

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two statements of the problem that have to answer in this research. The first problem is the lecturers' perception about using technology in teaching English in the classroom and the second is the factors that influence the lecturers' perception. To answer both of problems the writer used the data from observation and questionnaire.

The observation included four items. The number of observation included one item about the using of technology in the classroom, one item about the students' involvement in technology and two items about the students' response to the teaching and learning process by using or without using technology.

Based on the observation, it is known that the lecturer used power point to explain the material. He gave some examples of the lesson through social media. Also, he engaged the students in the process of teaching and learning in classroom. After he explained the material, he asked the students to work in pairs. He also helped the students in doing exercise.

In addition, the students gave positive response to utilization of technology and showed active participation in the class. It was because the lecturer did

questions-answers while he was teaching; He showed some interesting materials. Thus, they paid attention to the materials given by lecturer.

Even though, the lecturer taught without technology, the students still paid attention to the lecturers' explanation. It was because the lecturer explained the material well so the students still were motivated in learning.

The questionnaire included thirteen statements of lecturers' opinion about the utilization of technology in teaching and learning process. The number of questionnaire included three items about background, eight items about lecturers' perception in using technology, and two items about factors influence in using technology. The type of questionnaires are open-ended and close-ended questionnaire. The items included four items for close-ended questionnaire and nine items for open-ended questionnaire. From questionnaires that have been conducted, the writer found the data like in the following table.

Table 4.1 Using Technology in Teaching

No	Scale	Frequency
1	Always	7
2	Often	1
3	Sometimes	6
4	Seldom	-
5	Hardly ever (ones/twice)	-
6	Never	-
Total		14

From the table, it is known that all lecturers used technology in teaching. Most of the lecturers (7 lecturers) always use technology in teaching. Some of them (6 lecturers), sometimes use technology and only one of them often uses it.

The following table shows kinds of technology used by lecturers.

Table 4.2 Kinds of Technology Used by Lecturers.

No	Technological Media	Always	Often	Some-times	Seldom	Hardly ever (ones/twice)	Never	Total
1	Audio	1	2	-	8	2	1	14
2	Edmodo	-	-	-	2	2	10	14
3	E-learning	-	-	-	2	-	12	14
4	Facebook	1	1	-	4	-	8	14
5	Power Point	7	6	-	-	-	1	14
6	Video	-	4	-	7	-	3	14
7	Others SMS, Line and WhatsUp	-	-	14	-	-	-	14

In this table, the writer found that the media or the technology which always used were power point. From fourteen lecturers, there are seven lecturers who always use power point, six lecturers who often use power point and one lecturer who never uses power point. For audio, from fourteen lecturers, there is one

lecturer who always uses it, two lecturers often use it, eight lecturers seldom use it, two lecturers hardly ever use it and one lecturer never uses it. For video, from fourteen lecturers, there are four lecturers who often use it, seven lecturers seldom use it and three lecturers never use it. From fourteen lecturers, there is one lecturer who always and often use facebook, four lecturers who seldom use it and eight lecturers who never use it. From fourteen lecturers, there are two lecturers who seldom and hardly ever use edmodo and ten lecturers who never use it. From fourteen lecturers, there are two lecturers who seldom use e-learning and twelve lecturers who never use it. Besides, the technology that the writer mentioned on the table, all of the lecturers sometimes use other technologies, such as SMS, line and whatsapp.

In addition, the writer found that all of the lecturers thought technology is important to support English learning and teaching process in the classroom. They thought it helps the lecturers in teaching. It also helps to make the lesson effective, efficient and more interesting. Not only helps the lecturers, technology also helps the students in improving and developing their skills.

Furthermore, the writer found that all of the lecturers thought that technology is important to help students in learning English outside the classroom. They said by using technology students can learn independently because learning process is not only happen inside the classroom, but also outside the classroom. They also said that they often remind the students to practice through internet.

Then, the writer found the benefits that the lecturers got are they can present the materials in relax but seriously, it is easier for them to teach and they can motivate the students. They also can make the teaching more effective, efficient and more interesting. For the students, they can be more excited.

Other finding is that the lecturers prefer teaching by using technology. They thought conventional way is too boring and not make the students and the lecturer smart and creative. They also said teaching by using technology is better, more interaction and relaxation.

The writer also found that the lecturers thought they should increase their knowledge about technology, they should be familiar with varieties of technology and they should keep update with technology. They also said they had better master the technology for supporting the teaching and learning process.

The also writer found that the students' response is positive. The lecturers also said that the students are interested, happy and more active. The students really enjoy the class. Although they were motivated and more happy. The lecturers did not think that all English subjects should be taught by using technology, they still need textbook to be read. It also depend on the subjects and on the situation.

Finally, the writer found that the lecturers thought the most suitable subjects are teaching media, instructional design, listening and pronunciation. All of the lecturers know some technological media. Some lecturers thought the technological are available enough. The other lecturers thought the technological

are not available enough, sometimes the LCD's do not work and there is no electricity.

B. Discussion

The result of the study indicated that the lecturers' perception toward the utilization of technology are generally positive. As evidenced by the lecturers' responses to the observation and questionnaire, all lecturers considered and believe that the use of technologies adds value to their teaching. Technology is an effective way for improving the quality of their teaching because technology can provide both lecturers and students with useful information and resources, various modes of presentation and authentic contexts.

After all data that needed are completed, then they are analyzed based on the findings of the data that have presented before, the data will be explained as follows:

From the observation, the lecturers thought the technology is very important, because it can make the students more interested and more motivated. Technology is also important to help the lecturer in explaining the materials because it makes the lesson more effective, efficient, and more interesting. Not only in explaining, the lecturer also gave some examples through the technology. The lecturer involved the students in using technology and it made the students more active. Students' responses were positive and they enjoyed the class.

However, not all lecturers always used technology, but the students still paid attention because the lecturer explained the material well and not boring.

The following writing discusses the lecturer's perception on the use of technology and factors influencing their perception.

1. The lecturers' perception about using technology in teaching English in the classroom.

Based on the findings, the lecturers gave positive response to utilization of technology. They said technology is helpful both for lecturers and for students in teaching and learning, it can be seen that the lecturers thought technology is very important in teaching and learning process. Technology can make the teaching and learning easier, more effective and more interesting. Technology also can make the teaching and learning process not boring.

It is the same as Yang and Chen's theory, they asserted that technology supports the teaching-learning process. Terry's theory also mentioned that technology has become a powerful vehicle in the teaching-learning process. Technology is a powerful tool with enormous potential, and it helps in transferring within and beyond classroom.

The lecturers also thought there were many benefits that the lecturers could get from technology. They can teach the lesson in relax but seriously. They can teach in various ways. They can increase the students' interested in learning. They can make the lessons easier to understood. They can make the students focus on the material. They also do not need much time to prepare the materials.

The benefits that the lecturers got from technology were in line with the theory of Rodinadze and Zarbozoia. They said the use of technology could make learning easy and interesting, technology makes distance learning more accessible than ever, technology makes collaboration more effective, making learning enjoyable, students and lecturers can access information at any time, it also could help the students to understand the material.

They prefer teaching by using technology. Because it is easier to make summary of the lesson, so they do not need to explain the material for too long. They also thought that conventional way is boring.

They said the lecturers should increase the knowledge about technology. Not only should increase the knowledge, but they also keep update with technology. It had better if they master the technology for supporting the teaching and learning process.

2. The factors that influence the lecturers' perception.

Based on the findings, it can be seen the factors that influence the lecturers' perception are they know about the technology and they know how to use technology very well. Besides, they thought technology is very important. They also always use technology in teaching.

There are two factors that influence the lecturers' perception; internal factors and external factors. For internal factors such as lecturers' limited computer skill and their perceptions toward technology. On the other hand, external factors

such as limited time, insufficient computer facilities and inflexibility of curriculum and textbooks.

Some of them thought the technological media are available enough provided by English department. The other lecturers thought the technological media are not available enough provided. It is probably that the LCD's do not work when they were teaching in classroom or no LCD when they were teaching because of being used by the others. They also said sometimes there is no electricity.

So far, the theory said that individuals' experiences also influence in molding ones perception. The lecturers have experiences in using technology, so they know how to use it and they also use it. The theory also said the interests of people also influence individual's focus of attention. The lecturers have interest in using technology, so should master technology and keep update with it.

Besides, it is relevant to the theory about personality characteristics. The theory said there is a strong relationship between personality factors and perception. The lecturers have positive perception about technology and they have personality factors about technology, so there is a strong relationship between them.