

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter provides findings and the discussion of the study about lecturers' perceptions toward the roles of technology in teaching language skill subjects in English Department of State University of Jakarta. The findings presented are regarding to the research question: "How do the lecturers perceive the role of technology in teaching language skill subjects in English Department of State University of Jakarta?"

#### **4.1. Data Description**

The data of this study were gathered through one instrument which is questionnaire. The questionnaire was administered to English Department lecturers with 6 responders. It consisted of four major parts; part I, II, and III were list of statements with rating scale and part IV was open-ended questions. The scales with 1-to-3 rating scales were used in the questionnaire which have meaning: (1) Yes; (2) Sometimes; (3) No.

The questionnaire consisted of 22 statements and 7 questions which described lecturers' perceptions toward the roles of technology in teaching language skill subjects in English Department of State University of Jakarta.

#### **4.2. Findings and Discussion of the Study**

The change of curriculum that happened to University in Indonesia in 2012 as adaption in *Kerangka Kualifikasi Nasional Indonesia (KKNI)* is produced

by DIKTI that influences English Department in State University of Jakarta to make the change in the subjects' skill in English Department, State University of Jakarta. Whereas, for the last four years, the skill' subject was thought as separately, such as Reading, Listening, Writing, Speaking and Grammar which are merged as integrated skill.

In English Department, State University of Jakarta, there are eleven subjects in integrated skill forms, there are:

Subjects	
1	<i>English for Interpersonal Communication</i>
2	<i>English for Social Communication</i>
3	<i>English for Business Communication</i>
4	<i>English for Academic Communication</i>
5	<i>English in Academic Discourse</i>
6	<i>English in Social Discourse</i>
7	<i>English in Business Discourse</i>
8	<i>English in Literary Works</i>
9	<i>Grammar for Academic Communication</i>
10	<i>Grammar for Business Communication</i>
11	<i>Grammar for Interpersonal and Social Communication</i>

Table 4.1 List of Skill Subjects

The implementation of those eleven subjects are hoped as the subjects of language skills which are contain all macro skills (reading, listening, writing, speaking) and it is proved by this chart:

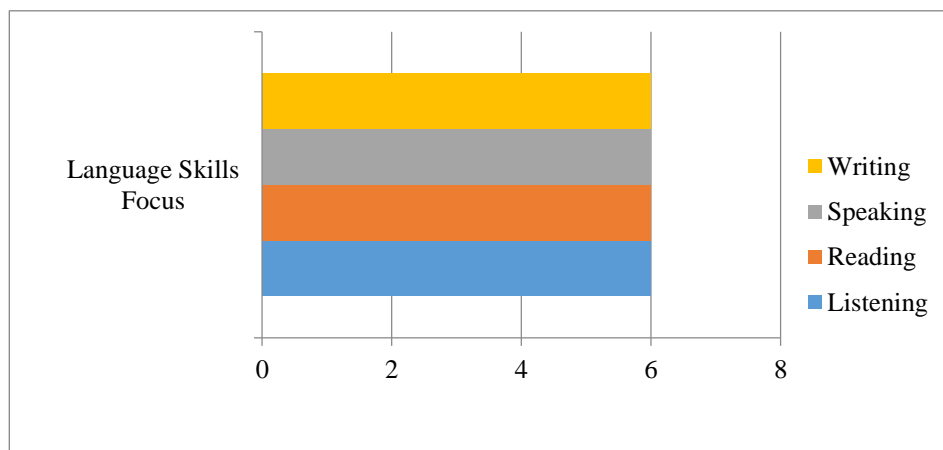


Figure 4.2 Integrated language skill subjects focus

Based on the chart above, it can be seen that all respondents are agree that those subjects are contain all macro skills such as listening, reading, speaking, and writing in the process of teaching. The macro skills of the language, which are listening, reading, speaking, and writing are taught implicitly in the process of teaching the eleven subjects.

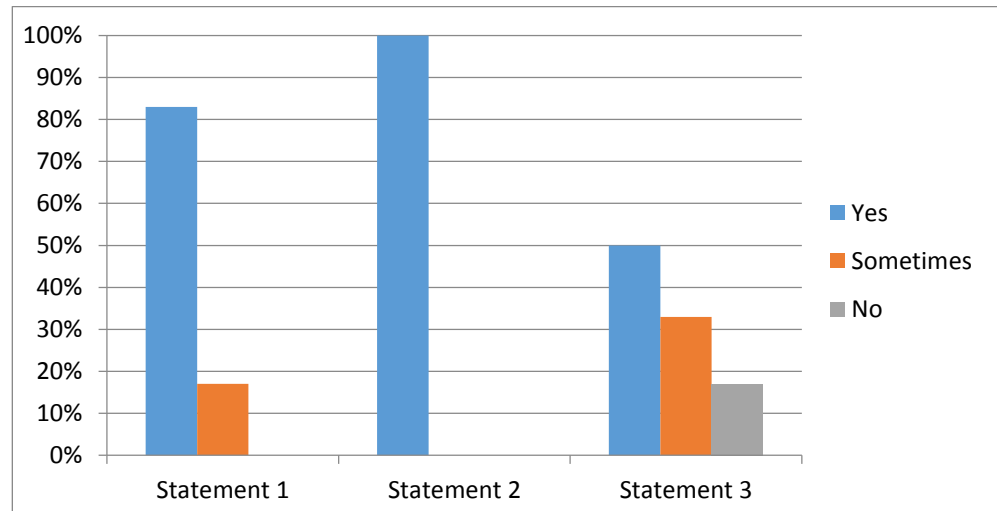
#### **4.2.1 Lecturers' perceptions toward the roles of technology in teaching language skill subjects in English Department of State University of Jakarta**

The following are the findings of lecturers' perceptions toward the roles of technology in teaching language skill subjects in English Department of State University of Jakarta which divided based on the role of technology in the process of language skills subject teaching (opening, main activity, closing) and the role of technology for lecturers.

##### **4.2.1.1 Lecturers' perceptions toward the roles of technology in teaching process of language skill subjects in English Department of State University of Jakarta**

The following chart and its explanation are the data interpretation related to the findings of lecturers' perceptions toward the roles of technology in teaching process of language skill subjects (listening, reading, speaking, and writing) in English Department of State University of Jakarta.

Figure 4.3 Data percentage of technology usage in listening skill teaching process



Based on data percentage above, it can be seen in statement “In teaching listening, I start with playing audio by using tape or showing video related to the topic by using computer/laptop/LCD to the students.” (statement 1), that 83% of lecturers agreed about it. 100% of them also agreed to the statement 2 that “In using media such as tape or video player in teaching listening skill can help students to comprehend micro skill such as accent, pronunciation, grammar and vocabulary and also comprehend meaning.” Which is provided with the lecturer’s statement that:

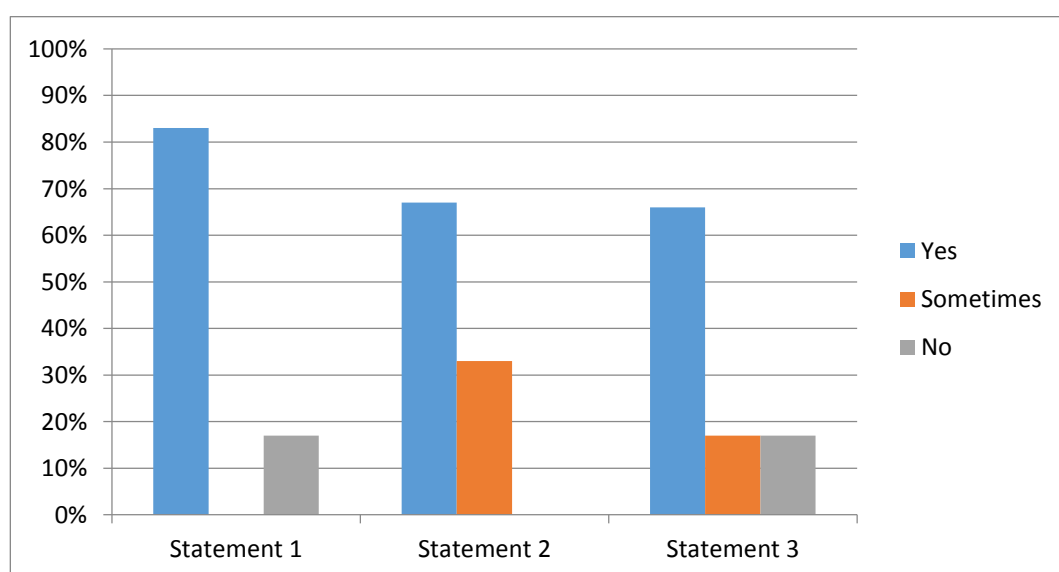
*“Dengan cara menggunakan teknologi tersebut untuk memperkenalkan & memberi model tentang fungsi kebahasaan yang akan dipelajari” (Lecturer 3)*

The responds in statement 3 “At the end of learning, I instruct the students to find audio/video which will discuss on the next meeting”, shows that 50 % of the lecturers agreed about it. It is provided with the lecturer’s statement that:

*“Sebagai alat pencarian materi otentik, penelusuran rujukan, pelatihan ...” (Lecturer 4)*

It showed that lecturers are mostly involving technologies in the process of teaching listening almost in every process (opening, main activity, and closing).

Figure 4.4 Data percentage of technology usage in reading skill teaching process

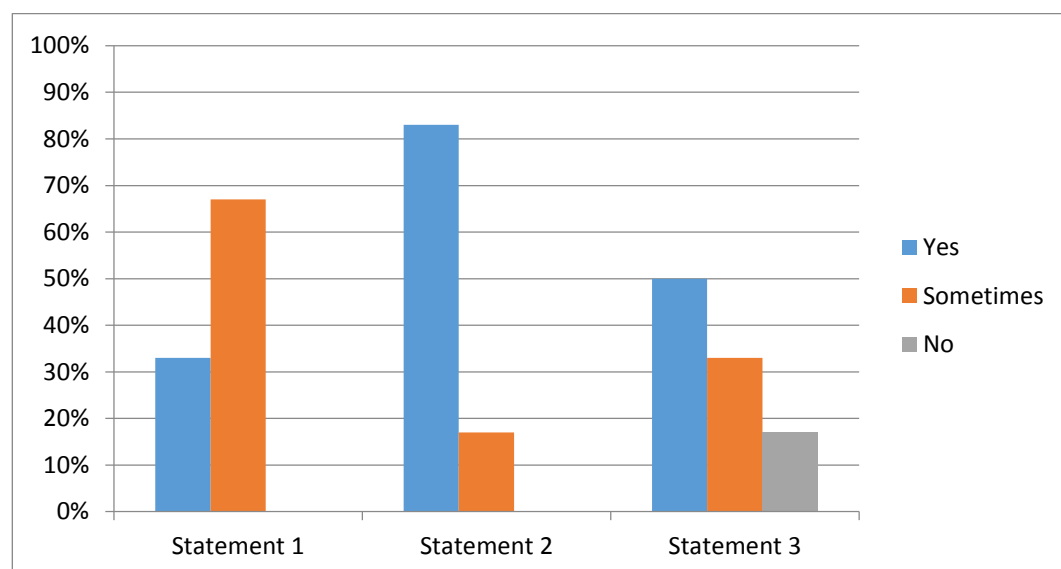


According to data percentage above, it can be seen in statement 1 “In teaching reading, I start with showing reading text in e-book format/slide by using computer/laptop/LCD to the students.”, that 83% of lecturers agreed about it. It is provided with the lecturer’s statement that:

*“Digunakan saat menampilkan materi dengan power point menggunakan laptop dan LCD” (Lecturer 5)*

Furthermore, 67% of them also agreed to the statement 2 and 3 that “In the learning process of reading skill, I ask students to discuss a text and then deliver the result of the discussion by using power point and showed on LCD.” and “At the end of learning, I instruct the students to find text in e-book/e-text form which will read and discuss on the next meeting.” It showed that lecturers are mostly involving technologies in the process of teaching reading in the term of finding reading sources and presenting the result of discussing.

Figure 4.5 Data percentage of technology usage in speaking skill teaching process



Based on data percentage above, it can be seen in statement “In teaching speaking, I start with showing video related to the topic by using computer/laptop/LCD to the students.” (statement 1), that 67% of lecturers sometimes use technology at the beginning of the class. 83% of them agreed to the statement 2 that “In using media such as video in teaching speaking skill can help students in practicing micro skill such as accent, pronunciation, grammar and vocabulary and also gesture when they speak.” Which is provided with the lecturers’ statement that:

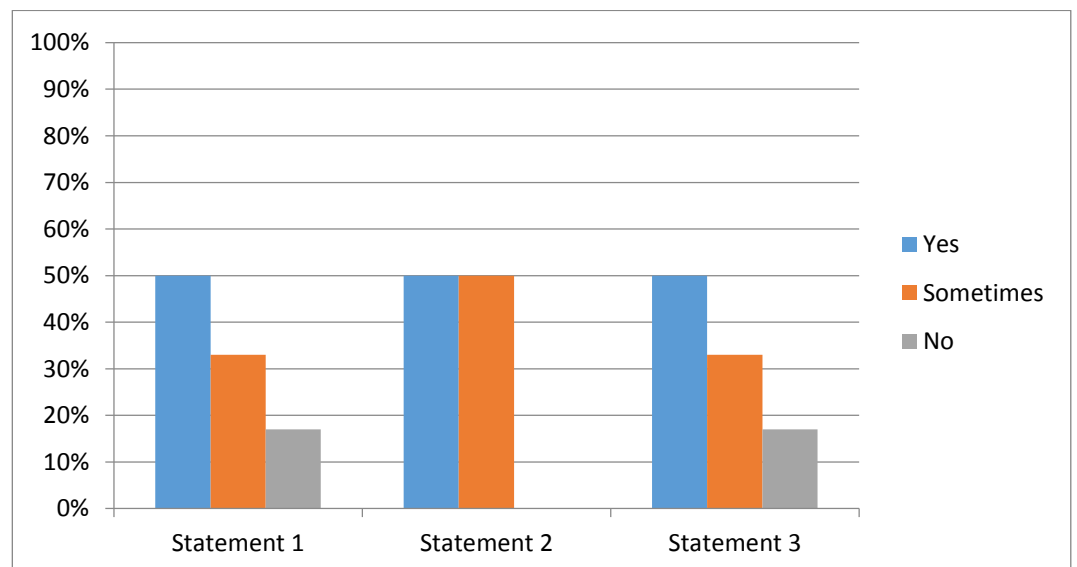
*“Digunakan untuk memperkenalkan & memberimodel tentang fungsi bahasa yang akan dipelajari.” (Lecturer 2)*



*“Di awal menayangkan video sebagai panduan/model kemudian mahasiswa melakukan sesuai dengan model” (Lecturer 4)*

The responds in statement 3 “I usually ask students to make presentation or speech video record or make presentation related to the current topic which will present in the form of class presentation.” shows that 50 % of the lecturers agreed about it. It showed that lecturers are mostly involving technologies in the process of teaching speaking almost in every teaching process.

Figure 4.6 Data percentage of technology usage in writing skill teaching process



According to data percentage above, it can be seen in statement 1 “In teaching reading, I start with showing kinds of text in e-book/e-journal format/slide by using computer/laptop/LCD to the students.”, that 50% of lecturers agreed about it.

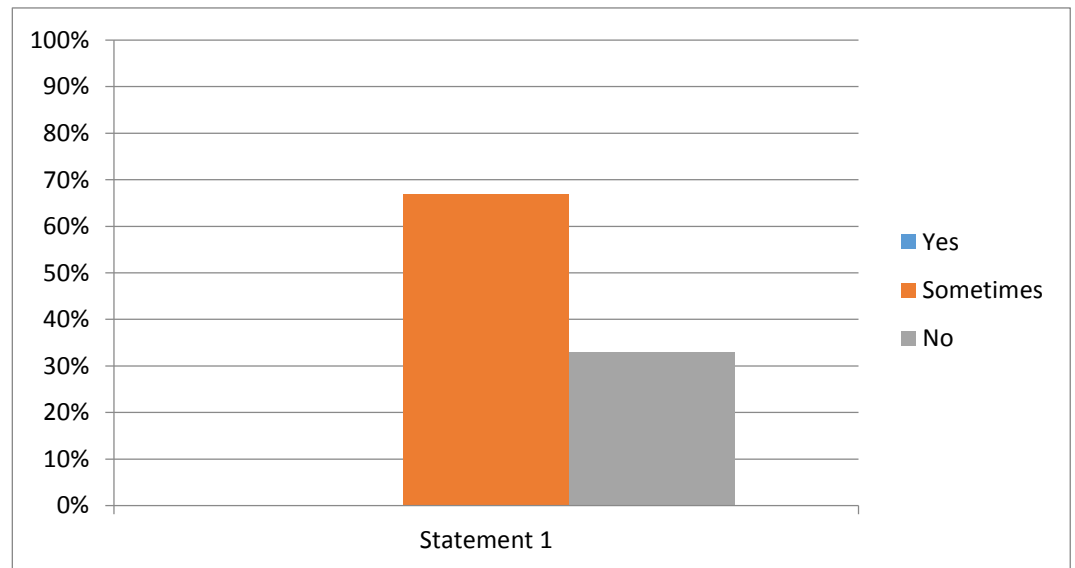
Same as the percentage of statement 1, in statement 2 “In the learning process of writing skill, I ask students create a text based on what are in their mind related to the current issue and then deliver the result in the form of power point slide and showed on LCD.” and statement 3 “At the end of learning, I instruct the students to create text consisting of paragraphs based on their idea which is supported by sources then deliver the result in the form of power point slide and showed on LCD on the next meeting.”

It showed that some lecturers are mostly not involving technologies too much in the process of teaching writing by seeing the percentage of the three statements.

#### **4.2.1.2 Lecturers’ perceptions toward the roles of technology for lecturers in English Department of State University of Jakarta**

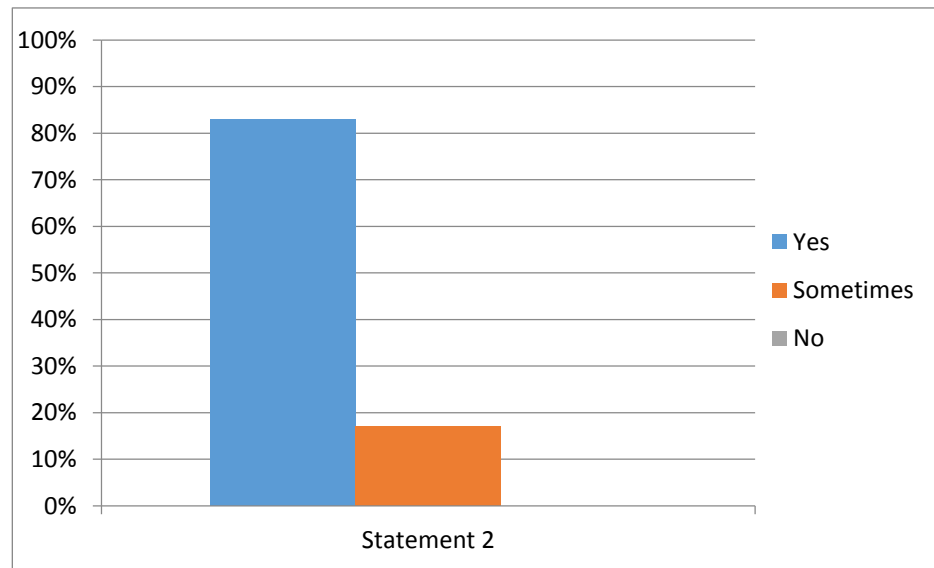
The following are the data interpretation related to the findings of lecturers’ perceptions toward the roles of technology for lecturers in English Department of State University of Jakarta.

Figure 4.7 Data percentage of part III (statement 1)



From the data above, it can be seen in statement 1 “I am so rely on technology in teaching”, mostly lecturers are not rely on technologies too much. It can be seen from the chart percentage; 0% lecturers are very relies on technologies.

Figure 4.8 Data percentage of part III (statement 2)



In statements “Without technology I still can teach” (statement 2). The responds show that most of lecturers (83%) do not have problem if they have to teach without using technology. Most of lecturers are not always use technology in teaching (66% sometimes use it) based on figure 4.7.

Figure 4.9 Data percentage of part III (statement 3)

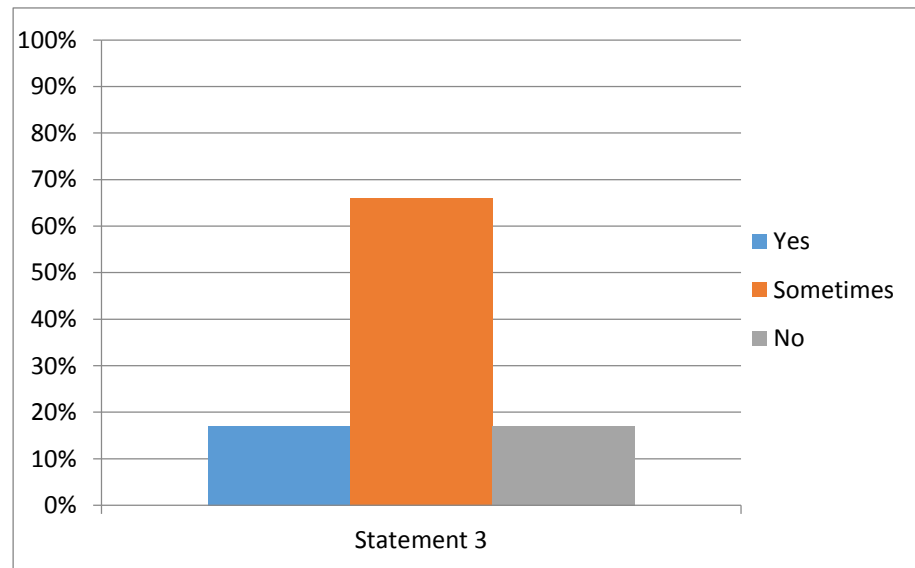
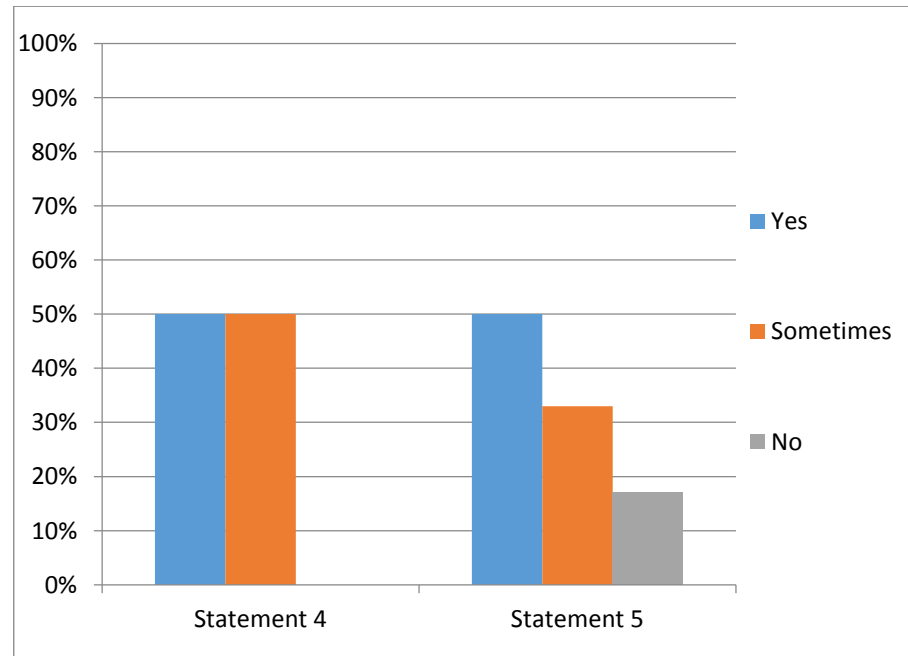


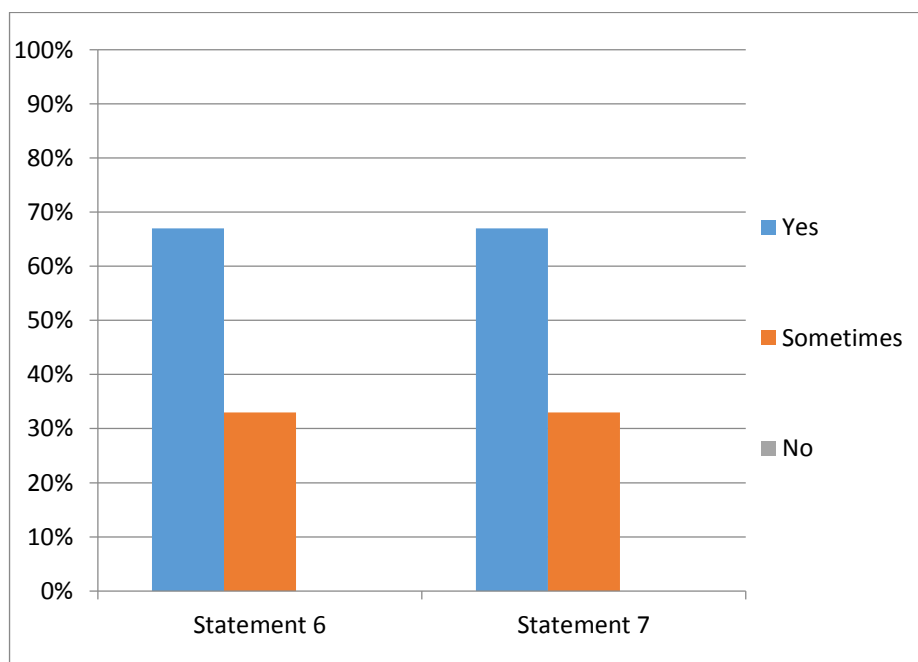
Figure 4.10 Data percentage of part III (statement 4 and 5)



However, according to figure 4.8, all of the respondents are believe that technology can motivates them in teaching (statement 4)

and makes them become more confident (statement 5). Because media/technology can be an important motivator in the language teaching process (Brinton , 2001).

Figure 4.11 Data percentage of part III (statement 6 and 7)



Also, based on percentage of statement 6 “technology using in teaching help me to interact with my students” the respondents agreed that technology also enhances interaction between lecturers and students so, it help them giving information clearer (statement 7).

According to figure 4.10, 83% of the respondents agreed (statement 8) that technology help them to provide both visual and auditory students. For the ninth statement “The use of technology

give me more access in searching and finding material references or teaching method” agreed by 83% of respondents.

Figure 4.12 Data percentage of part III (statement 8 and 9)

