STUDENTS' PERCEPTION ON THE INTEGRATING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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Abstract

The new trends of the integrating of ICT in English Class used by the researchers in Teaching English as Foreign Language (TEFL) methodology class that enables the students get more experience, knowledge and understanding. This research aims to know whether the students have positive perception on the integrating ICT in TEFL methodology class, describe the students' attitude in learning TEFL methodology Class through the integration of ICT and get the information on the strengths and weaknesses of the integrating of ICT in TEFL methodology class from the students' perception. The researchers conducted the research in TEFL Methodology Class. The students involved in this research were the students of fifth semester that consist of 30 students in English Department of STKIP Muhammadiyah Pringsewu Lampung. This research is qualitative research which involves case study. In collecting the data, the researchers used questionnaire, in-dept interview and observation. In getting the validity of the data the triangulation was applied by the researcher. From the research finding, the researchers got the information that the students have positive perception in ICT for TEFL methodology class, the students have positive attitude in learning, and integration of ICT for TEFL brings both strengths and weakness.

Keywords: *TEFL Methodology, ICT, Perception*

INTRODUCTION

The integration of Information and Communication Technology (ICT) in English language teaching for all level of education becomes the new trend today. The ICT has the prominent role for effectiveness of the teaching and learning in the classroom. This provides the facilities which both teacher and students can take the benefits from it, such as; for teaching aid, interaction aid and media. Altun (2015) stated that the new generation (teacher/ students) is good at technology. They are all engaged with technological tools and somehow are involved in the target language through technology. So, technology has significant role in the process of English language teaching where the teacher as the facilitator helped by the technology. The technology used are the form of visual and audio or audio visual strengthen by the computer and Smartphone which connected by the internet. Furthermore, Hartono (2012) asserts that ICT (computer and other supporting equipments) can also serve as 'teacher' or 'tutor'. By utilising specific software such as multimedia program, language learning to learn the lessons with guidance, instruction, information or further explanation for specific terms merged on program.

The previous research related on the integrating on ICT in English language teaching were conducted by some researchers, such as: Comi,L.S.,et.al (2017), Hismanoglu, M, (2011), Sudiran (2015), Yuvienco, J.C.,& Huang,S.Y. (2005) and Salehi, H & Salehi, Z (2012). Those studies reveal that the teachers in English language teaching have been familiar on the integration of ICT in their class. They take the benefits from the ICT as the teaching aid which able to support their teaching. However, the high technology comes with both strength and also

the benefit that enable the teacher and students have their own perception on it. The previous research on the students' perception conducted by Makura, H. A. (2014) resulted that students perceived technology for learning to mean a computer. They were satisfied with its use and functionality since commencing their studies. Students perceived ICT particularly the computer, as impacting positively on their academic success, academic access and other curricular issues. As a result, students have positive perception in the use of ICT.

In TEFL methodology class, the ICT has been integrated in the teaching and learning process. This included how to convey the material, how to share the information, how to give assignment and to do communication between students and the lecturer. ICT used by the teacher and students not only in the class but also outside the class. At the classroom ICT used by the teacher, such as; computer, internet, video, software, LCD projector, sound system and Smartphone. Meanwhile, outside the classroom the students and the lecturer do the interaction through community based interaction or social media. Thus, in this study, the researchers want to know whether the students have positive perception on the integrating ICT in TEFL methodology class, describe the students' attitude in learning TEFL methodology Class through the integration of ICT and get the information on the strengths and weaknesses of the integrating of ICT in TEFL methodology class from the students' perception.

METHOD

The students involved in this research were the fifth semester students of English Education Department of STKIP Muhamadiyah Pringsewu Lampung that consist of 30 students. The researchers conducted the research in TEFL Methodology Class where the students study the material through the integration of ICT and English language

teaching. This research is qualitative research which involves case study. In collecting the data, the researchers used questionnaire, in-depth interview and observation. The observation was conducted in all of the teaching and learning process both in the class and outside the class through email and social media.

DISCUSSION

Based on the data obtained from the research, this section includes six main issues related to the students' perceptions toward integrating ICT in TEFL Methodology class. The findings presented in this section are based on the analysis of the data taken from interview in the form of written and oral.

a. The types of ICT used by students

The first question on the instruments requested the students to list the nature of ICT they used mainly in TEFL Methodology class. The following technologies were cited: laptop, Internet, Cellphone, lcd projector, Other respondents listed sound system that used by students in the class. There were 85% of students reported that laptop and internet as a main technology that they used as a source of materials TEFL methodology. They listed that they could find video, electric book, and electric journals and used some applications such as Word, Powerpoint Presentation and e-mail. Of couse, these applications use laptop and internet. Other students listed gadget as a source of technology. All respondents here mentioned that they often used those kinds of technology in TEFL methodology class.

b. Teacher's application in ICT

All students reported that the lecturer always uses ICT resources during teaching. There were laptop, lcd proyector, speaker. In addition, the lecturer recommends students to use online resources in TEFL class. She

often gave a link or website to students to make them easily finding relevant e-book, e-journal, or video. 97,6% of students reported a response of always in which the lecturer uses ICT to help students learn independently. All students agreed that the lecturer always assigns tasks required to be completed using ICT. All students also reported that the lecturer sometimes contacts them through e-mail and has online discussions with them especially through Facebook.

c. Students' attitude in ICT

96,7 % of students had positive attitude toward ICT uses in TEFL methodology class. 83,3 % of students responded that the use of ICT in TEFL methodology class was not worth their time and money. However, they found some problems of ICT uses. 93,3 % of students reported that they could not gain access to Internet in the class. Even it became worse, if the electricity was off. Those problems made them could not use ICT in the class. Furthermore, 70% of students argued that there were disadvantages of ICT uses. 61,9% said that ICT uses made the students really relied on ICT while the others said it made them more individualist.

d. Students' attitude towards teaching materials

83,3% of students agreed that The use of ICT increased their knowledge about Teaching English as Foreign Language. They explained that ICT was very helpful to provide TEFL materials in specific way. They also added that ICT facilited them in understanding TEFL materials easily and offered a lot of rich and authentic TEFL materials.

e. Self-learning capability

70% of students agreed that ICT uses were very helpful in enhancing themselves-learning capability. In addition, ICT uses also allowed them to learn at their own pace. When they met problems in

learning TEFL materials, they said that they would like to find solutions on the Internet or in other reference books by themselves. While 30% of students argued that they tended to ask their friends or discussed with the lecturer when they met problems in learning TEFL materials.

f. Students' Motivation to learn

86,7% of students responded that they felt more motivated in learning TEFL materials by using ICT. 76,7% of students confessed that thay could concentrate on study when learning TEFL materials in the ICT. While the others said that they lost their concentration in 30 minutes later in learning TEFL materials. However, 93,3% of students reported that they agreed the use of ICT in TEFL class improves their participation in classroom activities. Of course it made class environment became more interesting.

g. Interaction and Cooperation with other students

93,3% of students felt comfortable in asking questions in the ICT-based TEFL class. All students agreed that they often share information and ideas with other students by using ICT. They also agreed that ICT-based TEFL was helpful in developing teamwork among students. ICT made them easier working on group projects is easier. Moreover, by using ICT they also feel more confident when learning with other students.

In the students' point of view, ICT is well integrated into the TEFL methodology materials with easy access to laptop,gadget, internet and technical support like lcd projector and sound system. The students' target language increased in two aspects: a) ICT resources, such as TEFL materials supported by ICT and b) the application of ICT by lecturer in the teaching process. The TEFL methodology lecturer apply ICT frequently in their classes and outside class time to assign tasks required to be completed using ICT, communicate with students and participate in

students' online discussion to facilitate learning. The ICT facilities and resources create a pleased environment in TEFL methodology class.

The ICT provide a lot of information and knowledge of TEFL methodology materials to the students. The lecturer also exposes students to TEFL methodology materials using the Internet, broadcasting technologies, and ICT resources. The students gain access to a variety of information, methods, approaches and resources in the ICT. After classes, the students could learn and complete the tasks anywhere or any time with e-books, e-journals, videos, or online materials; they are able to obtain learning materials and find help when they encountered learning problems.

In addition, students' self learning capability is related to students' attitude and motivation. The students who have positive attitude towards ICT uses in TEFL methodology class tend to be more actively participate in learning activities. The students are more comfortable while asking questions, sharing information, and ideas with other students and getting help to communicate in the ICT.

Moreover, ICT uses provide opportunities for the students' cooperative learning activities and help develop teamwork. Both face-to-face cooperative learning and online team work could be conducted, providing the leacturer with more freedom and options to design and arrange group projects. It is easier for the students to work with other students and they were more confident when learning with others. It is in line with Deen (1987) who says that through cooperative learning, the students will be more active in asking more different kinds of questions. Cooperative learning in foreign language teaching gives big opportunities for students' interaction and at the same time raise the students' team spirit and creativity. Soler (2002) mentions that opportunities of students' interaction play a positive role in language learning. Students get authentic

communicative opportunities when they take the initiative to ask questions and search for help. Some researches have indicated that ICTs serve a huge amount of information to the students. (Chien & Liou, 2002, Simsek, 2008, Srijittra, 2010).

However, some students admit any concentration loss while learning TEFL methodology materials through ICT and most students really rely on ICT.

Somehow, based on the result shows that ICT help the students develop a postive perception and habits in using ICT resources in TEFL methodology class.

CONCLUSION

The students tend to have a good perception on integrating ICT in TEFL methodology class. ICT uses facilitates and help them in understanding the materials well. Som e materials could be understood through not only textbook but also e-journals and videos. Moreover, they students also have positive attitude on the integration of ICT in the classroom since ICT gives many benefits for them in gaining knowledge in TEFL methodology class. However, ICT uses not only give the good impact but it also give bad impact to the students.

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