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Expert Judgment Regarding ICT in EFL Reading Comprehension Material

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ABSTRACT

Information communication technology is a tool for facilitating the teaching and learning process carried out by manipulating, processing, transferring information between media and managing especially in EFL reading comprehension learning. The purpose of the study is to gain depth information on experts' judgment to the ICT in EFL reading comprehension material applied to students of English Education Program Universitas Muhammadiyah Mataram. The method applied is qualitative research. The participants involved are three experts namely an English material expert, a learning expert, and an ICT expert. The data were gathered through a questionnaire. Data analysis was used statistically to obtain the average rating, while the experts' notes were analyzed descriptively. The research findings on experts' judgment presented that the material assessed has already in the high categories or high level of feasibility. It can be shown from the assessment undertaken by an English material expert whose average is 4.0, a learning expert whose average is 4.2, and an information communication material expert whose average is 4.1.

I. Introduction

The usage of information and communication technology (ICT) in learning is considered an essential requirement that must be fulfilled by educators as one of the characteristics of modern society learning or 21st century learning that cannot be far from technology. Therefore, ICT-based learning is needed as a gateway to minimize the obstacles that cause educational problems in the community. The utilize of information and communication technology (ICT) in the learning process has increased significantly in recent years in most developed countries and even many schools have made massive investments to equip schools with ICT instruments such as computer-based learning, email, websites, and applications, arguing that the use of ICT has a positive impact on progressing learning outcomes (Fernández-Gutiérrez et al., 2020).

Many research results have proven that ICT can enhance students outcome by rising access to information and to a wider range of resources for learning (Spiezia, 2010), has a significant effect on improving students' reading comprehension (Ismail et al., 2020b), may promote individualized instruction and better monitoring of student progress (Falck et al., 2018), increase students' flexibility and autonomy, whilst also developing their learning attitudes and experiences (De Witte & Rogge, 2014), has a significant and positive incidence on the educational performance, which is fostered by ICT use outside school, enhance teaching material, and make lessons more complete, attractive or interactive (Comi et al., 2017), improve students' educational outcomes whilst, at the same time, serving to reduce educational costs in the long run (De Witte & Rogge, 2014), and make the learning process happen continuously without the boundaries of space and time(Ismail et al., 2020a).

In other hand, ICT for education has a negative effect, It can distract students from learning (Spiezia, 2010 and De Witte & Rogge, 2014), undermine the essential requirement for work and discipline (Falck et al., 2018), criticized for limiting the leaners' creativity (Spiezia, 2010), Reducing interaction between students and educators because it is done through ICT (Livingstone, 2012 and De Witte & Rogge, 2014), numerous ICT-based applications distinguish which questions students get-off, but instructors can superior recognize why understudies make botches and reteach them (Cromley, 2000), and has a negative incidence on the educational performance (Alderete et al., 2017).

ICT in this study focused on EFL reading comprehension is considered an important skill to understand the information contained in the text by interpreting what is read as a necessity (Ismail et al., 2021), for the achievement of success in school and society (Calet et al., 2019). Barjesteh & Jafari (2016) pointed out that reading comprehension required background knowledge to understand the text. It is in line with Ismail et al (2021) states that reading comprehension is an important ability that must be possessed by students to understand, explore, and interpret the information contained in a text in depth by requiring prior knowledge. Then, Babapour et al (2019) say that reading comprehension is a complex cognitive process in which the reader's previous knowledge and experience has a central role in interpreting the reading text. And, Gani et al (2016) put forward that reading comprehension is a complex process of meaning formation that involves interactions between the reader, the text, and the context.

II. II. Method

This study utilized qualitative method to find out depth information about experts judgment of ICT in EFL reading comprehension material.

A. Participants

The participants were involved in the current study were three experts namely an English material expert from University of Mataram, a learning expert from Universitas Muhammadiyah Mataram, and an ICT expert from Universitas Muhammadiyah Mataram.

B. Data Collection and Analysis

The data was gathered through questionnaires after ICT in EFL reading comprehension material has been designed. The questionnaire consists of 45 statements distributed to an English material expert, a learning expert, and an information and communication expert. Each expert was asked to give their response to the fifth statements. On the other hand, they asked to make a note in line with the ICT in EFL reading comprehension material that purpose to gain an understanding of experts' judgment beyond the statements in the questionnaire. The result of the questionnaire were analyzed statistically to obtain the average rating, while the experts' notes were analyzed descriptively.

III. III. Finding and Discussion

A. Finding

Teaching materials are assessed by three experts with an evaluation process one by one, namely an English material expert, a learning expert, and an information and communication technology expert. Each expert submitted 15 different statements in the form of questionnaires consisting of five categories, namely very low (1), low (2), medium (3), height (4), and very high (5).

Table 1. English Material Experts

No	Aspects of material assessment	Scores	Category
1	Materials improve students' reading comprehension skills	5	Very high
2	Tasks to improve students' abilities	5	Very high
3	Practicality of material	3	Medium
4	Material attraction	3	Medium
5	Strength of motivation in material	3	Medium
6	The suitability of the test with competence	4	High
7	Variation of task form	4	High
8	Clarity of content	4	High
9	Balance the proportion of practice questions with material	4	High

10	Tasks can be executed	5	Very high
11	Coverage breadth and depth of content	4	High
12	The suitability of the vocabulary with the ability of students	4	High
13	Adequacy of included examples	4	High
14	Clarity of language used	4	High
15	Organizational structure/sequence of content	4	High
	Average	4	High

The fifteen distributed statements to a learning material found out that three statements are in the moderate category, they are statement number 3 (material practicality), number 4 (material attraction), and number 5 (the power of motivation in the material). Furthermore, the high category contains nine statements, namely statement number 6 (conformity of the test with competence), number 7 (variation of task forms), number 8 (clarity of material content), number 9 (balance of the proportion of practice questions with the material), number 11 (coverage of the breadth and depth of the content of the material), number 12 (the suitability of vocabulary with the ability of students), number 13 (adequacy of the included examples), number 14 (clarity of the language used), and number 15 (organizational structure/sequence of material content). Then, there are three very high categories, namely statement number 1 (the material improves students' reading comprehension skills), number 2 (tasks to improve student ability), and number 10 (tasks can be executed). And, the average of an expert respond was 4.

Table 2. Learning experts

No	Aspect of learning assessment	Scores	Category
1	Clarity of learning objectives	5	Very high
2	Clarity of learning indicators	5	Very high
3	There are questions for evaluation	4	High
4	Teaching materials are equipped with guidelines for students and lecturers	4	High
5	Clarity of instructions in working on questions	4	High
6	Opportunity to work on questions independently	4	High
7	Availability of time to do assignments and exercises	5	Very high
8	Feedback correct/wrong answers on exercise	4	High
9	Materials can be accessed at any time so as to improve	5	Very high
10	Ease of understanding the sun	4	High
11	Competency with material 4 High	4	High
12	Interesting material in motivating users	3	Medium
13	Title clarity	4	High
14	User clarity	4	High
15	Themes in teaching materials have varied	4	High
	Average	4.2	High

The fifteen submitted statements from a learning expert obtained one statement is in the medium category, namely statement number 12 (interesting material in motivating users). Then, The high category consists of ten statements, they are statement number 3 (there are questions for evaluation), number 4 (teaching materials are equipped with guidelines for students and lecturers), number 5 (clarity of instructions in working on questions), number 6 (opportunity to work on questions independently), number 8 (true/wrong answer feedback on practice), number 10 (easy to understand the sun), number 11 (according to competence with the material), number 13 (clarity of title), number 14 (clarity of users), and number 15 (themes in teaching materials have varied). Furthermore, four very high categories, namely statement number 1 (clarity of learning objectives), number 2 (clarity of learning indicators), number 7 (availability of time to do assignments and exercises), and number 9 (materials can be accessed at any time to improve students' reading comprehension). And, the average expert response was 4.2.

Table 3. Information communication technology experts

No	Aspect of ICT assessment	Score	Category
1	Proportional layout (text and image layout)	4	High
2	Compatibility of background selection	4	High

3	Color proportion match	4	High
4	Font selection suitability	5	Very High
5	Appropriateness of font size selection	5	Very High
6	Voice clarity	4	High
7	Draw button /navigator shape	4	High
8	Consistency of button display	5	High
9	Operating system speed	3	Medium
10	Key function speed (navigation performance)	3	Medium
11	Button reaction accuracy (navigator buttons)	5	Very High
12	Ease of using the app	4	High
13	The suitability of the image with the material	4	High
14	Completeness of information on initial display	4	High
15	The attractiveness of the initial design	4	High
	Rata-rata	4.1	High

The fifteen distributed statements to an ICT expert gained two statements are in the moderate category, they are statement number 9 (operating system speed) and number 10 (key function speed/navigation performance). On the other hand, the high category has nine statements, namely statement number 1 (proportional layout (layout of text and images), number 2 (suitability of background selection), number 3 (matching color proportions), number 6 (sound clarity), number 7 (attractiveness of the button /navigator form), number 12 (ease of use of the application), number 13 (the suitability of the image with the material), number 14 (completeness of information on initial display) and number 15 (attractiveness of initial design). Afterward, there are four very high categories, namely statement number 4 (suitability for choosing typefaces), number 5 (appropriate font size selection), number 8 (consistency button display), and the number 11 (button reaction accuracy/navigator button). And, the average expert answers was 4.1.

B. Discussion

The purpose of this research is to find out depth information on experts' judgment to the ICT in EFL reading comprehension material applied to students of English Education Program Universitas Muhammadiyah Mataram.

The findings on experts' judgment presented that the material assessed has already in the high categories or high level of feasibility. This can be seen from the assessment carried out by an English material expert whose average was 4.0, a learning expert whose average was 4.2, and an information communication material expert whose average was 4.1. So that, the researcher can put forward that the ICT in EFL reading comprehension material can be utilized as instruments to facilitate the teaching and learning process especially in reading comprehension courses so that it can give a positive effect to students who are learning. It is appropriate with research undertaken by Huang and Hong (2015) and Ismail, et al. (2020) about ICT and reading comprehension, they pointed out the result of their investigation that ICT had a significant effect on English reading comprehension.

Besides, many researchers made a summary from the result of their study on ICT pointed out that ICT can improve students' performance as measured in test score (Chandra & Lloyd, 2008), can play a significant and useful role in education (Adam & Tatnall, 2008), can be used as a tool that arouses the creativity of students when the learning process takes place (Fernáández Batanero et al., 2019), can enhance students outcomes by rising access to information and a wider range of resources for learning (Spiezia, 2010), and can enhance learners' education result and to reduce the cost of education in the long term (De Witte & Rogge, 2014).

IV. Conclusion

The major finding of this qualitative research on experts' judgment to information communication technology in EFL reading comprehension material displayed that the material assessed has already in the high categories or high level of feasibility. It can be showed by the score of assessment performed by an English material expert whose average was 4.0, a learning expert whose average was 4.2, and an information communication material expert whose average was 4.1. Therefore, the researcher recommended to educators and students of EFL reading comprehension to usage the material to facilitate EFL reading comprehension course.

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