

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ENGLISH CLASSES AT VOCATIONAL HIGH SCHOOLS IN AMBON

Joke Thabita Pasanea

A Vocational High School Teacher in Ambon
jokethabita@gmail.com

Abstract

This study aims to investigate the roles, functions and significance of the use of information and communication technology (ICT) in English classes. It was conducted at four public vocational high schools (SMKN) in Ambon. The data of the survey were analyzed descriptively. Research findings suggest that students had a very good perception on the use of ICT either as media or learning resources. Multimedia had a role to facilitate English syllabus. It also served as an interesting and interactive learning tool since it brought students closer to ICT, provided a room for them to gather and discuss. The students were able to increase their score through the use of multimedia: First, they obtained a lot of up-to-date and more detailed information and learning resources. Furthermore, they could access the information in various formats such as in texts, images, and videos. In addition to that, their vocabulary items and grammar improved. Also, they could read and write much better in English. The students became more active and enthusiastic in learning because they were directly involved in the process of getting information and learning resources.

Keywords: Information and Communication Technology, Learning, Media, Information

INTRODUCTION

The changes of focus from teaching automatic learning is a manifestation of advances in information and communication technology in education. The teaching trends that used to place teachers as the only active communicators using information and communication technology in the teaching and learning process have undergone major changes; teachers (educators / teachers) and students (learners) have been placed in a position that is equally active using technology and media in the learning process.

ICT as an extraordinary information media has become a positive progress for education. Sadiman and friends (2009:7) concluded that the media is anything that can be used to convey the message from the sender to the receiver, which can stimulate the students' thoughts, feelings, attentions and interests in such a way that the learning process takes place. The use of information and communication technology in this case can certainly be directed to support the learning process of students.

Utilization of ICT that has penetrated in the field of educations since incorporated in the curriculum 2004. ICT is part of the curriculum that must be included into intra-school activities. The goal is that students can optimize their skills, so they can be applied to other subjects as cross curriculum. Therefore, students must be equipped with skills. Public Vocational High School in Ambon City does this.

Research problem

1. How to describe Utilization of information technology and multimedia communication in the process of learning English at Public Vocational High School as Ambon City?
2. How to describe the benefit obtained through multimedia in the process of learning English in Public Vocational High School of Ambon City?

Theoretical review

English Language Learning With Information and Communication Technology (ICT)

Davies, et al, (2005: 3) Utilization of ICT in learning English has high relation to computer use. "ICT tends to be preferred term replacing IT (Information Technology), because it shows the importance of electronic communication such as e-mail, the web and video conferencing, as well as computer aspect." Harmer (2007: 113) "Many students either think or say that they cannot or do not want to write. According to Brown (2001: 339) the "teacher has a small amount of encouragement to give real writing in the classroom such as telephone messages, e-mailing, post card, etc."

Rogers (1996: 12) explains that technology is a design for instrumental action that can reduce the uncertainty that occurs in a cause-effect relationship in achieving an expected outcome. In another discussion, Sadiman et al (2009: 12-16) describes teaching and learning as a communication process. Teaching or learning process is essentially a process of communication, namely the process of delivering messages from the source message through a channel / a particular media to the recipient of the message.

Media Information and Communication Technology (ICT)

Hartoyo (2008) argues that there are several media that can be used in ICT, among others: 1. Interactive Multimedia, 2. Television, 3. Computer, 4. Sound System.

Types of Information and Communication Technologies in Language Learning

There are several types of ICT in language learning based on Hartoyo's (2008) opinion: 1. Computer-Assisted Language Learning (CALL), 2. Information Hubs, 3. Publication Forum, Medium to converse or correspond, 4. Intercultural Communications, 5. Research Support

Empirical Research

Rahmiah (2002) found in his research on the influence of the use of multimedia learning on learning achievement at High School in Maluku that the use of multimedia learning is enough to improve learning achievement. The study also found that the experimental group taught using multimedia learning is higher in learning achievement than the control group taught without the use of multimedia learning.

Jamal (2002) in his research on the contribution of instructional audio to the effectiveness of learning at State Vocational High School in Samarinda City found that audio attractiveness for learners and learners who are mostly categorized are, correlated positively and significantly with the effectiveness of learning. In addition, the interest of learners who are complementary with the interest of the learner to the audio media correlated positively and significantly with the effectiveness of learning.

With the progress of ICT increasingly out of this, it becomes important to know how far the benefit that can be gained from its use as one form of ICT advancement that can be applied in the learning process.

METHOD

Location of the research is Public Vocational High School research in Ambon City. The population in this study is all students of Public Vocational High School in Ambon City. The sampling technique using purposive sampling is 125 students of Public Vocational High School in Ambon City.

Data collection techniques: primary, collection is done by using a questionnaire that contains statements to be measured and data collection is done by delivering questionnaires directly to students of Public Vocational High School Ambon City. Measurement Scale Using Likert Scale: with the Statement from strongly not (1 point) to strongly agree (5 points) Method of analysis: using Descriptive Statistics method

Operational definition of research variables

1. The media used in ICT by Hartoyo (2008) include:
 - a. Interactive Multimedia examples of text, graphics, audio, video, and animation,
 - b. Television,
 - c. Computer,
 - d. Sound System.
2. Information and Communication Technology in language learning based on according to Hartoyo (2008)
 - a. Computer-Assisted Language Learning CALL: integrated skills such as listening, reading, and writing, listening and speaking.
 - b. Information Hubs: Materials taught
 - c. Publication Forum form: Essay, Articles, Reports build communication

FINDINGS AND DISCUSSION

Description Role and Function of Utilization Information Technology and Multimedia Communication in Learning Process English at Public Vocational High School in Ambon City

Based on respondents' answers in Media used in Information and Communication Technology where indicator: Interactive Multimedia exemplified: text, graphic, audio, video, and animation got response that students really liked marked mean value 4.31. This has a meaning that English subjects can be in demand of students because of the simple method of learning and closer to the students' desire

that makes students easier to understand and even able to communicate. The indicator of the use of television, computer and sound system of students' responses on average is 3.91. This explains that students like the use of television media, computers and sound system to make students easier to understand the material presented. Thus, the way of learning by using the method of using learning media will make students easy to understand and students eager to learn. It shows that, as a subject teacher must have the high creativity needed to improve the spirit of student learning through the subjects taught.

Information and Communication Technology in English learning indicators covers are covering Computer-Assisted Language Learning CALL: integrated skills such as listening, reading, writing, and speaking. On this indicator students stated strongly agree with the average value 4.33. This proves that the learning process with the help of computers will help students to channel their ability to hear, read, write, and speak. In the indicator: Information Hubs: Materials taught, and Publication Forum in the form: Essays, Articles, Reports build communication, earn value average 3.87. This indicates that the student agrees. Indicators medium to converse or correspond: Students can receive lessons through videoconference and research Support: Internet, website, e-journal, e-library, e-mailing list questionnaire on the indicator students agree with the average value 3.71.

Based on student responses on each indicator above shows that each indicator has a meaning that is perceived in each student in the process of learning English. The perceived meaning is poured through the revelation of each indicator / item that can be measured and expressed through the average value.

According to Smaldino and his colleagues (2008: 4-5) technology has many applications that can be applied to all areas of the curriculum. With the application of technology, students are no longer constrained by their classrooms. Through the Information and Communication Technology applied in schools, the world is like being in the classroom. The students of Public Vocational High School in Ambon City utilize the technology in their learning process. Through computer networking internet, English learning process can be more interesting, because with Information and Communication Technology students can access to get information wider easily from various sources for their need. Web access through computer internet network is the design of instrumental action from the form of progress of Information Technology and Communication as education media. According to Sadiman and colleagues (2009: 7) the educational media is anything that can be used to channel the message from the sender to the recipient so that it can stimulate the students' thoughts, feelings, attention and interests in such a way that the learning process can take place.

Description of Benefit Obtained Through Multimedia in the English Language Learning Process Public Vocational High School in Ambon City

If correlated with Rogers's opinion (2005: 67) the use of Information Technology as a medium of education can be a more interesting instrumental design and can reduce uncertainty because students can get messages and information easily, more and within a wider reach.

Here students can be directly in the process of seeking, watching, obtaining, understanding, and using information. They can assimilate prior knowledge with new knowledge gained. This process will make the knowledge and understanding of students growth.

According to Ausubel, one of the theorists of cognitivism theory in learning, the learning process occurs if a person is able to assimilate the knowledge he has had with new knowledge. The learning process will take place through the stages of paying attention to the stimulus, understanding the meaning of the stimulus, storing and using the information already understood. Jerome Bruner, in his theory of instructional theory, suggests that a series of learning in which learners find material will have an immediate effect on task control (Bruner in Smaldino, 2008: 9). Bruner insists that this applies to all learners, not just children, but at all levels of the learner.

Another function of multimedia is within its means of gathering and discussion for students. This is supported by various facilities that can be utilized by students when they gather either before or after hours of study. In addition to computers equipped with internet access, multimedia center is also equipped with a mini library that provides books, magazines, novels, and articles in English.

In addition, means of games such as scrabble are also provided. All these facilities will provide many learning alternatives for students at Public Vocational High School Students in Ambon City. Thus, the interest of students to learn will be further supported by existing facilities in the multimedia center.

Description of Benefit Obtained Through Multimedia in the English Language Learning Process Public Vocational High School in Ambon City

The use of the Web (E-Learning) through multimedia has a pattern created as a medium of information learning materials through internet access as a form of application of information and communication technology. It can really support the students efforts of learning English.

The pattern of the use of Information and Communication Technology is based on the level and age of the learner, the need for learning materials, and students are formed in groups of internet access and directed by the teacher.

With the use of patterns that have been made, the use of the web (E-learning) has provided various value-added (benefits) for the students in supporting their learning process. The benefit that students gain by using the web (E-Learning) through multimedia is as follows:

- a. Students get more up-to-date information and learning materials easily, faster and more detailed (clear).
- b. Students get different types of information and learning materials in a variety of interesting media formats
- c. English speaking skills of students can develop especially reading, writing, vocabulary, and grammar skills.
- d. The students are more active and passionate because they are directly involved in the process of obtaining information and learning materials needed in English learning.

Judy Lever, 2008: 283 states that the use of the Web (E-Learning) makes schools or educational institutions no longer lack of information and knowledge resources for educational purposes. In fact, knowledge of the world can be broadly transferred to the fingertips of the learners. Communications that were once limited to paper, pens, and correspondence can now take place very quickly and on an international scale, opening new insights for the development of learning communities.

Utilization of the Web (E-Learning) as a medium for learning needs can be explained with uses and Gratification Theory. This theory explains what media does to people and what people do with the media.

According to the theory of uses and gratification, people can gain more knowledge obtained through the media. There are several needs and satisfactions for people that are categorized into five categories:

1. Cognitive needs (Cognitive needs)
2. Affective needs (Affective needs)
3. Personal integration needs (Personal Integrative needs)
4. Social integration needs (Social Integrative needs)
5. The need to escape from tension (Tension free needs)

Cognitive needs fulfillment (cognitive needs), namely the need to increase knowledge and insight. With web access, students at Public Vocational High School in Ambon City get more learning materials and up-to-date information easily, faster and within a wider range in terms of text, pictures and video for their learning needs. This is one of the advantages possessed in ICTs like the internet. Judy Lever (2008) also explained that the advantages of the internet are navigation i.e. the ability to move easily within and between documents.

Learning materials and information found by students in the web is a picture of reality that poured in the form of text, images, animation, video, or film. This is the process of virtualization within the computer that is displayed over the web. All of these processes are the unity of the learning set that students undertake while studying in multimedia that strongly supports the fulfillment of their cognitive and affective needs.

Fulfilling the needs of personal integration (personal integrative needs) and social integration (personal integrative needs) of the Students at Public Vocational High School in Ambon City can be supported by the Web. Learning on the multimedia center puts the students of Public Vocational High School in Ambon City actively, collectively, and interactively in a series of learning.

Scientific (2002: 37) suggests some additional benefits that can be obtained from the use of learning media that are as follows:

1. Add variety to present the material
2. Provide experiences and open a wider horizon so that education is more productive
3. Encourage direct interaction between learners and learners, as well as interaction with their environment

4. Prevent the occurrence of verbalism
5. Overcoming the limitations of space and time
6. Increase the spirit, increase the passion of learning.
7. Information is easily digested and durable in absorbing taught material (information is very imprinted and not forgotten)

The use of the Web (E-Learning) in the process of learning English students at Public Vocational High School in Ambon City provides a clear picture. It is the application of innovation (ICT devices i.e. computer network internet) and media utilization (Web) as described in the theory of diffusion of innovation and uses and gratification, can support the learning process that is analyzed through instructional theory and cognitivist theory in learning. This can be seen through various kinds of benefit obtained by students using the Web (E-Learning) in the learning process.

Thus, these findings are also increasingly asserted that learning is a process of communication and communication is an important part in the learning process. Aspects of communication, both theory and practice has close relation to each other and support the success of the learning process. By understanding the aspects of communication appropriately the learning process can run successfully.

Conclusion

Based on the results of research and discussion the following conclusions can be drawn:

1. Multimedia function is as a means of learning more interesting and interactive because it is closer to students with Information and Communication Technology for English learning.
2. By using multimedia, students get benefit:
 - a. Students gain much information and learning materials, easily, smoothly, quickly and in more detail.
 - b. Students get information and learning materials in various media formats both in the form of text, images, and videos of interest.
 - c. English speaking skills of students can develop, especially reading, writing, vocabulary, and grammar skills.
 - d. Students are more active and enthusiastic in the learning process because they are directly involved in the process of obtaining information and learning materials needed in learning.

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