



SENIOR HIGH SCHOOL STUDENTS' READINESS IN USING TECHNOLOGY TO ENHANCE LANGUAGE LEARNING

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Abstract

This research aimed to investigate students' readiness in using technology in the learning process, especially for English learning. 21st century has brought the development of various areas, especially for Information and Communication Technology (ICT). ICT is beneficial for various fields including education. Educational technology is the study and ethical practice of encouraging education by designing, using, and managing appropriate technological processes and improving performance. The use of technology has become the perfect complement to master or gain control of a language and English courses are supported by the most efficient and attractive technology in the learning process. This research used qualitative method conducted in Senior High School to explore the views of participants in using technology into language learning activities known as Technology Enhance Language Learning (TELL). Based on the data analysis, the highest result of students' readiness in using technology shows that there are 19 of 20 students who have capability to use technology to finish English assignments.

Keywords: : *TELL, learning English, students' readiness, senior high school*

INTRODUCTION

In this era, the development of technology has many roles and benefits in human life, especially in educational environment. Learning process cannot be separated from the various of technology use, such as the tools of video and audio, television, LCD, and also e-learning. The benefits of technology information in educational environment have developed as a tool to help teachers facilitate language learning for their learners (Khryashchev, Kasatkina

& Sokolenko, 2017). Therefore, technology is one of the media that can be used to complete the learning process. Educational technology is the study and ethical practice of encouraging education by designing, using and managing appropriate technological processes and improving performance (Molenda & Pershing, 2013). The use of technology becomes a perfect complement for mastering or gaining control of language, and English courses supported by the most

efficient and attractive technology in the learning process (Wena, 2008). Technology is useful for all kinds of science, especially in learning English, and it can also produce an active and innovative system. Everything that humans do always requires knowledge as a foundation of their life. In addition, education is one of the important things to ensure that a student has skills and can be an innovative learner when using technology and media for information. One of the most important skills that should be mastered by the students is English as a foreign language. Learning English in 21st century which uses online technologies in EFL classrooms should provide students with activities and processes that focus on creativity, critical thinking, collaboration, self-direction and cross-cultural skills (Sarica & Cavus, 2008). Thus, learning English in the 21st century can meet students' needs and develop their skills.

When e-learning cannot achieve the goals of educational environment, it means that the use of technology in the learning process is still difficult to be applied for the students. Slameto (2013) states that there are many factors influencing the achievement of learning process goals. Students' readiness is one of the factors. Students' readiness for e-learning is viewed as a connection with their capabilities to use technology for academic purposes (Stansfield, McLellan, & Connolly, 2004). Parasuraman (as cited in Elliott, Hung & Meng, 2008) argues that students' readiness in using technology can be seen from their enthusiasm to try to use the technology. Kaur and Abas (as cited in Rosida, Muin & Sakka, 2021) suggests that students' readiness in using e-learning reflects students' ability in operating e-

learning and 'multimedia systems' in order to enhance the learning quality. Thus, students' readiness is students' abilities in accessing, operating and making use of technological tools to support their learning.

The readiness in using technology has an important role in the success of educational program especially in enhancing English language learning. Thus, checking the readiness of students in using technology is important to ensure that they able to deal with 21st century. Beside the readiness, students need some competencies to use technology. Technology competency is a behavior consisting of the latent learning domains of cognitive (knowledge) and psychomotor (skill). Competencies help such individuals to successfully operate the targeted information communication technology (ICT) and computer technology tasks.

There are some criteria of students' competencies in using technology, including: 1) basic competencies (digital literacy competencies), 2) application competencies, and 3) ethical competencies. The core competencies of digital literacy are related to the use of ICT in classroom presentations and activities. Meanwhile, application competencies are related to the use of applications. Finally, ethical competencies are related to the ethics or the responsibility of students when using the technology (Vota, 2011).

Meanwhile, according to Erkan & Kirca (2010), the readiness has two dimensions, namely readiness for learning and readiness for school. Readiness for learning is described as a student's ability to learn any materials and the contents, while readiness for school refers to all of preliminary requirements needed by the

student to go to school and be successful there.

Based on the theories above, the researchers summarize that readiness is the situation handled by students to face the digital era by using technology in their educational environment. Therefore, students need to prepare for facing this digital era because students' performance in online learning is associated with their readiness. It is about how they are willing to use technology for their learning process. Thus, the researchers need to investigate students' readiness using technology which is important to ensure that they are able to deal with 21st century.

RESEARCH METHOD

This research used descriptive qualitative design. Descriptive data emphasize on participants' perception as the main key (Raco, 2010). The perception itself is actually shaped by the environment. The researchers focused on students' readiness in using technology to enhance English learning. The researchers used two data resources, namely primary and secondary sources. The primary source is open-response questionnaire and interview. For the secondary source, the researchers used journals and e-books. Then, the researchers conducted this research based on the steps proposed by (Fraenkel, 2012) as follow:

- 1) identification of the phenomenon to be investigated;
- 2) identification of the participants investigated in this research;
- 3) collection of data; and
- 4) data analysis.

By using the open-response questionnaire, the researchers collected the

data from the responses of 20 students and from the interview, the researchers collected data from the teacher. The questions included the criterion of each aspect used to investigate students' readiness in using technology to enhance the English learning. The following is the description of each technique used by the researchers to collect data.

1) Open-response Questionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to react either by writing out their answers or selecting from among existing answers (Dornyei, 2003). Based on this theory, questionnaire can be divided into two types, namely closed-response items (quantitative) and open-response items (qualitative). In this research, only open-response questionnaire was used. The questions in the questionnaire included students' readiness in using technology based on emotional intelligence proposed by Hung et al (2010). The questionnaire was shared through Google form. The questions could be answered by the students in their own words which were appropriate with open-response questionnaire rules.

2) Interview

Interview refers to the activity of asking a few questions to the participants related to the issue of the research. The interview takes places when the researcher asks the general, open-ended questions to one or more participants and record or take a note the answers (Creswell, 2012). According to Fraenkel (2012), interview is the most important data collection technique in conducting qualitative research.

After the researchers obtained the data from the questionnaire and interview, the interpretation was carried out. The conclusion was made after the interpretation finished.

FINDING AND DISCUSSION

The finding are deals with students' readiness in using technology to enhance the English learning. This part mainly discusses students' ability to used technology, students' confidence in using technology, students' freedom to search for information on the internet, and students' control and time management.

Students' ability to use technology

Students are able to use technology in their learning process or completing their assignments. There are two categories of this point. The first category includes students who are capable in using technology to do English assignments and the second consists of students who are not capable in using technology for completing the English assignment.

Based on the data, the students believe that technology can help them do their assignments well because technology provides various information and knowledge suited to students' needs, e.g. to search for some English materials. Students are very sure that technology is very helpful and has various media which are useful in their learning activities. Moreover, they already know how to operate the technologies for gaining some important information which is appropriate with the materials. Thus, students are able to use technology for completing their assignments.

Technology helps students complete their assignments because

students have been already competent on operating it. The answered from Student 5 (S5) showed that technology is useful in educational field. Student 6 (S6) also claimed that the use of technology is not only for learning activities in a class and completing the assignments, but it can also encourage students' curiosity to search for some information deeply. It was because technology makes anything easier by only pressing one button. That is why it helps students finish their English assignments quickly.

Based on the statements of Student 14 (S14), she said that she was able to use technology. She knew how to operate some kinds of technological tools, e.g. operating computers, laptops, and smartphones. Unfortunately, she did not know how to write the appropriate keyword on the internet when she wanted to find certain information. Thus, the researchers conclude that S14 is able to use technology, but she only does not understand how to find an appropriate keyword. Other students also mentioned that that technology can be used for everything needed in the educational field, e.g. for downloading some journals or e-books to support their English learning.

On the other hand, Student 11 (S11) stated that he could not use technology to complete the English assignments. He stated, "*I can't finish my assignment*". The students could not use technology properly. He always faced some difficulties to operate certain types of application or some of its features which were provided in the computer, smartphone, etc. That is why he does not understand how to use some features that can help him complete the assignments.

Based on the data from the interview which the researcher got from the teacher, students' capability in using technology to complete English assignment was revealed. The teacher states, *"yes, they are able to use technology because they know how to operate various kinds of technology"*. Based on the statement above, the teacher explained that the students were able to use technology because they used to use various kinds of technology to find many resources according to what students wanted and needed to complete their assignments. Besides that, they use technology to develop their English knowledge. Hence, there are approximately 65% students who are able to use technology for completing the English assignments well.

Students' confidence in using technology

Besides investigating the students' ability to use technology, this research also discusses students' confidence when they use technology to complete an English assignment. Based on the data, from many kinds of technology, most of the students like to use two kinds of technology which are computers and smartphones because they feel comfortable to use it, especially for English lessons. They prefer using those kinds of technology to bringing books or other non-electronic media. Thus, the researchers claim that, in this era, technology cannot be separated from educational environment, e.g. in a discussion group or a presentation. As English is one of complicated foreign languages, they need technology in order to be able to claim that English is not a scary thing to learn but it is fun and interesting. The students claimed that

computers were not only used for learning English but they are also useful for some daily activities, such as listening music, playing games and watching movie. Those activities can improve their skills of listening, writing, reading, and also speaking. Besides that, she also told that she did not only use computers for learning English but she also used smartphones for installing some applications to learn English. Both of them are the kinds of portable technology that are effective to facilitate students' learning.

Student 3,4,5, and 6 (S3, S4, S5, S6) claimed that computers ease them in organizing some assignments which were not only for English lessons because almost every student used technology to learn all subjects. Besides that, they enjoy and feel confident to use the computers because they are simple tools which make everything organized well than using some common tools, like books, pencils, and pens. Students can use computers to browse some important information of certain English materials for completing their assignments. Student 5 (S5) stated, *"Yes, it's commonly used in our daily life"*. It means that the student feels confident when using one kind of technology, which is a computer. She claimed that she used to use a computer in in her daily life. For example, when the teacher asked the student to make a report text, she was searching for the references by using computer. Then she typed it in the Microsoft Word directly. For students who like drawing, they are able to use an application provided in the computer. For those who like photo editing, they can use photoshop application there. Thus, the researchers agree that a computer is one of digital tools that can be used to make

everything easier. Then Student 6 (S6) stated that she only felt confident when using computer for completing her English assignments. She claimed that by using computer for every activity, she studied English indirectly because the computer used English language.

There are many kinds of technology which can ease humans' life, but she prefers using computers. The researchers conclude that the student does not follow the development of all types of technology in this era. Her friends use laptops, smartphones, or another simple digital tools but she prefers using computers to complete her assignments.

S11 is one of the students who has a different statement. S1 claimed was not really confident to use technology to complete the English assignments. S11 stated, *"I'm not really confident"*. S11 felt more confident to use smartphones. However, sometimes he felt dizzy when he faced the screen for a long time. That was why he preferred using computers.

The researchers also found some reasons why students did not feel confident to use certain kinds of technology. The first reason was the student did not feel confident to use a computer to complete his assignments because he would get stuck with the screen and they were not portable. He claimed that the use of computer for school activities was not effective because it only made him stuck with the screen. In addition, he could not bring the computer everywhere since it had to be connected to the cable to get the electrical energy.

Another student also claimed that she did not feel confident to use a laptop because it required her to face the big screen. She felt better to use a smartphone

for writing important information from the internet, for completing English assignments or learning new English materials. Thus, the use of a suitable type of technology will be based on students' needs. If students want to find information, using the smartphone is enough.

Based on the data from the interview with the teacher, the teacher mentioned that the teacher always tried to build students' confidence to use technology for completing the assignments. The teacher said, *"yes, because before the learning process, I always build their confidence and make them feel comfortable in using technology so they will enjoy their English learning process"*. Based on the statement, the teacher explained that the students have confidence in using technology because the use of technology in that school always becomes a priority to support the educational learning system. Furthermore, the students have awareness to use technology which is important in this digital Era.

Students' freedom to search for information on the internet

The first aspect of learner control includes how the teacher allows students to search for information on the internet when learning English in the class. Based on the statement of each student, they were given freedom by their teacher to look for more information on the internet. Based on the statement of S1, her teacher allowed her to open the internet to look for important information when learning English. Students can look for information from e-books or from some other internet resources that provide many articles and journals. Searching for information on the

internet when learning English in the class is important because they will find some knowledge which they do not know before. It is not only for English lessons but also for other subjects. They can find information on the internet more easily. Moreover, students feel free and comfortable in their learning.

Based on the statement of S2, he explained that his teacher gave him a chance for searching some information during English learning. It was useful for completing the information that he only got from his handbook. After he found a lot of information, he was able to complete his English class assignments. He felt happy and had motivation to always learn more the teacher followed the modern system in educational environment. Similarly, S3 stated that the teacher gave her freedom to look for some information during English learning in the class based on students' need.

However, the teacher did not allow students to use the technology all the time. The teacher usually gave the limit by allowing students to access the technology in a short period of time, e.g. to open the browser or to answer questions. S4 stated, *"yes, our teacher allows us"*. Based on the statement, the student explained that students were allowed to open the internet when learning English in the class. Besides, the teacher sometimes also asked students to find out other sources if they still did not understand the materials. The teacher gave them an opportunity to open internet and explore the materials. That is why now internet is the one of humans' needs, especially for students who need it to facilitate their learning.

Internet is the one and only alternative when there is no other

information provided in students' school handbook. Because of that, the teacher gives freedom for their students. Meanwhile, S5 explained that opening the internet for searching information when learning English was allowed and it was a habit commonly done by the students.

Most of the students have similar opinions about how their teacher allows them to access technology and so does the teacher. Based on the data from the interview, the teacher stated, *"yes, because internet becomes one of important resources which we use in learning activity"*. Based on the statement above, the teacher explained that students are given freedom to access the internet during the learning process. It is because the use of the internet itself is used to give a lot of information that they need to answer some questions or to develop their thinking.

Students' control and time management

The researchers also identify how students are able control and manage their learning time. S4 proposed her opinion on the learning duration. S4 said, *"yes but it is only in the class"*. The student stated that she only set her learning time in the class starting from morning until afternoon, but if she had more time, she started to learn at home for 2-3 hours per day. It means that she has enough time to open her assignment. The researchers claim that it is the sufficient time for students. It is not too long and makes the students bored. They can enjoy it more by listening to music or having a meal, but they will still be able to use their time optimally. S5 also pointed out that he always set his learning duration. Additionally, S6 mentioned, *"yes, I usually study at 7-10 p.m. o'clock"*. It shows that the student is able to determine her time well. She does not study too long study but

she knows when is the most effective time for her to study because different person has different effective time to study. The most important thing here is students have to set their learning time in order to manage their time well and also to be more discipline. Moreover, if they have other activities, they are able to finish them one by one with a good time management.

In contrast, there were also some students who did not set their time to learn English. For example, S3 only set the learning duration sometimes because it depended on her mood. If she had a good mood, she would study longer.

From the explanation above, it can be seen that readiness includes two aspects. They are self-efficacy and learner control. The findings showed that not all students in Senior High School feel confident to use technology for learning English because they have different comfort zones. Besides that, not all students in Senior High School are also able to control their English learning management time. Even, there were many students who claimed that controlling their English learning is not too important because they thought it was hard to do.

Smith, Murphy & Mahoney (2003) claim that readiness for online learning is realised in two aspects, namely the comfort with technology and self-management in learning. The findings in that research show that university students in United States and Australia feel comfortable to use technology for learning and they also have good time management for learning English.

However, this research shows different findings. A few students in Senior High School still do not always enjoy their English learning by using technology and

not all of them can control their time management to learning English.

CONCLUSION

Based on the findings above, the data of self-efficacy show that almost all of students are able to use technology for completing English assignments and only one student who is not able to do that. The student always found some difficulties to operate certain kinds of applications or some features provided in the computers or smartphones which could be used to complete the assignments.

Twelve students stated that they felt confident to use smartphones because they are easy to use and portable. Meanwhile, 8 students felt not confident to use computers because they had to face the big screen for a long time. It made them feel dizzy and bored.

Besides that, the data of learner control show that all of students are allowed to open the internet during the English learning because the use of internet is useful in educational field, especially for the English subject. Furthermore, eleven students set their English learning duration because they thought it was important to build students' discipline and good management time. In contrast, nine students who did not set the learning duration argued that they did not need it because they had studied at the school for a long day. They thought it was enough. To conclude, the students' readiness in using technology enhances English learning at Senior High School can be reflected from students' ability to use technology for completing English assignments & students' confidence to use technology, and students' self-control in learning.

This research only focused on two aspects from the five aspects of readiness proposed by Hung et al (2010). Hopefully further researchers can discuss all the aspects of students' readiness in using technology including self-directed learning (SDL), motivation for learning, learner control, computer self-efficacy, and online communication.

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