

STUDENTS' RESPONSES TO THE USE OF INFORMATION TECHNOLOGY (IT) IN THE ENGLISH TEACHING-LEARNING AT SMK MA'ARIF 5 GOMBONG

Alek Andika
Universitas Ma'arif Nahdlatul Ulama Kebumen

ABSTRACT

The aims of this research are to describe students' responses and to know the substantive theories that can be formulated from the reality of students' responses to the use of Information Technology (IT) in the English teaching-learning at SMK Ma'arif 5 Gombong. Type of research is a qualitative naturalistic with subjects X and XI grade students. The subjects of the research are students from multimedia, office administration, accounting and automotive study program of SMK Ma'arif 5 Gombong in academic year 2017/2018 which consists of 30 students. The data were obtained from students directly in the class by using an open questionnaire. Data analysis techniques in this research carried out by categorical analysis and descriptive analysis. The results showed that there were 141 students' responses which were divided into two major group consisted of 77 students' positive responses and 64 students' negative responses. These all responses were broken down into 22 categories. Based on the descriptive data analysis, there were 5 prominent of students' responses toward the use of IT in the English teaching learning. They were 3 positive responses in relation to process, method and material. Then, there were 2 negative responses in relation to physics and attitude. There were also obtained 5 substantive theories to the use of IT in the English teaching learning. They were 3 positive substantive theories which explained that IT gave the effectiveness and efficiency, IT could make easier in getting English material and IT could improve student's learning outcomes. Then, there were 2 negative substantive theories which explained that IT was able to cause a noisy learning process and IT made an uncomfortable learning process if IT was not prepared properly. On the basis of the results of this research showed that there were many advantages of the use of IT more than its disadvantages. Therefore, it can be suggested for English teachers to use IT in their teaching-learning process.

Keywords: students' responses, information technology (IT), qualitative naturalistic

A. INTRODUCTION

a. Background

That is a fact in the era of Information Technology (hereinafter referred to as IT) is exploited IT in almost all aspects of human work that have correlation with people interaction each other, either directly or indirectly, formal and non-formal. One of the main activities in the education is teaching and learning process which is often also termed by the interaction of teaching and learning. It can be inside the classroom or outside the classroom. Indeed, the main necessity of the presence of any technology in human civilization, including the presence of information technology, is to support human performance in their respective fields.

SMK Ma'arif 5 Gombong is one of the formal educational institution which has used information technology since 2010. There are 27 teachers in that school, 18 of whom have been using IT in their learning process. However, there is never done research related to the effects or benefits of the use of IT in the learning of the students so far. That is why, this fact makes researcher wants to conduct a research on the vocational high school of Ma'arif 5 Gombong as the setting.

Students are the most important component in the domain of education. Therefore, all efforts and the development or renewal of teaching and learning processes, including the use of IT in the process of teaching and learning interactions need to see the benefits for students themselves. It is also fundamental as the beginning about the real students' response to the use of IT in the learning process. Here, the researcher teaches English lesson. The researcher is interested in examine the students' response to the use of IT in the English learning process at SMK Ma'arif 5 Gombong. Basically, the results of this research can be used by the readers as an input for the improvement or development of IT-based English teaching-learning in the future.

b. Problem Identification

The writer would like to identify the problems based on some supported theories and the researcher's assumption about education. Education has some components such as someone who is taught (student) someone who teaches (teacher), material, method and facility. The researcher correlates these all components to the use of Information Technology (IT) in the English teaching learning. Therefore, the researcher assumes some problems as follows;

1. The relationship between the students' characteristics and students' responses.

According to Bloom's Taxonomy (1956) stated that instructional designers, trainers, and educators often refer to these three categories as KSA ([Knowledge](#) [cognitive], [Skills](#) [psychomotor], and [Attitudes](#) [affective]). The variation of students' characteristics based on that domains which makes the student in the learning process using IT in English subjects enables diverse.

2. The relationship between the diversity of the material with the students' responses.

According to Bligh (1997) stated many factors affect student's responses to work and to learn, interest in the material, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and

persistence. The diversity of the material which is then likely to make the students' response to the material itself becomes diverse.

3. The relationship between teachers' characteristics and students' responses.

The main challenge of the Indonesian nation is the capability to improve its human resources quality and education sector especially for teachers' competences in the professionalism, pedagogical, personality and social (Kemendiknas, 2010). This diversity of teachers' competences that can probably allow the students' responses in the learning process becomes diverse.

4. The relationship between the methods with students' responses.

There is some evidence that conveying teacher's enthusiasm to students may have a positive influence on the way students perceive his/her teaching way (Bligh, 1997). The suitability of method against the type of material, the student's and teacher's competence in the learning process allow the students' responses to be diverse.

5. The relationship between the facilities with students' responses.

The school facilities are all things available in the school, such as the tools, equipment or places. Facilities mentioned, they are aimed at facilitating the implementation of the learning process in education.

c. Problem Formulation

- a. What are the students' responses toward the use of IT in the teaching and learning of English subject at SMK Ma'arif 5 Gombang?
- b. What are the substantive theories that can be formulated from the reality of students' responses to the use of IT in teaching and learning of English subject at SMK Ma'arif 5 Gombang as referred to the first item above?

B. LITERATURE REVIEW

a. Theoretical Review

1. English Teaching – Learning

Teaching has been defined by Wells (2008) as cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information. Amidon (2013) stated that teaching is defined as an interactive process, primarily involving classroom talk. As Smith (2008) described the teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors – those over which the agent has no control (class size, size of classroom, physical characteristics of pupil etc.).

2. Student's Response to Information Technology (IT).

There are some learning aspects such as, students, materials, teachers, method, facilities that related to student's response. Gagne (1960) stated that learning must be conditioned to bring the expected response. McKechnie (1981) as cited in Muhammad's thesis (2012) stated that response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation.

As Blackstone (2010) in his research about the use of IT in learning process states: "The students have positive responses in learning English through technology. The usage of technology in English learning process gives the student a lot of interesting experiences (Sunardi, 2011; Thoha, 1993; Russell, 2006). According to Yuniawan (2011) in his research defines that students' different characteristic influence their different responses. He states: "The use of technology in teaching learning process is not really offer positive impact to the learners.

b. Conceptual Framework

Teaching and learning process is very complex. Students will response to the teaching and learning process that can be positive or the negative one. The success of teaching learning process is affected by many aspects. They are the student's characteristics, teacher's characteristics, method, material and facility. By knowing that main factor and the others, the teacher is able to evaluate in his/her teaching way. In this research, the writer is

focusing on students' responses to the use of Information Technology (IT) in the English teaching learning at SMK Ma'arif 5 Gombang.

C. RESEARCH METHOD

The method that will be used by the writer in this research is qualitative naturalistic. Qualitative means that the results of the research will be the sentences or statements form. While, the naturalistic itself means that a research based on data which get from participants' idea that is not based on theories. Research participants in this research are 30 students of X and XI class, they are from multimedia, accounting, Light Vehicle Engineering Technique/automotive and office administration program of SMK Ma'arif 5 Gombang Kebumen in academic year 2017/2018. The instrument is used to collect data in this research is an open questionnaire. Data analysis techniques in this research carried out by categorical analysis and descriptive analysis.

DATA ANALYSIS AND FINDINGS

A. Categorical Data Analysis

Based on students' responses which were gotten from 30 students, there were 141 responses. The responses were divided into 77 students' positive responses and 64 students' negative responses. These all responses were broken down into 22 final categories as follows.

1. Students' Positive Responses related to Teaching Process.
2. Students' Positive Responses related to Method.
3. Students' Positive Responses related to Giving Material.
4. Students' Positive Responses related to Getting Material.
5. Students' Positive Responses related to Learning Process.
6. Students' Positive Responses related to Learning Outcome.
7. Students' Positive Responses related to Facility.
8. Students' Positive Responses related to Teaching Method.
9. Students' Positive Responses related to Additional Equipment.
10. Students' Positive Responses on the Use of Software Application.
11. Students' Positive Responses on the Use of IT .
12. Students' Positive Responses on Teaching Material.
13. Students' Negative Responses on Classroom Management.
14. Students' Negative Responses on Learning Process.
15. Students' Negative Responses on Learning Technique.

16. Students' Negative Responses on Teaching Method.
17. Students' Negative Responses on Teaching Material.
18. Students' Negative Responses on Students' Physics.
19. Students' Negative Responses on Students' Psychology.
20. Students' Negative Responses on Attitude.
21. Students' Negative Responses on The Use of IT.
22. Students' Negative Responses on Teaching Technique.

B. Descriptive Data Analysis

In this research, all students' responses were categorized in some descriptions from each final category. Foreexample, "**Students' Positive Responses on the Use of Information Technology (IT)**". This research has four items for that. The writer describes as follows;

No.	Data	English Equivalent
1.	Dengan TI , teman yang sering bermain dikelas menjadi memperhatikan.	By using Information Technology (IT), students will pay attention to the teacher.
2.	Dengan TI menjadikan Bahasa Inggris menyenangkan.	By using Information Technology (IT), I have fun in English lesson.
3.	Dengan TI belajar dengan semangat.	By using IT, I get a spirit
4.	Dengan adanya teknologi informasi kita bisa lebih mudah mengartikan bahasa Inggris.	By using IT, we can translate the English more easily.

The next example is “**Students’ Negative Responses on The Use of IT**”. There is a correlation between students’ negative responses and the use of IT itself. There are seven items. The descriptions will be presented as follows;

No.	Data	English Equivalent
1.	Pembelajaran menggunakan LCD tidak semua paham apa yang disampaikan.	There are many students don’t understand to the material delivered by teacher using an LCD,.
2.	Menyebabkan murid ada yang tidak faham .	Information Technology (IT) causes many students don’t understand to the material.
3.	Jika hanya melihat gambar dan mendengar suara dari TI banyak yang tidak maksud .	If we just look at picture and listen to the sound from IT, we won’t understand to the material.
4.	Menggunakan media saja banyak yang tidak konsentrasi .	By using a media only, many students don’t concentrate.
5.	Dengan TI justru saya sulit konsentrasi .	By using IT, I find it difficult to concentrate.
6.	Terkadang saya merasa bingung .	Sometime, I feel confused.
7.	Menjadikan siswa tidak kreatif dengan kemudahan yang diberikan TI.	Information Technology makes some students are not creative with the convenience which is provided of IT

able that occurred during the learning process.

The results are 5 substantive theories as follows.

1. The first substantive theory is that the use of IT gives the effectiveness and efficiency the English teaching-learning process.
2. The second substantive theory is the use of IT can make easier in getting English material.
3. The third substantive theory is that by using of IT (Information Technology) wisely in the English teaching-learning process can improve student’s learning outcomes.

4. The fourth substantive theory is that a bad management of class which using IT is able to cause inefficiency and a noisy learning process.
5. The fifth substantive theory is that the teacher who uses IT as a teaching way but it is not prepared properly, there will be an uncomfortable learning process.

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

Based on the descriptive data analysis, there were 5 prominent of students' responses toward the use of IT in the English teaching learning. They were 3 positive responses in relation to process (IT had made a good learning process), method (IT in the English teaching methodology can assist and facilitate teacher in the class) and material (IT makes easily in getting material). Then, there were 2 negative responses in relation to physics (IT has some negative impacts for students physically when they are learning English in the class) and attitude (students didn't pay attention and felt laziness because they just relied on the use of IT).

B. IMPLICATION

According to the conclusion above that the prominent descriptive analysis and substantive theories which have been elaborated, it contains of implications which based on students' negative responses. The solution that is able to overcome all problems are the teacher should prepare in each meeting well.

C. SUGGESTION

On the basis of the results of this research showed that there were many advantages of the use of IT more than its disadvantages. Therefore, it can be suggested for English teachers to use IT in their teaching-learning process.

REFERENCES

- Amidon, J. (2013). *"Teaching: Responding to oppression with unconditional love"*. Mississippi: University of Mississippi.
- Blackstone, B. (2010). *"A basic English skills course approach"*. Oxford: Oxford University Press.
- Bligh, W. (1997). *The Mutiny On Board H M S Bounty Paper Best College Writing Services*. Australia: Australian National University.
- Bloom, B. S. ed. et al. (1956). *Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain*. New York: David McKay.
- Gagne, R. M. (1960). Introduction. *Psychological principles in system development*. New York, NJ: Prentice Hall.
- McKechnie, J. (2011). A paper called *"Education as Reconciliation,"* published in the *Journal of Curriculum and Teaching*.
- Muhammad. (2012). *"Students' responses to the use of media"*. State University of Yogyakarta (UNY).
- Rockoff, J. E. (2004). *"The Impact of Charter Schools on Student Achievement"*. Columbia: Business Press.
- Sunardi, A. (2011). *"The Effectiveness of Wall Magazine in Improving the Creativity of Writing Short Story"*. Yogyakarta: UNY.
- Smith, R. D. (2008). *The Padagogisierung of Philosophy. In Educational of the Educationalisation of Social Problems*. Columbia: Robson.
- Thoha, M. (1993). *Perilaku Organisasi: Konsep Dasar dan Aplikasinya*. Jakarta: CV Rajawali.
- Wells, R. (2008). *"The Journal of Higher Education, Teachers College Record, Research in Higher Education"*. Doctoral thesis. Pretoria: University of Pretoria. (Unpublished).

Websites:

- <http://www.Kemendiknas/2010/upaya-dan-strategia-peningkatan-mutu-pendidik-dan-tenagakependidikan>. (July,2018)
- <http://www.nus.edu.sg/celc/publication/journal/RETL.62/01to20blackstone.pdf>. (July, 2018)
- <http://www.albany.edu/journal24/download/article/Yuniawan/2011/English-Through-Technology.pdf>. (July,2018)
- [http:// altweb.jhsph.edu/wc6/paper1.pdf](http://altweb.jhsph.edu/wc6/paper1.pdf)/Russell/2006. (July,2018)
- https://antoniaceria.wordpress.com/Antoniaceria's_blog/2011. (October,2018)