

CHAPTER II

REVIEW TO THE RELATED LITERATURE

This chapter concerns with some basic theories related to the study. This chapter presents perception, technology in education: the debate, the use of technology for learning English language skills, the use of technology in English language class (behavioral and affective component), the implementation of web-based technology in university, and the previous studies. The writer expects that this study will give the readers a further understanding about this research.

2.1 Perception

Everyone has different perceptions. This difference is based on how a person responds to an object with his or her perception. For example, one individual likes object A, but another individual does not like object A. Aristotle in Knuutilla & Karkkainen (2008) has stated that perception is associated with changes in the sense organs and this is caused by the object of perception. From Aristotle's statement above, the researcher tries to argue that changes in the sense organs caused by the object of perception can be interpreted that everyone has different feelings of like or dislike for the object being observed or being addressed. For example, in a singing contest, there are three judges who have different opinions and feelings about one contestant.

Knowing the students' perceptions is very important because the teacher or lecturer can do the evaluation after knowing the students' perceptions. Chen & Hoshower (2003) have stated that students' perception are very important to evaluate the effectiveness of the teaching process. From the students' perceptions, the teacher

or lecturer can change what students don't like and improve what students already like, be it about how to teach or how to convey material to students. Student perceptions is an important factor for measuring learning outcomes. Students' perceptions are a solution of components and indicators in explaining classroom conditions (Freiberg and Stein, 1999). Therefore, students' perceptions are very important not only for forestry but also for teaching development purposes.

In identifying students' perceptions, it is divided into two kinds, namely positive and negative perceptions. Burns et al., (2009) have stated that self-perceptions must act with all their personal actions, thoughts, and actions about themselves, their abilities and their bodies. It is also prejudiced by other people's reactions to them. This perception, in turn, influences the attitudes that each individual acquires and the choices that each human being makes throughout life.

1) Positive perception is a valuable present that prepares confidence and strength to capture the world, endure crises, and focus outside on oneself. It improves relationship construction and gives to others.

2) Negative perceptions tend to focus on their own desires, trying to gain and prove their self-worth.

2.2 Technology in Education: The Debate

Technology in its use as a medium of learning in the education system and in the classroom in particular has been a subject of debate (Zhang & Barber, 2008). Maddux & Johnson (2005) have argued that early debates focused on whether it is possible to incorporate technology into the classroom without interfering with the learning process, and whether technology can actually be categorized as part of the

teaching and learning process in the classroom (Heide & Hederson, 1994). However, with the rapid development of technology, the debate has changed. The latest debate is the impact of using technology in the classroom and what are the obstacles to the implementation of technology that will also need to be overcome for its smooth use in the future (Cennamo, Ross & Ertmer, 2010).

The main obstacle to the application of technology in the classroom is the lack of teacher training which leads to less than optimal application of technology (Smith & Rilling, 2006). This view is supported by several researchers. Research conducted by Adelserger, Kinshuk, and Pawlowski (2008) has stated that in developing countries there are three main problems, namely too many students in one class, insufficient infrastructure, and inadequate teachers. However, this does not mean that developed countries have no problems. Kobayashi (2008) has stated that even though developed countries have a more ideal number of students in one class, often problems such as lack of infrastructure and lack of teacher expertise in applying technology still often occur. Thus, inadequate training for teachers has a serious impact on the successful application of technology in the teaching and learning process (Chiazzese, 2005). In this way, the debate has shifted from the view that technology is unimportant to the belief that it is essential to the development of society and that the education system is very ill-equipped for its implementation.

Apart from the problems above, there are also problems related to hardware and software when using technology in the classroom. This means that the barrier to using technology is not just an idealistic problem or a problem involving the

ability to use technology appropriately by students and teachers. Pass (2008) has stated that there are hardware and software problems in the application of technology such as programs crashing when trying to run them, difficulty accessing files, students saving work on servers and forgetting passwords, and damaged equipment for various reasons. In addition to these issues, Pass noted that failed attempts to access and stream video and audio due to too little bandwidth, power outages, crashed programs, and a lack of computer expertise resulted in data loss. Losing data is one of the big issues that can affect many things. Evidently, from this statement emerges the belief that there are many constraints related only to hardware and software technology systems rather than external factors such as the ability (or lack of) of responsible teachers.

2.3 The Use of Technology for English Language Skill

In terms of writing, it is clear that technology has a great influence according to the literature. It has evolved from a simple word processing program to an internet-based technology that allows language learners to connect with one another. Computer-based writing programs have come a long way in recent years. The effectiveness of using technology to support writing has been proven by many researchers (Cho & Schunn, 2005; Chang et al, 2006). Many programs in computer-supported writing applications, such as grammar checker, spell checker, dictionary, thesaurus, SWORD (scaffold writing and rewriting in the discipline, web-based peer review system), and My Access have proven useful for writers.

Reading skills is the process of developing reading competence by providing various types of texts written by native English speakers. Each type of

text has different components, such as grammar, cultural content, discourse, rhetorical language, or writing strategy. Biancarosa & Griffiths (2012) have stated that when students read various types of texts, they can gain experience, build sensitivity and improve their skills in anticipating meaning in the text. The combination of electronic and web-based reading technologies has shown promise in developing early reading skills, providing text access to readers with visual impairments or language-based disabilities, and connecting language learners to one another in order to share idea, etc. One of the most widely used features is text-to-speech, in which a human or computer voice reads digital text aloud to the user. Sometimes synchronized text highlighting draws the reader's attention to the word or words that are being read.

For speaking and listening, the argument exists that technology was used in ESL and EFL classrooms before the advent of the Internet, with basic technologies such as tapes and CDs enabling students to hear native English speakers, thereby improving their overall speaking and listening skills in the classroom (Zhao, 2005). It is clear that this technology is still used to some extent and that CD in particular is still a basic and central feature of ESL and EFL learning. Nomass (2013) has stated that today's more modern times, there are more types of technology that can be used to improve speaking and listening. These tools include online English learning websites, computer-assisted language learning (CALL) programs, presentation software, electronic dictionaries, chat and e-mail messaging programs, listening to CD players, and learning video clips. There are also other tools which can be used including video chat programs like Whatsapp, Skype, etc. which can

connect ESL and EFL speakers with native English speakers, either in the same country or at an international level. These tools have been major developments in technology that can be used in ESL and EFL classrooms (and beyond) to help improve and consolidate English language learning.

2.4 The Use of Technology in English Language Class (Behavioral & Affective Component)

Technology is an effective tool for language learners. Language learners can use technology as a significant part of the learning process. Costley (2014) has stated that teachers or lecturers should apply the use of technology to support the curriculum so that learners can maximize the use of technology. Student cooperation can be improved through technology. Cooperation is one of the most important tools for learning. Learners work together cooperatively to create assignments and learn from each other through reading the work of their peers (Keser, Huseyin, & Ozdamli, 2011).

According to Susikaran (2013), a fundamental change has occurred in the classroom in addition to the teaching method because the chalk and talk teaching methods are not sufficient to teach English effectively. Raihan and Lock (2012) state that with a well-planned classroom arrangement, students learn how to learn efficiently. Technology-enhanced teaching environments are more effective than lecture-based classes. Teachers or lecturers should find methods of applying technology as a learning instrument that is useful for their students even though they have not studied technology and have not been able to use it like computer experts.

The application of technology has greatly changed the method of teaching English. Patel (2013) has stated that the application of technology provides many alternatives such as making teaching interesting and more productive in terms of progress. In traditional classrooms, teachers or lecturers stand in front of students and give lectures, explanations, and instructions using a blackboard or whiteboard. This method must be changed due to technological developments. The use of multimedia text in the classroom helps students to recognize vocabulary and language structures. The application of multimedia also makes use of printed texts, films, and the internet to increase linguistic knowledge of students. The use of print media, film, and the internet provides students with opportunities to gather information and offers different materials for analysis and interpretation of language and context (Arifah, 2014).

According to Arifah (2014), the use of internet-based technology increases learners motivation. The use of films in teaching helps students to become aware of topics with enthusiasm and develop their knowledge. When technology is used in the learning process via computers and the internet, it allows learners to learn meaningfully. When students learn with technology, it helps them develop their higher-order thinking skills. It can be concluded that the most important thing to attract learners' attention towards English language learning is the combination of multimedia or and teaching methodology.

2.5 The Implementation of Web-Based Technology in University

Web-based technology is defined in many ways. Wankel (2010) has argued that web-based technology is any form of online technology where users create

communities to convey information ideas, self-learning, entertainment, collaboration and messages so as to facilitate communication and interaction between users as individuals or groups. Web-based technology as social media is used on campus at the macro (formal) and micro (interpersonal and informal) levels (Golder, Wilkinson, & Huberman, 2007). At the macro level, it describes how large groups of people are connected to each other (campuses, departments, faculties, etc). As for the informal or micro level, it consists of all people including friends, family and others - with whom one shares a social relationship.

Scientists argue that web-based technology at the micro level is mostly used for entertainment purposes and this makes its potential as a learning medium sometimes ignored by educators even though its wide spread and very popular among students (Chen & Bryer, 2012). Kaplan & Haelein (2010) classify social media which can be used as a collaborative medium between teachers and students, including:

1. blogs and microblogs (for example, Twitter)
2. content communities (for example, YouTube, podcasts)
3. social networking sites (for example, Facebook)
4. collaborative projects (for example, Wikisites).

Nowadays, web-based technology as social media at the micro level takes many forms and is easier to access. The emergence of social media for learning such as Edmodo, Google Classroom, and online communication media such as Whatsapp and Telegram have made web-based learning easier.

At a formal level, web-based technology has been successfully integrated into a Learning Management System (LMS) based on the Moodle platform. The Moodle platform is generally used to support blended or mixed learning and includes external collaboration. In the computer dictionary (2014), LMS is defined as a software application or web-based technology that is used to plan, implement and assess a particular learning process.

2.6 Previous Studies

Studies that are related to this research had been conducted by other researchers that focused on students' perception on the use of technology for learning english. Those are:

The first is a research conducted by Izadpanah dan Alia (2016) entitled "Student-engaged Viewpoint on Technology in Learning English in Zanjan Public High Schools". The aim of this study is to investigate the perspectives of high school students in Iran about technology in general and CALL (computer-assisted language learning) in particular on their English learning process. To collect data, a quantitative research design is used. Quantitative data are collected through a validated questionnaire, the CALL attitude instrument (CALLAI). The questionnaires are distributed in two different high school (one male and one female high school) in Zanjan. The participants are 340 high school students who filled out the CALLAI questionnaire. The questionnaire data are analyzed using the Statistical Package for Social Sciences (SPSS) Version 20. The results show that high school students have a positive attitude towards the use of computer

technology in their learning process. In addition, it is found that gender does not affect students' attitudes.

The second is a research conducted by Milon & Iqbal (2017) entitled “Students’ Perception towards Technology in Learning English as a Foreign Language: A Case Study of Higher Secondary Students of Pabna, Bangladesh”. This study tries to examine the attitudes and perceptions of high school students towards technology skills, usage patterns, perceived benefits and challenges in using technology in learning English. To achieve the research objectives, this study relies on relevant literature, documents and observations and conducts a questionnaire survey. One hundred and twenty (n = 120) students from the three Pabna public universities are randomly selected for interview. The findings show that technological tools such as computer software, social networking websites, online videos, mp3 podcasts, smartphone and tablet applications have a positive impact and can be very effective in improving students' language skills.

The last is a research conducted by Tristiana & Rosyida (2018) entitled “Students’ Perception on the Integrating Of Information and Communication Technology (ICT)”. This study aims to determine whether students have positive perceptions about integrating ICT in the TEFL methodology class, describing students' attitudes in classroom through integrating ICT and getting information about the advantages and disadvantages of integrating ICT in the classroom. Students involved in this study are students in the fifth semester, consisting of 30 students of the English Department of STKIP Muhammadiyah Pringsewu Lampung. This research is a qualitative research involving case studies. In

collecting data, researchers use questionnaires, in-depth interviews and observations. From the results of the study, it is found that students have positive perceptions of ICT for the TEFL methodology class, positive attitudes in learning, and integration of ICT for TEFL has strengths and weaknesses.