

THESIS

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

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**ENGLISH LANGUAGE STUDIES
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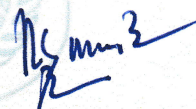
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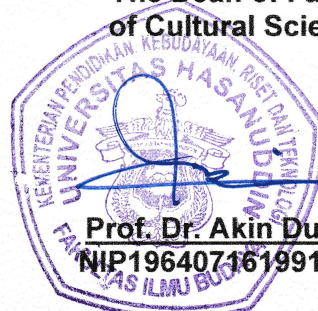
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Makassar, December 22, 2021

The Writer



Indah Yuliana Muhtar

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ABSTRACT

INDAH YULIANA MUHTAR: Lecturers' and Students' Perceptions about the Use of TELL in English Learning Process in Bosowa University Makassar (Supervised by **Abidin Pammu** and **Nasmilah**)

The research aims to explain TELL implemented in the process of English teaching and learning. To elucidate the lecturers' perceptions about the use of TELL in their teaching and to justify the perceptions of students about the use of TELL in the process of learning English in Bosowa University Makassar.

The research employed the mixed method as an approach to collect data about the lecturers' and students' perceptions. The questionnaires and interviews were used as the research instruments to achieve the research objectives. Descriptive statistic was employed to analyse the data obtained from the questionnaires and interviews.

The research result indicates that the students have gained some benefit in terms of the language learning through the use of technology. The findings support the previous researches stating the positive impact of using technologies in teaching EFL students. Despite of the challenges encountered by both the lecturers and students when applying them in the classroom, the use of TELL has strengthened the belief that the productive classroom teaching can be retained through the uses of innovative teaching techniques. The findings provide significant implications for the lecturers to continuously take into consideration the technology when involving non-native learners especially at Bosowa University.

Keywords: TELL, lecturers' and students' perceptions, learning process.



ABSTRAK

INDAH YULIANA MUHTAR: Persepsi Dosen dan Mahasiswa tentang Penggunaan TELL dalam Pembelajaran Bahasa Inggris di Universitas Bosowa Makassar (Dibimbing oleh **Abidin Pammu** dan **Nasmilah**)

Penelitian ini bertujuan menjelaskan TELL yang diterapkan dalam proses belajar mengajar bahasa Inggris. Untuk menjelaskan persepsi dosen tentang penggunaan TELL dalam pengajaran dan untuk menjustifikasi persepsi mahasiswa tentang penggunaan TELL dalam proses pembelajaran bahasa Inggris di Universitas Bosowa Makassar.

Metode dan desain penelitian sekaligus sebagai pendekatan yang digunakan dalam penelitian ini adalah metode campuran (kuantitatif dan kualitatif). Metode campuran ini juga digunakan untuk mengumpulkan data mengenai persepsi dosen dan mahasiswa. Kuesioner dan wawancara digunakan sebagai alat pencapaian tujuan penelitian. Penganalisisan data menggunakan statistik deskriptif.

Hasil penelitian terkonfirmasi bahwa mahasiswa telah memperoleh manfaat dalam hal pembelajaran bahasa menggunakan teknologi. Temuan ini mendukung hasil penelitian sebelumnya yang menyatakan bahwa terdapat dampak positif dari penggunaan teknologi dalam mengajar mahasiswa EFL. Terlepas dari tantangan yang dihadapi dosen dan mahasiswa saat menerapkannya di kelas, penggunaan TELL telah memperkuat keyakinan bahwa pengajaran di kelas yang produktif dapat dipertahankan melalui penggunaan teknik pengajaran yang inovatif. Temuan ini berimplikasi signifikan bagi dosen untuk terus mempertimbangkan teknologi ketika melibatkan mahasiswa bukan yang penutur asli, terutama di Universitas Bosowa. .

Kata kunci: TELL, persepsi dosen dan siswa, proses pembelajaran.



TABLE OF CONTENTS

THESIS	I
APPROVAL SHEET.....	II
A STATEMENT OF THESIS AUTHENTICITY	III
ACKNOWLEDGMENT	IV
ABSTRACT.....	VI
ABSTRAK.....	VII
TABLE OF CONTENTS.....	VIII
LIST OF TABLES	X
LIST OF APPENDICES	XI
CHAPTER 1 INTRODUCTION.....	1
A. BACKGROUND.....	1
B. RESEARCH QUESTIONS	8
C. OBJECTIVES OF THE RESEARCH	8
D. SIGNIFICANCE OF THE STUDY	8
E. SCOPE AND LIMITATION OF THE STUDY	9
F. OPERATIONAL DEFINITIONS.....	9
CHAPTER II LITERATURE REVIEW	10
A. PREVIOUS STUDIES.....	10
B. THEORETICAL DISCUSSION.....	13
a. Definition of Perception	13
b. Definition of Technology Enhanced Language Learning (TELL)	16
c. The Description of CALL	18

d. Manifestations of Technology	20
e. Advantages of using technology in EFL classrooms	22
f. Students perceptions of using TELL on TELL	23
g. Technology as a Tool for Learning	24
h. M-Learning	26
i. Virtual Learning Environment (VLE)	27
j. Social Networking Sites (SNSs)	28
k. Wiki and Blogs.....	29
l. Conceptual Framework	30
CHAPTER III RESEARCH METHOD.....	31
A. RESEARCH DESIGN	31
B. SAMPLE OF THE STUDY.....	31
C. RESEARCH INSTRUMENTS.....	32
D. PROCEDURE OF COLLECTING DATA.....	33
E. DATA ANALYSIS	33
CHAPTER IV FINDING AND DISCUSSION	34
A. FINDINGS.....	34
B. DISCUSSION:	50
CHAPTER V CONCLUSIONS	55
BIBLIOGRAPHY	57
APPENDICES	62

LIST OF TABLES

RESPONSES OF THE STUDENTS OF BOSOWA UNIVERSITY	34
Table 1: Responses to question 1	34
Table 2: Responses to question 2	36
Table 3: Responses to question 3	37
Table 4: Responses to question 4	38
Table 5: Responses to question 5	39
Table 6: Responses to question 6	40
Table 7: Responses to question 7	41
Table 8: Responses to question 8	42
Table 9: Responses to question 9	43

LIST OF APPENDICES

Appendix 1	: License.....	62
Appendix 2	: Instrument of the research.....	64
Appendix 3	: Response sheet of the lecurers' interview.....	67
Appendix 4	: Response sheet of the students' questionnaire.....	71

CHAPTER 1

INTRODUCTION

A. Background

In the twenty-first century, people's daily lives are characterized by the new digital information revolution. Advanced global technology has become an integral part of the world population's rapid shift in lifestyles. People have been able to communicate in English with people all over the world via modern technology, which makes them to connect with social networks that provide a virtual community website for people interested in a particular subject and allow them to communicate with new friends, family, and acquaintances. Such as via Whatsapp, Facebook, Twitter, E-mail, Instagram, and other similar services as cited in Jaemjan (2016). Language teachers need to incorporate technology into the development of language courses. TELL (Technology Enhanced Language Learning) is the use of a computer as a technological innovation to display multimedia as a way of supplementing a language teacher's teaching method. It allows for the use of multiple teaching methods, resulting in the creation of a learning environment in which technology aids student performance without causing students to become completely reliant on technology to create language.

The teaching of English as a foreign language (EFL) occupies an important position in the Indonesian education system, as it becomes a core content within tertiary education curricula. As an important part of curriculum

content, the teaching of English has placed emphasis on the four skills, such as speaking, reading, listening, and writing.

More recently, the government of Indonesia through the Department of Education and Culture has urged its people all over the country to improve their literacy skills in order to be able to challenge the dynamic development of globalization era. Meanwhile, Whitehead (2008) confirms that this mission is relevant to the need of language proficiency as an essential condition for its people in order to gain resistant survival in this fast changing society. This mission is relevant to the need of language proficiency as an essential condition for its people in order to gain resistant survival in this fast changing society. Whitehead (2008) confirms that in large part of the world, the use of English creates a space that enables communication and debates to take place.

English also provides opportunities to enhance professional credibility through participation in international meetings, forum, and partnership. In this respect, distance seems to be no longer a serious handicap as if countries constantly come closer to each other. In addition, advancement in technology has enabled the people to enter different countries and come home for dinner in the same day. In this context, different nations will be able to establish a good relationship that is only possible if countries share one language for communication. It is commonly known that communication offers us an opportunity to engage in cultural interaction that will enrich the culture in more global sense.

However, along with the rapid development of technology, there have been many new applications that students can use to learn English. Starting from speaking, one of which is the existence of a meeting room on the Zoom and Google Meet applications, making it easier for students to interact directly with each other. Moreover, this application is currently being widely used considering the existence of social distancing which does not encourage students to gather in a crowd or meet directly with other people in order to minimize the transmission of covid 19.

The second one is reading. Although English is not the language of instruction in Indonesian secondary and higher education, the vitality of the ability to read in English is very important for all students due to the increasing demand for accessing valuable information from various English texts. In many parts of the world, knowledge of reading foreign languages is important not only for academic study but also for professional success and personal development (Anderson 1984). Currently, the Indonesian government requires its citizens to master high standards of English in reading and other skills. Reading necessity does not only prevail within EFL setting, such as Indonesia but also in ESL context. Lie and Kell (2006) advocate that in recent times there has been rising educational concern about transitions between academic literacies and work place literacies in Malaysia. As for the means through these technological advances that can support students in reading such as wikis, blogs and many other applications that can support students to read articles and others.

Next is listening, as we know through Youtube, Podcasts, Instagram, Facebook and others. It is a tool that we can use to hone listening skills because there are many songs, films, native speaker videos, or English content from YouTubers that make it easier for us to hone listening skills.

Furthermore, in writing, language and technology have been closely intertwined since the invention of writing about 5,000 years ago. By making language visible and defensible, writing allows people to communicate across distance and time. Writing also makes language an object of analysis, which leads to the development of metalinguistic notions of words, parts of speech, and rules, which can be standardized in dictionaries and grammars and taught explicitly. Writing technology gives new powers to language not only by expanding the possibilities of human expression, but also by providing a means for knowledge to be recorded and accumulated.

Vitality of the language skill and its importance in the world of global economy is apparent in a scholar's statement. Richards (2008) argues that one of the simple facts of life in the present time is that the English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development. He emphasizes that central to this enterprise are English teaching and English language teacher education.

In Bosowa University, English is a subject that must be taught in order to cope with the technological and information improvements of current period, in which English is used by the majority of people. For example, news, computer, commerce, education and daily activity. English is important in our lives because it aids communication. It is the most widely used language in the world for studying any subject. Students need English because it broadens their minds, develops emotional abilities, and improves their quality of life by providing work chances. Many educators have utilized a variety of strategies to help students improve their English skills. Discussions, role plays, simulations, information gaps, brainstorming, storytelling, interviews, story completion, and so on are examples of these types of activities. However in March 2020, the town has been dealing with a serious case of the corona virus, which necessitates pupils studying online. As a result, the approaches described above are not applicable.

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

experiences. Kranthi (2017) stated that technology has been used to assist and enhance the learning process, particularly in language learning. Teachers can use a variety of technologies to help them support their teaching, increase student motivation and participation in the learning process, provide authentic examples of the target culture, and connect their classrooms. Some technology tools allow teachers to differentiate instruction, adapt classroom activities, and homework assignments to facilitate and mediate language learning in order to improve the language learning experience.

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

have the ability to integrate the use of ICT into the teaching and learning process. Furthermore, technology tools and applications can have a beneficial and fruitful impact on the teaching of language skills (Islam, 2014). Online learning is one of the most popular learning methods in Indonesia right now, especially in light of the epidemic.

However, there is a significant gap between the published research on the use of technology for education and the actual scenario of technology implementation in an EFL context (Timucin, 2006, p.162). As a result, it's also important to consider the challenges that the institution, as well as the lecturers, have in incorporating technology in their classrooms. For a variety of factors, the successful adoption of technology in this country continues to be hampered. As a result, the study tried to look at how lecturers and students in Bosowa University of Makassar used and perceived technological apps and tools. Furthermore, the research attempted to bring out the students' perceptions of Technology Enhanced Language Learning (TELL) by identifying the fundamental impediments to integrating new technology applications. Students' perspectives are more likely to be influenced by their professors' perceptions and use of technology in their teaching approaches, according to Cope & Ward (2002). (See page 72). So, this study conducted to determine the lecturer's and students' perceptions about the use of TELL (Technology Enhanced Language Learning) in English learning process in Bosowa University Makassar.

B. Research Questions

Based on the background of the study above, this research problem formulated as follows:

1. How is TELL implemented in the process of English teaching and learning in Bosowa University, Makassar?
2. How do lecturers perceive about the use of TELL in their teaching in Bosowa University Makassar?
3. How do students perceive about the use of TELL in the process of learning English in Bosowa University Makassar?

C. Objectives of the Research

Based on the formulation of the problems, the objective of this research were:

1. To explain the way TELL is implemented in the process of English teaching and learning in Bosowa University, Makassar.
2. To elucidate the lecturers' perceptions regarding the use of TELL in their teaching in Bosowa University Makassar.
3. To justify the perceptions of students about the use of TELL in the process of learning English in Bosowa University Makassar.

D. Significance of the Study

The writer expected that the result of this study given some benefits to the lecturers and students of Bosowa University Makassar to improve the current implementation of TELL (Technology Enhanced Language Learning). In

addition, the writer expected that the result of this study can aid them in identifying the roadblocks to successful implementation of TELL in their classrooms. Furthermore, it would be simple for lecturers to make an immediate adjustment in their teaching methods and establish new teaching approaches by incorporating technology.

E. Scope and Limitation of the Study

This following is in reference to the study's limitation: The number of participants and lecturers could be raised to obtain more reliable results. However, due to a lack of time, this was not achievable.

F. Operational Definitions

a. Computer Assisted Language Learning (CALL):

According to Timucin (2006), "CALL entails the employment of technology in the form of computers, as well as a transformation process in the institution where implementation occurs" (p.262).

b) Technology Enhanced Language Learning (TELL):

TELL is a synonym for CALL, which is described as the use of technology to aid and improve educational learning (Golshan & Tafazoli, 2014, p.115).

CHAPTER II

LITERATURE REVIEW

A. PREVIOUS STUDIES

There have been a lot of studies already conducted previously with reference to the enhancement of learning process involving technology. Greater number of these studies revolves around the use of technology in the classroom. The use of TELL has even generated the interest in looking at how technology works for pedagogy. It is apparent that TELL as an important pedagogical tool to promote language learning notably in EFL context.

The first important study with reference to technology in language teaching is conducted by Afsaneh, et al. (2015) entitled "Technology-Enhanced Language Learning (TELL): A Review of Resources and Upshots" "The purpose of this paper is to investigate the effectiveness of using technology in improving learning in general and language learning in particular. To do this, a review of recent studies in technology-enhanced learning with a specific focus on technology-enhanced language learning (TELL) was conducted. It was revealed that using different kinds of technology can have positive impacts on students' progress in different educational contexts in general. These benefits are multidimensional and comprehensive encompassing cognitive, metacognitive, and affective domains of learning. In the case of language learning, the same results were obtained.

The findings showed that technology-based language instruction can be used effectively as teacher-delivered instruction. It was also indicated that technology can have a positive effect on language learning when its potential capacities are incorporated into pedagogy and curriculum. Besides, it was demonstrated that students' listening, writing, speaking, and reading skills were enhanced and the technology was seen to have positive impact on sub-skills such as grammar and vocabulary learning. Problem solving as one of the most significant strategies in language learning was also improved. Generally speaking, utilizing technology in the EFL/ESL context provided enjoyable environment for students to learn English. These benefits and consequences are not restricted to any specific age and gender groups.

The second important documentation about the importance of TELL in language learning is a study conducted by K.Kranthi (2017) from Department of English, Bharat Institute of engineering & Technology College, India, entitled "Technology Enhanced Language Learning" (TELL). This study explores participant views regarding the integration of Internet tools in language learning activities. The descriptive study has illustrated the perceptions of a class of senior high school students regarding language learning in a technology environment. Making students aware that learning English through multimedia technology demands new learning strategies and self-directed learning is a crucial first step.

Some pedagogical suggestions are provided for effectively using computer networking in second-and foreign language classrooms. Technology is no longer a fringe course enhancement, of interest to only enthusiastic

teachers, learners and managers, but rather, it has an importance for everyone concerned in language teaching. The area of technology-enhanced language learning is highly controversial; there are so many ways of looking at technology in teaching. This paper explores opportunities that English teachers have created to help students meet English language literacy goals in technology enhanced language learning (TELL) classroom environments.

The final important research with reference to technology enhancement is conducted by Azam Razafi et al. (2018) entitled "TELL (Technology-enhanced Language Learning) in Iranian High Schools: A Panacea for Emotional and Motivational Detriments.

Recent expansions in technological tools are shifting the direction of foreign-language education. A plethora of EFL research studies suggested that the benefits of TELL (technology-enhanced language learning) embrace a wide array of cognitive, motivational, and emotional attributes. English language teaching in Iran has recently undergone a host of rapid changes. The most apparent change was that the traditional grammar-based instruction left its place to communicative-oriented approaches. As a result, teachers needed extra aids to provide learners with the desired environments and foster exposure to authentic materials. In this regard, multimedia techniques (MTs) offer wide range of facilities in high speed and effective information processing. The purpose of this study was to examine the possible impact of MTs in high schools on students' L2 learning attitudes, anxiety, and language proficiency. To do so, the researchers adopted a mixed-methods design integrating experimental and interview analyses. The sample of the study

consisted of 124 female students from Motahharez high school in Mashhad, a city in Northeast of Iran. Twelve items out of Dörnyei's L2 Motivational Self-system scale were picked to measure attitudes to L2 learning and L2 anxiety.

The Babel test was employed for gauging participants' language proficiency. The sample was divided into two experimental and two control groups. The participants in experimental and control groups were provided with the same materials and instruction. The point of difference lay in the mode of presenting the materials in experimental group, i.e. via multimedia techniques. In the second phase, a semi-structured interview was conducted with a number of students in experimental groups to delve into their attitudes and feedbacks concerning MT-based instruction. The results indicated that there were statistically significant differences in students' L2 learning attitudes, anxiety, and language proficiency in favor of the experimental group. In the light of the obtained results, the study presented a number of practical and accessible recommendations for implementing multimedia in teaching English.

B. THEORETICAL DISCUSSION

a. Definition of Perception

Suratno and Aydawati (2016:181) define state perception as the process of perceiving something as a result of an individual's sensory response to a stimulus, with the result being an interpretation or identification of the perceived objects. Perception creates a unique meaning for perceived

objects by linking external stimuli with perceived objects based on each individual's experience. Perception is a method of organizing and interpreting stimuli in order to give the perceived objects a new meaning. Because something is only considered right if it is also perceived as such, perception is closely linked to beliefs.

According to Kodariah (2016: 05), Perception refers to how we try to understand the world around us by gathering information through our five sense organs. According to the term, perception is a term used to express the experience of an object or a series of events. Perception is our perception of the information content. We can compare this representation to previous experiences and the way you notice or understand something using one of your senses.

Perception, according to Konent Jaranigrat (2011:99), as cited in Kodariah (2016: 05), is the entire process of the conscious human mind drawing on the environment. As a result, perception can be summarized as the process of deducing the meaning of a stimulus obtained from the sensing of an object, event, or relationship between symptoms, which is then processed by the brain process cognition.

According to Passer & Smith (2007), as quoted in Manurung (2018: 33), perception is the active process of organizing and giving meaning to what our senses tell us. Define according to someone's point of view and opinion. Perception is therefore closely linked to human psychology, which is defined as the conscious act of a person's environment through physical sensation.

The state perception sense, according to Angell (2015) and Sari (2016) as cited in Adilah, et al (2021), is the consciousness sense. To put it another way, perception is the way people think about something in their environment. A perception is formed by the eyes catching stimuli and causing physiological processes to bring out perceptions. It is impossible to judge whether a perception is correct or incorrect. Each person has the right to his or her own perception as long as it is meaningful.

According to Soemanto (2009: 8) as cited in Kodariah (2016), perception occurs in the past, present, and future. He categorizes perception into three types: past, present, and future. Past perception is a response to stimulus that develops a personal impression based on previous observation. The final category is future perception, also known as initiative perception. Future perception refers to a response to a stimulus that involves the formation of a personal impression that is oriented toward future observation.

Perception refers to the process by which someone interprets and organizes sensations to produce a meaningful experience of the world, according to Lindsay and Norman (1997), as cited in Su'adah (2015). Perception is the process by which people are exposed to stimuli and then interpret them meaningfully based on their previous experiences. Perception is the process of taking sensory input and interpreting it in a meaningful way.

Perception, according to the above theory, is the act of compiling sensory information in order to recognize and interpret it. To provide a broad overview and understanding of the environment. There are three types of time

orientation perception: past, present, and last future. And perception is a method of recognizing information that is compared to previously stored memories in a person's brain.

b. Definition of Technology Enhanced Language Learning (TELL)

TELL (Technology Enhanced Language Learning) accelerates language learning and instruction by utilizing computer technology (hardware and software) and the internet. As a result, TELL is organized by abilities (listening, reading, writing, speaking); activity (fill-in-the-blank, conversation, creating and sharing videos, searching for words in Google); place (online, distance, and blended); and technology (computer, internet, Wiki, blog, podcast, mobile) (Labiba, 2018, p.5). According to Warschauer et al. (1996), Technology Enhanced Language Learning (TELL) is the use of technology in language learning to support modern teaching methods such as communicative language teaching, task-based learning, and training in language learning strategies to increase learners' autonomy and control over the learning process (as cited in Golshan, Tafazoli, 2014, p.115).

The difference between Computer Assisted Language Learning (CALL) and Technology-Enhanced Language Learning (TELL) is that the computer simultaneously becomes less visible yet more ubiquitous. The change in emphasis from computer to technology places direct importance on the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself. Whereas in CALL, the computer assisted learning, it might be said that in TELL, the computer supports learning. This third phase of technology use in second-and foreign-

language teaching is characterized by the use of multimedia and the Internet. It can also be characterized by a clearly delineated move away from behaviourist, drill and practice type software and a move towards more constructivist uses of the tool. Warschauer (1996a) refers to the third phase of use of computers in teaching second languages as Integrative CALL. He uses the term *integrative* to refer to efforts at developing models which would integrate various aspects of language learning for example using task-or project-based approaches.

Multimedia computers can provide an accurate portrayal of the target language and provide learners with control and feedback. More importantly though they facilitate a methodological and theoretical advance that shifts the emphasis away from the traditional production of sentences common with CALL to an emphasis on "input and intake". Computer-mediated communication (CMC) using the Internet has the power to allow learners to collaborate and to construct knowledge together (Warschauer, 1997a). Online learning, explains Warschauer, breaks the pattern of teacher-centred discussion in the classroom. In his review of studies on CMC, the author notes that the social dynamics of CMC result in more equality of participation than what would be typical in face-to-face communication. Hanson-Smith (1997) examines the pedagogical practices that have benefitted or will benefit from technological enhancement. The World Wide Web allows for an instantaneous exchange of information to and from sites and between individuals. Use of the Internet demands a level of student engagement in authentic language encounters that would barely be possible face-to-face

c. The Description of CALL

CALL, as defined by Beatty (2003), is the process of employing computers in learning to increase a learner's language skills. Learners, teachers, and researchers will be able to recognize suitable resources and approaches if they use this terminology. They can also be customized to different teaching and learning styles. CALL addresses topics such as material design, technology, pedagogical theories, and instructional styles. CALL continues to develop pedagogical terminology and technology developments in both hardware and software as the nature of computers has altered. CALL can be used both within and outside of the classroom. It can be used in the classroom as a reward for good students or as a motivator for kids who work slowly. In contrast, outside of the classroom, it is a complete language learning program that assists individuals while they are away from their home. CALL is primarily focused with autonomous learning, in which students are given the opportunity to study independently of their teachers and organize their own learning. When it comes to the design of CALL materials, unlimited revisiting is allowed, which allows students to practice and get remedial support for specific portions they require.

CALL in the 1950s and 1960s

The University of Illinois developed the Program Logic/Learning for Automated Teaching Operation (PLATO) system in 1959, in collaboration with a corporate partner, Control Data Corporation, which was the first and most significant application for teaching and learning language at the computer. This system could provide feedback in the form of an examination combined

with remedial work depending on the learners' wrong answers. The students must repeat the same processes in the same order, with points and progression awarded for accurate answers. The exercises were mostly conversions of standard textbook exercises, and no computer elements were used.

The invention of simulation, on the other hand, brought the unique nature of computers to allow for branching of options. The constructivist model of instruction, where the learners' knowledge of the world rationalized the task, can be observed in the machine interface. The classroom was transformed into a computer-based setting in which students could make repeated mistakes in a non-threatening manner. The positive stress that typically fuels learning may be reduced as a result of simulation in independent learning circumstances that allow for multiple attempts (Beatty, 2003).

CALL in the 1970s and 1980s

Computers were split into three types during this time: mainframe computers, minicomputers, and microcomputers. Room-sized machines were the first category. The second was comparable to what has lately been referred to as a server. Desktop computers or personal computers, such as portables and laptops, fall under the latter category (Beatty: 2003).

During this time, CALL's research focused on videodisc technology, which is a high-volume storage system. Its technology enabled less powerful computers to move beyond the behaviorist models of training, which were previously limited to textual exercises (Beatty:2003).

According to Bush and Crotty (1991), some videodisc learning features include encouraging listening rather than speaking, using the target language exclusively, implicit rather than explicit grammar, correcting or providing evidence through modeling, and making an effort to create a low-anxiety environment.

CALL in the 1990s

The abovementioned multimedia CALL environments provide an overview of the kind of features likely to be supplied among thousands of new CALL advertisements (Beatty:2003). According to Murray, Morgenstern, and Furstenberg (1991:97-118), the guidelines concern how to evaluate narrative-driven multimedia learning environments, such as the number of protagonists, plot events, knowledge-based choice points, temperament-based choice points, whimsical surprises, multimedia for presentation, and intrinsic rather than extrinsic reward. These considerations are useful in determining the possibility and desire in a multimedia context, as there are numerous non-narrative items that do not fit the rules.

d. Manifestations of Technology

The pivot of technology is to direct, foster thinking and facilitate the acquisition of higher order skills. The challenge is to creatively use technologies by zeroing in on their affordances. In a perfectly patterned technology-enhanced learning environment, learners will incorporate in the process of manipulating information and critical thinking as well as expressing and sharing their knowledge to peer-learners. Several taxonomies of technologies for learning have been under discussion. The following

methodologies consistently display the various ways the technology being conducive for learning.

Technology Enhanced Language Learning (TELL) deals with the force of technology on teaching and learning a second language also called the L2. Technology Enhanced Language Learning refers to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method language teacher. What's important to note is that TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach. TELL is very supportive of Computer Mediated Communication (CMC). CMC has been researched and supported as being very useful to helping students speak and write in a foreign language which is important to teaching process using TELL. The process can be described as effectively bridging the gap between written and oral expression for the linguistically limited student whose oral skills are not adequate to allow for full expression of ideas in the target language. By slowing down the process of communication and allowing the students to reflect and compose a message, electronic interaction in the classroom encourages student use of the target language. Technology-enhanced language learning uses computer technology, including hardware, software, and the internet to enhance the teaching and learning of languages by, Using a hand-held electronic dictionary to look up a word in class, Chatting with a friend on Instant Messenger using a little English, Reading news website, Creating a video and posting it on YouTube, Participating in an online

discussion board, Listening pop song and reading the lyrics online, Doing a computer-based language exercise from the CD that comes with a textbook.

e. Advantages of using technology in EFL classrooms

Language and technology have been deeply intertwined ever since the invention of writing some 5,000 years ago. By making language visible and perceivable, writing enabled people to communicate across distance and time. Writing also made language an object of analysis, leading to the development of metalinguistic notions of words, parts of speech, and rules, which could be standardized in dictionaries and grammars and taught explicitly. The technology of writing gave new power to language not only by expanding the possibilities of human expression but also by providing a means for knowledge to be recorded and accumulated. Writing is the basis for much of our current-day electronic communication, and it is important to remember that it is as intrinsically bound to technological systems as it is to sign systems. The tools we use to write (and read) make a difference

There are numerous benefits to utilizing technology. A technology-assisted classroom can provide various benefits, according to Kranthi (2017) (cited in Labiba 2018,p.6):

- Language learning is not limited to classrooms; students can learn a language at their leisure at home.
- When used in conjunction with textbooks, TELL can be beneficial. As a result, students will be able to have a more comprehensive understanding of their lectures.

- TELL gives students greater freedom to explore their unique learning styles, which is difficult to do with standard teaching methods.
- Students can choose the order in which the materials are presented to them using TELL. Picking language items such as grammar or vocabulary, or selecting a CD-Rom passage to listen to. Furthermore, they can monitor their own development by visiting one of the many websites that provide exercise answers. Page 32

According to the International Society for Technological Education (2000), students will be able to become “ (a) capable information technology users; (b) information seekers, analysts, and evaluators; (c) problem solvers and decision makers; (d) creative and effective users of productivity tools; (e) communicators, collaborators, publishers, and contributing citizens” through the use of technology. (as cited in Labiba, 2018 p.6)

Chickering and Ehrmann (1996) identified seven teaching practice principles as crucial criteria in achieving effective technology implementation. They are teacher-student contact, reciprocity, and cooperation among students, immediate feedback, respect for a variety of talents and learning styles, and time on task (as cited in Islam,2014).

f. Students perceptions of using TELL on TELL

Mohammad (2015) performed a research on English students and professors at Iraq University's perspectives of the benefits and constraints of using technology as an EFL assistance. Despite their good sentiments about technology, the students in the study did not use any technological tools due

to a lack of instruments, financial assistance, and poor teacher training chances at their university (p.85).

Mokhtari (2013) conducted a study on BA English students at Qom University in Iran to determine their opinions on adopting CALL in EFL classrooms. The majority of the students were enthusiastic about utilizing CALL because they hoped that one day, the computer's function in language learning will expand, and the teacher's conventional function of all-knower would be replaced by that of facilitator.

In Bangladesh, Afrin (2014) explored the integration of Computer Assisted Instruction (CAI) in tertiary EFL courses. She discovered that students thought ICT “can help students take ownership of their learning, make them autonomous and confident in their learning, enable introvert students to interact freely, acquire valuable study and time management skills with better impetus for learning, and teachers can have a more student-centered form of learning” in this study. (See page 72). Furthermore, the teachers had a variety of perspectives (both favorable and negative) about the use of computers, the internet, and multimedia in their classes. Some of them utilize computers to deliver lectures and have received proper training. On the other hand, some professors still believe that computers disrupt their lectures and that preparing materials via the internet takes a long time.

g. Technology as a Tool for Learning

Raihan and Lock (2010) (as cited in Labiba 2018,p.9) depicted the many uses of technological instruments in language courses in the following

diagram:



Raihan and Lock (2010)

Figure 01: Technology in Classrooms

Other forms of technological applications are becoming increasingly popular among teachers, students, and practitioners, in addition to these technology tools.

h. M-Learning

Mobile Assisted Language Learning (MALL) or m learning, or one of the subcategories of CALL, involves the use of mobile devices to aid students' language learning. When mobile phones were originally introduced in 1973, no one could have predicted that they would one day become an integral part of daily life. The demand for incorporating mobile phones in language learning exercises arose as soon as they became an integral part of our lives. Mobile devices, such as PDAs, phones, and other handheld devices, are now used for everything from voice calling to sending brief messages, video chat, listening to audio (Mp3, Mp4, Mpeg), online browsing, and shopping, among other things.

Apart from these advantages, mobile devices have evolved into tools for education and language acquisition, and all users, whether teachers or students, are becoming accustomed to this environment in order to make education as accessible as possible. Furthermore, with the advent of the internet, open and remote learning became a viable option for students from all over the world. The appeal of distant learning led to the understanding that a variety of mobile devices can be a very effective educational resource in a short amount of time. Many academics have attempted to make mobile devices a rich resource for teaching and learning in this way.

According to the experts, the Internet as a resource can help to enrich and broaden language learning chances. This new Web functionality will make it easier to create interactive web pages for language practice (Miangah

& Nezarat 2012). Furthermore, mobile-assisted language learning (MALL) is a language learning technology that incorporates the aforementioned mobile (portative) IT-devices. MALL is a subtype of CALL (mobile and computer-assisted language learning) (Caudill, 2008). In addition, different mobile companies update and design new mobile applications and functions on a regular basis to meet the needs of their users. Language study apps, grammar apps, dictionaries, and real-world apps are among the apps available (Sharma, 2011).

The employment of methodic assistance of the English language learning process was psychologically pleasant and promoted the actualization of their learning capacity, according to observations of the students' activity during the process of MALL technology deployment and interviews with them. Independent work with personal mobile devices resulted in the development of their cognitive field, attention mobilization, and perception improvement. The pupils took charge of their own learning and became initiative actors and controllers. The survey, which was designed to determine students' interest in utilizing MALL technology, revealed a high level of both interest and significance evaluation. (Wagner, Donskaya, Kupriyanova, and Ovezova, 2016)

i. Virtual Learning Environment (VLE)

A Virtual Learning Environment (VLE) is a learning management system designed to assist teaching and learning in an educational setting from remote places over the internet. It allows for the transmission of course materials as

well as course management. It allows users to converse quickly and effortlessly. It also incorporates student information systems with authentication methods, allowing users to govern who has access to what information using a user name and password.

Education planners have been focusing on high-tech remote learning options to ensure educational continuity and prevent learning loss since the commencement of the COVID-19 epidemic. This technical paper is intended to provide guidance on how to use and construct virtual learning environments (VLE) in educational solutions to the current health crisis. Video clips, youtube, whatsapp groups, instgram, zoom, google meet and others are learning tools that can be used. VLEs can connect students with teachers, provide access to educational resources, and allow for remote sessions. Virtual Learning Environment (VLE) VLEs are frequently utilized at universities to enhance traditional face-to-face classroom activities, a practice known as blended learning, according to Sharma (2010). (as cited in Sharma, 2011).

j. Social Networking Sites (SNSs)

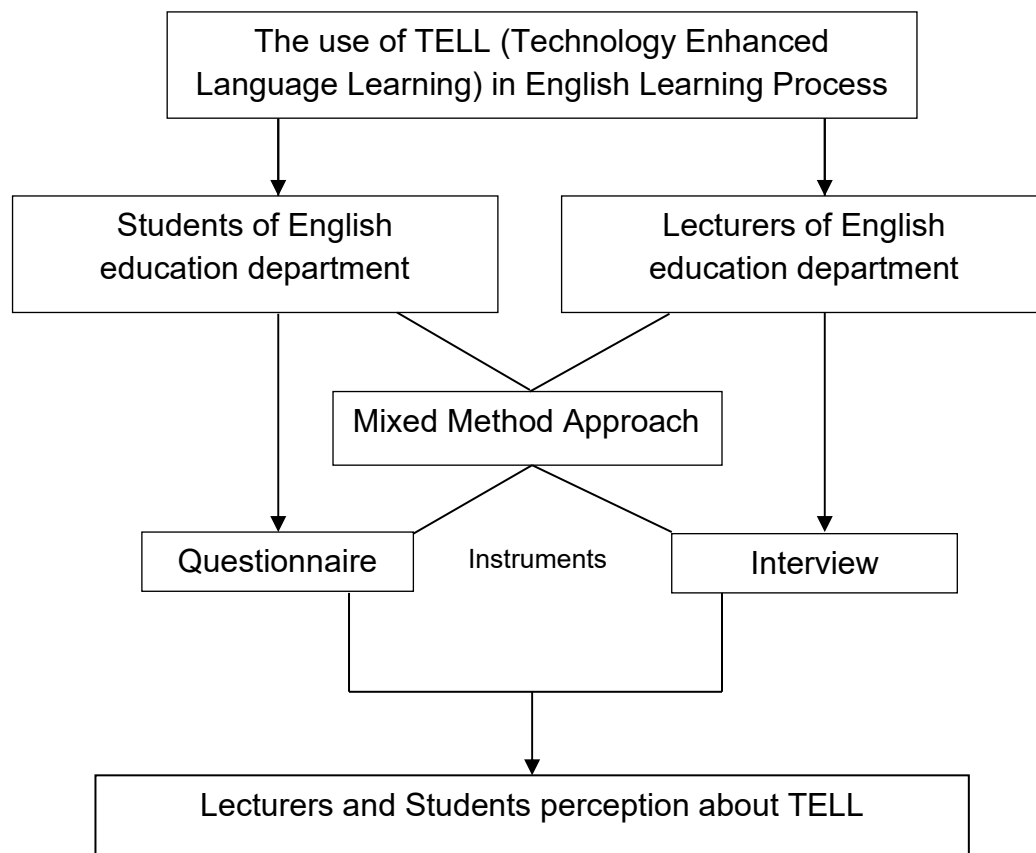
With the advancement of technology, many forms of software, such as social networking sites, have been developed to bridge the gap between individuals and to support social relations and interaction. Web-based social networks (Facebook, Twitter) are extremely popular among young people and are easily accessible on both computers and mobile phones. Eren (2012) did a study on the use of Facebook for academic purposes among Turkish students and discovered that while it can have a good impact on students,

traditional teaching approaches should be avoided in order to maximize the use of this application. WhatsApp is a popular smartphone application that allows users to transmit and receive photographs, videos, as well as locate and talk over the phone utilizing WIFI internet connections. Cetinkaya (2017) did a study on the usage of WhatsApp as an educational technology tool among students from several Turkish schools and discovered that, despite its flaws, this program provides a natural and unstructured learning environment.

k. Wiki and Blogs

A blog is one of the Web 2.0 technologies that can be utilized to help pupils improve their writing skills. According to Trajtemberg and Yiakoumetti (2011), a blog is considered a "genuine interactive context" in which students engage in real-world conversation. In reality, it encourages scaffolding in the sense that poorer learners can become knowledgeable through peer collaboration with advanced learners (p.2). Wiki, on the other hand, is a sort of Web 2.0 technology that is used for collaborative authoring. Wiki can be used to develop one's knowledge through integrating oneself in community or society, according to Higgs and Mccarthy (2005). As a result, the interaction between teachers shapes knowledge and meaning. As a result, a sense of belonging in a community might be found (as cited in Parker and Chao, 2007, 59).

I. Conceptual Framework



This research was administered in order to see lecturers' and students' perceptions about the use of TELL in English learning process in Bosowa University Makassar. This study employ a mixed method for collecting data. Students completed a questionnaire, which was a quantitative technique of data collection, to determine their perceptions to use TELL in their classes. According to Nunan (2002), quantitative data is more controlled and obtrusive, whereas qualitative data is more naturalistic and unstructured (p.4), which used to collect responses from lecturers by using interview.