

THE USE OF TECHNOLOGY FOR INDONESIAN STUDENTS' ASSIGNMENT COMPLETION

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THE USE OF TECHNOLOGY FOR INDONESIAN STUDENTS' ASSIGNMENT COMPLETION

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ABSTRACT:

This research aims at figuring out the use of technology in the assignment completion. The study further explores how technology assists students to finish the assignment or tasks given to them. The technology in this context refers to students' use of smartphones, laptop and LCD as well as internet infrastructure. The data for this study are gained by carrying out semi-structure interview with ten students of 8A Class at SMP Muhammadiyah 1 Manado, North Sulawesi, Indonesia. These ten students as the respondents are taken due to their possession and familiarity the technology used for learning purposes. This research found that technology acts as an effective tool to maintain students' participation. Further, teachers become the key success on the application of technology at schools. Students show a positive response on the application of technology in learning because it enables them to minimize mistakes, spend less time to complete the tasks, and improve their confidence in expressing their ideas as required in the assignment.

INTRODUCTION

Teachers assign student in the learning activities. The assignment can be a technique and measurement as well. It functions as technique when the assignment is addressed to increase achievement as that of task-based method. In terms of measurement, it is used as a part of tests to check the progress or material absorption after a particular learning process. For these two tendencies, students may respond differently and encounter obstacle when accomplishing the given assignment. Normally, teachers assign students and provide time to discuss it for feedbacks or evaluation. On the part of students, they may manage to do assignments by consulting with teachers, discussing with peers, and work independently by relying on existing resources including technology. The current rapid development of technology has given students' easier access to technology for educational purposes.

Zahra Jabal-Ameli Forushanb, Fariba Haghani, Fakhteh Mahini (2012) assert 'technology can be used in learning process in the class in various ways to engage students and facilitate an interesting method to deliver the material'. This indicates that technology has been a part of learning activities. Both teachers and students are familiar with applying technologies tools such as

audio visual media and smartphones or other gadgets. For students, a smartphone as a technology instrument, for instance, promises easy access to extensive information and knowledge which are meaningful for meeting both teaching practice and assignment completion. Hamiti & Blerim Reka.2012 emphasized that the advancement in technology is accompanied with improvement of the theoretical principles of teaching and learning. By the drastic progress of technology, teaching methods have evolved rapidly. Moreover currently, due to the impact of the Covid-19 pandemic which prescribes the shift from classroom meeting to online learning, most teachers as attempt to deepen their learning materials, assign students with assignments which require students to utilize any possible resources for its completion. This seems to confirm many studies that have shown the advantages of using technology in classroom instruction. Technology is potential as a tool for establishing meaningful activities to engage students with critical thinking and problem solving such as assignment completion. Technology can be used to restructure and redesign the classroom to produce an environment that promotes the development of higher-order thinking skills (Kurt, 2010). It means that students' using of smartphones as a present familiar means of technology can not be longer separated from classroom activities (Khan et al. 2020).

In this context, the researchers view that there were dilemma for teachers to use technological tools particularly a smartphone in the class. In one side, it may hinder students' critical thinking or distract students' learning focus while, on the other side, within this pandemic, the use of technology particularly laptop or gadget become a must. The learning process depends upon the utilization of the technology tools and infrastructure as well as connections. In a normal situation itself, the use of technology is regarded to be helpful in terms of assisting students to grasp the materials given as it is treated as teaching aids. This gap of advantage challenges the researchers to carry out a study on how the use of technology in students' assignment completion particularly for a junior high school (SMP) in Indonesia. In this context, SMP Muhammadiyah I Manado, North Sulawesi. This school is taken on the ground of its status as one of the pioneer and prominent Islamic schools in the province. This study contributes to the effort to properly define and design as well as implement the role of technology in the new normal situation after the covid-19 pandemic.

RESEARCH METHOD

This research is a descriptive qualitative one. It suggests that the data are mostly described based not upon the numerical ones. The presence of numbers in percentage is in the context of supporting the main data in the forms of words as the results of interview. The interview is done in February and March 2020, in transition to the Covid-19 pandemic. The respondents for this study are ten students of the eighth grade the junior high school (SMP) Muhammadiyah 1 Manado, North Sulawesi, Indonesia. The ten students are chosen since they are observed to be very familiar and frequent with using smartphones in their class. While the teacher is the one who deals with these students. The data are gained by employing semi-structured interview. This sort of interview presents a distinct set of questions which direct the responses to specific areas of inquiry, in this case, the use of technology for assignment completion. As the main instruments in this study, the researchers have set the questions under the specific area which will be further explored depending upon the respondents' responses. This research explores five main questions. The interview questions are driven by the following constructions 1) How do

you explain that the advance of technology can help students finish their assignments? 2) When do you use smartphone or laptop to finish your assignment? 3) What do you do when your teacher allows you to use smartphone in the classroom? 4) In your opinion, how does technology help you to finish your project on your own? 5) Based on your experience, what are the roles of your teacher in assisting you to finish the assignment by using technology? The responses of the respondent are then analyzed descriptively into categories and interpretations.

RESULT

The main purpose of this study is to figure out the role of technology to help students complete their assignments. By using semi-structured interview, the researcher interviews ten students who use technology during the teaching-learning process. Then, data are classified into different pattern, categories, and discussion unit based on the data interpretation.

After conducting interview with the teacher as the respondent, the researcher sums up that most students have difficulty in completing their assignment, especially English assignment. The teacher uses technology to help students solve their problem by guiding them and preparing some tools such as laptop, smartphone, LCD, and speaker during the teaching-learning process. The use of technology enables the students to engage more in the learning process and attracts their interest to finish their assignment, particularly English assignment (Shutkin,2004). The integration of technology in the learning environment supports the learning capacity.

Interviews with the students involve 10 students of 8a Class at SMP Muhammadiyah 1 Manado. From this interview, the researcher obtains various responses which will be clustered into several patterns in order to describe how technology is used in assisting students to complete their assignments. Patton (in Lexy J Moelong, 2010:280) explains that data analysis is the process of arranging data sequences, organizing them into pattern, category, and description unit. The analysis should be different from interpretation since it provides a significant analysis, describes the pattern and explains the correlation among the description units. Question number to four are for teachers and the rest are for students.

Question 1: How do you explain that the advance of technology can help students finish their assignments?

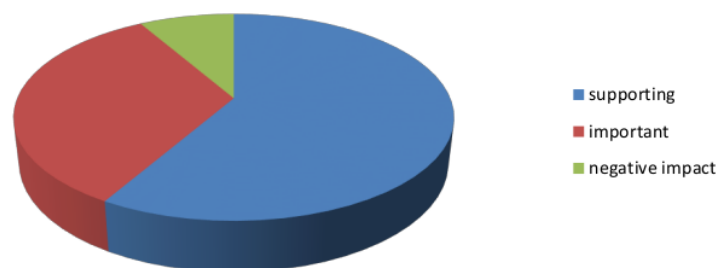


Diagram 1. Presents the response of Question 1

The researchers categorize students' responses on how the advance of technology help them finish their assignments, so the data can be used to explain the opinion of students of 8a Class as the respondents. Seven of those ten students explain that technology supports the completion of their tasks, and four students perceive that technology plays a completely important role in their assignments' completion. Only one student thinks that technology has a negative effect. Technology has a significant role to help students completing their assignments. (Futurelab, 2009). Technology is important to fulfil any needs for various learning approaches, and it also creates a sense of togetherness and significant experiences. When smartphone as a technology tool is integrated in learning environment, it supports learning motivation level (Shutkin, 2004). Thus, technology in turn also results in some impacts if the teachers fail to perform their role to assist students when they use technology during the learning process inside or outside the class. Technology gives 4 negative side effects in education sector, those are, the low reading and writing competences of the students, inhumane learning environment, the distortion of social interaction between teachers and students, and the self-isolation when an individual uses the technology (Dr. Khadijah Alhumaid. 2019).

Question 2 .When do you use smartphone or laptop to finish your assignment,?

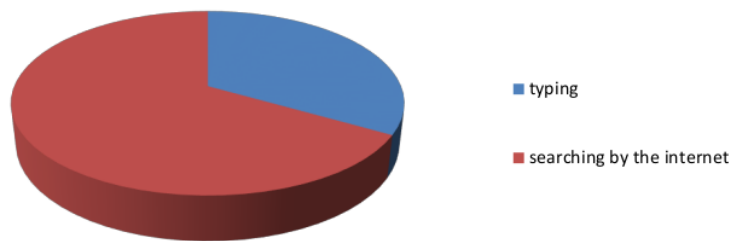


Diagram 2. Presents the response of Question 2

All respondents explain that technology has made them complete their assignment much easily because they can search for the answer and the material through the internet. 5 students think that it is necessary to type their assignment. The responses show how internet as a form of technology is important for students when completing their assignments. Students think that technology is completely helpful for them to find some materials and answer some hard questions. They do not need a book or a pen because devices such as laptop and application installed in smartphone help them to save many information. Wenglinsky (1998) as quoted in Jack Rhoton dan Patricia Shane, 2006 sums up that the use of computer in the classroom is important for students' achievement.

A research from M. Betül YÖlmaza & Feza Orhana. (2010) presents the results that 75,9% respondents use the internet to prepare their assignment. The ratio of users in surfing in the internet reaches 72,4%. As for students, the ratio of using the internet to finish the assignments reaches 62,1% and the ratio of surfing the internet to find information is more than 58,4%.

Technology has made students accomplish their individual or group assignment better (Zahra Jabal 2012). Computer as a part of technology has developed critical thinking and inclusive education. It enables the students to solve more complex problems and develops approach in which students find solution for a

problem in a group as well as sharpen individual accountability to improve their learning process.

Question 3: What do you do when your teacher allows you to use smartphone in the classroom?

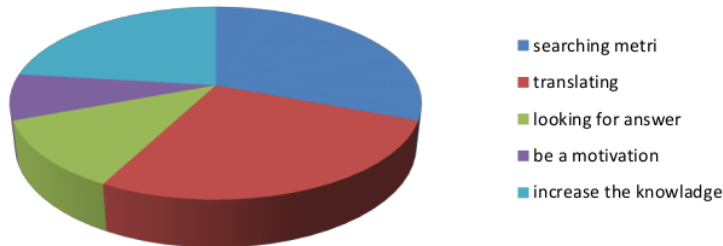


Diagram 3. Presents the response of Question 3

Diagram above explains that students will do 5 main activities if the teachers allows them to use technology during the teaching learning process. These activities consist of searching for materials, browsing some information they are curious about, translating, and looking for answers for their examination or assignment. Some of them state that they are motivated to study harder.

Six students explains that they use smartphone to translate and find the material from the internet. 3 students use their gadget to find the answers for some hard questions. Only 2 students use smartphone to find the material. Other 2 students explain that technology motivates them to finish the assignments. 6 students explain that the use of smartphone in the class broadens their knowledge because they can find more new information they have not known before.

Students will discover various new information when they use technology in the learning activities (Erlich, Spote Yang, Sebring, & Consortium at Chicago School, 2013). Many students are capable of using technology and having access at home. Most of the students utilize the technology for educational purpose. I am also motivated by the students to apply technology in the daily life. This intrinsic value can be brought into a learning process in order to improve interest and motivation (Usher and Educational Center, 2012). James Franci (2017) also explains that the use of technology results in students' higher engagement in the learning activities.

Question 4: In your opinion, how does technology help you to finish your project on your own?

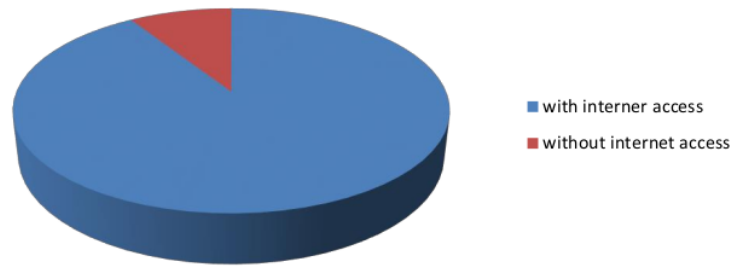


Diagram .4. Presents the response to the question 4

During the interview on how the technology makes students accomplish their assignment easier, all of the respondents (students) explain that internet access provides big assistance for them. One of the students admits that offline application without the internet access is also helpful. It implies students' opinion on how technology assists them to accomplish the assignment on their own. This question also implies that students are addicted to technology. Internet access makes them possible to contact their teacher via Whatsapp application either through chatting, telephone call or video call. Smartphone supports the students to finish the assignment. Without internet access, students are still capable of completing their assignment by using offline software in smartphone and laptop. It can be summed up, then, that technology provides a big support for the students to complete the project on their own.

Nowadays, it is quite easy for everyone to obtain the most up-to-date information from internet. To make a good use of internet to support the education sector, students must be literate enough to use Internet wisely in order to get accurate and reliable information. A research from Mitra et al. (2005), reports that 75% of students surf through the Internet to search for information from websites. They also asserts that the developing countries such as in Asia, Africa and Latin America gain the information from the Internet to improve and develop their welfare.

This research provides a notion that technology greatly assists the students during the learning activities in the classroom particularly in the completion of their assignments. A research from Johan et al (2013) explains that students rely on the Internet for their academic need. It is believed that our country will get advantages if all students are able to use the Internet wisely. It is also strongly recommended that a further research must focus on observing how students use the Internet. Internet provides innumerable information on all sectors of life including education. This research concludes that Internet is popular among students.

Question 5: Based on your experience, what are the roles of your teacher in assisting you to finish the assignment by using technology?

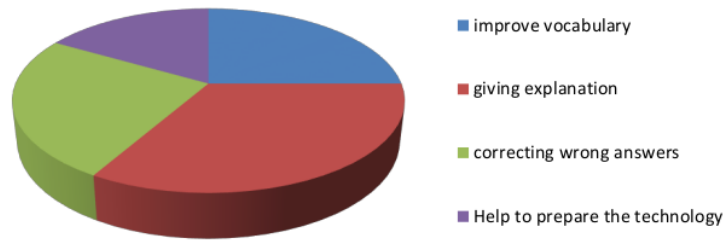


Diagram 5. Presents the response to question number 5

Three students explain that teacher takes a part to help them complete the assignment in some ways such as expanding vocabulary. 3 students explain that their teacher gives an explanation and other 4 students state that the teacher gives feedback. 3 students also provide the same answer. 2 students explain that the teacher help them preparing the technology. The question focusing on 'students' experience' is given to reveal to what extent teacher participates in helping the students to complete the assignment by using technology. Teachers apply technology to provide solution and better understanding. The teacher assists and introduce the use of technology such as laptop, smartphone, and projector to make students finish their assignments and understand the material. The teacher prepares everything needed to use technology in distributing the material, explaining the solution, and answering the questions from the students.

Teachers connect students with technology. The technology triggers student curiosity to search for the new information from the internet. This may generate the motivation to learn. Teachers view motivation from different perspectives. Some define motivation as a respect to collaborate in some topics, for example the willingness to write or work together on computational skill, (Satroop Dhanda, 2015). Further using modern technology in teaching can be broadly perceived as the innovative application of methods, tools, materials, devices, systems and strategies. These elements have strong relevance to English teaching in order to achieve the goals. Therefore, technology becomes an important education and educational tool in various teaching and learning contexts. This notion can be accepted since English teaching opens some opportunities to improve the contents and pedagogical delivery. Then, students must be active, and/or the teacher needs to review less suitable contents continuously until the materials can be understood and assimilated in learning activities. The concept of applying modern technology in the classroom does not limit only on the use of modern equipment and tools. It also covers the introduction of innovative system and teaching method which can facilitate faster and more comprehensive developmental learning. The pedagogical theories have highlighted that utilizing the technology in learning leads the students to be more capable of acquiring and developing their knowledge and skills. In English teaching, technology consolidates integrated modern view, meaning that its system and intercorrelation with other components are beneficial for students to achieve their score, (Alqahtani Mofareh An 2019).

Roblyer (2006) suggests several ways in which technology improves students' motivation. First, it attracts students' attention to learning material and exercises particularly due to visual and interactivity of the features. Second, it

1 enables the automation or the use of artificial intelligence to support manual activities such as correction and calculation. Third, technology portrays authentic illustration of the real condition through which students will comprehend values and benefits of their learning materials for their future. Four, technology encourages active participation in learning activities, so students will be proud of their achievements.

DISCUSSION

Technology has definitely posed its important role to help students complete their assignments as the effort to master the material. Each category which has been presented by the researcher in Table 4.1 clearly describe that technology supports every students' activities in teaching-learning process. These activities involve typing, browsing new information, finding material, translating, searching for the answer, and motivating. Teacher also uses internet to improve students' knowledge such as expanding vocabulary, giving explanation, correcting their wrong answers, and helping the students to prepare for tools. In short, technology plays an important role. Only one student explains that internet brings negative effects and this student has no internet access. One student refutes an opinion from (James Francis, 2017). It is possible that this student is interested in joining the activities due to the technology.

A number of researchers have examined the negative impacts of technology on education under the different setting and contexts. These studies have presented similar finding that the effects are associated with the effectiveness of technology use and the 2way technology helps teachers to develop teaching method and improve students' knowledge (Frigaard, 2002; Schofield & Davidson, 2003; Penambang, 2004; Timucin, 2006). 2 Improving education through technology becomes more important in professional education (Wernet, Olliges & Delicath, 2000). Technology gives the students not only the opportunity to control their learning process but also access to some information which teachers never access before (Lam & Lawrence, 2002). However, teachers at school must act as the active agents in the process of change and the implementation of new ideas. These novel ideas such as the use of technology as the innovation program can be perceived as the support or even the obstacles in achieving success in educational reformation.

Students are very active during the teaching-learning process when the teacher delivers the materials. All students are active in using the internet. When the teacher shares the materials on vocabulary and grammar, students show their enthusiasm to learn more since they can access everything via the Internet. Almost all students are happier and more active in class than learning without the access of technology. Table 4.1 implies that students are motivated in studying, searching for the answers, expanding their own knowledge, correcting their wrong answers and asking questions. Crystal (2001) asserts that technology offers a change for students to study in a completely new method. The innovation goes hand-in hand with the growth seen in England, and it has completely changes the way students learn.

1 Technology has some features in assisting learning activities, those are, audio, video, computer-assisted learning, projector and word-processing programs. These features interest the students, and they can be used to teach four language skills; listening, reading, speaking and writing. These four skills could not be separated and have strong intercorrelation to each other. The use of media

provides a bridge between the students and the teacher; in addition, it is also important to teach those four skills.

Jeremy Harmer (2007) instills the idea that language skills are divided into receptive skills and productive skills. Receptive skills such as reading and listening enable the students to comprehend the meaning derived from a text. Productive skills result in the active language use such as speaking and writing. Brown (2001) also states that human being has two productive skills, those are oral and written fluency. They also have receptive activities such as listening and reading. The use of technology mediates the teachers to teach both productive and receptive skills. In doing so, teachers must be creative in designing learning activities by using technology.

It is undeniable that technology so far has become the important element in teaching activities and learning environment. Its use serve as the essential part for the teachers since they must be able to integrate the technology in the activities which make the students study the material more easily. The word 'integration' is commonly used in its relation to technology as a tool in teaching-learning activities. As technology becomes the integral part of human's daily life, it is worth noting to review the idea of integrating technology into the curriculum. The main goal is to apply technology in teaching in the attempt to support learning process. In other words, technology has served as the integral element in learning experience. Moreover, it also poses the significant problem for the teachers, so they must prepare learning experience by process teaching and learning (Eady & Lockyer, 2013).

Pourhosein Gilakjani and Sabouri (2014) undermine that technology leads the students to have full control of their learning process and access to various sources of information which their teachers could not control. Technology also takes an important role to promote students' learning activities and brings significant effect to teachers particularly in their teaching method. Unless the teachers use technology in their teaching, they will not be able to compete. Thus, having a comprehensive knowledge on technology is essential for the teachers in language skill teaching. Mengrmore, Tomlison (2009) and Genslter (2015) give a notion that computer-assisted activity provides faster information and more suitable materials. They further explain that the use of internet has motivated them to study more. Larsen-Freeman and Anderson (2011) support the idea that technology is a teaching source which provides new learning activities for the students globally. Technology gives a chance for the students to acquire a great number of authentic materials, and it is expected that it motivates the students to learn language.

The internet as a form of modern technology has improved the language since new meaning of certain words ameliorates. It is more important to note that this medium changes the course of the language. Technology helps the students to master grammar and certain skills such as reading, writing, listening and speaking. In this research, the use of technology is completely help students to develop during the teaching-learning activities. It also improves the role of teachers in assisting the students in learning process.

CONCLUSION

Technology has greatly changed students' life. It provides a great support for the students to finish their writing assignment. Teachers become the key to achieve success in the application of technology at schools. It can be summed

up that students have a positive response on the use of smartphone including internet , laptop, and projector in learning activities. They highlight that the use of technology minimizes mistakes, enables them to finish their assignment in shorter amount of time, improves their self-confidence to express the idea and makes them happy and feel relax during the learning process.

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