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INTEGRATION OF TECHNOLOGY IN ENGLISH CLASSROOM INTERACTION

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Abstract
Technology has been determined to play a vital role in facilitating students' learning of English as a foreign language in Indonesia. Thus, this study mainly highlights the need for integrating technology in the classroom, for example, using computer-based learning and networks and communications systems to support learning. In this way, classroom interaction can offer a new way for students to interact and engage with course materials. Furthermore, this study aimed to determine the students' prior knowledge of technology in learning English, including their interests and usage; our findings also discuss how lecturers integrate technology in the classroom. This study used a descriptive quantitative method, with respondents including 60 students and 8 lecturers. The results of the research describe the students' prior knowledge, the interest and use of technology in learning English, as well as the integration of technology used by the lecturers in classroom interaction. It can be concluded that most students and lecturers are not that all familiar with the 14 kinds of technology that are commonly used for English learning.

Keywords: classroom, integration, interaction, technology

1. Introduction

Technology has been widely used in the field of education. In Indonesia, this could be attributed to its rapid growth and use, eventually becoming a vital part of society. The Action Plan for the Development and Implementation of Technology known as SPADA *(Sistem Pembelajaran Dalam Jaringan)* has been identified as one of the policies issued by the government supporting this initiative (Dirjen Dikti, 2014). It is defined as a network learning system developed for education, helping students to learn. Network-based learning systems enable students to use electronic, computer-based media to facilitate their learning (Kadaruddin, 2017). Most materials can be accessed through Internet networks, such as Wikipedia, blogs, podcasts, and so on. A network of data communication systems is often composed of one or more computer

systems that are connected by a communication tool transmission line. By being connected to a network, one computer can use and access data from another computer, print reports on other computer printers, and relay messages to other computers despite the location. Thus, having a network is vital in integrating information systems and channeling information flow from one area to another (Busch, 2010).

Another platform used for learning is Wikipedia, defined as a free online encyclopedia, wherein everyone can create and edit content around the world. This page is supported by the Wikimedia Foundation. Wikipedia uses the domain name [org] which is considered one of the top-level domains used in the Internet's Domain Name System (Rouse, 2001). A blog, on the other hand, is defined as a website or online journal that contains various information, displaying the latest posts at the top of the page. Blog contents or posts are often updated regularly and are usually managed by one or a small group of users (Robinson, 2020). In addition, podcasts are also used in e-learning. These are digital audio files whose listeners are required to download first the audio file to be able to listen to it. This is a non-streaming audio, so it is very different from radio. Podcast has been widely used by the public to listen to and share news and knowledge (Winn, 2019). The systems enable students to access information, guiding them to achieve specific learning outcomes.

By integrating technology into the learning system, students can now learn not just from their textbooks but also from the varying materials available online, for example, they can now have access to several libraries around the world. The advantage of online learning is that it offers flexibility; students are free to choose when and where (the time and place) they want to learn. Furthermore, they can obtain new and up-to-date online and offline materials that can augment the materials used in the classroom in order to gain better knowledge. One manifestation of developing students' knowledge in using technology as a learning resource is by integrating a variety of technologies that can be used to achieve that goal.

Integrating technology into the classroom can support teachers in creating collaborative learning environments, helping them transition from being a facilitator to being a learner themselves (Ranasinghe, AI, & Leisher, 2009). The main purpose of using technology is to experiment with real-world problems, looking at scenarios that might be applicable in solving certain problems. When lecturers integrate technology into class lessons, they can teach basic concepts and then ask students to utilize computers or other technologies for research to further learn and widen their perspective.

Therefore, technological integration in learning is very important, considering that employment will change a lot in the future. By using technology, one can help increase his/her knowledge on various sectors worldwide. Especially in the field of education, technological knowledge has been deemed very helpful in the success of the teaching and learning process. However, the integration of technology in learning still faces obstacles as not all teachers support this initiative. Some lecturers do not want to learn; as a result, they lack competence and skills in using technology in terms of teaching. Likewise, inadequate facilities and infrastructure, especially in areas that are not covered by Internet networks, also hamper e-learning initiatives. Thus, this study tries to shed light on students' familiarity, interests, and usage of technology in terms of learning English in class. This study further examines the technological linkages the lecturers use in class.

This study highlights on the kinds of technology used in learning English in class; in addition, all platforms were described in detail. Thus, it can be concluded that knowledge on the different types of technology used in learning is vital for both students and lecturers as technology plays an essential role on the progress of education. Because of information and

communication technology, the learning process can now be more effective and efficient. The originality of this study is to investigate the students' prior knowledge, interest and use of the above types of technology, and also the use of these types by lecturers in classroom interaction.

2. The Types of Technology in Learning

In the 21st century, technology in education is developing rapidly, which demands the students to master it to be able to access the learning needed and acquire more knowledge and skills (Du, Lehmann, & Willson, 2014). Altin (2015) found that teaching foreign languages integrated with technology provides many strategies effective for learning. Technology integration in learning can make it easier to understand the target language. Therefore, a technology-assisted learning environment has been identified as a key factor that motivates students to achieve better.

Therefore, the use of technology in education is deemed essential. If students are not technology literate, they will be left behind. This goes the same for teachers and facilitators; they should be themselves familiar with technological platforms used in learning to be able to teach it to their students. Thomas and Cooper (2000) stated that college students should be given access to technology, to increase their usage. Technology-driven knowledge is often referred to as e-learning. E-learning is a process in which students use the Internet- or computer-based technology to learn. The availability of e-learning will appropriately facilitate learning, helping students understand the material comprehensively and thus avoiding misconceptions. Using technology makes it easier for the students to understand the subject matter, and it will have an impact on their interest in the lesson, increasing their attention span. Using media technology makes learning more fun and attractive to students. Al-Hariri and Al-Hattami (2017) found that using technology in learning impacted the students' learning achievement in physiology courses at the University of Dammam. Thus, technology helps students learn the subject matter in accordance with the desired competencies, and it further helps students to develop their own capabilities.

Currently, technology is in a rapid development; thus, individuals, institutions, and the government are all taking advantage of this phenomenon. In education, technology can add value to the learning process. This is related to the increasing need for information in the fields of science and technology, which cannot be obtained in the school environment alone. Likewise, the exchange of data and information among schools, communities, and local and central governments will be more effective and efficient if technology is used in learning. Implementing technology in education will change the mindset and creativity of students, and the community can be developed rapidly, so that the contextual horizon of thinking will be broader, and it will be easier to digest information. Within the scope of education, it is time to form an information network that utilizes information technology, making it easier to disseminate ideas in a more precise learning process to remote areas that often have difficulty receiving the latest information.

The use of technology in learning has been examined by many researchers, such as Menchaca and Bekele (2008), whose study delved on the development of new online master's programs in educational technology. Those study results show that the most important technology-related factor is the use of several tools for learning. This can facilitate the students' ability to contribute to their learning experience by receiving feedback, participating in discussions, and by accessing, processing, and understanding the content. Furthermore, Shih

and Sánchez (2006) conducted a study on the effect of the technological experience wherein they asked 120 students to complete a questionnaire about their use of technology. The results show that students with more experience with technology are more efficient in using time to organize their learning. Karpova, Correia, and Baran (2009) examined why and how student learning teams use various types of technology to support their communication. They found out that the student teams used technology to support their learning goals. Audio/video technology with a simultaneous chat function (Adobe Connect and Skype) is the type of technology the students primarily use to discuss ideas, provide feedback, and formulate the problems that must be addressed. This study focused on how students use technology in learning.

Another study conducted by Boulos, Maramba, and Wheeler (2006) mentioned that there are many types of technology that can be used in teaching and learning, such as wikis, blogs, and podcasts. They have determined that wikis, blogs, and podcasts can enhance the learning experiences of students, doctors, and patients, and further deepen their level of involvement and collaboration in a digital learning environment. The research was carried out by integrating wiki, blog, and podcast into e-learning programs for students, health professionals, and patients, taking into account different learning needs.

Moreover, Dodge (1995) has defined WebQuest as an inquiry-oriented lesson format in which most or all of the information used by students comes from the web. This can be accomplished by using a variety of programs, including simple word processing documents that include links to websites. In addition to using online technology, some of them can be used offline, such as electronic dictionaries. Electronic dictionaries help students to look up for words easily and practically to determine their meanings.

Next, Collins (2016) found that students at a Japanese university prefer electronic dictionaries over printed ones. The main objective of this study was to make a current picture on the use of electronic dictionary applications by giving questionnaires to 498 EFL students, and interviews were also conducted with five students. Another was from an Internet-based dictionary application. Aust, Kelley, and Roby (1993) examined how the use of electronic dictionaries affects the learners' efficiency or level of reading in terms of comprehension, vocabulary retention learned by chance, or their attitude toward reading. In general, students who use electronic dictionaries are significantly faster at completing reading assignments than those who use a printed dictionary. Therefore, students should use different types of technology to provide them more access to information independently and learn more effectively.

Other types of technology include podcasting, WebQuest, and mobile learning. Podcasting consists of audio or video recordings or recorded television broadcasts, radio programs, lectures, shows, or other events, which are aired on the Internet. Screen-casting is a kind of video recording shown on a computer screen; this type of technology usually includes audio or video elements. As a social bookmarking system, it functions as an organizational tool to collect and manage various web sources, such as hyperlinks, documents, podcasts, video files, and graphics.

Another technology that can be used for learning includes grammar checkers and electronic dictionaries. Grammar checker is a software application that helps evaluate the grammatical correctness of a text. Usually, a grammar checker is implemented as a feature of a larger application package, such as a word processing software. An electronic dictionary accessed from a mobile device offers several advantages, such as ease of access to translations, in-text translations, and word pronunciation

Lenders (2008) showed the positive effects of electronic glosses on reading comprehension and vocabulary learning. Electronic glosses and annotations are types of technology that are generally known as learning media, which can assist students in increasing their level of vocabulary learning. The use of electronic glosses has been studied in the field of vocabulary acquisition and reading comprehension, showing that electronic glosses were useful to students. Students were determined to be very motivated to use glosses if they considered the words to be relevant to their needs or their future lives. Lee, Warschauer, and Lee (2017) also found that using concordance-based electronic glosses was effective and efficient in vocabulary learning. This study included 138 students who studied English as a foreign language completing vocabulary pretests, and three different reading assignments, followed by a post-test meaningful recall vocabulary that is design of repetitive actions and control conditions. The findings showed that the second condition results in an increase in vocabulary that is higher than the first condition and control conditions.

Furthermore, Li and Cumming (2009) conducted a study to determine whether or not word processing might improve the quality of learners' writing ability. Word processing applications are used to compile and organize words; these applications, such as Microsoft Office, can be installed on a computer. Learners can use this type of application to write text, check the spelling of words, and save documents, which is accessible in and outside the classroom. They assume that research using word processing apps shows positive results when studies include lengthy terms of data collection and when appropriate instruction and training are provided. This study revealed that the word processor improved the writing performance of EFL students (Li & Cumming, 2009).

Automatic speech recognition (ASR) is another technology program that can be used to learn a language. It is a technology tool that can be used to train pronunciation in the second language (L2) (Neri, Cucchiarini, & Strik, 2003). This tool can be used to recognize the sounds of the native language being learned. ASR can also strengthen the learners' communicative skills, such as interactive dialog, through the use of computers. Thus, this program can evaluate the quality of pronunciation of the language sounds that are being learned.

Skyes (2005) specifically compared the efficacy of voice chat to more traditional forms of classroom discussion. Nowadays, the most widely known types of technology related to social networks are chat applications on cell phones/smartphones or tablets. Applications, such as Gmail Chat and iChat, enable two or more people to use Internet networks in sending and receiving text-based communications in real time. Furthermore, users can also send voice messages and videos. It was found that Spanish learners who used written chat applications to practice pragmatic skills produced more complex output and used a wider variety of pragmatic strategies at post-test than learners who participated in face-to-face discussions in practice groups. Finally, chatting is a feature of current information technology sophistication that is familiar to a wide range of people, including small children and adults.

Ramey (2012) proposes the types of technology used in classroom. Those are the use of (1) computer, (2) websites and blogs, (3) digital microphones, (4) mobile devices, (5) smart interactive whiteboards, (6) online media, and (7) online study tools. The use of computer may be related to notebook or laptop or gadgets like iPad and Samsung Galaxy tablets; the use of websites and blogs can allow students to easily manage and post data and facilitate information reference purposes (Nawi, et al., 2014). Digital microphone is also often used in classroom interaction, especially in big ones. It can help students to hear the teacher clearly. It is an effective approach to cope with undesired signal in classrooms (Buchner, et al., 2002).

The other technologies used in classrooms are mobile devices; these can help students access the instructional materials given by the teachers. Mobile devices such as smartphones are developing rapidly and continuously, which are often now equipped with new features widely used in various contexts. Halaweh (2017) suggested that smartphones should be used as teaching tools because they support student learning. Therefore, mobile devices must be permitted in the classroom. Stephen and Pantoja (2016), who have examined the use of mobile devices in class, reported that most students were found to be intrinsically motivated and actively participating in class; furthermore, they exhibited potentially positive communicative classroom behaviors. Meanwhile, Smart interactive whiteboards are defined as a touchscreen whiteboard wherein you use a pen or finger to draw or to write course materials or images. This study looks at what students do when they use mobile devices in class. Intrinsically motivated students are visible and actively participating in class and have a high desire to do many tasks using devices and they behave communicatively and potentially positively.

Davis (2018) states that interactive whiteboards are the key elements of smart technology being used in classrooms. Using interactive whiteboards in an educational environment can effectively serve students and instructors. However, preliminary results of this study indicate a wide variance between teachers' and students' perceptions on the use of interactive whiteboards, thus requiring for further research. Similarly, Bernabeo et al. (2017) investigated the use of interactive whiteboards as a pedagogical tool in teaching aviation course. Based on the observation, some benefits were noted among aviation students coming from the use of the interactive whiteboard in the teaching process. It benefits students since it increases their ability to make mental pictures of complex concepts, further understanding complex systems. A significant improvement noted is the students; attitudes toward using computers in teaching. According to the students, the main benefit is having permanent Internet access in class; they can also watch videos and record conversations during class and have more varied teaching strategies, thus further motivating them to learn.

Another technology used in classroom is online media, like "YouTube." YouTube is a content community with provision for individuals to post their own user-generated content for use by others. YouTube is a popular medium currently used for valuable learning considered as an alternative medium to written text hosted by various websites and blogs (Chintalapati, et al., 2017). A study exploring high school students' educational use of YouTube (Bardakci, 2019) reports that performance expectancy and social influence are two of the significant predictors of behavioral attention to use YouTube. All types of technology mentioned can be used as media to improve teaching and learning process.

Although the use of technology in classroom interaction has many benefits, there are some challenges faced in the use of technology in learning. According to Riasati, Allahyar, and Tan (2012), some of these challenges are the lack of access in using technology that requires Internet connection; lecturers lacking training on the types of technology that are effective in the use of the Internet as a learning tool; teachers and students' attitudes regarding the use of technology which assumes that the use of technology is a barrier in education.

3. Method

This study used descriptive quantitative design that aimed to describe prior knowledge, the interest of students, and the use of technology by the lecturer. There were 14 kinds of technology focused on this research, namely, interactive whiteboards, podcasting, WebQuest, mobile learning, computer networking, word processing applications, grammar checker, electronic dictionary, ASR, chat, social networking, blog, wikis, and YouTube. A questionnaire was used to collect information from the students. It was also used for gathering information

from the lecturers in terms of integrating technology in English classroom interaction. The items in questionnaire were related to the types of technology used in classroom interaction. The Likert scale was utilized in providing a response format to measure the respondents' answers (Bowling, 1997; Burns & Grove, 1997, cited in McLeod, 2008).

This present study uses a 5-point Likert scale: from 5 to 1: very familiar (VF) to very unfamiliar (VUF); from very interested (VI) to very uninterested (VUI); and from very usable (VU) to very unusable (VUU). In this study, 60 students who were on their fourth semester in English Department of Unismuh Makassar were randomly selected to participate in the research, and eight instructors (lecturers) were selected as the subjects of the research. They were first asked to choose the types of technology used in teaching English. The range of measurements used were from "always (4) to never (0)." The lecturers and students' responses on the usage, familiarity, and their interest and usability in these technologies were organized and tabulated. The organization and tabulation processes were used to present the data clearly and to determine the level of their responses to the different types of technology used in learning English.

4. Results and Discussion

The first research question is related to the kinds of technology students use in class, including their familiarity and usage of the platforms (14 types). The second research question is related to the kinds of technology are well known by the lecturers in English classroom interaction. The results of the data analysis are shown in the following tables:

Table 1. The students' prior knowledge on the kinds of technology

No.	Kinds of technology	Scale					F	Level (%)
		VF	F	N	UF	VUF		
1	Interactive whiteboards (IWB)	7/35	7/24	5/15	17/34	24/24	132	44.00
2	Podcasting (PC)	2/10	3/12	10/30	10/20	35/35	107	35.67
3	WebQuest (WQ)	5/25	8/42	15/45	14/42	18/18	172	57.33
4	Mobile learning (ML)	52/260	8/32	0/0	0/0	0/0	292	97.33
5	Computer networking (CN)	43/215	17/58	0/0	0/0	0/0	273	91.00
6	Word processing applications (WRA)	2/10	10/40	10/30	8/16	20/20	116	38.66
7	Grammar checker (GC)	5/50	15/60	5/15	20/40	15/15	180	60.00
8	Electronic dictionary (ED)	45/225	15/60	0/0	0/0	0/0	285	90.00
9	Automatic speech recognition (ASR)	0/0	20/80	15/45	16/32	9/1	158	52.67
10	Chat (CH)	55/275	5/20	0/0	0/0	0/0	295	98.33
11	Social networking (SN)	45/225	15/60	0/0	0/0	0/0	285	95.00
12	Blog (BG)	15/45	10/40	5/13	25/50	10/10	158	52.67

13	Wikis (WK)	10/50	11/44	3/9	25/50	11/11	164	54.67
14	YouTube (YT)	51/255	9/36	0/0	0/0	0/	291	97.00

Number of responses: 60 × 5 = 300

Data in Table 1 show that of the 14 types of technology used in learning, students are most acquainted with the following 6 platforms: (1) ML (97.33 %), (2) CN (91.00 %), (3) ED (90.00 %), (4) CH (98.33 %), (5) SN (95.00 %), and (6) YT (97.00 %). This only shows that there are still many types of technology that remained to be unfamiliar to students, such as PC (35.67 %), WRA (38.66 %), and ASR (52.67 %). As Thomas and Cooper (2000) stated, college students should be given access to technology for better learning.

Table 2. The students' interest with technology in learning

No	Kinds of technology	Interest levels					F	Level (%)
		VI	I	N	UI	VUI		
1	Interactive whiteboards (IWB)	12/60	13/52	5/15	13/26	17/17	170	56.67
2	Podcasting (PC)	15/75	16/64	7/21	20/40	2/2	202	67.33
3	WebQuest (WQ)	14/70	15/60	10/30	19/38	12/12	210	70.00
4	Mobile learning (ML)	24/120	32/128	4/12	0/0	0/0	260	86.67
5	Computer networking (CN)	35/175	16/64	4/12	5/10	0/0	261	87.00
6	Word processing applications (WRA)	0/0	0/0	25/75	15/30	20/20	125	41.67
7	Grammar checker (GC)	30/150	23/92	0/0	5/10	2/2	254	84.67
8	Electronic dictionary (ED)	23/115	37/148	0/0	0/0	0/0	263	87.67
9	Automatic speech recognition (ASR)	20/100	15/60	25/75	0/0	0/0	235	78.33
10	Chat (CH)	22/110	29/116	6/18	3/6	0/0	250	83.33
11	Social networking (SN)	35/175	11/44	8/24	6/12	0/0	255	85.00
12	Blog (BG)	10/50	15/60	15/45	18/36	12/12	203	67.67
13	Wikis (WK)	12/10	15/20	3/69	14/48	16/6	153	51.00
14	YouTube (YT)	31/155	29/116	0/0	0/0	0/0	271	90.33

Number of responses: 60 × 5 = 300

There are many types of technology that can be used in teaching and learning, such as wikis, blogs, and podcasts (Boulos, Maramba, & Wheeler, 2006). Likewise, data in Table 2 show that most students are highly interested in YT (90.33 %) and then in CN (87.00 %) and ED (87.33 %). In addition, the students are also interested in ML (86.67 %), SN (85.00 %), GC (84.67 %), and CH (83.33 %). However, there are several types of technology that are less attractive to students, such as WRA (41.67 %), PC (67.33 %), BG (67.67 %), and WK (51.00 %) as proved by the low level of responses provided by the students.

Table 3. The use of technology in learning English

No	Kinds of technology	Scale					F	Level (%)
		V U	U	N	U U	VUU		
1	Interactive whiteboards (IWB)	2/10	5/20	21/33	15/30	17/17	110	36.67
	Podcasting (PC)	6/15	8/32	15/45	15/30	16/16	138	46.00
	WebQuest (WQ)	0/0	5/20	10/30	26/52	19/19	121	40.33
	Mobile learning (ML)	37/185	23/52	0/0	0/0	0/0	237	79.00
	Computer networking (CN)	43/215	17/68	0/0	0/0	0/0	283	94.33
	Word processing applications (WRA)	7/35	8/32	5/15	28/56	22/22	160	53.33
	Grammar checker (GC)	15/75	32/128	0/0	7/21	6/6	230	76.67
	Electronic dictionary (ED)	45/225	15/60	0/0	0/0	0/0	285	95.00
	Automatic speech recognition (ASR)	0/0	7/28	5/15	25/50	23/23	116	38.67
	Chat (CH)	52/260	8/32	0/0	0/0	0/0	292	97.33
	Social networking (SN)	56/280	4/16	0/0	0/0	0/0	296	96.67
	Blog (BG)	0/0	4/16	7/21	26/52	23/23	112	37.33
	Wikis (WK)	25/125	15/60	0/0	14/28	6/6	219	73.00
14	YouTube (YT)	34/170	26/104	0/0	0/0	0/0	274	91.33

Numbers of responses: 60 × 5 = 300

Data in Table 3 show that most students widely use CH (97.33 %), followed by SN (96.67 %), ED (95.00 %), CN (94.00 %), and YT (91.33 %). YouTube is a popular medium currently used for valuable learning (Chintalapati, et al., 2017). Furthermore, Bardakci (2019) reports that performance expectancy and social influence are the significant predictors of behavioral attention to use YouTube. Further, this description proves that there are still many types of

technology used by students in learning English with low frequency, such as IWB (36.67 %), BG (37.33 %), ASR (38.67 %), WQ (40.33 %), and PC (46.00 %).

Table 4. Students' prior knowledge, interest, and usage of technology in terms of learning English

No	Types of ICT	Prior knowledge		Interest		Use	
		F	Level (%)	F	Level (%)	F	Level (%)
1	Interactive whiteboards (IWB)	132	44.00	170	56.67	110	36.67
2	Podcasting (PC)	107	35.67	202	67.33	138	46.00
3	WebQuest (WQ)	172	57.33	210	70.00	121	40.33
4	Mobile learning (ML)	292	97.33	260	86.67	237	79.00
5	Computer networking (CN)	273	91.00	261	87.00	283	94.33
6	Word processing applications (WRA)	116	38.66	125	41.67	160	53.33
7	Grammar checker (GC)	180	60.00	254	84.67	230	76.67
8	Electronic dictionary (ED)	285	90.00	263	87.67	285	95.00
9	Automatic speech recognition (ASR)	158	52.67	235	78.33	116	38.67
10	Chat (CH)	295	98.33	250	83.33	292	97.33
11	Social networking (SN)	285	95.00	255	85.00	296	96.67
12	Blog (BG)	158	52.67	203	67.67	112	37.33
13	Wikis (WK)	164	54.67	153	51.00	219	73.00
14	YouTube (YT)	291	97.00	271	90.33	274	91.33

Data in Table 4 show that the use of technology in learning English and student's prior knowledge and interests are correlated, for example, IWB and WRA are not well known and less desirable by students and thus showing less usage too. As for the case of ASR, though most students are not familiar with it, they have found ASR quite interesting to use in learning. On the other hand, MB, CN, ED, CH, SN, and YT were determined to have the highest level of usage among students. These are further supported by the students' prior knowledge and interest in the types of technology. Thus, as Spector (2016) remarks, technologies can enhance smart learning for students.

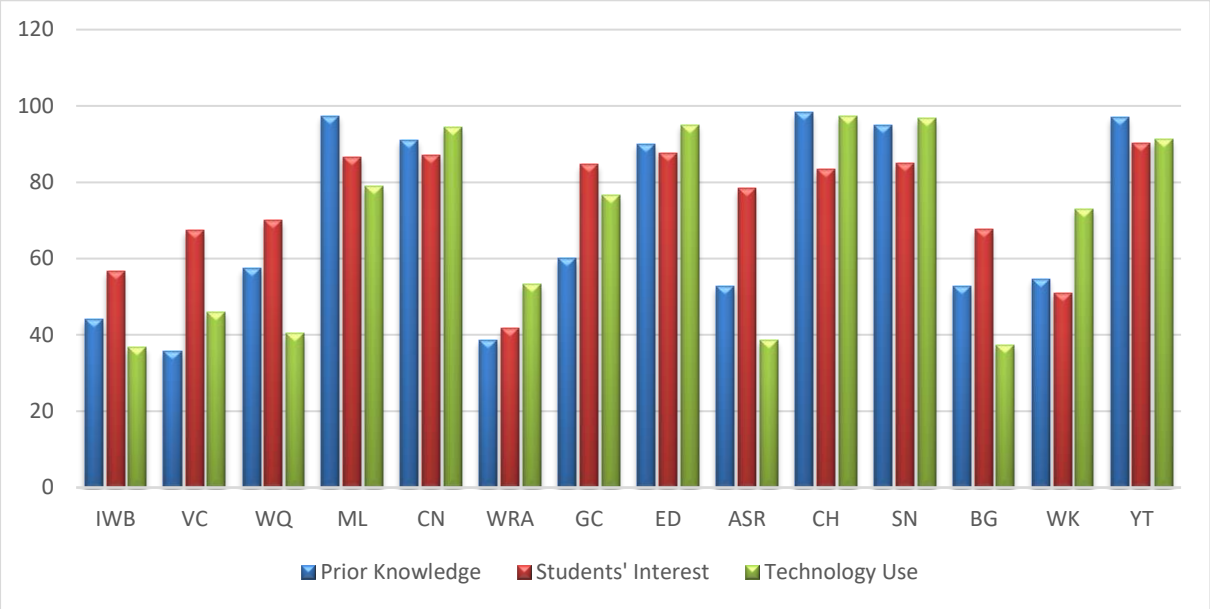

Table 5. Technology used by the lecturers in classroom interaction

No	Types of technology	Technology integration					F	Level (%)
		Always 4	Usually 3	Sometimes 2	Seldom 1	Never 0		
1	Interactive whiteboards (IWB)	0/0	0/0	2/4	1/1	5/0	13	15.62
2	Podcasting (PC)	0/0	0/0	0/0	0/0	8/0	00	00.00
3	WebQuest (WQ)	0/0	0/0	0/0	0/0	8/0	00	00.00
4	Mobile learning (ML)	2/8	2/6	4/8	0/0	0/0	22	68.75
5	Computer networking (CN)	6/24	2/6	0/0	0/0	0/0	30	93.75
6	Word processing applications (WRA)	0/0	4/12	2/4	0/0	2/0	16	50.00
7	Grammar checker (GC)	0/0	4/12	2/4	2/2	0/0	18	56.25
8	Electronic dictionary (ED)	0/0	0/0	0/0	0/0	8/0	00	00.00
9	Automatic speech recognition (ASR)	0/0	0/0	0/0	0/0	8/0	00	00.00
10	Chat (CH)	3/12	3/9	2/4	0/0	0/0	25	78.12
11	Social networking (SN)	0/0	3/9	5/10	0/0	0/0	19	59.37
12	Blog (BG)	0/0	0/0	0/0	0/0	8/0	00	00.00
13	Wikis (WK)	0/0	0/0	0/0	0/0	8/0	00	00.00
14	YouTube (YT)	0/0	3/9	4/8	1/1	0/0	00	56.25

Number of responses: 8 × 4 = 32

Data in Table 5 show that the type of technology most often integrated in classroom interaction is the computer used in the network, reaching a usage rate of 93.75 %. In addition, chat, mobile learning, YouTube, and other social networking types are used in classroom interaction. Meanwhile, other types of technology, such as IWB, VC, WQ, ED, ASR, BG, and WK, have remained to be underused; some of them even have never been used. As Ranasinghe, AI, and Leisher (2009) have stated, integrating technology into the classroom can support teachers in creating collaborative learning environments, thus helping them to transition from being facilitators to being learners themselves.

5. Conclusion

Our findings show that fourth semester students of the English Department of Unismuh Makassar are all familiar with the various kinds of technology; in other words, they have prior knowledge about technology. Among the 14 types of technology involved in this study, students are mostly familiar with the following 6 types: mobile phones, computer, chat, social networking, and YouTube. Even though the students are not familiar with all types of technology that can be used in learning, their interest in learning itself has been observed to be excellent. Regarding the use of technology in learning, they mostly use chat, social networking, electronic dictionaries, computers, YouTube, grammar checker, and wikis to support their learning in classroom interaction.

As for the lecturers, our findings concluded that of the 14 types of technology discussed in this study, computers and chat were always used in classroom interactions, as well as mobile phones, social networking, grammar checker, and YouTube. Thus, we suggest that future studies should aim that lecturers apply varied types of technology in classroom learning.

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