STUDENTS' PERCEPTIONS ABOUT THE USE OF TELL IN ENGLISH LEARNING PROCESS IN BOSOWA UNIVERSITY MAKASSAR

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ABSTRACT: Technology in language teaching has become an incredibly important part of current pedagogy. The present study seeks to justify the perceptions of students about the use of TELL in the process of learning English in Bosowa University Makassar. A quantitative research design was employed as the approach to gathering data about the perception of the students. The questionnaire was used to cater as the research tools for the achievement of research goals. Descriptive statistic was performed to analyze the obtained data through questionnaires.

KEYWORDS : *TELL, Students' perceptions, Learning process.*

I. INTRODUCTION

TheTELL (Technology Enhanced Language Learning) is the use of a computer as a technological innovation to display multimedia as a way of supplementing a language teacher's teaching method. It allows for the use of multiple teaching methods, resulting in the creation of a learning environment in which technology aids student performance without causing students to become completely reliant on technology to create language. In Bosowa University, English is a subject that must be taught in order to cope with the technological and information improvements of current period, in which English is used by the majority of people.

Many studies have shown that using technology has positive effects, one of which is in the field of education. Technology plays an important role in improving educational quality. According to Fatimah and Santiana (2017), technology, as the most recent instructional media in this globalization era, contributes good benefits in the educational sector, particularly in the teaching and learning process, such as allowing students to have new authentic and meaningful learning experiences, providing a more fun and effective learning environment to engage their effort and behavior, allowing students to collaborate and easily access information that can increase their learning experiences. Kranthi (2017) stated that technology has been used to assist and enhance the learning process, particularly in language learning.

. ICT has now become an integral part of people's personal and social lives, as well as influencing their professional careers (Golshan &Tafazoli, 2014). ICT can also lead to increased student learning and improved teaching methods, according to Mafuraga and Moremi (2017). However, there were challenges in using ICT, such as teachers having less experience with technology than students, a lack of local e-learning resources to administer real-time classes and electronic assessments, a lack of procedures for monitoring and evaluating ICT use, insufficient equipment or facilities, inappropriate attitudes, insufficient training, and insufficient capacity building. (Tonui, Kerich, &Koross, 2016) (Soussi, 2015) argued that information and communication technology (ICT) is widely used in 21st-century learning and is regarded as a key factor in the success of the learning process.

Furthermore, the research attempted to bring out the students' perceptions of Technology Enhanced Language Learning (TELL) by identifying the fundamental impediments to integrating new technology applications. Students' perspectives are more likely to be influenced by their professors' perceptions and use of technology in their teaching approaches, according to Cape & Ward (2002). (See page 72). So, this study conducted to determine the students' perceptions about the use of TELL in English learning process in Bosowa University Makassar.

II. METHOD

The quantitative methods used in this research. This study carried out at Makassar's Bosowa University's English Education Department. This research involved 30 students. Students completed a questionnaire, which was a quantitative technique of data collection, to determine their perceptions and desire to use TELL in their

classes. The Microsoft Excel tally system was used to analyze the questionnaire. The responses were also translated to percentages and shown in pie charts, bar charts, and tables.

According to Gillham (2008), using a questionnaire allows one to collect a large amount of data in a short amount of time, and data processing can be quick and simple (Dörnyei and Taguchi, 2010 p.6). As a result, the writer devised a questionnaire that has 11 closed-ended questions in order to elicit replies from the students. Likert scales were used to follow the response type of the questions. Furthermore, the study of Kennedy, Judd, Churchward, and Gray (2008), who conducted research on first-year university students in Australia regarding their opinions of using technologies, was consulted in the development of the questionnaire.

The data gathering process began with the writer visiting the institution to obtain permission to conduct the survey. Following that, the writer must obtain approval from the department head, and after that the writer approached directly by the lecturers. The writer provided lecturers with the relevant instructions for filling out the questionnaire for their students.

III. FINDING AND RESULT

3.1. Responses of the students of Bosowa University
3.1.1 Response to question 1
1) Table 1. Q.1. Which of the following applications do you use in your study and also in your university?

Responses	Participants	Percentage
Zoom	27	90%
Google Meet	18	60%
E-mail	18	60%
Podcast	4	13,3%
Youtube	10	33,3%
Wikis	3	10%
Blogs	6	20%
Facebook	3	10%
WhatsApp	20	66,7%
Twitter	3	10%
Instagram	7	23,3%
Moodle	3	10%
Online dictionaries	11	36,7%

In this pandemic, 90% of students preferred to use the Zoom app at their university, as evidenced by the responses. Furthermore, the participants were enthusiastic about using Google Meet and Email (60%) and Youtube (33.3%) for their studies. Furthermore, approximately 66.7% of students agreed that they use social networking sites such as Whatsapp to get important information about their classes and studies, as well as Instagram (23.3%), Facebook, and Twitter users (10%). On the other hand, the number of users of Podcast (13.3%) and Moodle (10%) was low, owing to the fact that faculty rarely use those applications. Furthermore, the percentages of people who use an online dictionary, wikis, and blogs were 36.7%, 10%, and 20%, respectively.

1. Which of the following applications do you use in your study and also in your university? Tick all that apply.
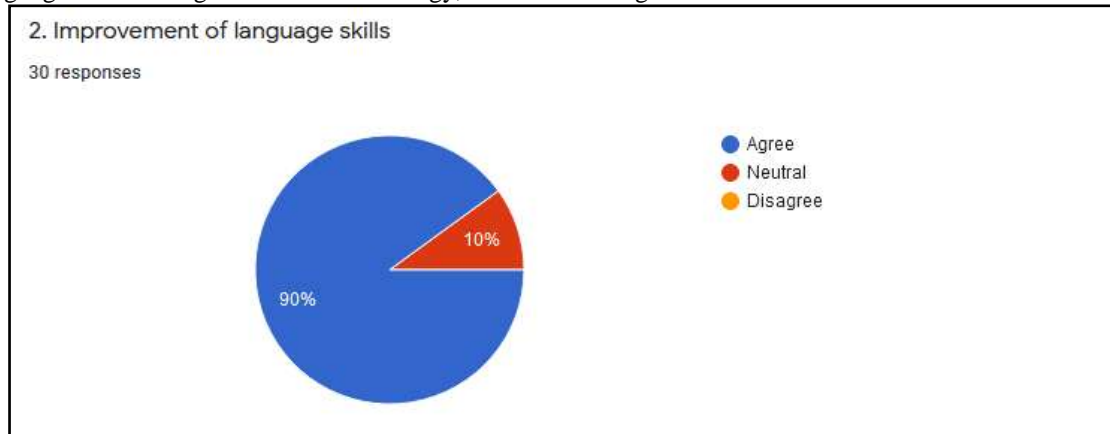30 responses
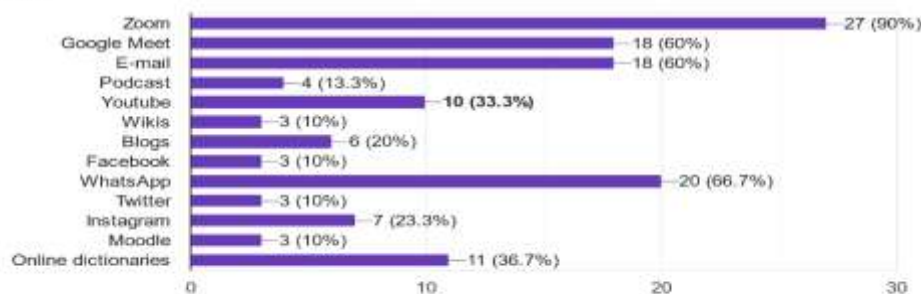
Graphical Representation: 1

2) 3.1.2 Response to question 2

Table 2. Q.2.Improvement of language skills

Response	Participants	Percentage
Agree	27	90%
Neutral	3	10%
Disagree	0	0%

     Most students (90%) agreed that using the above applications can help them improve their language skills in response to this question. On the other hand, 10% of participants had no opinion about improving language skills through the use of technology, and no one disagreed with the above statement.
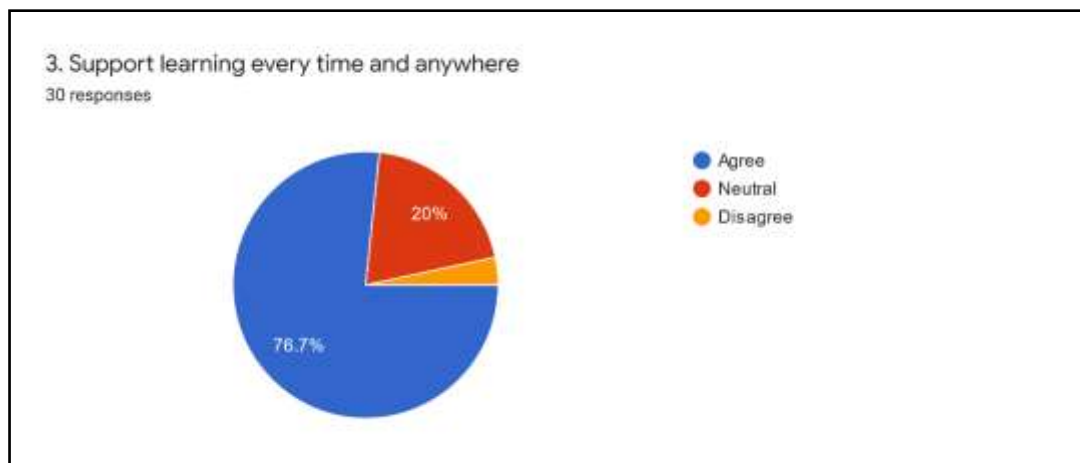

Graphical Representation: 2

3) 3.1.3 Response to question 3

Table 3. Q.3. Support learning every time and anywhere:

Response	Participants	Percentage
Agree	23	76.7%
Neutral	6	20%
Disagree	1	3.3%

     76.7% of students agreed that using various technological applications and tools can help them learn more effectively by allowing them to access information at their own pace and on their own time. Only 3.3% of participant, or one person, disagreed with the statement, while 20% of participants had no opinion.
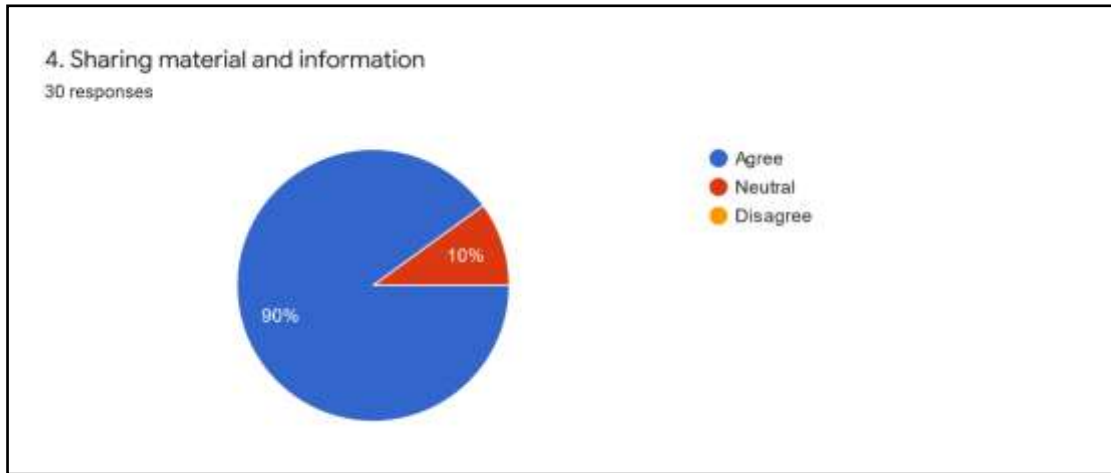

Graphical Representation: 3

4) 3.1.4 Response to question 4

Table 4. Q.4. Sharing material and information

Response	Participants	Percentage
Agree	27	90%
Neutral	3	10%
Disagree	0	0%

In response to this question, 90% of all participants agreed that technological applications make the process of sharing information and materials easier. However, 10% of them gave a neutral response to the above statement, while 0% gave a negative response.
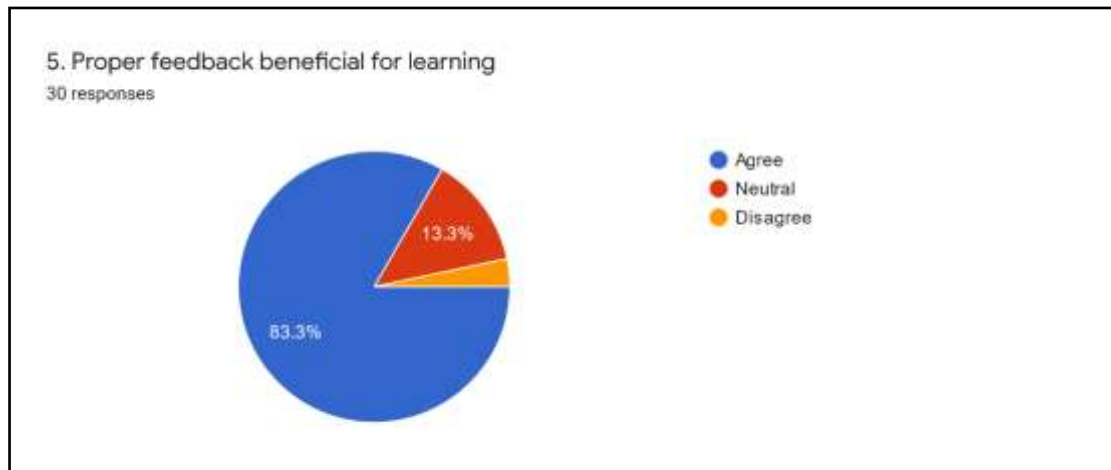

Graphical Representation: 4

5) 3.1.5 Response to question 5

Table 5. Q.5.Proper feedback beneficial for learning

Response	Participants	Percentage
Agree	25	83.3%
Neutral	4	13.3%
Disagree	1	3.3%

83.3% of students agreed that these technological applications and tools can provide appropriate feedback that will help them learn better. On the other hand, 13.3% of them gave a neutral response, while 3.3%, or one participant, disagreed, stating that he did not believe it was beneficial for students to receive proper and accurate feedback from their teachers.
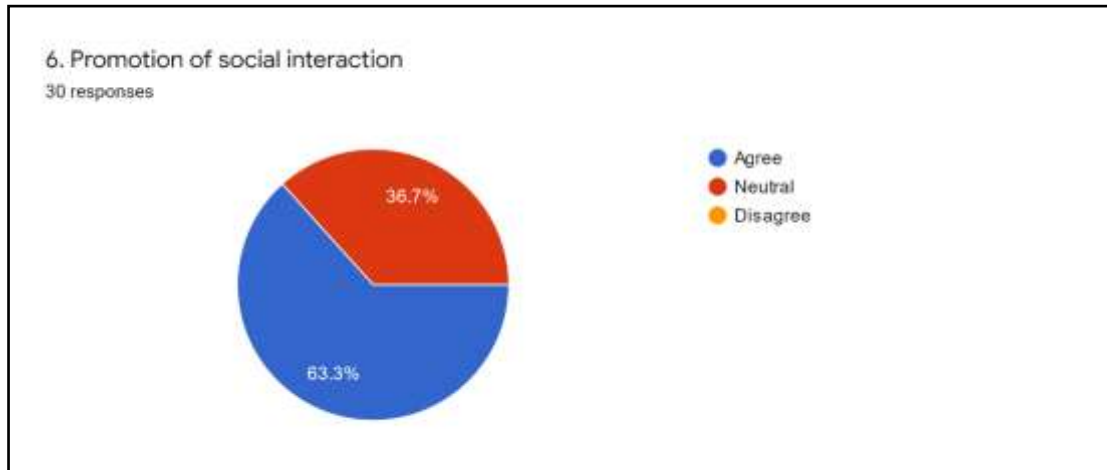

Graphical Representation: 5

6) 3.1.6 Response to question 6

Table 6. Q.6.Promotion of social interaction

Response	Participants	Percentage
Agree	19	63.3%
Neutral	11	36.7%
Disagree	0	0%

Only 63.3% of the students agreed with the fact that with the use of different technological applications can promote social interaction among them as well as among people all over the world. On the other hand, 36.7% did not have any definite opinion about the statement as they perceived it neutrally, whereas 0% none of students disagreed with it.
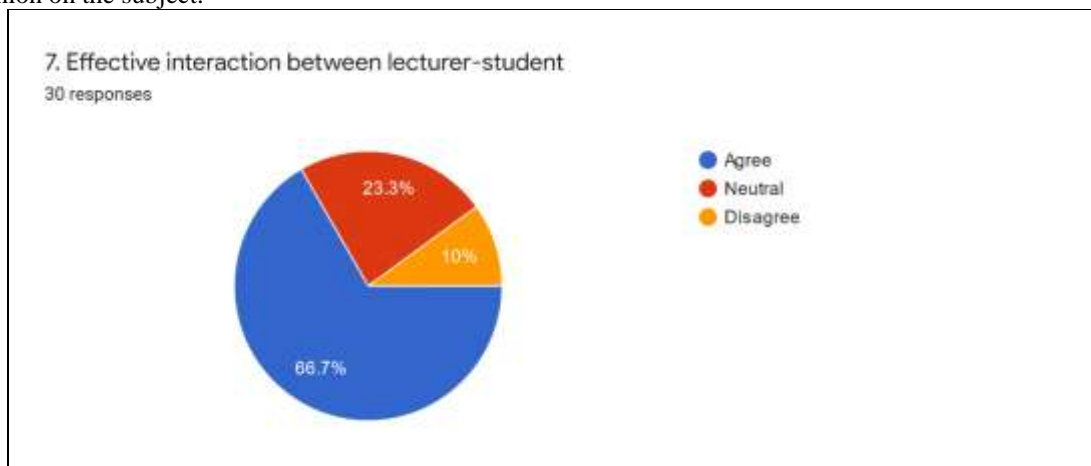
Graphical Representation: 6

7) 3.1.7 Response to question 7

Table 7. Q.7.Effective interaction between lecturer-student

Response	Participants	Percentage
Agree	20	66.7%
Neutral	7	23.3%
Disagree	3	10%

Using technological tools and applications, the teacher-student interaction becomes more prominent. As a result, this statement was supported by 66.7% of students. However, 10% of students disagreed, stating that they did not agree with the statement above. On the other hand, 23.3% of participants had the neutral opinion on the subject.
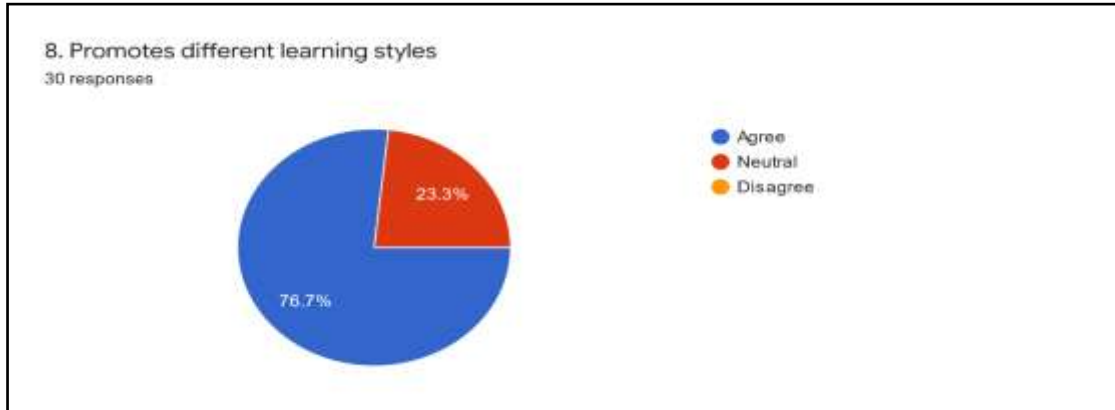

Graphical Representation: 7

8) 3.1.8 Response to question 8

Table 8. Q.8.Promotes different learning styles

Response	Participants	Percentage
Agree	23	76.7%
Neutral	7	23.3%
Disagree	0	0%

The use of technological applications and tools could promote different learning styles, according to 23 of the 30 participants, while 0% of the participants disagreed. Only 7 or 23.3% of students, on the other hand, had a neutral opinion in this regard.
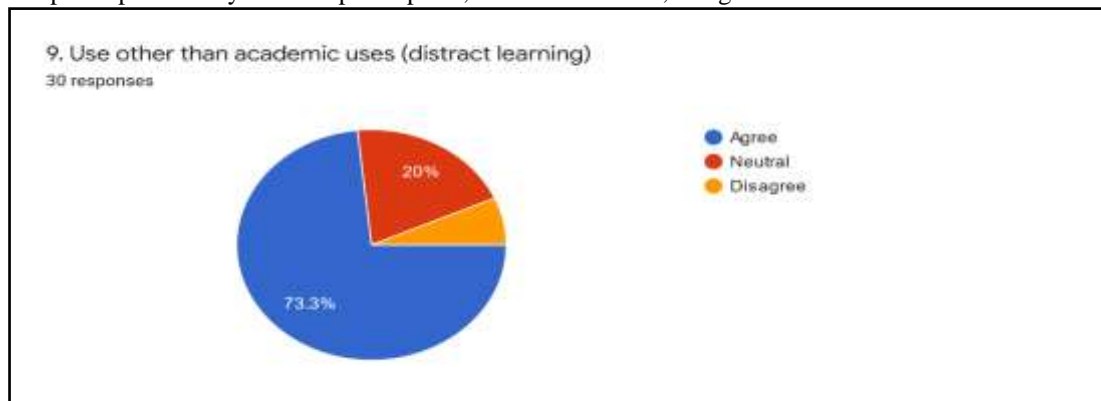
Graphical Representation: 8

9) 3.1.9 Response to question 9

Table 9. Q.9.Use other than academic uses (distract learning)

| Response	Participants	Percentage
Agree	22	73.3%
Neutral	6	20%
Disagree	2	6.7%

In this regard, 73.3% of participants agreed. The statement that those technological tools and applications can be used for purposes other than academic purposes received a neutral response from about 20% of participants. Only 6.7% of participants, on the other hand, disagreed with the statement.

Graphical Representation: 9

3.1.10 Response to question 10

Q.10.In which way of the following way do you like to learn your language?
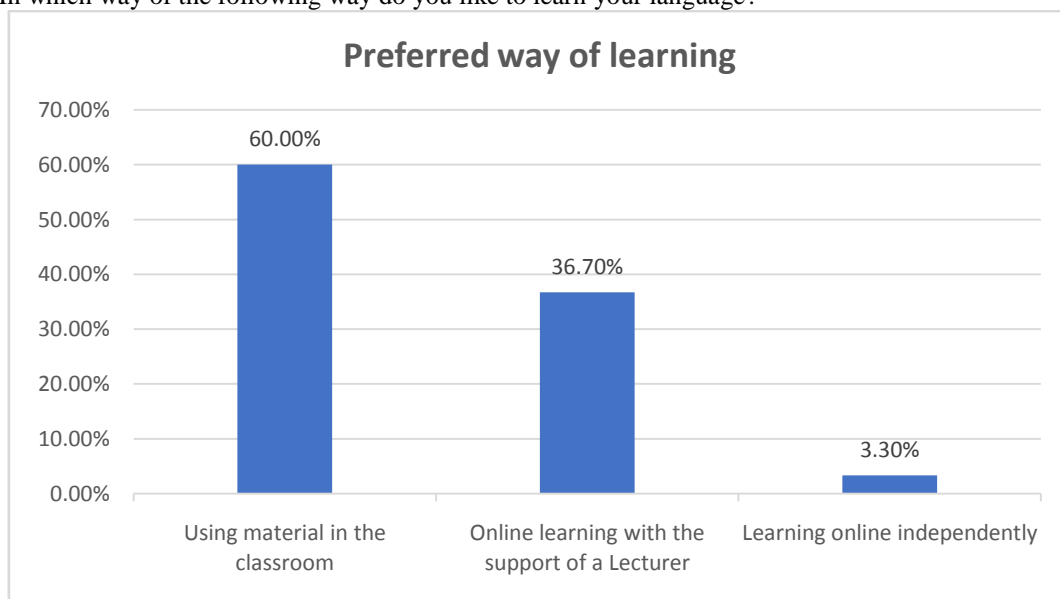
Only 36,7% of participants preferred online learning with the support of their teachers, whereas 60% of students preferred to learn their lesson using learning materials on a computer in their classroom. On the other hand, 3,3% of students prefer to learn online without the assistance of their teachers.

3.1.11 Response to question 11

For which purposes or not do you want to use technology-based applications to assist with your study?

Ans: To assist with the studies of students using computers for the following purposes are shown below:
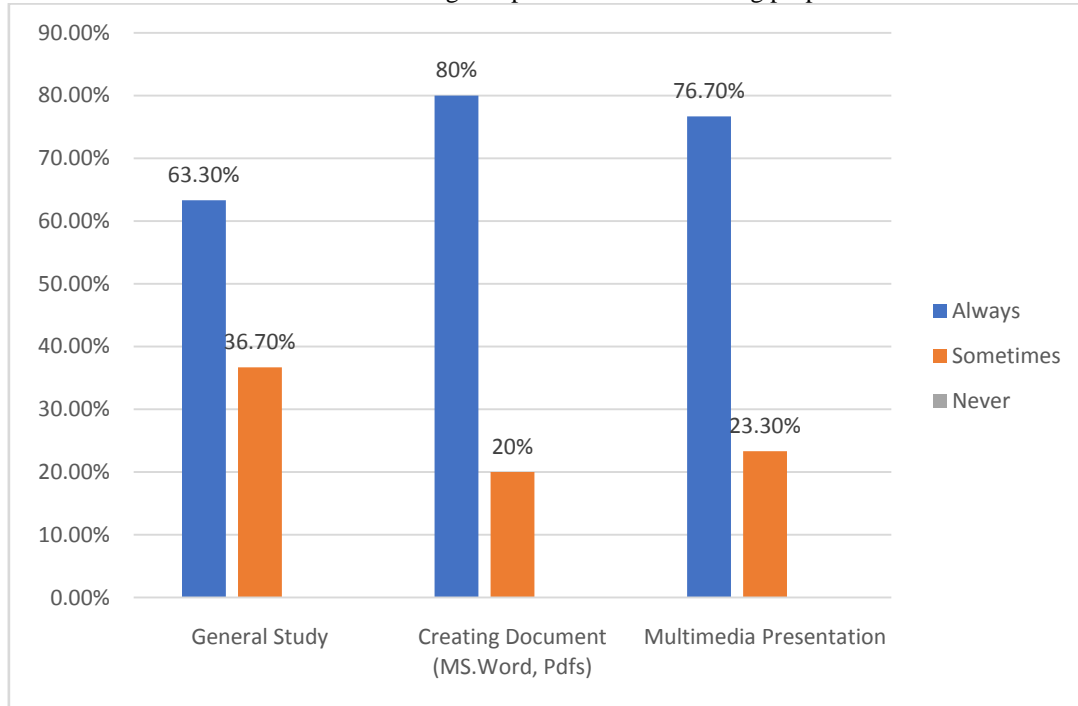
Graphical Representation: 11 (Using Computers)

Most of the participants (63.3% +80% +76.7%) agreed to use computers for general study; creating documents such as Microsoft Excel, Word, and Pdf; and creating a multimedia presentation in order to help students with their studies. Only 0% of participants, on the other hand, disagreed with the above reasons for using computers.

(a) To assist with their studies, students' responses to use the Web for the different purpose are shown below in bar charts.
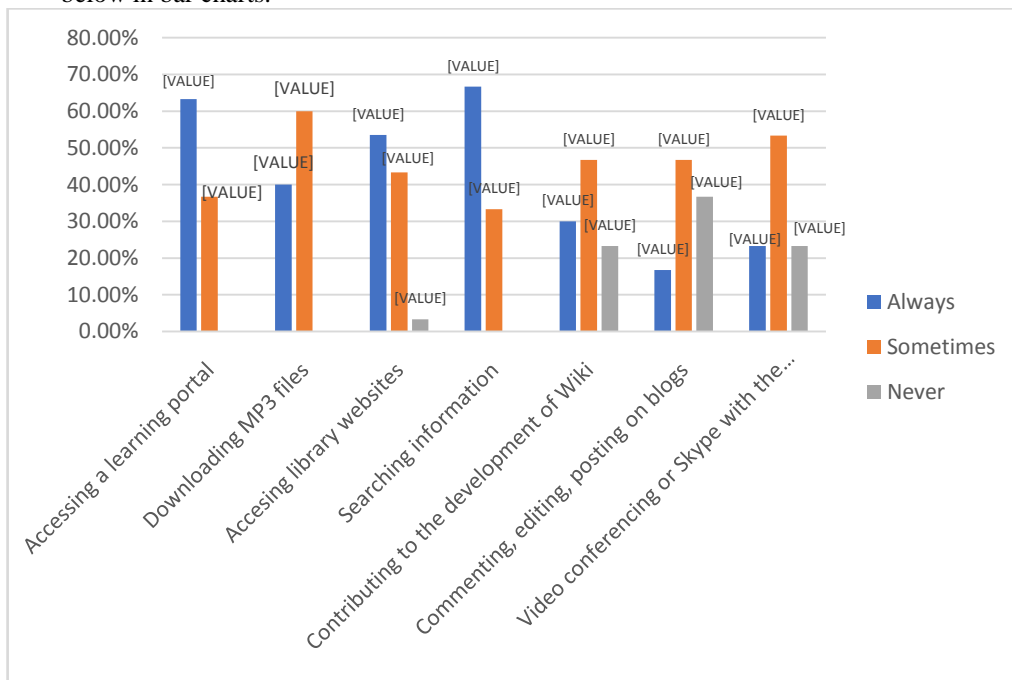

Graphical Representation: 12 (Using Web)

In terms of using the web, the participants were divided into different opinions. Among them, 63.3% students agreed that they always like to use the web for the purposes of accessing learning portal like Moodle and Google classroom and searching information from Google, online dictionaries. Next, Only 40% students agreed that they use web for downloading MP3 files (e.g. podcasts); for watching tutorial videos (e.g. Youtube). Moreover, for accessing library websites like database, e-journal for research work 53.5% students always like to use the web. Next, almost 67% students agreed that they always like to use web for Searching information (e.g. online Dictionaries, Google, Google translator). On the other hand, for the purposes of contributing to the development of Wiki and commenting, editing and posting in blogs, both 46.7% students like to use the web sometimes. However, video conferencing or Skype 53.3% participants like to use the web sometimes.

(b) To assist with their studies, the students like to use mobile phone for the following purposes
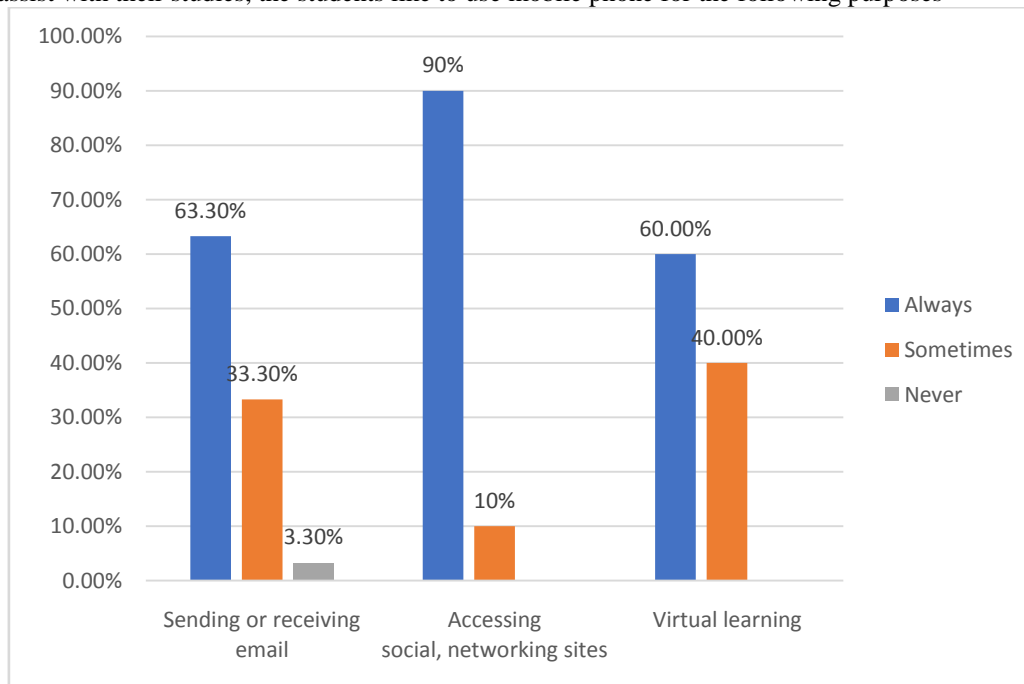
It is seen that 90% students want to use mobile phones to access social networking sites, also 63.30% students also want to use this device to send or receive E-mail and 60% students want to use this device to join virtual learning.

IV. CONCLUSION

From the result of analysis, it was apparent that utility of technology in language teaching offers significant improvement notably for particular language learners at certain non-government institution. The result of the present research has strengthened our belief that utilization of particular teaching techniques with engagement of technology bear useful pedagogy that may be reproduced by other teaching practitioners in other context of language learning. The analysis has confirmed that students are becoming aware of its value in an educational setting notably within English education department of Bosowa students. In addition, since they are a new generation, they are eager to learn and adapt to various technological applications.

The findings also revealed that the students' perspectives on their overall learning experience have improved with TELL. Most of the students perceived that using various technological applications for academic purposes can be beneficial and advantageous to them. In fact, most of them had very positive impressions of the technological applications' features. However, they showed little interest in using those applications on their own, as 60% of students preferred to learn using materials provided by their teachers. As a result, it indicates that they were not yet ready to assume responsibility for their own education. As a result, they require training in this area. The findings can be summarized by saying that, despite having very positive attitudes toward the use of TELL, lecturers must plan their curriculum from the start to ensure that both learning objects and technology integration are equally present.

The research's overall findings suggest the following steps for integrating technology into language classrooms:

- Lecturers can receive extensive training on properly integrating technological applications into their teaching methods to ensure the best possible outcomes from the learning objectives.

- University officials should make several efforts to improve the quality of technological tools and applications used in the classroom, and students should be trained on how to use these tools and applications properly so that they can take responsibility for their own learning in the future.

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