CHAPTER I

INTRODUCTION

A. Background of the Study

In this century, most of education curriculums use the many technologies to enhance the innovation of learning especially in English learning. Language classrooms are increasingly turning into blended learning environment that focus on active learning. It is commonly known that active learning advances the learning process and thus raises the quality of the language learning experience.

Students have many ways to improve their knowledge through their learning style. The matters can be said that there are different types of learners that can be seen in classroom learning styles like visual learning style, auditory leaning style and kinesthetic leaning style. These have the strength each others. But now, almost students prefer by using visual, they able to know what the real situation and material which it can be indicated by most of students use computer aid. Computer application can be easy to memorize in their brains. Students' perception is more needed in learning process because experience of the students can influence their learning process.

Perception is selective, as influenced by the features of stimulation presented by expectancy adopted, and by verbal directions that reflect the particular goal of learning (Gagne, 1989: 28). They have experience that is saved

in their brains and is processed to memorize what they have done and then can help them to response the material that will be learned.

Jamieson (2006: 5) in his journal stated that the perception of ICT's as fundamental development tools of the 21st century rests on several assumptions. In this modern area, ICT is acknowledged for its power to motivate, engage, and empower especially in the area of providing access to information where this did not exist before (Towndrow, 2007: 39). In this globalism era, most of learning activities use learning-based computer technology.

According to Goodwyn (2000: 22) almost all English teachers at primary and secondary levels in the UK will have undergone training in the application of ICT in their subject. ICT can be classified of media like personal computer, projectors, LCD, radio, television, and etc. Those all can be used in education practice which its expectations are effectively in getting information and knowledge.

Subramanian in information and Communication Technology (ICT) is new digital technology which consists of various computer-based and Internet-based applications. It is used for creating and sharing information as well as creating new forms of communication (Subramanian, 2009: 118). The major application of computers in the classroom was in word processing because word processing is second nature to us now in our personal and professional lives (whereas, ironically, pupils in schools are still writing in exercise books).

According to Towndrow (2007: 17) almost of new technology uses the English text contains. It also changing way we read and write. A few of students

may be still did not know about ICT as the modern approaches in their language. They just have known about teacher, handbook, textbook, and dictionary as their learning media. This matter can be known by using dictionary in the eighth grade students of SMP Negeri 2 Jetis is more dominant. They know about vocabulary just from dictionary which it is indicated that English still use the traditional method. It also indicate that after the observer makes test obviously the score of their test still low.

Computer as modern media can be applied in learning, especially in English. By the computer aid, the students can improve their language ability like using Microsoft word in their writing skill. It is easy to take for granted what digital composing has done for students. It has enabled concentration on the major structuring of writing; enabled argument, report and information writing to have a better medium for their expression than pen and paper; encouraged collaboration and talk about writing at the screen; liberated and validated drafting and editing; and improved presentation (Goodwyn, 2000: 22-23). So by many reasons above, the students can find the new vocabulary about English matter besides from dictionary.

The importance of foreign language teaching and learning has long been recognized and acknowledged in multicultural Europe. Rapid advances in the development of ICT (Information and Communication Technologies) have simultaneously been seen to offer new opportunities for enhancing the quality and effectiveness of language teaching and learning (Ibid,4).Because of that, the

students' interesting to English can be built with innovation technology and many learning media that is used in English learning.

Information and Communication Technologies (ICT) content in English enables students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English. The ICT content has been incorporated into the content of this syllabus to ensure that all students have the opportunity to become competent, discriminating and creative users of ICT and are better able to demonstrate the syllabus outcomes of English through the effective use of ICT. Besides that, Swapna Kumar and Maija Tammelin states that motivating language learning opportunity using ICT is provided by chat rooms and virtual environments such as Second Life where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation, without the fear of making mistakes (Tammelin,2008: 5).

In the other aspect, it is expected to get high achievement in every material. High achievement is influenced by their learning style. Minimal of the students' knowledge of technology cause their achievement is low. They can get good achievement if they can improve and develop their knowledge by exploiting many sources of knowledge and also their perception about the resources that they know can help them to take easy their learning.

According to statement above, the researcher will write about how the students' perception can be connected with getting the high achievement. The writer can formulate the research by the title: The Correlation between Students'

Perception In ICT (Information and Communication Technology) and Students'
English Achievement at Eight Grade Students of SMPN 2 Jetis Ponorogo in
Academic Year 2015/2016.

B. Statement of the Problems

Regarding the limitation of the study, this study promotes some problem
formulated as follows:

1. How is the Students' Perception on ICT (Information and Communication
   Technology) in English learning at Eight grade students of SMP N 2 Jetis in
   Academic Year 2015/2016?

2. How is the Students' English Achievements of the Eight grade students of
   SMP N 2 Jetis in Academic Year 2015/2016?

3. Is there any correlation between Students' Perception on ICT Information
   and communication Technology) and Students' English Achievement in
   Eight grade students of SMP N 2 Jetis in Academic Year 2015/2016?

C. Objectives of the Study

Concerning with the problem statement, this study has some objectives
described as follows:

1. To find out how is the students' perception on ICT (Information and
   Communication Technology) in English Learning at Eight grade students of
   SMP N 2 Jetis in Academic Year 2015/2016

2. To find out how is the students' English Achievements of the Eight grade students of SMP N 2 Jetis in Academic Year 2015/2016.

3. To find out if is there any correlation between students' perception on ICT Information and communication Technology) and Students' English Achievement in Eight grade students of SMP N 2 Jetis in Academic Year 2015/2016.

D. Significances of the Study

The writer hopes that this research can be useful for:

1. Teacher

   The teacher can improve their method of learning English and also motivate their students to more dig their knowledge in many learning sources.

2. Students

   Give them information about the importance of technology in learning especially in English learning.

3. Reader

   This research is expected able to be referenced to arrange the next research and also can be used to increase their knowledge and process of learning.

4. School

   This research is expected can be used as additional references and information for SMP N 2 Jetis Ponorogo.

E. Limitation of the Problems

In this research, the study focuses on some concern, there are the students' perception about ICT and students' achievement and also the relationship both of them that will be proved that are there the correlation between students' perception in ICT and students' English achievement in eighth grade students of SMP N 2 Jetis in academic year 2015/2016.

F. Key Terms

To avoid misunderstanding about the definition, the researcher gives the definition of key terms as follows:

1. *Student's Perception* : The process by which students translate sensory impressions into a coherent and unified view of the world around them.

2. *ICT* : An umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them. In this thesis, ICT refers to the computer and internet connections used to handle and communicate information for learning purpose.

3. *Student's achievement* : The amount of academic content a student learns

in a determined amount of time. Each grade level
has learning goals or instructional standards that
educators are required to teach.