

ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS' PERCEPTION ON INFORMATION AND COMMUNICATION OF TECHNOLOGY (ICT)

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ABSTRACT

This research aimed to find out kinds of information and communication of technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA and to find out Teachers' perception on the use of information and communication of technology (ICT) in teaching English. This research used a descriptive qualitative method, the instruments used were observation and interview. The observation was used to observe and interview the English teachers. The findings of the research showed the results of the teachers' interview showed that mostly the teacher gave positive perception and agreed toward and teachers' used Information and Communication Of Technology (ICT) in teaching English, they were happy, they left easy to understand the lesson, motivated to learn, being polite, diligent doing assignment. Whereas, some student was unhappy in learning English and got difficulties to understand the lesson because the thought that learning English was difficult.

Keywords: *Perception, Information and Communication of Technology (ICT), Teachers' perception, Application, Teaching English*

INTRODUCTION

English is a language that occupies the first position in the world to communication. It is the important language in the all fields including in educational world. In this country, the government has been actively expanding the teaching of English as an essential part of the school curriculum because by mastering English, students can obtain several of information and develop their knowledge.

Teacher are important people by this it means that quality of education can only be as good as the quality of the teachers that are working within it. It is stated that one of the best ways to enhance the quality of the teachers is through continuing professional development. Although continuing professional development seems to be indispensable from teachers' professional lives yet, research shows that teachers are often constrained by the lack of availability of

time and financial support in joining formal face-to-face professional development program.

Number of literatures indicate that ICT has long been trusted to provide its users with a great number of possibilities to enhance many aspects of their lives including teachers' professional development. Thus, it is assumed that applying ICT for continuing professional development can be very beneficial for either the teachers or mentors. In this case, it is stated that ICT will make the process of learning of developing teacher's competence become much simpler without time or space restriction. Based on the previous background. The researcher formulates research questions as follow: What kinds of Information and Communication of Technology (ICT) do the teachers' use to teach English. What are the teachers' perception on the use of Information and Communication of Technology (ICT) in teaching English at SMPN 2 Masamba. In this study, the researcher formulates the scope on kinds of information and communication of technology in teaching English and teacher perceptions on the use of Information and Communication of Technology.

LITERATURE REVIEW

Concept of Perception

According to Barry (1998) perception is the set of process recognize, organize, and make stimuly in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception is a psychological function that stars a sensation, several stimuli continued. Stimulus received and grouped in such a way is then interpreted into individual subjective meanings. The nature of race against sensory data. That said, this state involves detecting the existence of stimuli whereas when we talk about perception it involves our understanding of the nature of perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus while perception involves understanding what the stimulus is. For example, when we see something, visual stimulation is light energy that is reflected from the outside world and the eye becomes a sensor. Visual images of

this external thing become a perception when interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the outside world projected on the retina of the eye and constructing a three-dimensional model of the world.

1. Depth perception

This is one's ability to feel distance. It's important for someone to distinguish the distance in the real world, such as the distance between me and other people and the space between objects. Included in perception of depth of space is the ability to feel the path that moves. Factors such as the first, second, and third dimensions play a role in our understanding of depth perception (Goldstein, 2007).

2. Movement Perception

We understand when objects move because certain objects appear in different places at different times. This is a natural process that we learn from birth. Only through this ability can one understand the world around him and feel danger or threat in movement, which is the key to survival.

3. Time Perception

we can feel the time, seconds, minutes and hours that can pass days to weeks and even years and can also last for centuries. Time we can feel and we call it the past, present and future in children the perception of time is still not good compared to parents. Some of the factors that influence this are age, activity, motivation, and intelligence and goals.

4. Size perception

As for the size of the object that we can feel can be influenced by several factors. The most important of these is how the visual angle will be replaced by the retina. All things that we see will be considered the same but, with objects that will look bigger. If we have chosen a visual we will know that the visual angle depends on two factors namely the actual object and the distance of the object from the eye. Another factor that influences this is the constant size of the object.

From the above explanation it become perception is a person capacity to feel distance is very important to equivocate is the work distinguish between our with others and the space between the object was .From the

perception of movement have also said that we bias feel a whole new object of movement where it is different at different times and that is an ability that has been we have since from birth.

Concept of Information and Communication of Technology (ICT)

1. Definition of ICT

Information and Communication of Technology (ICT), is technology that covers all the core equipment that is used to process or when delivering information. It has two different aspects, namely information technology and communication technology. What is meant by information technology is to talk about anything related to the process when it is used as a tool, manipulation and when managing information. Whereas what is meant by communication technology is everything that is fully related to the tools we normally use to process or when transferring data from one device to another. Therefore information and communication technology cannot be separated from one another.

2. Information and Communication of Technology (ICT) Application in Education

- a) Electronic Book
- b) E-learning
- c) Computer Assisted Learning (CAL) / Computer Assisted Instructional (CAI)
- d) Web-based learning
- e) Online learning
- f) Distance learning

3. The Benefits of information and communication of technology (ICT)

The various opinions above it can be concluded that the benefits of IT are as follows: first, the IT as a source i.e. IT can be used to source the information and to seek information that will be required. Second, IT as a medium, as a tool that facilitates the delivery of information in order to be accepted and understood easily. Third, IT as a developer of learning skills,

skills development-information technology-based skills with applications in the curriculum.

4. Information and Communication of Technology (ICT) Devices

- a) Computer
- b) Laptop
- c) Desk book
- d) Personal digital assistants
- e) Flashdisk

5. The Role of information and communication of technology (ICT) in Education

ICT applications is usually used in media learning the electronic book that usually displayed in a concise manner or dynamic information the simplest of e-book is move book in electronic format and will then, displayed by a computer e-learning is learning that includes learning at all levels both formal or non formal that uses the internet to convey teaching or facilities.

RESEARCH METHOD

Research Design

Based on the title, the researcher used descriptive qualitative as the design of this study. In descriptive research, the researcher is exploring and describing characteristic of population or phenomeon based on research question which have been dermined. The purpose of this research design was to describe focus of ICT are used by the teacher to teach English and teachers perception on ICT.

Technique of Data Analysis

To analyze the observation data and classroom interview, the researcher used interactive model analysis. Miles and Huberman (1992) defined there are four concurrent verification flow of activity in the model: data collection, data reduction, data display, and data conclusion drawing and verification.

1. Data Collection

The researcher collected the data by observing the teaching and learning process and interviewing teachers as an information to gain more supporting data. All the observation classroom and recording data are collect and then researcher analyzed the teacher's perception of ICT are used by the teacher to teaching English by made a description of the observation based on the real fact and the researcher wrote the transcription of the recording from the teacher's interview.

2. Data Reduction

In this step, the researcher selected data obtained at the time of research regarding the kinds of ICT are used by the teacher to teach English and teachers perception on the use of information and communication of technology (ICT) to teaching English, and then the researcher would make summary from main points arranging and categorizing data base on it classification.

3. Data Display

In this step, the researcher made describe and discusses the finding of the researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization.

4. Conclusion drawing and verification

The last step, the researcher made conclusion and suggestion based on the data analysis.

DISCUSSION

In this chapter, the result of the study are presented. The chapter is divided into two main sections; they are findings and the discussion of the research. The findings presented the result of data analysis collected through observation and interview. The discussion deals with the interpretation of the findings in the research.

Findings

The findings cover the data about kinds of information and communication of technology are used by the teachers' to teach English and teachers' perception

on the use of Information And Communication of Technology in teach English. The participants study were two english teachers.

1. Kinds of Information And Communication of Technology (ICT) are used by the teachers'to teach English

The result of this aspect aimed to find out kinds of Information And Communication of Technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA. The data gained through classroom observation which consisted of two classes namely VII and VIII grade. The researcher observed only once in each classes by using handphone without being involved in the activities of participants. The result of this aspect shows that there are two kinds Of Information And Communication of Technology are used by the teachers, namely handphone and laptop.

Table 1. The teachers' use kinds of Information and Communication of Technology to teach English

NO	Information and Communication of Technology (ICT) Tools	Teacher 1	Teacher 2
1	Computer		
2	Projector		
3	Hand phone	✓	
4	Internet		
5	Television		
6	DVD		
7	Flash disk		
8	Radio		
9	Laptop/Notebook		✓
10	LCD		

The table 4.1 above shows that in the VII grade, T1 employed video as a tool to give assignment for students. The teachers played a handphone about the materials search in the youtube and its response. During the students play the youtube, they were asked to complete that question about the materials.

Meanwhile in VIII grade, teacher T2 emphasized that he used ICT media in the form of laptop and asked students to find out about the material provided and in addition to increasing knowledge students could also learn

how to use ICT media in the learning process or when working on assignments.

2. Teachers' perception on the used of Information And Communication of Technology (ICT) in teaching English

This part is aimed to find out teachers' perception on the used of information and communication of technology (ICT) at SMP NEGERI 2 MASAMBA the data were gained through interview toward two English teachers. The researcher found that there are four indicators of teachers perception on the used of information and communication of technology.

a. ICT Improve students interest

Extract 01

“Yes, I know ... ICT is a technology that contains various types of information tools that can be used by teachers to improve student learning interest and the quality of students' knowledge in the classroom”

Teachers already understand what is meant by ICT They already understand and give a little brief explanation about ICT and have applied it in the Classroom to support the quality of student learning and student interest in learning.

b. The students motivate with ICT

Extract 02

“Of course. Because, for students as entertainment and motivate students to look for answers and they look more enthusiastic when using ICT “

ICT is not only present as a tool in the learning process but can also be used by teachers to entertain students while learning so that learning material becomes interesting, students feel they are not easily bored in accepting lessons in class.

c. ICT make it easy the students tounderstand about that material

Extract 03

“I think it's easier. This means that this is easier in the sense that

students will be very motivated by drawing and easier to digest the learning given ”

Students become easier to understand the lessons with ICT they are more motivated if given a lesson through drawings that are made to be as interesting as possible and with the application of these students it is easier to digest the learning given by the teacher.

d. ICT help the Teachers to teach English

Extract 04

” My opinion is that it is very very helpful for the teacher in providing a material explanation because it is assisted with ICT. And also more able to make students motivated and more active in learning English. ”

In the application of ICT in the learning process the positive impact is very helpful for teachers to provide an explanation of the material with the help of ICT. And students are more active in learning English.

e. ICT make it happy the students to study English

Extract 05

“Students are very happy because, by using ICT they are very interested and then they can find information widely related to the material they received at that time.”

With ICT students are very happy in finding information about the learning material that is being given. Because, with ICT their interest in learning is increasing and they get a lot of convenience to access information about lessons.

f. Improve students working a task

Extract 06

“ Yes. Of course they are greatly improved in terms of working on tasks when compared to before if they do not use ICT. There's been an increase. “

ICT makes students improve in terms of doing the assignment compared to when the teacher does not use ICT. With the application of ICT

students are more enthusiastic and very diligent in doing the tasks given by the teacher.

DISCUSSION

The teachers' use kinds of Information and Communication of Technology (ICT) to teach English

Based on the classroom observation, all of the teachers used different kinds of Information and Communication of Technology on the objective of the lesson. In the grade VIII, the teacher used handphone to explain about expression of giving invitation and its response because students can immediately learn the expression in this video based on handphone. Meanwhile, the learning objective in grade VII is students can recognize various expression of greeting and the teacher employed video as learning media to achieve the objective. The teachers education mentioned handphone and Laptop as the main sources to obtain Information and Communication of Technology.

The researcher also found that students in grade VII more active in the class especially when the teacher asked to watching on the video in handphone. In grade VIII, the students more motivated to following learning process because they can listen directly English conversation from this video. Besides, the teachers also adjust the kinds of Information and Communication of Technology are used by the teachers to teach English. They believe that Information and Communication of Technology can help them to explain learning material and also it can make it easier for students to understand the material. The result of this study are similar to Jamal (2011) in utilizing the ICT require equipment/devices that can be used to get information in learning process.

Teachers' perception on the use of Information and Communication of Technology (ICT) in teaching English at SMPN 2 MASAMBA

Based on the result of analysis of teachers perception on the used of Information and Communication of Technology in teaching English, it can be seen that all of participants had strong belief toward the use of Information and Communication of Technology in teaching English. It was proven through the result of interview that have been obtained by researcher. They agree that

Information and Communication of Technology is very important to use in teaching English because with the Technology all of the students can find many material in the internet. Besides, the students can also improve their English skill through video from the handphone. The result of this study are similar to Chee (2002) state that perception of stimuli that can be influenced individuals mental awareness, past experience, knowledge, motivation and social interaction.

CONCLUSION

Based on the findings and discussion, the researcher concludes that:

1. All of English teachers in SMP NEGERI 2 MASAMBA used Information and Communication of Technology (ICT) to teach English in class seven the teacher used hand phone and in the class, eight used a laptop. They choose the type kinds of Information and Communication of Technology will be used based on the learning objectives to be achieved. In addition, all of participant in this study gave their strong belief toward to used Information and Communication of Technology in teaching English in,
2. Teachers believe that Information and Communication of Technology can introduce English to the students in the real context and if presented in an interesting form it can make the students more motivated in following the learning process. Besides it can help the students can improve their quality because with Information and Communication of Technology all of the students can search many knowledge in the internet. Teachers also believe that Information and Communication of Technology is suitable for all levels of students from beginner to advanced.

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