# CHAPTER I

# INTRODUCTION

## A.Background of the problem

Lecturers are the important element and also the important factor in teaching and learning process considering they are the ones who created a communicative classroom. By having a lecturer in the classroom, students can share their opinion to other and asked if there is something unclear for them related to the material. It also helped the students to practice what they have learned and the lecturer could correct if there is a mistake on the students practicing. To complete all lecturers' task in the classroom they have to build themselves as demonstrator, classroom manager, evaluator, facilitator and mediator[1]. As stated by Cooper that the lecturer who tries to lead students to obtain learning objective by becoming an effective lecturer is able to bring about intended learning outcomes.[2]

Being an effective lecturer as stated by Cooper nowadays does not only mean standing in front of students with a book in one hand and a piece of chalk or marker in the other. Thus, as the facilitator and mediator, the lecturers are hoped can lead their students to achieve their learning goals by using technology in teaching and learning process. Due to the changes in the society and the rapid development of information technology, approaches towards teaching and learning have change a lot. The importance of motivation and creative thinking has received more and more attention during the past couple of decades.

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[1] Permendiknas, undang-undang SISDIKNAS No.20 th 2003, (Jaarta: Sinar Grafika) 2009 p.3

[2] Cooper James, Classroom Teaching Skill. Massachussetts: D.C Health and Company. 1990 p.3

In order to develop motivation, enthusiasm, and creativity in students, a lecturer has a variety of strategy and textbooks to choose from. In addition, There are many strategies that can use by the lecturer, and one of them is Information, Communication and Technology (ICT). Crystal said that ICT is a good means to help raise the level to develop that.[3] Crystal also discusses revolutionary changes that have brought computers, smart phones, personal digital assistants into the daily routine and also into the classroom, in addition to the devices that lecturers have been exploiting since the middle of the 20th century[4]. If a lecturer wants to inspire and motivate students, they have to keep up with the development of modern technology.

Information and Communication Technology (ICT) has been very influential in the field of education. It is being used to assist students to learn more effectively and help lecturers to do administrative tasks more efficiently. According to expert named Islam, there are two advantages of the use of ICT in language learning process, namely: *Firstly*, the process of language learning becomes more attractive because it involves different forms of presented media such as texts, pictures, tables, video and multimedia; *Secondly*, the application of ICT has developed a new field of independent learning because it may offer efficient and high quality achievement in personal or collective learning.[5] Since it offers great advantageous aspects in the process of language learning, it has been a great demand on the utilization of ICT in the learning process.

[3] David Crystal, The English Language Cambridge University Press, 2010 p.414

[4] David Crystal, The English Language, Cambridge University Press 2010 p.414

[5] Islam, m.n. independent english learning through the internet journal of languange teaching and researh. Vol 2 .no . 5 . ( 2011) p 1080-1085

One of the subject that use ICT in the learning process is micro-teaching. Microteaching subject is a training effort for prospective student in the form of small scale in the implementation performed in front of other students where a student acts as a teacher while other students act as students / students who receive lessons.

Micro Teaching is the basic training for students to teach in schools. Micro Teaching as a basic capital in the form of teaching training in the class that can improve students' teaching skills, because micro teaching students more established in science, insight, creativity, teaching methods after being trained in the class. The importance of micro teaching as a subject to students shows that the micro teaching courses through teaching training can affect the students skills in teaching as a teacher to be. Technologies can improve the teaching/learning process by enhancing the quality of learning, transforming conventional delivery systems, sustaining lifelong learning and improving institutional management. By using ICT in micro-teaching class, students could be more attractive in the learning process and can developed the independent learning of the students.

Although using ICT in micro teaching class is advantageous, in reality there are still occured issues and casses. Based on the preliminary research on 9th March 2018 by doing interview of the students in micro teaching class, the researcher found that there are arguments. There are some students' that support the use of ICT by the lecturer, while the other found the difficulties on it. In making video for micro-teaching exercise, Students got the difficulties in finding the right time because of their full schedule and finding the real junior/senior high school students instead of

making their classmate as a students. The other problem, some students from each of microteaching class said that not all of the lecturers of microteaching subject applied the ICT completely in learning process.

Additionally, on 27th March 2018 when the researcher interview one of the the micro-teaching lecturer named Arifmiboy that mastered the ICT in his doctoral program and applied it in microteaching class, the researcher asked his confirmation about the problems that researcher gotten from the students. He said that indeed not all lecturer used ICT in microteaching proccess, but the rest of the lecturers at least applied some of technology in teaching microteaching eventhough it's amount not too much. The other cases are students get the assignment done as quickly as possible. For students, this can be a major problem, because their motivation is often to get the assignment done as quickly as possible (and ICT allows students to get "information" very quickly) and they might well take the sources they find rather than taking the needed time to critically evaluate what they're seeing.[6]

Dealing with the problem of ICT above, the lecturers take some responsibilities in solving the problems as it is their role. In teaching learning process that is stated by Harmer said that: "The roles of a lecturer are as controller, organizer, assessor, facilitator, prompter, participant, resource, tutor, and observe. Based on the statement above the teachers should solve the problem of their students[7]". The researcher believes the English lecturer has to be a facilitator to help students in

[6] Arifmiboy. Interview. 27th March, 2018

[7] Harmer, Jeremy., How to Teach English, Addison Wesley Longman, 2001, p 58

micro-teaching class issues. Lecturer should try to give good strategy. English lecturer can use technology and other source in micro-teaching activity and to make learning activity cheerful and not monotonous.

Thus, related to the statements above, perception play an important role, as data is collected from students in order to determine how they perceive and experience classroom and evaluation of their learning.

> Hamachek states: defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views[8].

The good perception that the students have will give positive impacts on their willingness to learn English. On the other hand, if they have bad perception on it, they will tend be passive and make them uninterested in following Micro-teaching lessons. The purpose of this study then, since IAIN Bukittinggi are the IT based campus, English lecturers should first find out the students' perception on the use of ICT in their own classrooms To find out whether the students have good or bad perception on the lecturer's use of technology in teaching English, That is why a research entitled **"Students' Perception Toward the ICT Used By The Lecturers In Teaching Micro-teaching At Sixth Semester English Education Students Academic Year 2017/2018 in IAIN Bukittinggi"** needs to be conducted.

[8] Hamachek., Psychology in Teaching, Learning, and growth, Michigan State University, 1995 p 199

## B. Identification of the problem

Based on the background of the problem, identification of the problems are indicate as follows:

1. There were argument among students related to the use of ICT. Some students agree with ICT used by the lecturer in micro-teaching subject and some students got the difficulties of doing it.
2. There was a different fact among the the theory of the advantages of ICT in education and the reality in the classroom.
3. There was lack of amount of the lecturers that applied/used ICT in microteaching class.
4. Some students done the assignment as quickly as possible. For students, this can be a major problem, because their motivation is often to done the assignment done as quickly as possible (and ICT allows students to get "information" very quickly) and they might well take the sources they find rather than taking the needed time to critically evaluate what they're find.

## C. Limitation of the problem

By considering the problem identified above, the researcher limited the problem to the students' perception on lecturer in teaching micro-teaching by using the ICT. This research is conducted in sixth semester of English Education IAIN Bukittinggi in academic year 2017/2018

## D. Formulation of the problem

Based on the limitation of the problem, the following were the research question for examination was formulated “What are the perceptions of the students concerning teaching and learning microteaching with ICT?”

## E. Purpose of the research

Based on the problem above, the purpose of the research is intended to find out the students’ perception in the implementation of ICT in teaching microteaching to the Sixth semester of English Education in IAIN Bukittinggi.

## F. Significance of the research

This research gives some useful information about students’ perception toward the ICT use by the lecturer. Hopefully, the result of this research is useful for the researcher, the students, the lecturers, another researcher and all the readers. The significance of the research are:

1. The lecturers

   The result of this research is expected to help lecturers improve their teaching learning process in microteaching class by using ICT as optimally as possible. The result of study will be used as a consideration to raise lecturers awareness in developing and applying the suitable media/technology would make easier for teaching learning process.

2. For students

   The students can use the result of this study to know the benefit of using ICT in their learning process. So, they would be interested in learning process at their class.

3. Future researcher

This research is expected to be reference for another researcher that wants to research the same topic and the same object

**G. Definition of key terms**

In order to avoid misunderstanding among the readers, it is important for the researcher to give a definition related to the variables. The following terminologies have been used throughout this study:

1. Perception

   Campbell defines that perception is defined as something that is being observed and what is and what is said about it. The researcher also mentioned that perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception. The perception then affected their attitude towards certain matters or objects of attitudes.

2. Information and Communication Technologies (ICTs):

   ICT is an acronym that stands for "Information Communication Technologies". ICT are an umbrella term that includes all technologies for the manipulation and communication of information. ICT considers all the uses of digital technology that already exists to help individuals, business and organization. ICTs are the computing and communication facilities and features that variously support teaching, learning and arrangement of activities in education.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Review of related theory

### 1. Perception

#### a. Definition of Perception

Students' perception in learning microteaching are important in order to support the learning proccess, especially in classroom activities. Jacobs et al stated that learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.[9] Perception is one of the most important elements underpinning effective teaching and learning.

Hamachek defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them.[10] Therefore individuals' interpretation of sensory stimuli will be affected by their own views.

According to Muchinsky, Kriek and Schreuder , people's preconceived views also influence the way in which information is processed. These views assist people to process large amounts of data. If information does not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value

[9] Jacobs, M, Vakalisa, N &Gawe, N. *Teaching-learning dynamics: a participative approach for OBE*. 3rd edition. Sandown: Heinemann 2004. p:231

[10] Hamachek, D. 1995. *Psychology in teaching, learning and growth*. 5th edition. Boston: Allyn & Bacon 1995. p.199

judgement tend to remain consistent.[11] It is only when something extraordinary happens that people might reflect on their preconceived views.

Perception can be distinguished into three types, namely: visual , auditory and speech. *First*, visual perception is perception from visual information and stimuli. In this perception, someone deals with visual objects or events. *Second*, auditory perception is that of information and stimuli detecting different kinds of caustic signals as their frequency, amplitude, duration, order of occurrence and rate of perception. *Third* speech perception is the understanding or comprehension of speech[12]. Studnets can use this three types of perception to give their respons to some cases.

In addition, perception are also discussed in the Holy Qur'an. Shaleh states that, "In Qur'an perspective, perception is an important physical function to grasp the meaning beyond events and reality that human faces in the world. In Qur'an language there are several processes and functions of perception that begun from the creation process"[13]. It means that the process of perception is begun by receiving some stimuli through the receptors or sensory of human life. In the holy Qur'an surah Al-Hajj verse 22:46 ALLAH states that:

أَفَلَمْ يَسِيرُوا فِي الْأَرْضِ فَتَكُونَ لَهُمْ قُلُوبٌ يَعْقِلُونَ بِهَا أَوْ آذَانٌ يَسْمَعُونَ بِهَا ۖ فَإِنَّهَا لَا تَعْمَى الْأَبْصَارُ وَلَٰكِنْ تَعْمَى الْقُلُوبُ الَّتِي فِي الصُّدُورِ

[11] Muchinsky, PM, Kriek, HJ &Schreuder, AG. *Personnel psychology*. 3rd edition. Cape Town: Oxford University Press. 2006. p.217,

[12] Richards J. & Rodger, *Approaches & Method in Language Teaching* (New York:Cambridge Univ. Press) 2001 p.192

[13] Abdul rahman shales, psikologi: *suatu pengantar dalam perspektif islam*, (Jakarta: Kencana Prenadap.137 Media Group, 2004) first edition, p128-129

"So have they not traveled through the earth and have hearts by which to reason and ears by which to hear? For indeed, it is not eyes that are blinded, but blinded are the hearts which are within the chest." This ayah asks human to be more aware of around them. By using the sensory they will understand to something because sometimes what are looked may differ from that heard. In that case, not only the sensory is used but also heart that is more sensitively including.

**b. The Principles Of Perception**

There are five principles of perception according to Slameto:

1. Perception is relative not absolute;
2. Perception is selective meaning that someone cannot respond to all stimulus, but he/she just focuses on one stimulus that interests him/her;
3. Perception has arrangement. It means that someone will arrange the stimulus in his/her feeling before making the perception to an object or an event.
4. Perception is influenced by one's expectation and readiness. In this principle , someone will have a perception related to something that he/she expects will happen to him or her or a thing.
5. Perception varies among individuals. Based on the explanation above , it can be concluded that perception can be divided into self-perception, environmental perception, learned perception, physical perception and cultural perception.[14]

[14] Slameto, *Belajar dan Faktor-faktor yang mempengaruhinya*, (Jakarta: Rineka Cipta, 1995) p.

**c. Factors that affect perception**

Hamacheck stated that The way individuals view the world around them greatly influences what they focus on and what they ignore.[15] According to Viljoen, The stimuli people select to focus on depend on their internal components as well as the external environment[16]. Viljoen also stated that the description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli.[17] Preparatory set refers to a collection of items that people are more inclined to see according to their internal state.

Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skills differently due to factor such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. All the student tutor (respondents) were unique, with their own perceptions and expectations, and this influenced the way they perceived their evaluation of the teaching sessions they presented.

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[15] Hamachek, D. *Psychology in teaching, learning and growth*. 5th edition. Boston: Allyn & Bacon. 1995 p.200

[16] Viljoen, BMC. *The influence of Source Feedback Perceptions on Motivation. Magister Commercii*(Human Resource Management). Universityof Pretoria: Pretoria. 2003 p:6

[17] Viljoen, BMC. *The influence of Source Feedback Perceptions on Motivation.... 2003 p.6*

## 2. Information and Communication Technology

### a. Definition of ICT

We live at a time when advances in information and communications technology (ICT) offer incredible promise for improving learning and teaching. The growth of ICT is one of the most significant areas of change in modern society. Therefore, ICT has become an important part of the development of learning and teaching, because ICT is useful tools which with appropriate pedagogy, can enhance learning and teaching.[18] According to United Nations Development Program (UNDP): ICT are basically information handing tools-avaried set of goods, applications and services that are used to produce, store, process and distribute and exchange information. They include the "old" ICT of radio, telephone and television and the "new " ICTs of computers, satellite and wireless technology and internet. ICT refers to a computer-based or computer-assisted learning in which lesson materials are organized into digital presentation. [19] Rouse stated thate ICT is generally accepted to mean all technologies that combined, allow people and organization to interact in the digital world.[20] ICT is a common acronym for information and communications technologies that is used widely internationally. There were a term "educational and assistive technologies" to draw attention to the role of technology in education and the critical need to ensure access for all learners

[18] Wyse, Dominic and Jones, Russel. *Teaching Languange and Litecacy* (*second edition*). New york : Routledge 2008

[19] Ibrahim, A. M. *Information and Communication Technologies* in *ELTJournal of Langage Teaching and Reseach* , vol. 1 no.3 , (2010). pp 211-214.

[20] Margaret rouse, Margaret Rouse. *What is ICT (information and communications technology - or technologies*) 2003

There are many technologies that can be used in a classroom teaching. Multimedia technology plays a positive role in promoting activities of students and teaching effective classroom. It is proved that there are many shorts of technology multimedia such as featuring video, visual, animation effects, that technology plays the positive roles in teaching. Dickinson points out "ICT" in education point of view refers to "information and communication technology (ICT) such as computers ,communications facilities and features that variously support teaching, learning and a range of activities in education[21]. Technology is everywhere and it is used in every areas of life such as business, trading and now it is also used in education.

**b. Reshaping the Role of Technology in Education**

Even though computer, for instance, is a tool and medium that facilities people in learning a language, the effectiveness of learning depends totally on the users[22]. The development of technology innovation has brought a revolution in teaching and learning process because of technology has a contribution on improving language communication and language learning. The more exciting about ICT in teaching and learning is the studies have demonstrated the positive effects that ICT brings towards students' learning is the studies have demonstrated the positive effects that ICT bring toward students learning motivation in language mastery. In particular over the past few years, three developments have combined to reshape the role of ICT in education:

[21] Dickinson. D. ICT in English . http : www.le.ac.uk/education/staff/ICTEnglish.html(27/02/2018).

[22] Hartoyo. *Individual Differences in Computer–Assisted Languange Learning*. Semarang : Pelita Insani Semarang. 2008

1. Interactive Media

Interactive media are easy to access and use, free, and designed to support collaborative knowledge creation and sharing. An increasing number of users are progressing from media for sharing (social bookmarking and networking, photo and video sharing) to tools for thinking together (blogs and online discussions) to communities collaborating to accomplish shared goals (wikis and mashups).[23] An increasing proportion of people in all age groups are using social media as the dominant means of informal learning, developing strengths and preferences in how they create and share knowledge and in what types of authority they accept as certifying its accuracy. As a growing number of students enter schools and colleges with beliefs and preferences about learning and knowledge based on social media, this will place disruptive pressures on these institutions to acknowledge types of learning and knowing discrepant with classic models of instruction, authority, and epistemology.

2. Immersive Interfaces

Immersive Interfaces are enabling the design of rich virtual experiences accessible by learners even in contexts isolated from the real-world, like classrooms. Emerging multiuser virtual environment (MUVE) interfaces offer students an engaging Alice-in-Wonderland experience in which their digital emissaries in a graphical virtual context actively engage in experiences with the avatars of other participants and with computerized

[23] Dede, C. (2008, May/June). A seismic shift in epistemology. *EDUCAUSE Review, 43*(3), 80–81.

agents. As a complement, augmented reality AR) interfaces enable "ubiquitous computing" models. Students carrying mobile wireless devices through real-world contexts engage with virtual information superimposed on physical landscapes (such as a tree describing its botanical characteristics or an historic photograph offering a contrast with the present scene).[24] This type of mediated immersion infuses digital resources throughout the real-world, augmenting students' experiences and interactions. Both these kinds of immersive interfaces enable "situated" learning in a detailed, simulated setting with embedded tacit clues, context-sensitive support, and salient features highlighted.

3. Mobile Wireless Devices

The emerging infrastructure of powerful mobile wireless devices is complementing the classic infrastructure of workstations, laptops, and wires[25]. Mobile wireless devices and associated ubiquitous apps have the potential to transform teaching and learning in K-20 schooling. When this potential is realized, students will benefit from 24/7 access to digital curriculum that is highly personalized with respect to level, pace, and learning style. Teachers will benefit from digital participation in communities of practice with global reach and from dashboards that actively display real-time data regarding their students' progress. As wireless education technologies allow learning to expand beyond the four walls of the classroom

[24] Dede, C. (2009). Immersive interfaces for engagement and learning. *Science, 323*(5910), 66–69.

[25] Bjerede, M., Atkins, K., & Dede, C. (2010). Ubiquitous mobile technologies and the transformation of schooling. *Educational Technology, 50*(2), 3–7.

and the hours of the school day, teachers will gain flexibility in how they can use precious classroom minutes.

**c. Advantages of ICT**

Becta points out the benefits of ICT, namely:

1. Providing high motivational activities for students because initially-computer based activities can provide stimulus to undertake tasks that students may otherwise avoid.
2. Linking to other learning and real world situation and experiences that reflect gender and cultural diversity;
3. Increasing opportunities for student interaction and decision making which has potential to cater for individual learning styles;
4. Making complex tasks more manageable;
5. Making repetitive tasks more interesting;
6. Illustrate complex processes or concepts;
7. Providing access to resources;
8. Increasing the need for students to develop critical thinking and effective information processing skill. [26]

The advantages of ICT in the education recurring and unavoidable. Universities Use of ICT in education also affects the way students learning. By virtue

[26] Becta. ( 2006 ). Benefits and Features of ICT in English: ICT in the Curriculum http .becta .org.uk/docserver.php?docid= 657 (27/02/2018)

of it's utility, technology can be integrated in college to support teaching and learning, assessment, productivity, and infrastructure.

**d. The use of ICT**

ICT covers all technologies that can be used to store, process, display, and convey information in the communication process. These technologies include:

**1. Computer Technology**

Warsita said the tools that include in Computer technology can be seen as follows:

a. Data Processesing

Data Processing is part of the Computer Technology that use to manipulate the data into a more informative or informational form. One of the tools that we use in processing the data is Microsoft Office; (Microsoft Word, Microsoft Excel, Microsoft Power Point.)

b. Data Storage

Data Storage can be use to store a wide range of digital data that available on a computer device for a certain time so that it can be read and Data reopened for reprocessing on the device. The tools that can be used in storage the important data in this case is external memory; Flashdisk, memory card, harddisk.

c. Data Presentation

The presentation of data is intended to make the readers can easily understand what the users present for further assessment or comparison. LCD, Projector, Printer, Scanner.[27]

All the explanation above is the parts of Computer Technology. Computer-based learning technology or can be called compulsory assisted instructional (computer assisted instructional / CAI) is one of the technology that used in learning which is very interesting and able to increase the learners' learning motivation. The use of computers as an interactive learning media can be realized in various forms, including computer-assisted learning (CAL) programs, computer conferences, electronic mail or electronic mail (e-mail), and multimedia computers which are then called interactive learning multimedia. Learning through CAI, is offline, so it does not depend on the existence of access to the internet.

This computer-assisted learning program utilizes all of the computer's capabilities, comprising of almost all media: text, graphics, images, photos, audio, video, and animation. All the media are convergent will mutually support and merge into one medium of extraordinary ability. One of the advantages of this computer medium that is not owned by other media, is its ability to facilitate the interactivity of learners with learning resources (content) on the computer (man

[27] Bambang Warsita, *Tekhnologi Pembelajaran,* (Jakarta: PT. Rineka Cipta, 2008), hlm. 137-138

and machine interactivity).[28] interactive media are easy to access and use, free, and designed to support collaborative knowledge creation and sharing.The theory above showed that the computer technology play a great role in enhance students understanding to the learning content.

**2. Multimedia Technology**

Learning media that included in multimedia technology are digital cameras, video cameras, sound players, video players, etc.[29] Multimedia is often defined as a mix of many media or at least consists of more than one media. Multimedia can be interpreted as computer equipped with CD player, sound card, speakers with the ability to process motion pictures, audio, and graphics in high resolution.

Multimedia programs generally fall into five categories:

1. Entertainment (entertainment), such as games and interactive movies
2. Education, ie for the purposes of formal education, informal, enrichment, and refreshment.
3. Reference, like encyclopedia.
4. Business, including company profile, financial program and others.
5. Documentacy.

[28] Bambang Warsita, *Tekhnologi Pembelajaran,* (Jakarta: PT. Rineka Cipta, 2008), hlm. 137-138

[29] Bambang Warsita, *Tekhnologi Pembelajaran,* (Jakarta: PT. Rineka Cipta, 2008), hlm. 137-138

The example of telecommunications are a mobile phone, and faximile. This communication technology is now growing rapidly. Not only in the form of mobile phones and faximile only but various, such as Mobile, e-mail, facebook, twitter and so forth. But along with the rapid development, communication technology demand to be able to provide a lot of benefits for education.

**3. Computer Networking**

This technology consists of hardware such as LAN, internet, wifi, and others.[30] It also consists of supporting software or network application such as WEB, e-mail, html, java, php, database applications and others. One of the utilization of information technology for learning is the development of e-dukasi.net internet-based. E-dukasi.net is an educational portal that provides learning materials, communication facilities, and interactions between educational communities. This developed learning site or portal is complemented by facilities for the provision of learning materials covering all subjects for all levels and pathways of education, tutoring, guidance and counseling or consultation, tutorials, remedials, emails, discussionforums, mailing lists, etc.

With this internet technology, the delivery and communication system (delivery system and communication) between learners and teachers, teachers with teachers or learners with other students, and students with learning resources can be done in various forms and ways, both simultaneously (syncronous) or not

[30] Bambang Warsita, *Tekhnologi Pembelajaran,* (Jakarta: PT. Rineka Cipta, 2008), hlm. 137-138

(asyncronuos).[31] Networking technology alows for the exchange of data between large and small information in education.

**e. ICT and students performance**

When considering the effects of ICT in education, there tends to be a focus on whether and to what extend ICT can raise students performance. According to research conducted by the British Educational Communication and Technology Agency Becta, there is evidence of a statistically positive association between ICT and higher achievement. Lowe, supports this view by arguing that computer based education positively affected students achievement when compared to traditional classroom instruction.

**f. The Role of ICT in Education**

Role of ICT in Higher Education:

1. To increase variety of educational services & medium
2. To promote equal opportunities to obtain education & information.
3. To develop a system of collecting & disseminating educational information.
4. To promote technology literacy.
   a. To support "Distance Learning".
   b.To support sharing experience & information with others. [32]

The indicators of ICT's role above should be intergrated in education activities for the effective and meaningful educational process.

[31] Bambang Warsita, *Tekhnologi Pembelajaran*,hlm.159

[32]Bikas C. Sanyal, "New functions of higher education and ICT to achieve education for all" International Institute for Educational Planning, UNESCO, 2001

**g. ICT Engage students by motivation**

Studies carried out in UK by impaCT2 on students attainments revealed that there is a positive effect on behavior, motivation, communication and process scales when teachers use ICT in teaching and learning[33]. This is most often linked to a shift in the attitude of students and greater involvement in learning activities. This view is further emphasized by the e-learning which places a strong emphasis on ICT impact on student's motivation, engagement and creativity. Moreover, ICT is seen as increasing students confidence and motivation by making school work more enjoyable, considered as fun and not a regular education and hence students enhance their learning capacity.

**h. ICT is the agent of change**

ICTs in education acts as a change agent. It supports independent learning. Students become immersed in the learning process by using ICT.

Increasing learner independence

With the help of technologies it is possible to promote transformation of education from teacher-centered to students-centered.

1)Increased use of web as a source.

2)Internet users can select the experts from whom they will learn.

3)Process will become problem – based learning.

4)The proliferation of capability, competency and outcomes oriented curricula.

[33] Bob Kerrey et al, "The Power of the Internet for learning: moving from promise to practice."

**i. Lecturers' access to information**

ICT gives lecturers access to information to support them in trying new strategies, thinking, reflecting on practice and engaging with new materials.[34]

lecturers needs support in making use of new technologies to enhance their personal work before learning to use them in their teaching. Much of this support may be accessed more readily using ICT.[35] Thus, the lecturers should have opportunity to acquire the necessary skills to find and use information using ICT.

**j. Lecturers-students relationship**

The role of the lecturers as being more of an advisor, critical dialogue partner and leader for specific subject domains; thereby promoting greater independence of learning. This point out that lecturers use ICT to change the way they interact with their students; emphasizing student-centered approach. It is further affirmed that the nature of lecturers' role has the strongest impact on the student's role to enhance learning outcomes.[36] The teaching and learning outcomes were dependent on whether lecturers and students are engaged in meaningful classroom activities focusing on the lesson objectives.

[34] Committee on Development in the Science of Learning, (2000).
[35] Reginald Gregorie Inc. et al, (1996).
[36] Scardamalia, M., Zimmerman, B.J., and Bereiter, C. (2000). Problem-based Learning: A Research Perspective on Learning Interactions.

## 3. Microteaching

### a. Definition of Micro Teaching

Micro Teaching is the basic training for students to teach in schools. Micro Teaching as a basic capital in the form of teaching training in the class that can improve students' teaching skills, because micro teaching students more established in science, insight, creativity, teaching methods after being trained in the class. The importance of micro teaching as a subject to students shows that the micro teaching courses through teaching training can affect the students skills in teaching as a teacher to be.

Technologies can improve the teaching/learning process by enhancing the quality of learning, transforming conventional delivery systems, sustaining lifelong learning and improving institutional management. By using ICT in micro-teaching class, students could be more attractive in the learning process and can developed the independent learning of the students.

### b. The Microteaching Procedure

There are procedures and guideline in teaching micoteaching and the reasons why ICT is need to be utilize in microteaching subject. The procedure of Microteachings are;

1. Skill definition[37],

The firt procedure is Skill definition, where the students or the lecturer defines a certain skill. The skills of micro teaching are defined regarding the teaching behaviors in order to procure knowledge of required skills, which they have to focus.

2. Demonstration

Demonstration is the second step in the process. Lecturers in microteaching class demonstrate the specific skill by themselves or with the help of audio\video tape recordings to the teacher trainee(students). This gives an idea to the students to work accordingly. By this procedure, the lecturer used the Data Presentation in Computer Technology.

3. Lesson Planning

This step is the first action by the student. The trainee teacher(students) plans a short lesson through which he/she could practice the skill. This microteaching lesson plan is done with the help of the lecturers. In making the lesson plan, the lecturer can suggest the students to use Data Processing in Computer Technology, and it is necessary for the lecturer to ask the students to save the important data such as lesson plan and learning

[37]Chitra Reddy. Microteaching Principles Procedures Benefit and Limitation. https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/

devices by using Data storage in Computer Technology. To enrich the lesson plan and learning devices, the lecturer can helps students by using the Computer Networking. The lecturer can suggest the students ebook related to the material, use the website/blog to be the sources, and use the email to send some learning material to helps students.

4. Conducting lesson

Once the planning is done, according to the targeted skill the students teaches the planned lesson to the group of students. These lessons are observed by the lecturers and students. Further, they are video-taped, audio-taped, or televised through a CCTV camera. These tapes are later used for self-evaluation as well. In this step, the lecturer can use Multimedia Technology.

5. Discussion and conclusion

Once the teaching session comes to an end it is followed by a concluding session. Concluding session consist of feedback by the supervisor. During this session, the audio or video recording may also be displayed in order to give an opportunity to evaluate oneself. Moreover, it also boosts the confidence level of the trainee/students. It is the best way to reinforce the trainee to work better the next time. This step still utilize the Multimedia Technology.

3. Re-planning

Mastering a skill is an ongoing process. Thus, once the cycle of micro teaching revolves, the process is repeated. This repetition involves re-planning of the lesson plan. The aim of this re-planning is to master the skill mentioned earlier.

4. Re-teaching

On completion of the re-planning of the lesson, it is again taught to another group of students from the same class. The time duration is kept as same as the previous class. This method contributes in practicing the skill repeatedly.

5. Re-discussion

At the end of re-teaching session, the discussion and conclusion step is repeated. These discussion and suggestions encourages the performance of the trainee. Thus, the process of feedback is procured to enhance the performance further more.

6. Redoing

After the end of every session, this cycle is repeated. The repetition is continued until the required skill is mastered. This process is repeated while attaining all the required skills. Thus, we can conclude that micro-teaching involves the 4R's viz, Recording, Re-teaching, Re-discussing and Redoing.

The other theory about the procedure of microteaching also stated by Reddy. The procedure of Micro teaching are;

1. Knowledge acquisition[38]

   This is the first phase of micro teaching. It includes collection of data. In this phase, the trainee teacher/students gathers knowledge about the required skills by reading different literature as well as going through certain demonstrating videos. Further, this phase includes the understanding of required skill in a rational manner, as a classroom component.

2. Skill acquisition

   This is the working phase of micro teaching program. Under this phase the trainee teacher is asked to prepare lessons and practice, skills based on the model presented at the start. Here two factors are of major importance of micro teaching i.e. the feedback and the setting. Setting includes the length of the lesson, the duration of the class, the skill to be obtained, Lecturers and the students.

[38] [38]Chitra Reddy. Microteaching Principles Procedures Benefit and Limitation. https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/

3. Transferring phase

This is the last and major phase of micro-teaching. Here the trainee/students comes out in a real situation, which is not controlled. Here the teachers as well as the students get the platform to learn and grow. This takes place in a real classroom, unlike the previous stages of micro teaching.

## B. Review of related Studies

In conducting this study, researcher wants to know the students perception toward the ICT use of the teacher. There are other researches that used ICT Tools in teaching learning process which can improve the students' English. The researcher uses those previews studies which used as a basic consideration to conduct this present research. The related study which are used as references are described in chronological order below.

The first research is conducted by Suswati Hendriani. Her research is entitled: "Students' Perception On Teacher's Use Of Technology In Teaching English". This study is about the teacher find out the perception of the students to the teacher that used technology to make their students feel interested, enthusiastic, and get motivated. The result of the study perceived that 78 from 84 informant had positive perception in using technology in learning english.

The second research is conducted by Rosery Deaney. Her research is entitled "Pupil Perspectives On The Contribution Of Information And Communication Technology To Teaching And Learning In The Secondary School". This study

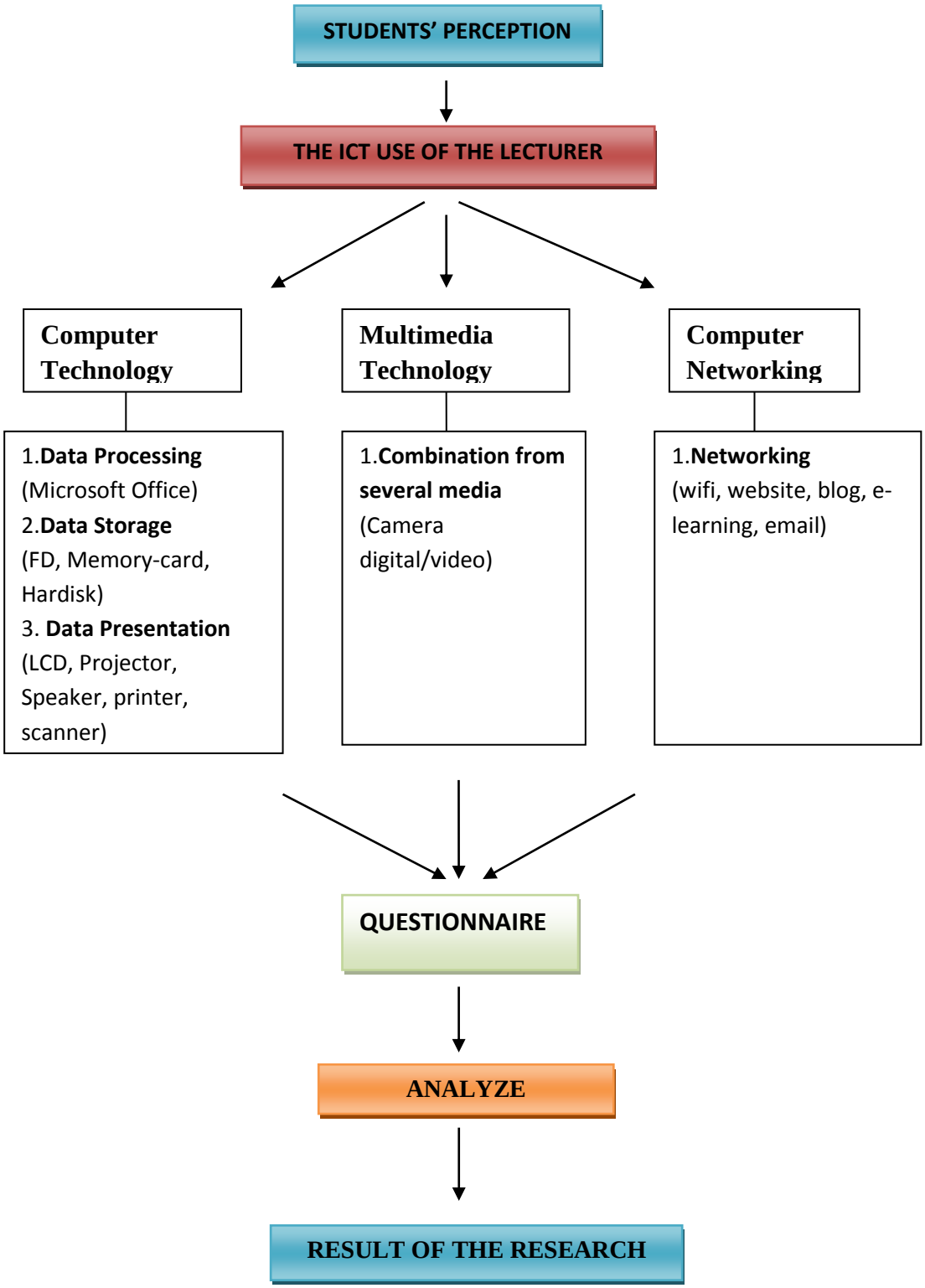
explores pupils' views of the use of information and communication technology (ICT) within subject teaching and learning. The result of the study is ICT positively could engage students more directly with appropriately challenging tasks.

Based on the related literature above, the researcher conduct a research entittled: **The Students' Perception Toward The ICT Used By The Lecturer In Sixth Semester English Education Students Academic Year 2018 Of English Education IAIN Bukittinggi".**

On the other hand, a research which is going to be conducted by the researcher is different from Suswati did. Suswati conduct the research by trying to find out the effectiveness of using ICT for increasing students' motivation in learning english. The research that conduct by Deany also different form the researcher's study. Deany trying to find out the contribution of ICT for the secondary school. Moreover, this study is about to know the students' perception toward the ICT use of the lecturer in micro-teaching class that hopefully could gain good perception by the students and could help students in all aspect of ICT (computer technology, multimedia technology, and computer networking) in the microteaching class.

## C. CONCEPTUAL FRAMEWORK

The conceptual framework that use in this research can be drawn as follows:



The research is conducted to know what the students' perception toward the ICT used by the lecturer. It would be seen from the use of ICT that helps students in learning microteaching effectively and effeciently besides it can also arouses students' interest, give more opportunities to the students to use the language, and attract students' attention. From that indicator the researcher distributed the questionnaire to collect the data then the researcher analyzed the data from the students' answered. Last displayed the data as the result of the research.

# CHAPTER III

# RESEARCH METHOD

## A. Design of the research

This research adopted quantitative research as method. According to Sukamolson "Quantitative research is useful to quantify opinions, attitudes and behaviors and find out how the whole population feels about a certain issue. Quantitative research is also suitable to explain some phenomena"[39]. Another statement is defined by Subana. He exposed "Quantitative research focus on experimentation, description, and correlation. Descriptive research is kind of quantitative research analyzes the fact, the situation, the variable, and the phenomena during the research process"[40]. Based on the explanation above, the researcher used descriptive quantitative research to know students' perception toward the ICT use in microteaching class of the lecturer at IAIN Bukittinggi.

## B. Population and sample

The population and sample are two necessary elements to get the data for the research. The population and sample of this research were:

[39] Suphat Sukamolson, *Fundamentals of Quantitative Research*, (language institute : Chulanlongkorn university 2001) p.2

[40] Subana and Sudrajat, *Dasar Dasar Penelitian Ilmiah*, (Bandung, CV Pustaa Setia, 2009) p25-26

1. Population

A population is all of object that is researched by the researcher. As states by Gay, "Population is the group interest to the research, the group to which the researcher would like the result of the study to be generalizable[41]. In line with him, Arikunto states, "a population is a set (or collection) of all elements processing one or more attributes of interest"[42] in short, the population of this research was all of the sixth semester English Education in micro-teaching class of IAIN Bukittinggi. The amount of these learners shows by the table below:

Table : table distribution of population at sixth semester academic year 2017/2018 in IAIN Bukittinggi

| No | Lecturers | Students' Totally |
|---|---|---|
| 1 | Arifmiboy | 13 |
| 2 | Veni Roza | 12 |
| 3 | Eliza | 12 |
| 4 | Melyann Melani | 13 |
| 5 | Reflinda | 15 |
| 6 | Reflinda | 15 |
| 7 | Febria Sri Atika | 14 |
| 8 | Irwandi | 15 |
| 9 | Syahrul Sabri | 15 |
| **TOTAL** | | 124 |

*Source: Microteaching lecturers 2017/2018*

From the table above, the population from this research is 124 students that are the total of the students in a micro teaching class of the sixth semester students of

[41] L.R Gay, *Educational Research Competences for analysis and aplication* (New York: merrill Publishing Company, 1990( third Edition, p.102

[42] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998

English Education academic year 2018 in IAIN Bukittinggi. The researcher reason to choose sixth semester of English Education students academic year 2017/2018 to be the sample due to the micro-teaching subject use the ICT in the learning process.

2. Sample

The sample is any portion of the population, less than the total. Gay said that sample is the process of selecting number of individuals for a study in the such a way that the individuals represent the large group from which they were selected[43]. It means that the total of population which is used by the researcher was more than hundred. So, the researcher used random sampling to decide the sampling. Random sampling is the sample which is taken randomly from whole of the population. As stated by Arikunto that random sampling is sample which is taken by mixing all of the population which has same opportunity become the sample of the research.[44] it convinces that random sampling is the sample which is taken by giving opportunity for population become the sample.

The reasons are the population is more than 100 subjects and it has same opportunity. As stated by Arikunto that random sampling can be taken 10%-15% or 20%-25% of the population, if the total of population is more than 100[45]. The researcher takes 25% of the population become

[43] L.R Gay, *Educational Research: Competencies for Analysis and Application*... p.101

[44] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta, Rineka Cipta, 1998) Eleven Edition p.130

[45] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta, Rineka Cipta, 1998) Eleven Edition p.130

the sample of the research in order to be able to represent the population that is much in this research. The researcher's reason takes sample 25% because consideration time of the research. the process of deciding the sampling, the researcher chose 3 or 4 students in each micro teaching classes. So, the sample of this research was 31 people on sixth semester of micro teaching students to look at what the students' perception toward the ICT use of the lecturers on the sixth semester English Education students in IAIN Bukittinggi 2017/2018 as sample of this research.

**C. Instrumentation**

Instrumentation is a tool which is used by the researcher to get the data. The researcher will prepare questionnaire as an instrumentation to collect the data in order to know their perception toward ICT use of the teacher. Questionnaire consist of questions list that have to be answered by the respondent in order to get the information, it can be an opinion or fact. Creswell proposes, "A questionnaire is a form used in survey design that participants in the study complete and return to the researcher". This is the simple technique to get the quick information from the respondent or participant.

In this research, the reseacher used close questionnare, as highlights by Arikunto, "close questionnaire is a questionnaire that has alternative answer for the respondents."[46] The options answer are; Always, Often, Sometimes, Seldom, and Never. In term to make those questions valid, there are many techniques that can be chosen by the researcher. There are content validity, construct validity, concurrent

[46] Suharsimi arikunto, *prosedur penelitian suatu pendekatan praktek*.... 141

validity, and predictive validity. In this research, the researcher uses content validity. As states by Gay that content validity is determined by expert[47]. It means that the researcher should do the validity to judge the questionnaire is valid by consulting the content validity to expert[48]. The researcher performs a question by administering the questionnaire to some students.

Lodico, et.al state that reliabiliy refers to the consistency of scores that is an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters.[49] Then, cohen, et.al state that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents.[50] To determine the reliability of the test, the researcher tried out the questionnaire to the micro-teaching students of English Education in sixth semester IAIN Bukittinggi. Then the result was analyzed by using SPSS and can be seen on appendix number 8.

**D. Technique of data collection**

The crucial step in doing a research is collecting the data. Before conducting the research, the researcher first informed about the study to the students and received the required permission to conduct the study. The researcher explained to the students the goal of the research and demanded extra emphasis on persuading them to take the study seriously and respond frankly

[47] L.. R gay, *Educational research components for Analysis and Application*.... 130

[48] L.. R gay, *Educational research components for Analysis and Application*.... 130

[49] Lodico, et.al. Methods in Educational Research From Theory to Practice (Second Edition) San Francisco. 2010 p.93

[50] Cohen, et.al, Research Methods in Education (Sixth Edition) Canada. 2007. P146

The steps taken by the researcher in collect the data are as follows:

1. The researcher distribute the questionnaire to the students
2. The students are asked to answer the questionnaire
3. The researcher give timing to the students to answer the question
4. The researcher collect the questionnaire

**E. Technique of data analysis**

Analysis of data is part of the research to find the result of this research. Analysis of the data is a process to analyze and interpret the data to find some information that suitable with its function so that the data has the clarity and relate to the purpose of the research.

The reseracher will analyze the data of instrument to get the reserach result after the data is collected. Arikunto explain. "the data analysis is meant by processsing data obtained by using formulas or rules that are pplicable to research or design approach taken"[51]. In this research, the researcher would like to know the students' perception on the ICT use of the lecturer.

The data of questonnaire were made by used the Likert scale model in identifying the students' perception about the ICT use of the lecturer. Sugiyono states that likert scale is used to measure attitudes, opinions, and the perception of a person or a group of social phenomena.[52] Every list of question items was arrange based on the indicators activities and classroom interacton in teaching microteaching.

[51] Suharsimi arikunto, *Prosedur Penelitian* (Jakarta, Rineka cipta, 1998) p236

[52] Sugiyono, Metode Penelitian Pendidikan Pendekatan Quantttve (Bnun, lfbet, 2006) p.134

The step to analyze the data, Arikunto suggested 3 steps in analyzing the data as follow[53]

1. The data gathered through the questionnaires to know the students' perception

2. The researcher calculated the frequencies and the percentages of each question. To find the percentages of each question, the researcher use the formula which is proposed by Sudijono[54] as follows:

   $P = \frac{f}{N} \times 100\ \%$

   Where P=Percentage.
   f=Frequency.
   N=The total subject.

3. Then finding mean of the data by using formula that suggested by Subana, as follows[55]:

   $Mx = \frac{\sum x}{N}$

   Where:
   Mx= Mean
   ∑x= Total of Percentage
   N= number of cases

4. The researcher calculate all the percentages gotten for each activity to gain the conclussion for each activity.

[53] Suharsmi Ariunto. *Prosedur Penelitian*. (Jakarta: Rineka Cipta,2005)p.263

[54] Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT RAJA Grafindo) 2008 p.43

[55] Subana & Sudrajat, Dasar-Dasar Penelitian Ilmiah, …, p. 188.

To see the percentages result of the data gotten can be seen below[56] :

I = 100 / Total Score (Likert)

I = 100/5 = 20

Result (I) = 20

(This is the interval interval from the lowest 0% to the highest 100%)

0% - 19.99% = Very bad

20% - 39.99% = Not good

40% - 59.99% = Fair/Good Enough

60% - 79.99% = Good

80% - 100% = Very Good

[56] Sugiyono, Metode Penelitian Pendidikan Pendekatan Quantttve (Bnun, lfbet, 2006) p.134

# CHAPTER 4

# RESEARCH FINDING

## A. Finding

In this section, the researcher explains what the researcher found during the research by analyzed and interpreted the data to answer the research question: What are the perceptions of the students concerning teaching and learning microteaching with ICT?. The finding is intended to know the students' perception toward the use of ICT in microteaching class at the sixth semester English Education of IAIN Bukittinggi in Academic Year 2017/2018.

The collected data of this research is based on the percentage of the students' answer from the questionnaire. The cklose questionnaire consist of 15 items where the answer has been provided to be chosen by the respondents. For the purpose of analysis, question in the questionnaire were divided into 3 parts of the use of the ICT. The questionnaire has been spread to 31 respondents. The data descriptions of the students' perception toward the ICT use in microteaching class are as follows:

1. Description of the data

   This research was conducted from 1-15 July 2018 in IAIN Bukittinggi and in the Community Service Academic Task location (KKN Location). The researcher used questionnaire to gained the data. There are 31 of the result of the students' perception. After got the result of the students perception, the researcher analyzed them using the formula by Sudijono.

The first step after the researcher got the data, the researcher calculated the frequencies and the percentages of each question. To find the percentages of each question, the researcher use the formula which is proposed by Sudijono. After got the percentages of the each question, the researcher find the frequencies for every indicator in the questionnaire to got the percentage the final result.

2. Analysis the data

Analyzing of the data is useful to answer the research question of this research. The question is answered by analyzing the questionnaire. There are 3 indicators in the questionnaire that will be explained as follows:

1. Computer Technology

The first indicator of the questionnaire is Computer technology. Computer Technology is very interesting and able to increase the learners' learning motivation, and it also can facilitate the interactivity of learners with learning resources (content) on the computer (man and machine) interactivity. In this first indicator there are consist of 3 parts that can be explained along these lines:

a. Data Processing

In the first indicator of the questionnaire, the reseracher provided questions to get the data about the use of Computer

Technology by the lecturer in microteaching class. In this case, the first indicator consist of three part. The first part is about Data Processing. As mentioned on the chapter 2, the use of the Data Processing is manipulation of data into a more informative or informational form. Data Processing really helps in making the lesson plans, assessments, in microteaching subject. Data Processing in the questionnaire consist of three questions. In the questionaire, it can be seen in the question number one, two and three that can be seen on the table below:

**Table. 1. The percentage of the students' answer in using Computer Technology**

| No | Questions | Students Response | | | | |
|---|---|---|---|---|---|---|
| | | **Always** | **Often** | **Sometimes** | **Seldom** | **Never** |
| 1 | In Microteaching class the lecturer use Microsoft Word Software | 4 | 16 | 1 | 2 | 8 |
| | | 12,90% | 51,61% | 3,22% | 6,45% | 25,80% |
| 2 | In Microteaching class the lecturer use Microsoft Excel Software | 0 | 8 | 2 | 1 | 20 |
| | | 0 | 25,80% | 6,45% | 3,22% | 64,51% |
| 3 | In Microteaching class the lecturer use Microsoft Power Point Software | 5 | 17 | 0 | 1 | 8 |
| | | 16,12% | 54,83% | 0 | 3,22% | 25,80% |

As shown in the table above in the first question, the respondents who answer that in microteaching class the lecturer always use Microsoft Word software is 12,90% and the total percentage of the respondents who answered that the lecturer

often use Microsoft Word is 51,61%. There are 3,22% of the respondents who answered sometimes, and the respondents who answered seldom is 6,45% and 25,80% who answered never.

In a second question, the question is about the frequency of the lecturer that use Microsoft Excel in Microteaching class. The percentage of respondents who answered Microsoft Excel is always used by the lecturer is 0% and the respondend who answered often is 25,80%. While there is 6,45% who answered the third response, and 3,22% for the fourth and 64,51% for the fifth response.

The third question about data processing is about the frequency of the lecturer that use Microsoft Power Point in microteaching class. The respondents who answer the lecturer is always use it in microteaching class is 16,12%. For the students who answer often is 54,83%. There is 0% for the respondents who answer sometimes, while 3,22% for seldom and 25,80% for never.

b. Data Storage

On the second part of the first indicator, the researcher wanted to know about the use of Data Storage in microteaching class by the lecturer. The use of the Data storage is to store a wide range of digital data that available on a computer device for a certain time so that it can be read and reopened for reprocessing on the device. Data Storage in microteaching subject can be use to save the important file and documents and also can be an evidence for both lecturers and students related to the learning

process.The questions in the questionnaire related to Data Storage can be seen in the question number four, five and six.

**Table. 2. The percentage of the students' answer in using Computer Technology**

| No | Questions | Students Response | | | | |
|---|---|---|---|---|---|---|
| | | **Always** | **Often** | **Sometimes** | **Seldom** | **Never** |
| 4 | In Microteaching class the lecturer use flashdisk Hardware | 1 | 15 | 4 | 5 | 6 |
| | | 3,22% | 48,38% | 12,90% | 16,12% | 19,35% |
| 5 | In Microteaching class the lecturer use Hardisk Hardware | 0 | 8 | 4 | 1 | 18 |
| | | 0 | 25,80% | 12,90% | 3,22% | 58,06% |
| 6 | In Microteaching class the lecturer use memory card hardware | 0 | 3 | 4 | 0 | 24 |
| | | 0 | 9,67% | 12,90% | 0 | 77,41% |

For the fourth question, the respondent who anwered that the lecturer always use flashdisk in microteaching class is 3,22%. For those who answered often is 48,38%. The respondents who answered sometimes is 12,90%. The respondents who answered seldom is 16,12%. 19,35% of the respondents who answered never.

The fifth question is about the use of Hardisk by the lecturer in microteaching class. The percentage of the respondents who answered always is 0%. The percentage of the respondents who answered often is 25,80%. The percentage of the respondents who answered sometimes is 12,90% and for those who answered seldom and never is 3,22%. The respondents who answered never is 58,06%.

The sixth question is about the use of Memory Card by the lecturer in microteaching class. There are 9,67% of the respondents who answered always and 25,80% who answered often. Then, there are 64,51% who answered sometimes. No one of the respondents that answered seldom nor never for the use of Memory Card by the lecturer in microteaching class.

c. Data Presentation

The third part of the first indicator, the researcher wanted to know about the use of Data Presentation in microteaching class by the lecturer. The presentation of data is intended to make the readers can easily understand what the users present for further assessment or comparison.. Data Presentation can be utilize to present the data and important knowledg visually or in audio. The questions in the questionnaire about Data Presentation can be seen in the question number seven, eight and nine.

**Table. 3. The percentage of the students' answer in using Computer Technology**

| No | Questions | Students Response | | | | |
|---|---|---|---|---|---|---|
| | | **Always** | **Often** | **Sometimes** | **Seldom** | **Never** |
| 7 | In Microteaching class the lecturer use LCD monitor hardware | 2 | 3 | 0 | 0 | 26 |
| | | 6,45% | 9,67% | 0 | 0 | 83,87% |
| 8 | In Microteaching class the lecturer use Speaker Hardware | 5 | 14 | 5 | 1 | 7 |
| | | 16,12% | 45,16% | 16,12% | 3,22% | 22,58% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 | In Microteaching class the lecturer use infocus projector Hardware | 8 | 16 | 0 | 0 | 7 |
| | | 25,80% | 51,61% | 0 | 0 | 22,58% |

The seventh question, the respondent who anwered that the lecturer always use LCD Monitor in microteaching class is 6,45%. For those who answered often is 9,67%. The respondents who answered sometimes and seldom is 0% and 83,87% for those who answered never.

The eighth question is about the use of Speaker by the lecturer in microteaching class. The percentage of the respondents who answered always is 16,12%. The percentage of the respondents who answered often is 45,16%. The percentage of the respondents who answered sometimes is 16,12%, 3,22% for seldom and never is 22,58%%

The ninth question is about the use of Infocus Projector by the lecturer in microteaching class. There are 25,80% of the respondents who answered always and 51,61% who answered often. Then, there are 0% who answered sometimes and seldom, while 22,58% who answered never for the use of hardisk by the lecturer in microteaching class.

2. Multimedia Technology

On the second indicator of the questionnaire, the researcher wanted to know about the use of Multimedia technology by the lecturer in microteaching class. As already mention previously on

the chapter 2, as a technology that consist of more than one media, The use of the Multimedia Technology in microteaching subject is really helpful as a documentary, entertainment, and can be a reference. It can be seen in the questionnaire for the question number ten.

**Table. 4. The percentage of the students' answer in using Multimedia Technology**

| No | Questions | Students Response | | | | |
|---|---|---|---|---|---|---|
| | | **Always** | **Often** | **Sometimes** | **Seldom** | **Never** |
| 10 | The lecturer use camera to record the students' teaching practice in microteaching class | 3 | 12 | 7 | 2 | 7 |
| | | 10,38% | 38,70% | 22,58% | 6,45% | 22,58% |

The tenth question is about the use camera to record the students' teaching practice in microteaching class. The respondent who answered always is 10,38%. There are 38,70% of the respondents who answered often and 22,58% who answered sometimes. The respondents who nswered seldom is 6,45% and 22,58% who answered never for the use of the camera by the lecturer in microteaching class.

3. Computer Networking

The last indicator is about the use of Computer Networking by the lecturer in in microteaching class. The use of Computer Networking in microteaching subject are to provides learning materials, communication facilities, and interactions between

educational communities. The third indicator consist of five questions that can be seen on the question number eleven, twelve, thirteen, fourteen and fifteen.

**Table. 5. The percentage of the students' answer in using Computer Networking**

| No | Questions | Students Response | | | | |
|---|---|---|---|---|---|---|
| | | **Always** | **Often** | **Sometimes** | **Seldom** | **Never** |
| 11 | The lecturer use email to send the information to the students in microteaching class | 1 | 7 | 3 | 1 | 19 |
| | | 3,22% | 22,58% | 9,67% | 3,22% | 61,29% |
| 12 | The lecturer use email to accept the task from students in microteaching class | 1 | 6 | 7 | 0 | 16 |
| | | 3,22% | 19,35% | 22,58% | 0 | 51,61% |
| 13 | The lecturer use website (browser) to give the students information about teaching practice in microteaching class | 0 | 8 | 5 | 1 | 17 |
| | | 0 | 25,80% | 16,12% | 3,22% | 54,83% |
| 14 | The lecturer use blog to give the students information about teaching practice in microteaching class | 1 | 8 | 4 | 1 | 17 |
| | | 3,22% | 25,80% | 12,90% | 3,22% | 54,83% |
| 15 | The lecturer give the ebook to the students to give them information about teaching practice in microteaching class | 1 | 10 | 4 | 1 | 15 |
| | | 3,22% | 32,25% | 12,90% | 3,22% | 48,38% |

The eleventh question is about the lecturer use email to send the information to the students in microteaching class. The frequency of the respondents who anwered always is 3,22%. The frequency of the respondents who answered often is 22,58%. For those who answered sometimes is 9,67%. The frequency of the respondents who answered seldom IS 3,22% and never is 61,29%.

The question about the use of email to accept the task from students by the lecturer in microteaching class can be seen on the twelfth question. The frequency of the respondents who answered always is 3,22% and 19,35% who answered often. The frequency of the respondents who answered sometimes is 22,58%. The frequency of the respondents who answered seldom is 0%and never is 51,61%.

The thirteenth question is about the use of website by the lecturer to give the students information about teaching practice in microteaching. The total of respondents who answered always is 0%. The total of respondents who answered often is 25,80%. For those respondents who answered sometimes is 16,12%% and 3,22% who answered seldom. There are 54,83% respondents that answered never for the use of website by the lecturer in microteaching class.

The fourteenth question is about the use of blog by the lecturer to give the students information about teaching practice in microteaching class. The total frequency of the respondents who answered always is 3,22%. The total frequency of the respondents who answered often is 25,80%. The total frequency of the respondents who anwered sometimes is 12,90%. The total frequency of the respondents who answered seldom is 3,22% and 54,83% who answered never.

For the last question in the questionnaire is about the use of ebook by the lecturer in order to give the students information about teaching practice in microteaching class. 3,22% of the respondents who answered that the lecturer always use it and 32,25% of the respondent answered often. 12,90% of the respondents who answered sometimes and 3,22% answered seldom. 48,38% of the respondents answered never about the use of ebook in microteaching class.

**B. Discussion**

Based on the data finding in a previous chapter, in the first indicator about the frequency use of the Computer Technology, the response indicate that 45,13% of the students assumed that the lecturer use the Computer Technology that consist in three parts; Data Processing, Data Storage, and Data Presentation in microteaching class. Based on the percentage gotten, it can be interpreted that the students has fair/good enough perception on this indicator. There is 11,10% of the students answered that Computer Technology not really used in the microteaching class. The amount of very bad response is 44,44%.

The researcher proposes that if both lecturer and students use the computer technology frequently and optimally in the microteaching class, it will give advantages. In this case, the theory in the previous chapter has been discussed that the use of computer technology in learning not only can arouse student's motivation but also can facilitate the students' interactivity with learning material in the computer and attract students' attention.

The second indicator is about Multimedia Technology use in microteaching class. The question is about how often the lecturer use camera to record the students' teaching practice in microteaching class in order the students can rewatched it and find out their fault in teaching practice. It shown that 49,08% of the students answered that lecturer in microteaching class use the Multimedia Technology especially camera frequently. 29,03% who answered that the lecturer rarely to use the Multimedia Technology in microteaching class. And 22,58% of the respondents who answered the very bad response.

As a teacher to be, the students in microteaching class need to practice to teach as much as possible to become a profesional. Based on the researcher opinion, Practice with the partner in microteaching class or with the real students will make them usual to explain and encourage them to be more confident to teach in front of the class, and by record what they had taught by using the camera video will help them to see and correct themselves in order to become better in teaching.

The third indicator is about the Computer Networking. There is 27,73% of the students stated that Computer Networking is frequently use in Microteaching class by the lecturer. There is 17,41% of the students who stated that Computer Networking rarely use in Microteachingclass and 54,18% students who anwered that indicates very bad.

The researcher believes that the students need a technology that can help them to find the source related to teaching, so they will be more prepare in teaching practice. This relates to the theory that has been described in the previous chapter where

Computer Networking not only help students to find out the references but also with this internet technology, it alows for the exchange of data between large and small information in education by the students.

In conclusion, the difference perceptions of the students are influenced by several things, such as, selective attention, stimulus, characteristic, individual needs and value, and previous experience. There were high frequency of bad response of the use of ICT for each indicator rather than the good or even very good response based on the students' perception. The researcher found the reasons behind the high frequency of bad/very bad response in Computer Technology used by the lecturers. As noted by the expert named Wilbur Schramm quoted by Arief S. Sadiman[57] Stating from the many cases of the application of educational media technology 75% occured in the developing countries. The expert stated that the cases are; *first,* lack of lecturers' interests to utilize the technology in learning. *Second,* communicating a learning media utilization plan to learners. and *Third* lack of facilities in the faculty of learning media/technology. In line with the expert, the researcher also found the same cases as mentioned while doing this research.

The researcher will give the solution that reseracher quoted from Sadiman. For the lack of lecturers' interest to utilize the technology in learning especially in microteaching subject. The amount of technology does not motivate some lecturers to be motivated to use it. There are still many lecturers who use only lecture-methods in learning and no other media used as a learning tools.

[57] Sadiman, *Media Pendidikan: Pengertian,* 200.

In reality not all lecturers utilize this learning resources optimally. There are still many lecturers who rely on how to teach with the old paradigm, where the lecturers being the only source of learning for students. The use of other learning resources is felt to be lacking. Learning resources that have been available and can be utilized (learning resources by utilization), also not fully utilized for learning purposes. Whereas many learning resources that can be used by the lecturers to help the learning process.

In addition to utilizing existing learning resources, lecturers are required to seek out and plan other learning resources either from their own designs or sources that have been deployed around the lecturers and community. If lecturers are still less interested in using learning media have implications for monotonous and saturated learning patterns.

Improving the quality and skill of the lecturers in utilizing technology in learning, as well as forming a mental system for all lecturers to utilize the technology professionally and consciously. The most important according to the researcher is to form mindset thinking to consciously use the technology in teaching, then just conduct training utilization of technology. The training function is to assist educators in gaining knowledge and skills in producing and developing technology. Because awareness to utilize the technology is much more important than the training of utilizing certain technology, because there are lecturers that proficient at using the technology but are still unwilling to use it, or the lecturers use the technology to replace its presence position. Training can be done by forming an informal forum that invites instructional media/technology experts.

Next, the researcher will give the solution for the Communicating Learning technology Utilization Plan to Learners that quoted from Sudirman Siahaan, ”Tips dalam Memanfaatkan Media Teknologi Informasi dan Komunikasi teknologi (ICT) untuk Pembelajaran”.[58] The key of successful learning is the students themselves. So communicating plans for using certain technology to students is very important. Because essentially the purpose of using technology is to facilitate students in understanding learning material as the subject of learning. Not only to facilitate the lecturers in teaching.

There are at least two reasons why it is important to communicate the plan of using learning technology to students so the students can prepare themselves to utilize learning media by learning the subject that will be presented through learning technology and preparing the facilities needed to participate in learning activities through the technology. From the lecturers' side, there are demands that the lecturer better prepare themselves for the subject to be discussed and prepare the facilities needed (in good condition) so as not to become obstacles when using the learning technology to be implemented, and prepare the place / location settings that will be used by the technology.

Next, the solution for the problems related to the facilities in the faculty of learning media/technology. There were respondents said that sometimes in micoteaching class they cannot used the Infocus (Projector) because it was already borrowed by the other class and the amount of Infocus (projector) is limited. To

[58] Sudirman Siahaan, ”Tips bagi Guru dalam Memanfaatkan Media Teknologi Informasi dan Komunikasi (TIK) untuk Pembelajaran”

solve it, Siahaan (Tips For Educator)[59] said that it is need a good management. Management comes from English which means leadership, and the process of regulation. Any organization, always requires good management. In college institutions, the management should be social and psychological, since the number of individuals comprising different backgrounds, both from social background, economic background and religious background.

The form of management management of the technology in learning (especially modern tecnology or the limited technology in college) can be done by listing the amount of instructional media/technology available in the college creating a schedule of learning technology users, forming a technology maintenance management team, and making other relevant records for management of technology

The lecturers also need to communicate the utilization plan for technology in learning process to the manager of the modern media facilites in college. The absence of communication about the planned use of the technology to media facility managers can lead to disruption of the implementation of the use of learning media or even more fatal is the delayed implementation plan for the use of modern learning media for the benefit of learning. Communication with the management of modern learning media facilities will require manager activities to examine various modern learning media facilities that lecturers need so that at the time of utilization, all the modern learning media facilities needed by the teacher are ready and good. Especially for lecturers who have been civil servants based on PERMENAG no. 5

[59]Sudirman Siahaan, "Tips bagi Guru dalam Memanfaatkan Media Teknologi Informasi dan Komunikasi (TIK) untuk Pembelajaran"

of 2017[60]: Article 4, (1) are as follows: (a) for Lecturer with functional position of Expert Assistant ~ (greater or equal to) are required to teach 21 hours in a week, This causes the lack of time for the lecturers to prepare and ensure the technology in the good condition, so it is necessary for special managers to handle the problems and damage that occurs to the technology.

Hopefully by reviewing the solution that the researcher quoted from the experts, and some addition and suggestion based on the researcher opinion can make the alteration related to the used of ICT in microteaching class for ICT advantages and utilization that really helps both lecturers and students

[60] PERMENAG No. 05 tahun 2017

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the finding and discussion that have been presented in the previous chapter, the researcher concludes that this research focuses on the students' perception toward the use of ICT in microteaching subject. It is related three aspects; Computer Technology, Multimedia Technology, Computer Networking. The conclussion can be proposed as follows:

1. Based on the finding above, it was found that the students generally have fair/ good enough perception about the frequency of the Computer Technology used by the lecturer in microteaching class. These can be seen by the percentage gotten from each question. The larger percentages of the students tended to choose the bad responses.

2. The frequency of the Multimedia Technology by the lecturer, the larger percentages of the students chose the bad responses and fair/good enough percentages of the students choose the good responses in each question. By the percentage gotten, it can be conclude that the students have fair/enough good perception in this indicator.

3. The Computer Networking frequency use by the lecturer. The students generally have bad perception in this indicator. There are only small percentages of the students who chose the good responses on each question given by the researcher.

## B. Suggestion

Having finished conducting the research, there are some suggestions that might be useful which are proposed as follows:

1. It is expected that all of the Sixth semester English Education students 2017/2018 IAIN Bukittinggi can optimally applied what they already got and learned from microteaching class into the school in teaching practice to the school.
2. It is suggested to the all of the lecturers who concern in Microteaching class to further increase the use of ICT; Computer Technology, Multimedia Technology, and especially incressiang the amount of using the Computer Networking that will be use to teach.
3. The researcher suggest to the next writers to do the research in other setting to have variation research about ICT in learning.