



Information and Communication Technology (ICT) Pursuance of Madurese Lecturers' and Scholars' Perceptions in English Language Teaching (ELT): "We Don't Perceive; Thus, We Don't Expend It"

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ABSTRAK

Penelitian ini menyoroti keterbatasan pengetahuan mengenai penggunaan teknologi informasi dan komunikasi (TIK) dalam pengajaran bahasa Inggris di perguruan tinggi di Pulau Madura. Studi ini melibatkan 54 partisipan, terdiri dari 21 dosen bahasa Inggris dan 33 akademisi, yang datanya dikumpulkan melalui kuesioner daring. Analisis tematik digunakan untuk mengidentifikasi temuan kunci, dengan hasil yang menunjukkan kurangnya kesadaran dan penggunaan aktif TIK dalam pengajaran. Salah satu temuan utama adalah munculnya tema "We Don't Perceive; Thus, We Don't Expend It," yang mencerminkan sikap acuh tak acuh terhadap efektivitas teknologi di kelas. Studi ini juga menemukan hubungan antara sikap negatif para dosen terhadap pengajaran dan rendahnya integrasi TIK dalam pembelajaran bahasa Inggris, yang menunjukkan bahwa sikap tersebut kemungkinan besar menjadi penghalang utama dalam penerapan teknologi di lingkungan pendidikan.

ABSTRACT

The lack of studies focusing on how the instructors or researchers within the higher education system of Madura Island utilize ICT in ELT is the concern of this research. This has been achieved by conducting a survey of 54 respondents that included 21 university English lecturers and 33 scholars using an online questionnaire. It was found in the thematic analysis carried out that a very prominent theme was "We Don't See It, So We Don't Use It", which suggests that students are largely indifferent to the use of technology during classes. The results revealed that most of the participants do not make effective use of ICT in teaching practice, which is higher than what was projected. These findings paint a picture of disdain for the incorporation of ICT into teaching approaches, which signifies that this aspect is one of the hindrances to the incorporation of technologies in ELT. The analysis reveals that this may be the cause of the low adoption of ICT, as the reasons for the attitude seem to be based on perceptions of the inefficiency of the technology in relation to the purpose of teaching English.

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1. INTRODUCTION

Over the years, there have been increasing initiatives to comprise technology (ICT) in learning at the university level. A lot of research has been conducted on this practice, highlighting the positive aspects of ICT in student participation and knowledge acquisition (references provided). While the use of English has undergone drastic changes, as argued by Wicaksana and Suswanto[1], it has historically been the mode of communication in regions where the language has assumed dominance. This indicates that the use of English as a means of global communication did not exist in the past as it does today. Nonetheless, these studies also point out the drawbacks of using such technologies. For example, studies have found that the incorporation of technology in education does not always alter the existing social hierarchies underpinning learning[2]. Moreover, Bai et al.[3] report on an adverse technology-related phenomenon in which ESL educators in Hong Kong exhibited anxiety about embracing technological innovations in the classroom. This concern has also been highlighted in another study, which provided examples of how adult learners faced difficulties in learning when ICT was used as a medium. These included lack of self-esteem, technophobia, and barriers related to social and physical environments[4].

The present activity of integrating ICT into the learning process appears to be influenced in some way by Western methodologies. It does not seem to address the peculiarities of various learning settings, such as the Madura Islands. Considering the facts stated above and the reality that it is still a developing country in terms of technology, Madura Island has yet to fully adopt ICT-based learning models among lecturers and scholars (references included). This approach takes into account the importance of both lecturers and scholars in the effective deployment of ICT in education. Marwan and Sweeney[5] note that lecturers are among the stakeholders who ensure that educational technology is utilized in the classroom. Zhan et al.[6] also highlight the contribution of scholars as active participants in the learning process. The author acknowledges the significance of both lecturers and scholars, although it is pointed out that such a perspective has not been thoroughly examined in research on the incorporation of ICT into teaching and learning capabilities.

While recognizing the limited research on the perspectives of lecturers and scholars toward ICT integration in learning, this study seeks to make a contribution. We particularly aim to explore the attitudes of English language lecturers and scholars in the universities of Madura regarding the integration of information and communication technology in teaching and learning. Our justification is that English is rapidly growing as a global language (references available). Proficiency in English influences many people's opportunities[7].

English, being the most emerging global language and woven with technology in classrooms, makes it increasingly imperative to learn the language. However, this poses a challenge for lecturers in providing a good learning experience. This calls for better insight into the perspectives of lecturers and scholars regarding the use of Information and Communication Technology in teaching the English language. Hence, there is a need to address this problem,

keeping in mind the following research question: What is the attitude of lecturers and scholars toward the process of integrating ICT in the teaching of English?

2. METHOD

The research method for this study comprised a small-scale survey design, which was employed for data collection from a random sample of 21 English lecturers and 33 scholars on Madura Island. The data collection process utilized an online questionnaire administered through Google Forms. This enabled us to effectively target the respondents, despite their varied locations. The questionnaire was developed as a tool for collecting research data, aimed at assessing the attitudes of Madurese lecturers and scholars regarding the use of Information and Communication Technology (ICT) in the teaching of the English language. Thus, this paper discusses four out of the ten research questions that were asked about how these respondents perceived teaching and learning with ICT. Thematic analysis was used to analyse the qualitative data collected from participants[8], allowing us to pinpoint the central ideas drawn from the participants' responses. In this way, we could explore and express the qualitative data in full, even though the data was mainly survey-based, to provide a fair and accurate representation of the respondents' views.

In conclusion, the research employed an equally valid method which was capable of eliciting numerous English teachers and scholars based in Madura Island. Moreover, the use of online questionnaire also simplified the process of collecting data by enabling participation of several respondents from different places.

3. RESULT & DISCUSSION

The findings of this research, which investigated the surmising perceptions of blending writing in English with the use of ICT among the two groups of respondents, lecturers, and scholars, are presented in the section of results and discussions. Chart 1 displays the diversity of our respondents, where 39 % represent lecturers and the other 61% represent scholars. The perceptions of the two groups were not similar; however, due to the need to ensure that the views of each group were comprehensively understood, they were examined separately. To this end, thematic analysis was undertaken and the central theme was, “We don’t perceive and therefore we do not expect it.” This theme signifies the reluctance, if not the outright, hostility with which constituents engage with ICT-centric tools and measures in the classroom, as well as shedding light on the prospects of ICT integration into the teaching of English and its challenges. Below we concentrate on the subtleties of these findings, assessing the specifics of the participants’ responses and considering their significance for the prospects of integrating ICT within the studied population.

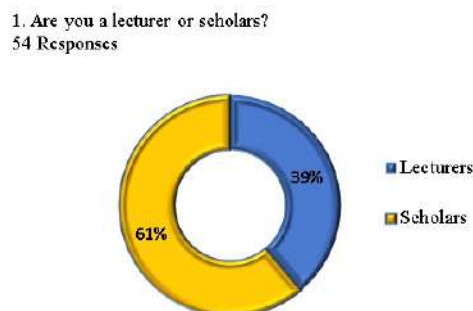


Figure 1. Respondent’s demography profiles
“We don’t perceive; thus, we don’t expend it”

Our survey results show how the use of audio tools for English classes by lecturers is enfolded. Of all the respondents, a noteworthy part (18.5%) uses them on a regular basis, while a considerable portion (35.2%) is willing to try them out from time to time. This indicates that audio tools are likely to be used more widely in the future. However, 46.3% of respondents reported they do not use them. Further investigation into the factors responsible for non-use in this particular group can be useful in seeking ways to encourage the use of audio tools in English teaching.

2. Do you use Audio Tools in your English class?
34 Responses

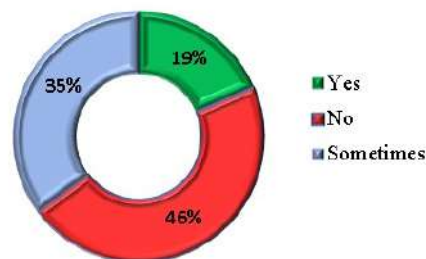


Figure 2. Lecturers' and scholars' responses toward Audio tool

Our survey data indicates a disparity in the value that educators attach to online chat over other digital tools in the teaching of English language. Online chat was the most preferred device among the respondents, but most of them (46.3 %) reported low frequency use of audio equipment while a majority (38.9%) indicated that they hardly or ever use any kind of laptops or computers during their lessons. This is in contrast with the findings of the research carried out by Ahmad[9], which argued for use of media tools in foreign language acquisition because they help to overcome distance and enhance the online learning process.

The studies by Asadullah & Maliki[10] and Lim[11] stated that such facilities are often non-existent in them, likening several other universities in the developed world to faculties designed for L2 acquisition. This shortage of facilities, especially in university lectures on Madura Island, seems to limit the extent to which lecturers can effectively incorporate the use of audio devices and laptops into lessons. Alternatively, lecturers may know about the positive aspects of media devices but may simply enjoy the common way of teaching and learning. They would also explain more about why audio gadgets and laptops are not as frequently utilized in their teaching. Perhaps the use of online chat has certain benefits, such as interaction over the internet while doing other things, which makes it preferable to audio devices that allow for free conversation or even to laptops that require certain preparations, respectively.

This emphasizes the necessity of understanding the factors that lead to this selective use of technology since it will foster better use of digital devices in learning the English language in Madura. In the future, research should also address issues such as the lecturers' needs and preferences, as well as resource constraints, with a view to bridging the apparent gap between possibilities and realities.

3. Do you use Laptop or Computer in your English class?
54 Responses

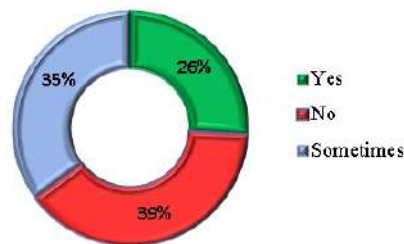


Figure 3. Laptop and computer utilization

In connection with the result of our survey, the limited application of laptops and computers in Madurese English classes is similar to what has been reported in other EFL classes[12][13]. These findings indicate a possible aversion toward the embrace of CALL strategies. However, there is a new element emerging that can quite positively alter the current trends of technology integration in EFL class instruction: mobile devices. With the ever-greater processors and capabilities of smartphone devices, courtesy of Computer-Mediated Communication (CMC) technologies, the histories of the use of both CALL and MALL become inseparable[14]. In fact, as far as undertaken Activity – Components of computer-assisted language learning activities are concerned, the use of smartphones has grown to be equivalent, if not better, than using the computer. This connotes an anticipated change in the patterns of language learning, with more emphasis on the use of mobile devices. Concerning this thoughtful observation, the growth of mobile devices in Madura Island can also enable the EFL facilitators to transcend the challenges posed by the conventional approaches to the use of CALL and support their students' learning experience in a more interactive and helpful manner.

The findings from the survey provide encouraging evidence regarding the use of online chat by lecturers in English classes. To begin with, one-third (27.8%) of the surveyed participants have already derived advantages from online chat, such as real-time conversations and greater student interaction, while nearly half (46.3%) seem to be sporadically willing to use it. This implies that an online chatting system has a good chance of being enfolded more than it is now. Nonetheless, abstaining from the use of online chat is experienced by a quarter of lecturers (25.9%). More investigation of the non-use rationale in this cohort, for instance, resistance to holding discussions on the internet or lack of appropriate skills among the users, may assist in formulating measures that enhance the integration of online language chat for English language teaching.

4. Do you use Chat in your English class?
54 Responses

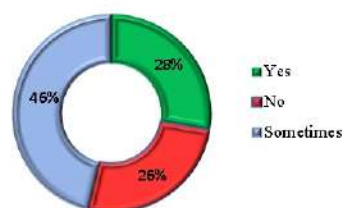


Figure 4. Using online chatting platform

The results of our research indicate that, consistent with the work of Mei[13], Lemay et al.[15], Melican & Osei-Frimpong[16] and Mumford & Dikilitas[17], online chat emerged as the preferred medium used by lecturers in teaching English. Indeed, these works not only prove the popularity of learning with internet chat but also prove the advancement of such approaches in teaching English. In addition, online chat is seen as a beneficial tool for scholars by researchers Jianling[18] and Schiller[19], who report on the enhancement of L2 language acquisition. In other words, it appears that these abilities transfer well to interactions that are meant to engage the instructors actively.

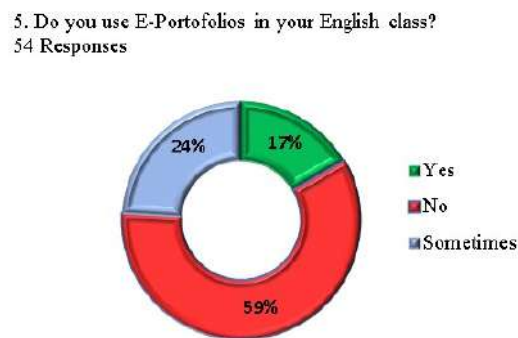


Figure 5. Utilization of e-portfolios in English class

We next examined the incorporation of e-portfolios when teaching English. E-portfolios tend to be widely integrated within EFL (English as a Foreign Language) teaching contexts [20][21][22][23]. Yet, our survey revealed that more than half (59.3%) of lecturers do not incorporate them in their teaching. This resonates with the issues of e-learning applications in teaching EFL, which have been highlighted in the studies by Al-Fraihat et al.[24] Choudhury & Pattnaik[25], and Kan et al.[26]. While a small proportion, 24.1%, do use them from time to time, an even smaller number, 16.7%, have had limited experience in the use of e-portfolios for learning.

The unwillingness of lecturers to accept technology in the classroom stands out as one of the major impediments to the adoption of such educational innovations. Such an issue has been determined to be one of the serious concerns in our analysis, especially in the case of the English language lecturers, most of whom were not keen on applying any kind of ICT, including the use of technology-focused learning tools for their lessons[27]. The attitudes of these lecturers towards technology are also very critical, as they undoubtedly affect the degree of technology incorporation in the curriculum and in the facilitation of a learning environment based on the principles of situated learning. Such attitudes also promote and discourage the use of technology in different contexts and the level of participation and engagement in the learning process by the lecturers and scholars[28][29]. In addition to that, such attitudes also present challenges to the promotion of initiatives, be it research or teaching practice, that are timely, novel, and necessary for progress in academia. The results from this research also point to a bigger problem, which is that neither the teachers nor the students were willing to accept the use of technology-enhanced education systems and therefore were unable to drive the benefits that they offered to the opportunities.

4. CONCLUSION

In this study, a glimpse of Madurese lecturers' and scholars' perceptions of the application of Information and Communication Technology (ICT) in English Language Teaching (ELT) was provided. The title, "We Don't Perceive; Thus, We Don't Expend It," is significant in acknowledging a few participants who have not used ICT tools in the classroom, more so than the overwhelming majority. Therefore, it seems that the use of technology for their ELT practices has potential hurdles. The next part of this report will further examine the types of unusual ICT platforms described in detail and assess the attitudes of the respondents and their relevance in enhancing the use of technology in ELT among the Madurese. Qualitative research methods were applied in order to comprehend their understanding. Once again, the respondents highlighted a common experience: lack of exposure to ICT platforms. The survey infers that all respondents refrained from utilizing those platforms while in class. This leads us to think that these perceptions could be affecting their teaching and learning efficiency. Transforming ELT in Madura, for instance, by providing competencies and teaching Madurese educators how to use ICT effectively in classrooms is not a mere wishful thought. Lecturers can use technology to create learning environments that are active, flexible, and, most importantly, enable students to learn while being geared towards the expectations of a world that has become largely technology-oriented.

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