?
.....
6. Teknologi seperti apa yang anda sukai dalam pembelajaran bahasa Inggris ?
.....
7. Kenapa anda menyukai teknologi seperti yang disebutkan dalam pada nomor 6 ?
.....

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