THE ANALYSIS OF ICT-BASED MEDIA ON EFL AND STUDENTS' PERCEPTION OF THE MEDIA USED BY THE TEACHER AT SMA DWIJENDRA DENPASAR IN ACADEMIC YEAR 2021/2022

Gusti Ayu Desiari

English Language Education
Dwijendra University
Email: ayudesiari@gmail.com

I Putu Yudi Sudarmawan

English Language Education
Universitas Dwijendra
Email: sudarmawan@undwi.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apa saja ICT-based media yang digunakan untuk mengajar Bahasa Inggris di SMA Dwijendra Denpasar dan bagaimana persepsi siswa terhadap media yang diterapkan oleh guru. Peneliti menggunakan penelitian ini menggunakan metode campuran untuk mencapai tujuan dari penelitian ini. Data akan dipaparkan dalam bentuk kualitatif dengan didukung oleh data kuantitatif dalam detail perhitungan. Teknik pengumpulan data yang di gunakan dalam penelitian ini ada dua yaitu, wewancara dan kuisioner. Sumber data dari penelitian ini adalah salah satu guru Bahasa inggris dan 31 siswa XI IPA 1 di SMA Dwijendra Denpasar. Berdasarkan dari hasil wewancara diketahui bahwa guru menggunakan ICT-besed media berupa alat elektronik ataupun aplikasi yang tersedia untuk mendukung proses pembelajaran. Aplikasi yang digunakan oleh guru diantaranya : whatsapp, google meet, google form,dan email. Sementara itu untuk hasil dari kuesioner menunjukan bahwa persepsi siwa terhadap media yang di gunakan oleh guru sangat efektife untuk membantu meningkatkan kemampuan belajar siswa dan mampu menjangkau ruang lingkup dan sumber belajar yang lebih luas. Oleh karna itu disimpulkan bahwa respon siswa merupakan persepsi yang positf. Adapun saran dari peneliti untuk guru Bahasa inggris adalah meningkatkan innovasi dan tampilan media yang digunakan untuk mendapatkan focus siswa yang lebih baik. Sedangkan unutk siswa diharapkan mampu membentuk kebiasaan yang lebih baik yang bisa membantu meninkatkan kemampuan dan focus iswa untuk mencapai tujuan pembelajran.

Kata Kunci: Pembelajaran Online, *ICT-Based Media*, Persepsi Siswa

ABSTRACT

This research aims to find out what kinds of ICT-based media used to teach English at SMA Dwijendra Denpasar and how is the students' perceptions of the media used by the teacher. This research used mixed methods to achieve the objectives of this study. The data will be presented in qualitative form supported by quantitative data in detailed calculations. There were two types of data collection techniques; interviews and questionnaires. The source of the data was taken from one of English teachers and thirty-one students of IPA1 at SMA Dwijendra Denpasar. The result of this research revealed that the teacher used various ICT-based media in devices and applications that are widely available in supporting the online learning process. The application used by the teacher are WhatsApp, Google form, Google Meet, and Email. Meanwhile, the results of the questionnaire show that students' perceptions of the media used by teachers are very effective to improve students' learning competency and are able to reach learning resources in a wider scope. Therefore, it is concluded that the student's response is a positive perception. The suggestions from researchers to English teachers are to improve display media used to get better student focus and always innovate. Meanwhile, for the students, they are expected to be able to form better habits that can help improving their competencies and focus to achieve learning objectives.

Keywords: Online Learning, ICT-based media, Students'perception

1. Introduction

The advance of technology integration in this age is massive. According to UNESCO (2015) notes that information and communication technology (ICT) can play a major role in enabling universal access to education, while boosting equity, and can enrich the delivery of quality learning and teaching (Toit, 2015). The others states that the increase in access and use of information technology and communication (ICT) became one of major role in learning process (Adesote, 2013). Technology could be considered as the pioneer to change, as the changer to revolutionary as the fastest and intensive. The integrated of technology involves education devilment (Andoh, 2012) stated that global investment in ICT to improving teaching in school and learning have been intended by many governments (Nasrulloh, 2017). ICT could improve the quality of the educator and the productivity of the learner as recommendation of the government. It can be reached by combining the

computer technologies and telecommunications (Budiman, 2017). In Indonesia the government applying ICT based School Management and ICT Based Learning on effort to achieve the higher level of the school service for all used.

The effectiveness of using technology in classroom learning can be interpreted in light of the changing goals of language educations and the shifting conditions in our postindustrial society. The changes take one of a positive direction by creating learning atmosphere centered on the student rather than the teacher. The direction is replace the traditions seat work to some extent traditional seat work with the use of computer learning tools. Such as, applied the hardware infrastructure, software procurement, and internet network. The learner have been training to use the computer application based on ICT such as: intelligent tutoring system (ITS), computer-based learning and e-learning, (Gilakjani, 2013 as cited in Sudarmawan 2020).

The teaching and learning process need to place in online. The process runs on a scale that has never been measured and tested because it is never happened before. It is not overlooked that the student in different side of the city became completely confused, because the information and infrastructure is very limited. The process of the student activities runs on the condition through the regulation and instruction.

There are various media that can use by the teacher to support online teaching and learning process. There are google classroom, Schoology, Google Meet, Google Form, Zoom, Ruang Guru, Zenius, Socia Media such as Whatsapps or Telegram, games program etc.

The importance of ICT-based media cannot be denied. Following the regulation and instruction based on preliminary observation it was found that one of the school that already reduce the interaction in direct and active activity fully close the school is SMA Dwijendra. This school is

implemented ICT-based learning to continuous virtual online program of school. Therefore, this study aims to know what are the various ICT-based media used in learning English, and how the student perception of the media. ICT based media is every tools that can be used as a channel massage to provide and transferring learning material. Thus media can stimulate student's attention, student interest in learning activity. And perception can be said as the result of human though from certain situations (Akmir, 2010).

2. Method

This research used mixed method by investigating the research trend, involving multiple data source (Creswell, 2014). In order to reach ultimate goal of this research, it need to develop on the sequential explanation design which is highly dependent on qualitative data supported by quantitative data to reach the research goal.

This research employed descriptive qualitative for the first stage, followed by quantitative data in second stage. Kriyantoro said that, "qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Shuarshimi, 2010). The qualitative played a role to analyze what are the ICT-based media used on EFL. Meanwhile, quantitative method to determine the value of the independent variable, either one or more (independent) variable without making comparison or connecting between one variable and another (Sugiyono, 2013 as cited in Sudarmawan 2018). This method to analyze the students' perception of the media used by the teacher at SMA Dwijendra Denpasar.

Interview guide and questionnaire were used as the instrument of this research. To collect the data the researcher used an interview section with the teacher and distributed questionnaire to the students. To analyze the data, researcher used the theory of data analysis by Miles & Huberman (1994) about step in analyzing the data. , there were four steps in analyzing the data namely: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing and verification.

3. Finding and Discussion

As previously discussed, this research examined the analysis of ICT-based media on EFL and student perception to the media used by the teacher. The result of this research are presented in detail in this section. In this research used interview and questioner to obtain detail, accurate and valid data. The researcher used interview to know the process of selection of ICT-based media and the interpretation of the media to help the learning process on EFL at SMA Dwijendra Denpasar.

Meanwhile, questioner used to know students perception on the use of the media in eleven grade student of IPA 1.

According to the result of the teacher's answer during the interview session, the teacher was involved in learning online following the advice from the government to reduce unnecessary direct interaction. The teacher implemented ICT- based media in the learning process. For example, the use of mobile phone and laptop develop online learning both for teacher and student. The media take a big part to support the progress of the learning process. According to the characteristics and principles of ICT-based media, the implementation of the media at SMA Dwijendra Denpasar develop the transforming approach.

Based on the result of interview, it showed that the skill and previous experience of the teacher was not very important for the implementation of the media. The previous training and experience do not support the learning process, because they are related to the used of ICT-based media for learning in

typical classroom. Techer effort to overcome the obstacles they face are through continuous development, both independently and with peers. So the teacher develop and improve the implementation of online learning/ virtual classes in particular, when using ICT. The used of the media is not only have positive impact for student but also improve teacher efficiency and innovation in carrying out subsequent learning. The selection criteria for ICT-based media in learning process, it related to the devices used, the selected devices that are tailored to the curriculum and the selected devices based on the student needs and ability as shows in table 4.1. According to the result of interview teacher collaborate with various application to support the learning process. The selection of the application are the familiar application that students were frequently used (Azhari, 2021). This accordance with figure 1 regarding the percentage of the used of ICT-based media application in online learning, starting from

WhatsApp, Google Meet, Google Form, and Email.

Online learning as an alternative through virtual classroom can be an alternative method for learning. The use of platforms enabling video conference application such WhatsApp and Google Meet, its allow student and teacher to exchange information and communicate, as a part of learning activities through online discussion forums and in small or large group meeting. Besides that, teacher also use Google Form and Email for student assignment. So it is not only discussion about learning material but the explanation of the assignment. As stated by Yuldasheva (2021) ICT-based media allow the teacher to make lesson more modern, more interesting, and exciting for the student. The learning process is aimed at developing logical and critical thinking, imagination, and independence. So the learning process became creative rather than boring and monotonous.

Furthermore, as the result of the questionnaire the student have a good

response to the media used by the teacher. The result of average of the student competence of the media, performance of the ICT-based media and application on learning activity.

First, the average index from indicator of student competence of the media were obtain excellent criteria it was 3.78 as shows in table 4.7. The student are able to use the media, because they are familiar with the media. The media was very useful to help the learning process. The teacher are professionally handle the class during the online learning.

Second, the average index from indicator of ICT-based media performance shows in table 4.14 were obtains an excellent criteria the total index is 3.59. The responses of the student show that the used of the media is very effective and efficient, the media provide more resource material that available freely (Brown, et al, 2020). Therefore, the media is very interesting and fun so the student were enthusiastic to join the class (Azhari, 2021). During the learning process in online learning the student were improve their ability understanding, even there are some student have lack of knowledge and motivation to study individually, they need the parent concern and support in helping the student study from home(Masters, 2020). Although, student were have a bad internet connection on online class, the media is considered to have the class in distance and different time.

The last is the average index from indicator of application on learning activities shows in table 4.18 were obtains in excellent criteria with total index 3.76. The used of the application have several function to help the learning process as shown in table 4.2 WhatsApp were used for communication, shared material, discussion, and assignment. Google Meet were provide virtual class and discussion, Google Form were able to collected student assignment as the same as Email.

4. CONCLUSION

The conclusion of this research are based on research problem. There are two problem in this research, the first problem is what the ICT-based media used on EFL. Based on the research result the writer conducted the conclusions that the pandemic of COVID-19 has created a big tide of paradigm shift in Indonesia's education system: from direct activity to virtual online learning. ICT based media appears to be the most helpful in this condition as the perfect choice to support the new system of learning process. This condition forces teachers and students to work and study from home. The teacher used several media namely: WhatsApp, Google Meet, and Google Form.

In addition, the second is how the student perception of the media used by the teacher. Based on the result of mean score of the questioner, the researcher conclude the student give a positive perception with natural cut off point 25. The formula shows that the score of the mean is 55.16 which mean the score >25 and it can be categorized as positive perception.

The students give positive perception toward the media used in learning online on EFL. The process of learning English is easier, interesting and fun. The students are able to improve their learning ability through studying individually.

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