

The Use of ICT in English Learning: Students' Perceptions and Expectations

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ABSTRACT

Since the technology development educators should consider this to be a value for educational purposes. This study attempts to investigate the students' perceptions and students' expectations on the use of ICT in English learning. The writer sees a need to carry out this study as it provides a platform to discover pedagogical implications that would benefit the Y-generation in terms of using ICTs as media in their English learning. The respondents of this research comprise 20-second year students completing their bachelor's degree in English literature faculty, The State Institute for Islamic Studies (IAIN) Sultan Thaha Syaifuddin Jambi, Sumatra, Indonesia. The students' perceptions and students' expectations were measured through a questionnaire. The questionnaire aims to find out about college students' perception and expectations of computer technology use in English learning. There are three parts of questionnaire; Part one found present English learning and teaching situation in their institute and divided into computer facilities in their institutes, present their English learning situation, and students use of ICT in their daily life. Part two found students' perceptions of the use of ICT in English learning, and Part three found students' expectations of the use of ICT in English learning. The findings showed that respondents agree that ICT is useful for English learning especially for the item 'computer can serve as tools for learning purposes'. And respondents generally agree to the statements which lead to the point that ICT can be expected to help respondents' in English learning especially for the item 'I need teachers/experienced people to teach me how to use online learning resources', 'I hope computers can be used to provide more interactive activities for students', and 'I hope the use of ICT will help me to learn English more efficiently'. The results of this study may be beneficial to EFL educators in incorporating ICT into their teaching repertoire.

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Introduction

As Chapelle (2001: 1) stated that during the 1990s the question gradually changed from 'Should the computer be used in second language teaching?' to 'How can the computer best be used in language teaching?' The use of computer technology changes from unnecessary used in ELT become a need that should be effectively used in ELT. Teacher has an important role to integrate ICT in their teaching method. Teacher has a challenge to adjust the conventional method by using ICT tools as media in their teaching. The more a teacher employs instructional technology in the classroom, the less teacher-centered a classroom will become (Erben, T. Ban, R. & Castaneda, M. 2009: pg.81). While it encourages the interactive classroom and promote student-centered learning. On the other hand, teacher who lives in different decades with the students, they are as immigrant in the world life nowadays so using ICT may trigger bad attitude towards it. As Dudeney and Hockly (2007: 9) argued that a large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom.

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in the coming years (Dudeney, G & Hockly, N, 2007: pg.7). In accordance with that point, it is fascinating to investigate the students' perception and expectations toward the use of ICT in English learning. The writer formulated the following research questions:

1. What are students' perceptions toward the use of ICT in English learning?
2. What are students' expectations toward the use of ICT in English learning?

Literature Review*The Overview of ICT in Education*

Today, the international community no longer sees literacy as a mere stand-alone skill, but instead as a social practice contributing to broader purposes of lifelong learning

(UNESCO, 2004:10). Promoting literacy was fundamentally a matter of enabling individuals to acquire reading, writing and calculating skills but nowadays ICTs skills also should be integrated in learning to promote literacy. ICT in Education cannot and should not be divorced from the larger national development strategy (Swart, P & Wachira, E.M, 2010: 20). For countries like Indonesia which aspire to become knowledge societies, ICT and Education should be seen as key drivers in the production and use of knowledge. Therefore ICT in Education should be situated not only within the education policy and strategy but also within the broader national development strategy. Nowadays importance of information technology in educational sector is well known. Information technology helps the students as well as the teachers in studying the course material easily because of fast access (Rodinadze, S & Zarbazoia, K, 2012).

Teacher Role in Integrating ICT into English Learning

Kerr's (1991) in Swarts, P & Wachira, E.M. (2010) interviewed and observed with US teachers who had successfully incorporated technology into their practice indicated that using it allowed 'obvious and dramatic' changes in classroom organization and management. So offering opportunities for exploration and familiarization with technology is essential to build teacher confidence and iron out uneven levels of access and experience. (Hennessy, S., Ruthven, K & Brindley, S, 2005: 168). As Becta (2006) implied that English teachers can maximize the impact of ICT in their classrooms by ensuring that they and their students use ICT as an integral part of lessons, present ideas dynamically, and use a range of media.

As a consequence, anyone concerned with second language teaching and learning in the 21st century needs to grasp the nature of the unique technology-mediated tasks learners can engage in for language acquisition and how such tasks can be used for assessment. Language learners typically use computers at least to write papers, receive and send e-mail, and browse the World Wide Web; one challenge for language teachers is to shape some of their computer using experience into language learning experiences (Chapelle, 2011: 2).

Teachers who are interested in using technology as a means of promoting English language learning through project-based learning or within a differentiated classroom have a wide variety of technological tools at their disposal to choose from. Although the specific role of the teacher is one of planning and organizing the integration of subject-specific content material as far as technology is concerned, the onus is on teachers to

decide which technology is best suited to accomplish the pedagogical objectives of an activity (Erben, T. Ban, R. & Castaneda, M. 2009: pg.110).

Online education is about connecting the student to educational materials by way of the internet. Online education combines a student, a curriculum (determined by the school or instructor), and an internet connection (Manning, S & Johnson, K. 2010: 5). When teachers perceive ICT as a tool to meet curricular goals, they are more likely to integrate ICT in their lessons. While local content in the local language promotes better use of ICT-based resources and materials, the use of English in schools optimizes the potential of ICT (especially the Internet) for teaching and learning. Proper use of ICT tools offers students and teachers learning and teaching opportunities and improves teaching and learning processes.

ICT and Students' Need in Technology Development

The time has come to introduce available cutting-edge technologies in language teaching. They will bring about a transformation in the existing traditional education model by promoting active learning in students and will enable students to move from an emphasis on knowledge memorization to knowledge application, analysis, synthesis and evaluation (Ahluwalia, Gupta & Aggarwal. 2011: 30). An important aspect of pupil encounters with computer is the challenge to the traditional linear text created by the linking structures of hypertext. In other words, to understand the place of English within our school curriculum it is necessary to consider the world beyond school and the roles which language and texts play in that world (Robinson, M. 1999). Students used the affordances of technology (e.g., social networking; applying multimodality to language learning; responding the issues through interactive, multimodal compositions) to think and to do rather than to merely employ technical skills (Lapp, D., Moss, B., & Rowsell, J., 2012: 376).

Research Method

Participant

This study was carried out in State Institute for Islamic Studies (IAIN) Sultan Thaha Syaifuddin Jambi, Sumatra, Indonesia on June 2013. A qualitative method survey study exploring the students' perceptions and students' expectations toward the use of ICT for English learning. For this purpose, comprise 20 second-year students completing their bachelor's degree in English literature faculty, The State Institute for Islamic Studies

(IAIN) Sultan Thaha Syaifuddin Jambi, Sumatra, Indonesia were selected as participants to this survey.

Instrument and Data Analysis

The research design for this study was qualitative method. The data was collected by questionnaire. The data was collected on May 2013. The questioner has three parts namely first, present English learning and teaching situation in respondent's institute, it involves computer facilities, English learning situation, and students use of ICT in their daily life. Second, perceptions of ICT use in English learning, and third, expectations of ICT use in English learning. The questionnaire was done by the respondents in hard copies.

Findings and Discussion

Part one: Present English learning and teaching situation in your institute

Computer facilities in their institutes

From observation through questionnaire, it can be confirmed that more than 80% respondents said 'yes' that computers are not available in every classroom in this institute. The main function of computers in their classroom is for displaying PPT materials and searching online resources. Respondents are 'not sure' whether the internet is connected to every classroom or not. Respondents can access computers easily in institute. There are computer labs in the institute. They are 'not sure' whether computers are enough for students to use in the institute or not. And they can find technical support when using a computer at the institute.

Present their English learning situation

It can be inferred that English is respondents' compulsory subject. They have 4-6 classes per week and 90 minutes for English lesson. Their English teachers use textbooks as their main teaching material and all respondent stated that the nature of their English lessons are interactive. 7 out of 20 (35%) respondents selected the option of 'by reading aloud' to practice oral English and 6 out of 20 (30%) respondents selected the option of 'by chatting with key pals online' their way to practice oral English. 12 out of 20 (60%) respondents selected the option of 'writing short comments online' to practice English writing. 11 out of 20 (55%) respondents selected the option 'by attending extensive/intensive reading classes and only 20% selected the option 'by reading online resources' to practice English reading. 40% respondents selected the option 'by attending listening comprehension classes in a language lab and only 25% respondents selected the

option ' by using materials online (e.q. online radio, online video) to practice English listening skills. All 20 of them informed that their teacher recommend them to use online resources in their study, they usually can find the learning resources they need, 70% respondents think that materials in textbooks is a bit boring. Respondents ticked 'online materials, discussion forum, word processor, and e-mail as the tools used by teachers.

Students use of ICT in their daily life

All 20 of respondents have a good experience with ICT tools like computers, www/search engines, word processor, database package (e.q. microsoft access, excel), any chatting software, powerpoint, e-mail, running a blog online, online resources for English learning, and discussion forum.

So from part one of questionnaire, it can be inferred that the respondents are familiar with using ICT both in academic and daily life purposes. When the experience of the respondents are taken into account, the data collected based on their perspectives can be valid because they are responding based on the past experience of using ICT in English learning.

Part two: Students' perceptions of using ICT in English learning

No	Students' Perception	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Computer can serve as tool for learning purposes.	50%	50%	0%	0%	0%
2	Computers can allow me to do more interesting and imaginative work.	45%	35%	20%	0%	0%
3	An increased use of computers is helpful to my English learning.	30%	55%	15%	0%	0%
4	Computers are a fast and efficient means of getting information.	45%	50%	5%	0%	0%
5	English learning can be more fun if we use Internet to communicate with people online.	45%	45%	10%	0%	0%
6	The Internet can bring students unlimited English resources.	25%	70%	5%	0%	0%
7	The multimedia environment of the Internet (e.g. text, image, sound, video) helps students to understand online English materials.	40%	55%	5%	0%	0%
8	Good web search skills (e.g. to be selective when choosing materials) can enhance my English learning.	25%	55%	20%	0%	0%
9	The Internet can provide us with more opportunities to make foreign friends and practice English.	35%	50%	15%	0%	0%
10	The Internet can let us access more	25%	60%	10%	5%	0%

	updated English materials.					
11	Internet can let us get more direct information from English speaking countries.	25%	65%	10%	0%	0%
12	The Internet provides us with a good channel to learn more about foreign languages and cultures.	15%	60%	25%	0%	0%
13	Watching online English TV operas/movies is a good way to practice our listening comprehension.	45%	55%	0%	0%	0%

Items 1-13 in part two of the questionnaire are posed to find out the respondents' perceptions of ICT use in English learning. The findings are grouped into three large categories: Cumulative Disagree to represent the cumulative data percentage of respondents' selection of 'Strongly Disagree' and 'Disagree', Neutral to represent the data percentage of respondents' selection of who are not agree or disagree, and the other Cumulative Agree to represent the cumulative data percentage of 'Agree' and 'Strongly Agree'.

It can be inferred that more than 70% of respondents generally agree to the statements which lead to the point that ICT is useful in English learning especially all of respondents agree that computers can serve as tools for learning purposes. This data in this table also gives answers to the first research question on how ICT(s) use in English learning. It is shown that, it allows them to do more interesting and imaginative work, it is helpful to their English learning, it is fast and efficient means of getting information, it can make English learning become more fun, it can bring them unlimited English resources, the multimedia environment of the internet (e.g. text, image, sound, video) helps students to understand online English materials, Good web search skills (e.g. to be selective when choosing materials) can enhance my English learning, the internet can provide us with more opportunities to make foreign friends and practice English, the internet can let us access more updated English materials, internet can let us get more direct information from English speaking countries, the internet provides us with a good channel to learn more about foreign, Watching online English TV operas/movies is a good way to practice our listening comprehension.

Part three: Students' expectations of using ICT in English learning

No	Students' expectations	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I need teacher/experienced people to teach me how to	40%	55%	5%	0%	0%

	use online learning resources.					
2	I hope ICT can be used more often to help students to improve their English skills (e.g. reading, speaking, writing, listening).	25%	65%	10%	0%	0%
3	I hope the use of ICT will provide students with more practical and useful English knowledge.	10%	75%	10%	5%	0%
4	I hope computers can be used to provide more interactive activities for students.	15%	80%	5%	0%	0%
5	I hope the communication with classmates and teachers can be easier after ICT is used.	10%	70%	20%	0%	0%
6	I hope to use computers to do more interesting and imaginative work.	5%	75%	5%	15%	0%
7	I hope the use of ICT will help me to learn English more efficiently.	30%	65%	5%	0%	0%
8	I hope an increased use of the computer will make the class more interactive.	15%	65%	15%	5%	0%
9	I hope I can access information about English-speaking countries directly via the Internet.	15%	65%	20%	0%	0%

Items 1-9 in part three of the questionnaire are posed to find out the respondents' expectation of ICT use in English learning. The findings are grouped into three large categories: Cumulative Disagree to represent the cumulative data percentage of respondents' selection of 'Strongly Disagree' and 'Disagree', Neutral to represent the data percentage of respondents' selection of who are not agree or disagree, and the other Cumulative Agree to represent the cumulative data percentage of 'Agree' and 'Strongly Agree'.

It can be inferred that more than 75% of respondents generally agree to the statements which lead to the point that ICT can be expected to help respondents' English learning. Especially 95% of respondents agree for the item 'I need teachers/experienced people to teach me how to use online learning resources', 'I hope computers can be used to

provide more interactive activities for students', and 'I hope the use of ICT will help me to learn English more efficiently'. This data in this table also gives answers to the second research question on what the students' expectations of ICT use in English learning are. While other respondents agree for the item, 'I hope ICT can be used more often to help students to improve their English skills (e.g. reading, speaking, writing, listening)', 'I hope the use of ICT will provide students with more practical and useful English knowledge, 'I hope the communication with classmates and teachers can be easier after ICT is used', 'I hope to use computers to do more interesting and imaginative work', 'I hope an increased use of the computer will make the class more interactive', 'I hope I can access information about English-speaking countries directly via the Internet'.

Based on part one questionnaire item, it can be inferred that computer facilities is not completely support students' learning, English learning situation that they have tend to use ICT approximately to find online material, the other ICT programs are not consistently used, and there are still respondents are poor and average of use ICT in their daily life. Those facts can be reasons why there are respondents prefer to choose 'neutral' than 'agree' or 'disagree' in both part two about students' expectation and part three about students' expectation toward the use of ICT in English learning.

Conclusion

In conclusion, the students' perceptions toward the use of ICT in English learning are ICT is useful in English learning especially that computers and internet can serve as tools for learning purposes. Computer can support their English learning in terms of doing more interesting and imaginative work. While internet is useful for their English learning as a fast and efficient means of getting information to get unlimited English resources, the internet can let students to access more updated English materials. ICT encourages English learning become more fun and enhance the opportunities to practice English skill especially speaking and listening by having foreign friends to practice speaking English and watching online English TV operas/movies to practice listening comprehension.

The students' expectations toward the use of ICT in English learning are ICT can be helpful for students' English learning. Students hope that they need teachers/experienced people to teach them how to use online learning resources, they hope computers can be used to provide more interactive activities for them, and the use of ICT will help to learn English more efficiently. ICT can be used more often to help students to improve their English skills (e.g. reading, speaking, writing, listening)', the use of ICT will provide

students with more practical and useful English knowledge, the communication with classmates and teachers can be easier after ICT is used, to use computers to do more interesting and imaginative work', an increased use of the computer will make the class more interactive', and they expect that they can access information about English-speaking countries directly via the Internet'.

From this research it is recommended for teacher to know students' perspectives toward the use of ICT in English learning and accomodate students' expectations toward it in the learning activity so teachers and students have a great deal towards the use of ICT to promote and meet the learning purpose.

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