**Technology Enhanced Language Learning in Indonesia EFL Context: Students’ Perspective**

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ABSTRACT

This present study investigated technology enhanced language learning (TELL) in an Indonesia EFL learners. Today’s students are digital natives who need to develop their 21st century skills. Two research questions are formulated for the study, (1) what is the relationship between classroom management and technology integration? and (2) how does graduate students integrate technology to enhance English language learning?. This qualitative study was conducted with a pre-observation interview, a post-observation open-ended questionnaire. The results indicated that TELL was actively used for major principles namely (student autonomy and initiative; use of raw data, primary sources, interactive and physical materials; establish prior knowledge; and allow students time to conduct relationships and metaphors). Management support increased teacher preparedness to attempt classroom technology integration (CTI). Teachers who were less technology-inclined were more willing to practise CTI when they had access to resources and peer support..

**Keywords:** Technology, Enhanced, Students’ perspective

**Introduction**

Nowadays, the method of teaching English is changed by the use technology. Technology provides a variety benefits in shaping teaching interesting and more productive in terms of advancements. The use of technology makes the learners interested in getting involved in the learning process. Truly, it has been accepted for teaching English in this modern era. In addition, technology satisfies both visual and auditory senses of the learners (Solanki &Shyamlee, 2012). Then, the technology is becoming the center of information for both education and culture. Therefore, by using technology, it will have big impact because the learners will obtain easily the input in the learning process.

Many researchers confirmed that technology can be used as an instructional in teaching and learning skills. Gilakjani (2013) and Bruce and Levin (2001) stated that technology can be useful in classroom by helping communication, making teaching product, and assisting learners’ self-expression. The learners will interest in following the instructional because it offers many opportunities in providing the learning process both visual and auditory. According to Lim et al. (2003), technology integration is defined in terms of teachers applying technology to develop learners’ thinking skill. On the other hand, classroom management helps teachers to control students who have behavioral problems such as students who are not active hopefully will participate in a discussion when the teacher does grouping them in working in pair.

**Research Problems**

Based on the explanation above, this study aims to identify:

1. What is the relationship between classroom management and technology integration?
2. How does graduate students integrate technology to enhance English language learning?.

**Literature Review**

**Classroom Management**

According to Brophy (2006), the actions taken to create and maintain a learning environment conducive to successful instruction is defined as classroom management. It focuses on the teachers' actions concerning rules, procedures, diciplinary interventions, and the relationship between teacher and student. Apropos of rules, for example: when the teacher enter the class, the student have to be silent and pray before starting the lesson.

The teacher's action will produce good quality in the learning process of students if the teacher is able to carry out a class management strategy to be effective. When the class management strategies are implemented efficiently, teachers narrow behaviors that hinder learning for the students, whilst make full use of behaviors that facilitate or enhance learning.

**Aspects of Classroom Management**

The educationists experts believed that there are several aspects in classroom management, namely: teachers’ methodhology, teachers’ authority, teacher-student interaction, and classroom assessment.

1. Teachers’ methodology

In order to accomplish the target of language teaching, some techniques in a method are needed. The method entails lesson plan, text book, and syllabus.

1. Teachers’ authority

In achieving the goal of the task, the teacher must has authority as well as dominance of the classroom (Mesrabadi, Badri, & Vahedi, 2010).

1. Teacher-student interaction

This aspect viewed as the most rudimental aspect in EFL classroom. That is because during the language teaching and learning process this will provide opportunities for students to take the input that is delivered by the teacher.

1. Classroom Assessment

Hedge (2000) defined assessment as the general process of observing or keeping an eye on the learners’ advancement.

**Innovation in EFL Classroom**

Technology is essentially used in EFL classroom since it has several advantages for teachers and learners. According to Paul and Liu (2018), practitioners and researchers introduce the use of technology in fostering Communicative Language Teaching (CLT) through some methods for instances, target language video, online learning community, and online games and apps. The aforementioned instances will be described below.

* 1. Target Language Videos

Tschirner in Paul and Liu (2018) emphasizes that target language videos are able to expose learners to the “phonological, grammatical, lexical, pragmatic, and sociocultural features within a situational framework” (p. 307). Moreover, he explains that the use of target language videos helps learners learn the sociolinguistic norms of English speakers.

* 1. Online Learning Community

Several types of communities, which focus on past-times, music, and work-related skills, are considered as one of the alternatives of teaching methods in CLT since the communities have the same interests in spite of geographical differences.

* 1. Online Games and Apps

Teachers also might introduce their students to use online games and apps in EFL classroom. The aims of this activities are to offer fun and interactive language learning.

* 1. Cell Phones and SmartPhones

The phones are able to be used not only for playing some apps but becoming a communicating media for teachers and students. For instance, a teacher is not able to teach because h/she has an important task in a certain city or even in a foreign country but h/she still manages to communicate with his/her students through a chat application such as Whatsapp or WeChat.

**Educational Technology**

Educational technology is defined as a systematic and organized process of applying modern technology to improve the quality of education (Stosic, 2015). In addition, it refers to the detailed application of psychology of learning to practical teaching problems and the application of engineering principles in the development of electro-mechanical equipment of such devices—pictures, tape-recorders, computers so forth as cited in Paul and Liu (2018). They also describe the relation of the two last meanings; these meanings interact in the design and use of equipment to provide control over the learning situation.

**Types of Educational Technology**

Because educational technology has wide meanings, some researchers and practitioners divide educational technology into three types. Three main types of educational technology will be also explained below.

* 1. Information and Communication Technology

It refers to "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information” that consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching - learning processes in addition to personal use (Abu, Hussain, Al-omari, & Shdeifat, 2014).

* 1. Computer Assisted Language Learning

It is also called as CALL that focuses on the use of computers for language

teaching and learning. The impact of the development of CALL for instance, software is the changes in teaching methodologies (CALL software included simulations and more interactive program) that directly contributes the quality of learning the language according toAbu, Hussain, Al-omari, and Shdeifat (2014). Computers are the main medium for teaching and learning.

* 1. Audio-Visuals

Audio-visuals means the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience Agnew and Meyer in Idris, Shamsuddin, Arome, and Aminu (2018).

**Methodology**

The research method used in this study is a survey method. A survey could be defined as a tool to gatherdata about the characteristics, actions, or opinions of a population (Pinsonneault and Kraemer, 1993, p. 77). As cited in Glasow (2005) a survey is used “to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.” (Isaac & Michael, 1997, p. 136). A survey method uses specific selected samples which then be generalized to the population later on.

**Data Collection Procedure**

The survey method was conducted in paper questionnaires and face-to-face interviews. The questionnaires were given to 22 students of the graduate school of English Department at Islamic Universty, Malang. Firstly, they were briefly instructed to answer a questionnaire that consist of five questions including yes-no questions and multiple choices questions. Secondly, some of students were interviewed directly about the advantages and disadvantages of classroom groupings and the use of technology-based classroom management.

**RESULTS**

After gathering the data through the questionnaires and interviews, an analysis was done by calculating the results and converted the numbers into percentages value and pie charts. The following pie charts are the results from each questions in the questionnaire answered by the students:

Figure 1.1 Students’ Opinions of EFL Teaching at the University

Figure 1.2 Major Aspects Affecting Teaching/Learning Process

Figure 1.3 Relationship between Classroom Management and Students’ EFL Learning

Figure 1.4 The Importance of Technologies in EFL Teaching/Learning

Figure 1.5 The Most Frequent Technological Devices Used in the Classroom

 From the pie charts above, it could be seen that the majority of the students found that the EFL teaching at the Islamic University, Malang is still at the level which means that the students aren’t fully satisfied with the current EFL teaching and learning process. It is important to create a conducive and convenient learning environment to improve students’ motivation. A study about the relationship between learning environment, motivation and interest conducted by Muller and Louw (2004) showed that bycreating learning environments based on the students’ need and using a constructivist teaching method can at least maintain students’ intrinsic motivation and interests in learning.

Regarding the major aspects affecting the teaching and learning process, 41% of the students chose students’ motivation as the answer, 27% of them chose classroom management and 14% of the students chose technology integration. It indicates that, even though most of the students consider motivation as a major aspect affecting their learning process, classroom management and technology integration still somewhat play significant roles in creating a better learning experience.

Students also spotted a strong relationship between classroom management and students’ EFL learning process as well as the importance of using technologies in EFL teaching/learning process. In relation to previous studies results that classroom management (Sowell, 2013) and technology integration (Ghavifekr and Rosdy, 2015) affects students’ learning outcomes. Data Show or projectors were also found to be the most frequently used technology in the classroom which was considered helpful for the teachers to deliver the materials smoothly.

 The interview about the advantages and disadvantages of classroom groupings and the use of technology-based classroom management can be seen in the following table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Students Grouping** | **Advantages** | **Disadvantages** | **Classroom Activity** |
| **Whole-class** | * Compete with each other
* Getting new information
* Active
 | * Crowded
* Active students dominate the class
 | * Guessing answers
* Spelling words
 |
| **Individual** | * Focus
* Independent
* Confident
 | * Confused
* Less information
 | * Quiz
* Exercise
* TOEFL
 |
| **Pairwork** | * Sharing information
 | * Debate
* Lack of focus
 |  |
| **Groupwork** | * Easy to get information
* A lot of information
* Help each other
* Fast Work
 | * Different Information
* Unconfident to give opinions
* Lazy to think
 |  |

Table 1. Classroom Groupings Advantages and Disadvantages

|  |  |  |
| --- | --- | --- |
| **Advantages**  | **Disadvantages** | **Classroom Activity** |
| * Easier to get information
* Students are happier
 | * Not all of the students can use technology
* It used cellular data
* Sometimes there is no signal
* Sometimes it makes the students lazy
 | * TOEFL by Kahoot
* Sharing files via Whatsapp group
 |

Table 2. The advantages and disadvantages of usingtechnology based classroom management

The use of classroom groupings as well as technology based classroom management will surely bring positive and negative impacts on students’ behavior in the classroom. In some cases, students are satisfied with the use of technology in the classroom which increases their interests in learning. However, students who are unfamiliar with technologies might find it difficult to adapt to a technology integrated classroom. Some students were also found having less motivation to memorize the materials in result of the ease of finding information using mobile phones, tablets, etc.

**CONCLUSION**

 Theresults showed that there is a significant relationship between integration of technology and classroom management. Most of the students found both factors essential to use in the classroom. Technology based classroom management will improve students’ motivation, create a more to students-centered lesson, meaningful learning experiences and providing positive impact toward students learning outcomes. It is also reinforced by the students’ regular use of Data Show in the classroom. Even though to this date, the most frequently used technology in ELT classes at Islamic Universoty, Malang are projectors, different forms of technology-based classroom management are expected to be integrated in time to come.

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