THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) IN ENGLISH LANGUAGE LEARNING: A CASE STUDY AT ONE PUBLIC UNIVERSITY IN JAMBI

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ABSTRACT

This research is aimed to describe students' perception toward the use of Information Communication and Technology (ICT) in language learning. The objective of the study is to know students' perception toward the use of ICT in language learning and to know the problem that they encountered during the use of ICT. The design of this research was survey method. The subject of this research was sixth semester students' of English department Jambi University. A questionnaire was main instrument to gather the data. The questionnaire consists of items regarding the educational resources of respondents, their reasons for using ICT, the use of ICT in learning process and the problems that they encountered. The result of the study showed that ICT is useful for students. Using ICT can help students easier in accessing information they need which can bring positive effect for students, but this should supported by sufficient ICT equipment and ability to determine information which they search for in order to give better performance since the number one problem faced by students come from two numbers which are, few staff using ICT and information from ICT always change. It is recommended for lecturer to involve ICT services during the teaching and learning process more often and giving guidance to students to determine the appropriate material for their needs.

Keyword: *Information communication and technology, English language learning*

BACKGROUND OF THE STUDY

The better quality of a university can bring positive effect to quality of its students. A university can be said having a better quality if it can pass some criteria such as having sufficient facilities for learning process, an efficient management, democratic leadership, qualified learning process, sufficient library and the utilization of ICT (Wijaya, 2013). One of those criteria that will be investigated in this research is the utilization of ICT in learning process.

ICT is defined as tool to distribute, processing, store and exchange information in the set of application or service (Reddi, 2012). ICT refers to the use of technologies tools for storing, creating, and sharing information. It can be concluded that ICT refers to kind of devices that can help people in accessing information, storing it and share it with other people.

The use of ICT is considered as potential factor to help students in improving their academic achievement in language learning process. The use of ICT can help

students easier to access information in many places that can produce an active learning connected to real life that also increase educational quality by among others (Tinio, 2002).

More recently, it has widely recognized that in education, information and communication technology (ICT) holds the promise of transforming learning in new and powerful ways. It allows for wide range of people to access the content needed to improve their knowledge and professional skills especially in teaching and learning process.

Furthermore, the use of ICT to support teaching and learning within English needs to be investigated. Majorities of students are more interested in learning when the teachers use the ICT as their media to make more interactive and innovative in teaching English. But there still some colleges which do not fully used ICT in learning process, they do not access to ICT facilities, including using interactive software to support four skills of English. This condition provide boredom situation and make student being passive in learning process. Besides, the traditional method still remain dominating in teaching and learning process while computers are seen to have potential to make significant contribution to teaching and learning of English.

In Jambi University English Department, the use of ICT is already seen such as the use of projector in lecturing. Projector can help students in getting visual material that help them easier to process information given by lecturer. But the use of ICT is limited, there is no other ICT facilities to support students during learning process. It is considered that this tool is not enough to support students. It can make students feel bored and reduce their spirit in learning English.

Nowadays, as technology developed, ICT occurs as one potential learning aid. One of ICT devices is computer. Computers can make interactive human communication being possible. The computer based activity can connect people to others who come from different place that is local or global network by the help of internet (Kern and Warschaeur, 2001; cited by Bambang Yudi Cahyono and Utami Widiati, 2011)).

By having access to the internet, students can see the potentials of almost any website for learning english (Bambang Yudi Cahyono and Utami Widiati, 2011). There must be many sites designed especially for students of English as a foreign language in which they can exchange email or information, do exercise and find out the answer, browse many learning materials. The real advantage of ICT in English language learning for both teachers and students is they can get access to the authentic English (Harmer, 2001:149; cited by Bambang Yudi Cahyono and Utami Widiati, 2011). They can browse and visit the site whenever they want and wherever they are. Besides, it is also possible for them to communicate with a native speaker or other language learners who come from all over the world thus exposing themselves to the target language and they can access it 24 hours a day.

Furthermore, there are others learning process which involve computer without access to the internet. First, the use of interactive text during the listening class. The existence of a text can improve students' motivation during the listening class (Jakodobstirr and Hooper, 1995; cited by Yusof, 2012). Text here is not a usual text,

this text is provided in the computer which appear while the audio is played. It can help students to improve their listening ability. Second, the use of three different media which are audio, video tape, and CD-ROM in listening activity that make students give better performance on task and get effective comprehension and recall while using it in listening test (Brett, 1997; cited by Yusof, 2012). Third, the use of ICT in designing activities for teaching done by the teacher such as some result of expert study showed that ICT is used in designing and doing activities in teaching pronunciation (Lee, 2008), grammar (Al-Jarf, 2005), vocabulary (Tsou, Wang, & Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003).

A previous study entitled "The Effectiveness of Using a Multimedia Software and Developing Some Listening Skills Among Saudi Secondary School" written by Fayza Saleh Al-Hammadi in 2011, is done to measure the effectiveness of multi-media software for developing some listening skills among Saudi Arabia students. To reach the aim of this research, he used three tools. First, a list of listening skills was collected from literature to determine the necessary listening skills needed by students. Second, a pre-post test was prepared and programmed to measure the effectiveness of the software in developing some listening skills. Third, multi-media software was designed, programmed, and administered by him for developing students' listening skills. The sample of the research included sixty third year Saudi secondary school students. They were selected randomly to be included in the experimental group (N=30) and the control group (N=30) and randomly assigned to the two groups. Findings of the research revealed that the software designed for the purpose of developing some listening skills has been effective in the development of specific listening skills for the third year Saudi secondary.

A study conducted by Siranee Chutopama (2004) entitled "The Utilization of Information Technology in The Teaching-Learning Process: The Case of Rajabhat Institute Buriram, Thailand" is done in order to determine the utilization of ICT as a tool in teaching-learning process among teachers and students in Rajabhat University in which problem and students' demographic background were assumed related to the utilization of ICT. Data were gathered by using questionnaire survey. In her study, she found that most of teachers and students use ICT in learning process and they also have educational resources such as books. The result obtained from teachers and students that ICT help them in accessing information and ICT help teachers in preparing classroom activities. While for the problem, she found that problems encountered in using IT in teaching learning process among students obtain the same overall mean rating.

Other previous study conducted by Harris (2002) as cited by (Noor-Ul-Amin, 2013), a study conducted in three primary and three secondary schools, which focused on innovative pedagogical practices involving ICT. Harris (2002) concludes that the benefits of ICT will be gained if teachers have a strong will to explore new opportunities for changing their classroom practices by using ICT.

In Indonesia, some studies related to the use of ICT were already done. Research result reported by Jati and Priyanto in 2006 showed that weblogs and webquest is effective to be used in language learning. Jati's study involving 180 students who were given task to write for academic and technical purposes, he found that the use of weblogs can increase the interaction. Most of students stated that they can see the progress in their writing activity and that weblogs help them to crosscheck their work with their friends' work. In his study, Priyanto assigned five pairs of students to work collaboratively in writing argumentative essay. He found that students can synthesize various articles published on the web include the point in their essay. Besides, he stated that the use of webquest provided students to discuss topic that they wrote with they peer. The studies reported above show that internet based activities contribute to the development of English proficiency.

METHODOLOGY

This research used quantitative method with survey approach, which involved 76 students as respondents from English department Jambi University. The research based on current phenomenon that was the use of ICT in language learning in Jambi University. The researchers wanted to know students' perception toward the use of ICT and problems that they encountered during the use of ICT in learning process. Cronbach alpha was used to measure the realibility of the questionnaire which was .801. It indicated that the questionnaire was reliable.

RESEARCH FINDINGS AND DISCUSSIONS

Students Perception toward the Use of ICT in English Language Learning
Figure 1. Use of ICT Equipment in term of "often" statement
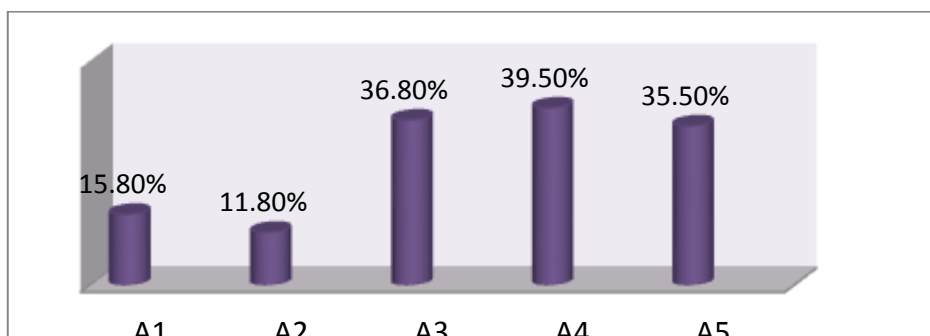
A1	: IT equipment and services are available at UNJA.
A2	: IT equipments are available in classroom.
A3	: Lecturers at UNJA use ICT equipment in teaching.
A4	: Lecturers at UNJA assigned students to use ICT equipment.
A5	: Students of UNJA use ICT for doing project.

Chart above indicated that both lecturers and students already familiar with ICT devices, it can be seen from the frequency usage of the ICT devices. Lecturers tend to use ICT in teaching for delivering material or just assigned students to do assignment. While students tend to use ICT for doing assignment given by the lecturer.

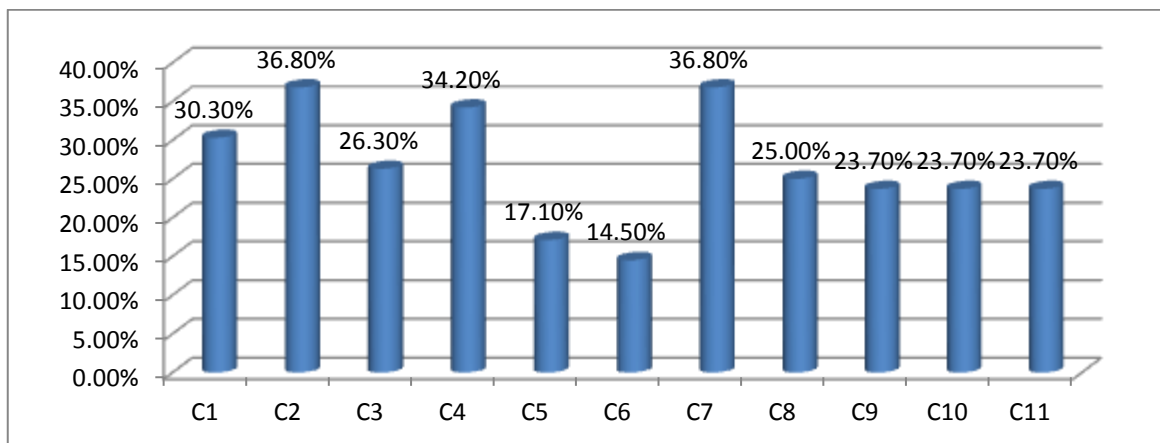**Figure 2. Usefulness of ICT in term "always" statement**
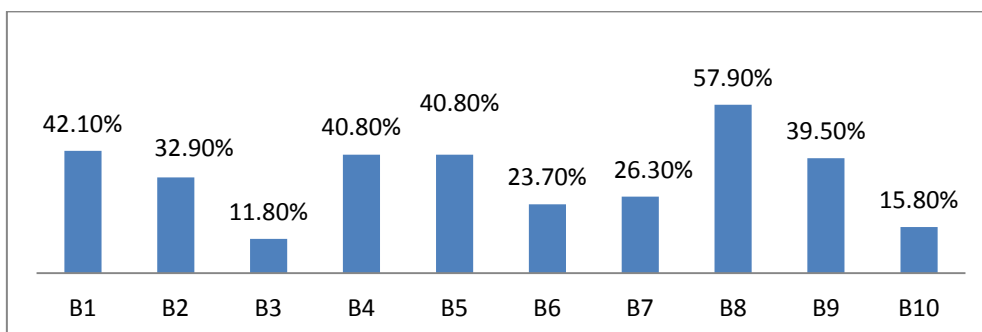
Based on the findings, it can be concluded that students are agree that ICT is useful to be used in English language learning since it can bring advantages for them. Several advantages that gain high percentage are IT makes global communication easy, IT equipments like CD-ROM and internet are very useful to teaching-learning activities, and IT makes learning and studying easy since when students would like to search information from the internet she or he only needs to type then several headlines will appear.

The others perception of students also were taken from the use of ICT itself which more focus on the utilization. Majority of students stated that IT equipments were already provided in Jambi University and they already used it in learning process. Students tend to use ICT services for searching information given by lecturer, while for lecturer tend to use it for presenting material or as media in delivering task.

Problems during the Use of ICT in English Language Learning
Figure 2. Percentage of Problems encountered by students

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C1	= The computers serving IT are low in quality
C2	= There are very few staff using IT in their classes.
C3	= Most subject content is not suitable for IT use.
C4	= Limited time to use it.
C5	= The information search from IT do not meet the needs
C6	= Don't know how to operate the computer, CD-ROM, or internet.
C7	= The information search from IT always change.
C8	= Lack of knowledge in writing references from IT.
C9	= Lack of knowledge and skills in using English to search information from IT.
C10	= The university does not realize the importance of IT in classroom activities.
C11	= The lecturer do not realize the importance of IT in the classroom activities and assignment of the learner.

The chart shows percentage of problems encountered by students during the use of ICT that based on "agree" statement. The highest percentage gained by problem "there are very few staff using IT in their classes" and "the information search from IT always change" that is about 36.80 percent, then followed by "limited time to use it (C4) and the computer serving IT are low in quality (C1).

Based on this data, it indicates that students agree that the number one problem comes from the available ICT and the content of information they need. The highest percentage gained by C2 and C7. It indicates that although ICT already provided by University, staff do not fully utilize ICT devices during the learning process or the other reason is only some staffs who can master the ICT usage and also it can be related to the other problem that is limited time to use IT that make staffs can not use ICT devices fully during the learning process. This factor can make students being less interested in following the class because the frequency of students with the ICT usage is limited, they do not have enough time to explore what they try to search for. Then, because so many people already used ICT in accessing information, sometimes information that they get yesterday may change tomorrow since everyone can edit the available information due to the legal permission that sometimes provide by the program such as Wikipedia that can be edited easily, this

can make students being confused to determine the reliable information for their need.

The next problem is low quality in serving ICT. It indicates that the machine that is used to serve ICT needed to be investigated to find out if the machine is still functional or not, then it is also needed to be updated in order to make the machine go with the growing ICT devices or program. When learners become frustrated in learning because of the lack of equipment, it can bring negative effect among the learners (Chutopama, 2004). Students can be less motivated and lose their spirit in learning if these problems are not solved.

The lowest percentage was gained by C6 and followed by C5 that is "don't know how to operate computer, CD-ROM, or internet" and "the information search from IT do not meet the needs". Based on this result, it indicates that majority of Jambi University students are able to use computer and the other ICT devices and the information that they search through ICT devices meet their needs so it helps them during the learning process.

CONCLUSIONS AND RECOMMENDATIONS

After analyzing data, the researcher draws several conclusions as follows:

1. Result of the research indicates that ICT devices can help students easier in accessing information that they need during the learning process.

2. The result taken from the questionnaire part II shows that majority of students already know and familiar with ICT devices, they already posses some of them and used it in learning process, besides majority of students use ICT devices for learning purpose such as doing assignment.

3. The result of questionnaire part III shows students agree that ICT devices can help them to solve they problem especially for learning process that indicates ICT devices are useful to be used since they can take some benefits from it such as information from ICT is update or even it can saves their money.

4. The result of questionnaire part IV shows that the number one problem faced by students is gained by two number of statement that is there are few staff using IT in their classes and the information search from IT always change that make students being confused to determine which information reliable for their need (36.80%).

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