

Indonesian Secondary Students' Perceptions: Web-Based and Non Web-Based Media in English Learning

Dodi Erwin Prasetyo¹, Siti Ulfa Huriati²
Universitas Negeri Malang, Indonesia
xrx.tio@gmail.com¹, ulfakepompong@yahoo.com²

Abstract: Integrating learning with the technology is as the requirement in this era because students must follow the development of the technology. Thus, students have options to use the technology either web-based or non-web based media in their English learning activities to support them to achieve their learning goals. This research uses descriptive quantitative design. This was conducted on third grade of Secondary School of Blitar, Indonesia. This research is to report research findings on what the type of the technology are used by students, why they use it, how they use it, what the strength and the weakness use that technology for English learning, how the technology affects their achievements in English learning and on what their perceptions apply technology in English learning. Suggestions are proposed for learners and teachers toward the use of technology in English learning.

Keywords: technology, students' perceptions, English learning

Nowadays, the use of technology is essential part in life. In education part, technology can be integrated as media (Pathak, 2007). The technology should be combined among multimedia applications and network based media (Chun and Plass, 2000). Thus it will be the advance technology (video conferencing).

Some research had been conducted to analyze the integration of technology in learning. Baytak, Tarman, & Ayas (2011) reveal that student' proficiency level increases through integrating the learning with the technology. They also find that students motivate to learn by using technology. Students are actively interacting and discussing during the learning activity through the use of the technology because they become less threatening and more motivating (Jarrel, 2005; Jepson, 2005). Meskill and Ranglova (2000) also find that the technology makes learning interesting, enjoyable, and interactive. In summary, the use of the technology for learning activity develops students' motivation, their social interactions, English skill and components. As non web based technology, the internet provides rich of sources easily and quickly in searching information (Tutkun, 2011). Albert (2009) reveals that the technology solves the communication problem during the learning. He proves that students are actively interacting through the use of online media because they are not in face to face, thus they feel less anxiety.

Technology is accessible for the learning material. Wright et al (2013) prove that students are choosing e-book rather than paper based book. Although, there are no diversities in comprehension, however e-book is more simple and easy to be used whenever they read the learning material to search particular topic. Barwani and Ibrahim (2010) investigate EFL advance students prefer to use online or conventional media. They find that students mostly prefer to use online media to obtain the learning materials.

Based on description above, a numbers of research had ever been conducted to approve the effectiveness of the technology for learning. However, they were conducted in the overseas context, not for Indonesian. That is why, this research is aiming at finding on reporting the use of the technology (web and non-web based technology) in learning and students' attitudes

toward both technologies for Indonesian secondary students context. Thus, the researchers compose six research questions, as follows:

1. What are the types of the technology used by students?
2. Why do they use it?
3. How do they use it?
4. What are the strength and the weakness using the technology for English learning?
5. How does the technology affect their achievements in English learning and on what their perceptions apply technology in English learning?
6. What are students' attitudes toward the use of technology in their English learning?

METHOD

The participants involved in this action research study consisted of 40 eighth grade students. There were 19 boys and 21 girls involved with this action research. The descriptive quantitative method was employed in this research. There were three categories of questionnaire within. First was used to mention the various types of media used by students. Second was to explore students' responses on how they used both technology (web and non-web based technology). The third was about examining students' perceptions toward the use of technology. It consisted of five questions which were developed according to the Likert Scale

FINDINGS AND DISCUSSIONS

What the Type of the Technology are Used by Students in Their Learning Activity

There are two types of technologies used by students in their learning activity. Those are non-web and web-based technology. From 40 students of secondary school in Blitar, all of them prefer to use computer as non web-based technology. Meanwhile for web-based technology, they prefer website.

Why Students Use Technology in Learning

For non web-based technology, all of students prefer to use computer. By using computer in learning, they access web-based technology and watch video which provides them with English subtitle. Some argue that watching music and film in English in their laptop help them to comprehend new vocabulary and how pronoun it well (respondents 9, 6, 15, and 20). These affect in their English proficiency. One of the students said "I am very needing to use laptop because it saves all my data and I can write everything as notes in my laptop if I am doing a learning" (respondent 2). Another student raises a response "laptop helps me to access the internet and I have big screen laptop, so my accessing screen is clearer to be read" (respondent 14). That is why, those can be concluded that all students prefer laptop as non web based media.

For web-based technology, all students prefer to use website. They argue that website makes them easier to obtain a material of learning, to understand a material, to access it freely and easily. Website provides them with variations of materials which relates with their English learning. One of students comments "website provides me more information for my learning, so I can access it and compare among those material" (respondent 22). This activity improves student critical thinking skill. They also will prepare everything else such as preparing on internet access, their laptop, checking their gadget, their lesson. Respondent 25 gives comment "I need more preparation, if I learn in class with my laptop". Although, it looks complicated

ways, those activities will help students to arrange their learning time schedule in well preparation.

Both web and non web media as the technology improve students' motivation and interest to learn English. Thus, they enjoy and enthusiast to attend the learning especially in classroom. By following the development of technology for their English learning, they improve their learning ability for their future. As Chun and Plass (2000) state that second language acquisition must be relevant with the development of technology. Integrating technology in classroom will make rich learning style and also encourage collaborating among them in learning. Meskill and Ranglova (2000) point out that technology makes students to be interactive as they collaborate and communicate within. With technology, students will stay engage and will easily and quickly access the most update information for their learning material. Technology also help them to have digital book (e-book), thus they do not have to bring lot of book for their learning. Park and Kim (2011) argue that reading through online media is easily accessed and comprehended.

How They Use Technology

Non-web based technology generally is used to edit, review and present material. In this case, students prefer computer or laptop. As audio-visual media, computer or laptop facilitates students with complex software. By using computer, they write, review, edit and finalize any materials in their learning, also chat among students because computer can be installed with particular software for a chatting activity. One of the students argues "I write my homework with my laptop, so it is easy to correct and rewrite again if it has mistake" (respondent 30). Another student adds "I use laptop everyday for writing, editing my picture, presenting and others" (respondent 36). If they are instructed by teachers to present a material, they are easily to do it by using laptop because they already saved their materials in their laptop.

Web-based technology generally is used to search a material. All students prefer to use website. It is because they can easily to search their material for their learning. This can be done by connecting internet data with computer or laptop. Then, they can search any materials from their internet browser and direct them into particular website. Therefore, students are actively and easily to fulfill their learning purposes. One of students comments "I access internet for my learning so I get many sources data" (respondents 38). A teacher only asks to give students short explanation and some exercises. After that, students elaborate more its material by accessing in website. As students-center learning, the applying of technology is effective way to make students easier in English learning. Student gives a respond "my English teacher only gives instruction to learn certain material, but she does not explain more about it" (respondent 39). This makes learner- center style in learning. It is because students are demanded to explore their learning more by finding their learning material in website. Another student claims "I actively learn by using internet especially to access a website for my learning sources" (respondent 40).

Teacher must facilitate teaching and learning process to achieve students learning goal. Garthwait and Weller (2005) argue that teacher must provide clear instruction and brief explanation to trigger students' willingness in learning. Thus, students are more motivated to learn by the use of technology. The most important part is that students will be autonomous because they know how make decisions in learning during discussion among them and they are actively to find the learning material through technology as students-center learning (Nunan, 1991:105).

What the Strengths and the Weaknesses Use the Technology for English Learning

Although students use both types of technologies, both have strengths and weaknesses. Strengths of the technology based on interviewing of students, they mostly agree that both media will improve their English. One of the students argues “technology can improve my new English vocabulary by accessing the learning material in website” (respondent 33). Another student adds “technology can increase my interesting in learning” (respondent 11). Some also claim that technology helps them to search the learning easily (respondents 17, 20, and 27). One of the students points out “technology can help me to chat with others students to discuss the learning material” (respondent 6). Therefore, technology affects positively for their English. For the weakness of the technology in learning, one of the students points out “I spend more time to use it whenever their teacher gives them assignment to search material” (respondent 8). Another student claims “I spend much money in using technology for their learning, for example if I have some problems with their laptop or computer; I have to bring their laptop to the reparation center and i must buy some internet quota to access website” (respondent 18). Some also state that the use of technology makes them addicted to use it every day, it is because they also play game in their laptop for refreshing after learning (respondent 25, 30, 36).

How the Technology Affects Their Achievements in English Learning

Technology affects students’ achievement in learning. Web and non web based as the technology in learning take important roles to support students in learning, as the majority of students are familiar to employ both technologies. Student can access all information that they need through technology. There are some ways that are summarized from interviewing of students on how technology affects students’ achievements in English learning.

1. Communication way, students are most actively engaged with technology to discuss particular material for their learning among them. This engagement can be done by accessing the internet and particular chatting software, as one of students answers “technology can help me to chat with others students to discuss the learning material” (respondent 6).
2. Presentation way, usually teacher actively to present and explain the learning material. As one of students proves “I use laptop everyday for writing, editing my picture, presenting and others” (respondent 36). However in these recent years, students are actively to search and elaborate more about the learning material. It is because the can compare many sources from the internet then presenting by using particular application in their laptop and OHP.
3. Sources way, some students feel so helpful by reading e-book, because they do not need to bring many books in their bags. This way enhances students’ creativity to make their own notes as digital note in their laptop. Thus, they will use it every day effectively and efficiently because if they had mistakes in their notes, they can just rewrite without doodling the mistake parts. It is different with book note. Students also can easily access out resources for their learning. one of students argues “I actively learn by using internet to access my learning sources” (respondent 40).
4. Learning way, technology increases students’ willingness in learning because they feel enthusiastic to learn. One of the students states “technology can increase my interesting in learning” (respondent 11). This makes learning will be learner – center. Students are promoted to elaborate and explore more for learning activity.
5. Responsibility way, students in learning must prepare everything else such as their laptop, learning material, OHP for presentation, etc. those preparations make students responsible for their time on how students manage between preparation time and learning time.

Respondent 25 comments “I need more preparation, if I learn then presenting in class with my laptop”. Students also will be responsible to keep safety all the learning gadgets.

Students perceptions toward the Use of Technology

Students’ perceptions toward the use of technology will be presented in the table below.

Table 1. Students’ Perception toward the Use of Technology (N = 40)

Perceptions toward Learning English through the use of media	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Second language classroom should have various types of technology.	15 (37.5%)	17 (42.5%)	7 (17.5%)	7 (17.5%)	1 (2.5%)
Language learners should employ technology in their classrooms	7 (17.5%)	19 (47.5%)	2 (5%)	12 (30%)	0
learners will learn better if they use technology in their classrooms	17 (42.5%)	13 (32.5%)	8 (20%)	2 (5%)	0
Learning English Language Skills (Listening, Speaking, Reading, and Writing) will be effective with the use of technology	29 (72.5%)	10 (25%)	1(2.5%)	0	0
Learning English Language Components (Grammar, Vocabulary, and Pronunciation) will be effective with the use of technology	21 (52.5%)	15 (37.5%)	4 (10%)	0	0

42.5% of students agree that learning process must employ various types of technology. Thus, they (47.5%) also agree to use technology within. 32.5% of students also feel better to use technology to improve their English. they (72.5%) also learn better and effective through the use of technology to enhance their English skills and 52.5% of students agree that technology also help them to improve their English in terms of English components.

This is interesting to note that most of the students agree to use technology in their learning activities. Those integrations are commonly used in nowadays to follow the development of technology. Hence, the students will not be left behind by developing of technology. Classroom activity must be prepared well to support the need of learning through providing the technology. This makes students easily and happily to learn within because most of them believe that by implementing technology in classroom makes them to learn better. Technology also provides students with audio-visual way. It means that students can learn listening, writing, reading, and speaking skill through technology. It is proved by many students agree to employ technology with their learning to enhance their English skills. In addition, technology is very useful and potential to develop students’ ability for English component. This is proved by many students strongly agree and believe to employ technology to improve their English components.

In summarizing, students have positive attitude toward the use of technology in learning activity. Technology has to employ in various types. Through the use of technology, students also enhance their English skills and components. Miner (2004) argue that technology improve students motivation and assist them in learning. Therefore, students learn second language

better through the use of technology. It is because they are not in face –to-face in learning, these decreases the students' anxiety during learning (Jarrel, 2005; Jepson, 2005). Technology is great potentially to improve English students' proficiency (Fukushima, 2006).

CONCLUSION AND SUGGESTION

Technology is part of digital era, nowadays. It is very useful and potential to be integrated into learning activity. Both web and non web based technology are bringing students to improve their English skill. This is because students use the technology every day in their learning. However, technology itself has some weakness for students in terms of technical problems, spending much money to repair it if it gets problems, addicting to use technology everyday either for learning or refreshing such as playing game and watching.

The suggestions are proposed for the students. Teacher and/ or parents in home have to manage and control their students to use technology. In school, when the teacher applies the technology, she has to manage their time in teaching to avoid students' addiction to use technology whether they use for long time. This managing should be prepared well in lesson plan and other teaching instruments. In home, parents must control their children to use technology such as giving limitation to access the internet because some sites within internet are not appropriate for learning. Parents also have to limit the time for their children to use technology. They must be given explanations that life is better if they interact in real life society.

Regarding the technical problems, students must keep saving their technology after using it. This can be done by limiting time accessing to avoid the technical problem because if the laptop or others technology are used for long time, their machine will easily damage. Of course, it also spends money to repair **it**.

REFERENCES

- Alberth. 2009. How effective are technology enhanced teaching techniques in the EFL classroom? Paper presented at the 56th TEFLIN International Conference, Malang.
- Amer, A., Al Barwani, T., & Ibrahim, M. 2010. Student teachers' perceived use of online reading strategies. *International Journal of Education & Development using Information & Communication Technology*, vol. 6 no.4
- Baytak, A., Tarman, B., & Ayas, C. 2011. Experiencing technology integration in education: children's perceptions. *International Electronic Journal of Elementary Education*, vol. 3 no. 2, pp. 139-151.
- Chun, D.M. & Plass, J. L. 2000. Networked Multimedia Environments for Second Language acquisition. In M. Warschauer & R. Kern (Eds.), *Network-based Language Teaching: Concepts and Practice* (pp. 151- 170). Cambridge: Cambridge University Press.
- Courduff, J. 2011. One size never fits all: Tech integration for special needs. *Learning & Leading With Technology*, vol. 38 no. 8, pp. 16-19.
- Garthwait, A. & Weller, H.G. 2005. A Year in the Life: Two Seventh Grade Teachers Implement One-to One Computing. *Journal of Research on Technology in Education*, vol. 37, pp 361-377.
- Fukushima, T. 2006. A student-designed grammar quiz on the web: A constructive mode of grammar instruction. *Educational Media International*, vol. 43, no. 1, pp 75-85.
- Jarrel, D. 2005. The motivational power of internet chat. *RELC Journal*, vol. 36, no. 1, pp 59-72.
- Jepson, K. 2005. Conversation and negotiated interaction in text and voice chat rooms. *Language Learning and Technology*, vol. 9, no.3, pp. 79-98.

- Meskill, C., & Ranglova, K. 2000. Sociocollaborative Language Learning in Bulgaria. In M. Warschauer & R. Kern (Eds.), *Network-based Language Teaching: Concepts and Practice* (pp. 20-40). Cambridge: Cambridge University Press.
- Miner, T. 2004. Using technology to enhance learning: Instructor- or Student-Moderated Discussion Boards: Which are more effective?. Retrieved from http://www.ccone.org/scholars/0405/TomMiner_final_report.pdf, accessed on August, 27th 2016
- Nunan, D. 1991. *The Learner-centered Curriculum*. Cambridge: Cambridge University Press.
- Pathak, A. 2007. Putting the Genie Back into the Bottle: An Agenda for the Future. In M. K. Kabilan & M.E. Vethamani (Eds.), *Internet and the English Language Classroom* (pp. 1-30). Petaling Jaya, Malaysia: Sasbadi Sdn Bhd.
- Park, H.R., & Kim, D. 2011. Reading-strategy use by English as a second language learners in online reading tasks, *Computers & Education*, vol. 57, pp. 2156–2166.
- Tutkun, O. 2011. Internet access, use and sharing levels among students during the teaching learning process. *The Turkish Online Journal of Educational Technology*, vol. 10, no. 3
- Wright, S., Fugett, A., & Caputa, F. 2013. Using E-readers and Internet resources to support comprehension. *Educational Technology & Society*, vol.16, no.1, pp. 367–379.