Obstacles Faced by Language Department Students in Utilizing Technology Integration for Language Learning.

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Abstract

This research explores the challenges faced students in the Language Department at Politeknik Negeri Bengkalis when using technology integration for language learning. While technology can improve skills such as listening, speaking, and grammar, students in this location encounter problems due to limited internet access and varying levels of digital skills. A survey was conducted with 32 students, gathering data on their difficulties in accessing online materials, internet issues, and using digital tools. The results show that students face significant problems in listening, reading, writing, speaking, and grammar activities due to unstable internet, device incompatibility, and technical glitches. Additionally, many students felt that the feedback provided through technology was less effective than face-to-face feedback. These findings highlight the need for better technical support and improved digital platforms to enhance the learning process.
Keywords : Obstacles, Technology Integration, Language learning

1. INTRODUCTION

The incorporation of technology into education has revolutionized language instruction, providing students with innovative tools and resources that enrich their learning experiences. Utilizing technology on teaching and learning process promote students' language capacity. For example, frequent interactions with native speakers of the target language by using online chatting can aid vocabulary learning (Smith, 2004 in Brown, 2015), enhance learners' awareness of target language forms as they type messages (Payne & Whitney, 2002 in Brown, 2015), and encourage the exploration of cross-cultural communication strategies (Ware & Kramsch, 2005 in Brown, 2015). Mills (2011 in Brwon, 2015) investigated the use of social networking sites (SNSs) in a French-as-a-foreign-language classroom and found that students achieved the grammatical, functional, and linguistic objectives of their French language course.

At Politeknik Negeri Bengkalis, situated on a small island, students in the Language Department can take advantage of various digital platforms, language learning apps, and online resources. These developments offer a more flexible and interactive learning environment, particularly in critical areas such as listening, speaking, and grammar. Technology can significantly enhance language learning by improving listening and speaking skills through interactive exercises, audio-visual content, and real-time interactions with peers and instructors. Additionally, online resources can facilitate grammar practice, allowing students to progress at their own pace and receive immediate feedback.

However, the geographical context of Politeknik Negeri Bengkalis presents unique challenges for students in effectively using technology for their language studies. Limited access to stable internet connections can impede participation in online activities and restrict students' ability to obtain necessary learning materials. Furthermore, varying levels of digital literacy among students may affect their capability to navigate and use available technological tools effectively.

In this regard, it is essential to understand the specific challenges students face to develop strategies that enhance their learning experience. This study aims to investigate the particular difficulties related to the use of technology in language learning at Politeknik Negeri Bengkalis. The insights gained from this research will assist educators and institutions in improving teaching methods, particularly in the areas of listening, speaking, grammar, and

other vital language skills, ensuring that students can maximize the use of technological resources at their disposal.

2. REVIEW OF RELATED LITERATURE

The integration of technology in language education has become an essential component of modern pedagogy. With the advancement of digital tools, educators and learners alike have witnessed a transformation in the ways language skills are taught, learned, and assessed. This practice began in 1960 which is called Computer Assisted Language Learning (CALL). Then, Over the past decade, the number of mobile phone users has risen dramatically in various regions across the globe. By mid-2014, there were approximately 6.9 billion mobile subscriptions worldwide (Sanou, 2014 in Brown and and Lee 2015). It makes language learning move to Mobile which is called mobile assisted language learning. Levy (2021) asserts that while technology holds the potential to improve language learning, its successful implementation requires thoughtful integration into existing curricula. The study underscores the importance of teacher training, as effective technology use is closely related to teachers' confidence and proficiency. Xu (2010) adds the role of multimedia technologies in facilitating language acquisition but also points out the challenges of diminished interaction in online environments. This highlights the necessity of fostering engagement and interaction for effective language learning.

More over post pandemic Covid 2019, shows the integration of technology in teaching and learning process dramatically increases. Adding to this discourse, Francisco et al. (2022) explore the academic stressors faced by education pre-service teachers during the pandemic. Their findings suggest that the pressures associated with learning new technologies can hinder students' overall engagement and success in language learning contexts.

While, Integrating technology in teaching and learning process does not not always run well. Stockwell and Wang (2023) highlight the difficulties educators faced during the COVID-19 pandemic, particularly concerning their lack of training and experience in transitioning to online teaching. This unpreparedness adversely affected students' learning outcomes, emphasizing the need for improved training programs and ongoing support for educators. Furthermore, research indicates that educators with more experience may be reluctant to embrace new technologies due to their comfort with traditional teaching methods (Niederhauser et al., 2001; Gorder, 2008).

Dudley (2020) emphasizes the diverse skills necessary for language learning, such as listening and speaking, which can be bolstered by technological tools. However, the benefits of these tools are often limited by obstacles like inadequate internet access and insufficient technical support. Then, Hébert et al. (2021) examine the barriers to digital game-based learning in K-12 education. While their focus is on teachers, the insights are relevant for understanding the broader challenges students face, such as limited access to technology and the necessity for supportive learning environments.

Further barriers to technology integration are identified by Bingimlas (2009), who categorizes challenges into individual (student-related), institutional (school-level), and systemic (educational policy) obstacles. Student-related challenges often include inappropriate technology use, which leads to distractions and diminished focus on academic tasks. Institutional challenges, such as a lack of infrastructure and resources, exacerbate the difficulties of adopting technology in educational settings. More over Izmirli and Kirmaci

(2017) also discuss barriers to technology integration, particularly focusing on student behaviors and attitudes towards technology, which can impact their learning experiences.

The collective insights from these studies illustrate that although technology has the potential to enrich language learning, significant barriers—ranging from training and infrastructure to student engagement and behavior—must be addressed. Understanding these challenges is crucial for developing effective strategies for technology integration in language education, especially in contexts similar to that of Politeknik Negeri Bengkalis.

3. Research Methodology

This study utilized a quantitative approach, specifically employing a survey method, to identify the challenges faced by students in the Language Department at Politeknik Negeri Bengkalis in using technology for language learning. The data was gathered by distributing questionaires to the students of Language Deparment of State Polytechnic of Bengkalis students' experiences regarding their obstacles in integrating technology in language learning.

The participants in this study included two Study Programs in enrolled in the Language Department at Politeknik Negeri Bengkalis. The total Population were 142 students. While, A sample size of approximately 32 students which were counted 25 % from total population (Sugiyono 2016). This was selected using stratified random sampling to ensure diverse representation across different levels of study and backgrounds.

A structured questionnaires were developed to collect data on the challenges students face when using technology for language learning. The questionnaire consisted of Closed-Ended Questions. These assessed the frequency and severity of various challenges, such as access to technology, internet connectivity, and ease of use of digital tools.

Before distributing the questionnaires, their reliability and validity were measured. The result of validity test of 40 questions shows that there were 33 questions reaching validity because the correlation results between each item and the total score (r) are greater than 0.3. So it can be used to figure out the challenges faced by Language Department Students in Utilizing Technology for Language Learning

After collecting the data, the percentage of the Obstacles Faced by Language Department Students in Utilizing Technology for Language Learning, for this purpose, it was used the formula Sudijono (2018). :

$$P = \frac{F}{N} X\ 100\%$$

Where;
P = Percentage
F = Frequency
N = Number of respondents

4. RESEARCH FINDING AND DISCUSSION

The findings of this research are initially explored by describing and analyzing the data obtained from the obstacles faced by Language Department Students in utilizing technology for language learning. Then, it is followed by the findings gotten from the result of analysis.

The first indicator is obstacles faced by Language Department Students in utilizing technology for learning listening. It questioned the students the problem thy face in accessing online material, internet connection, applying online platform regarding listening, audio quality and some more. The data description is shown as follow.

Tabel 1. Challenges of integrating technology in learning listening

Question	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disgree
I have difficulty accessing the listening materials provided online	25%	22%	38%	15%	0%
My internet connection is often unstable when participating in technology-based listening activities.	3%	35%	31%	25%	6%
I have difficulty using the applications or platforms required for listening instruction.	0%	12%	38%	44%	6%
The listening materials I access are often not compatible with the devices I use	3%	18%	38%	41%	0%
I feel that the audio quality in the listening materials is often inadequate.	13%	25%	28%	28%	6%
Applications or platforms for listening often experience technical disruptions during use	3%	19%	44%	31%	3%
I have difficulty understanding accents or pronunciations in the listening materials provided online.	22%	38%	25%	6%	9%

The data indicates that a significant proportion of students encountered difficulties accessing listening materials online, with 25% agreeing or strongly agreeing that this is an issue. Additionally, 34% reported unstable internet connections during listening activities, which negatively impacts their learning experience. The challenges students face with technology platforms are also evident, as nearly 50% of students found the applications difficult to use, while others mentioned that materials are often not compatible with their devices. Moreover, about 47% of students expressed dissatisfaction with the technical performance of listening platforms, further compounded by subpar audio quality (37%).

Next, The second indicator is obstacles faced by Language Department Students in utilizing technology for learning reading. It questioned the students the problem they face in accessing material digitally, The platforms or applications that they used for reading are often not compatible with their devices internet connection, the focus when reading online materials compared to printed materials and some more. The data description is shown as follow

Tabel 2. Challenges of integrating technology in learning reading

Question	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disgree
I have difficulty accessing the reading texts or materials provided digitally.	19%	25%	38%	19%	0%
The platforms or applications used for reading are often not compatible with my devices.	3%	16%	34%	41%	6%
I experience problems with the loading speed or readability of online reading materials	6%	13%	25%	38%	19%
The format or layout of reading materials often does not meet my preferences.	3%	9%	34%	44%	9%
The applications or platforms for reading often lack the necessary features for effective learning.	0%	13%	34%	41%	13%
I find it difficult to focus when reading online materials compared to printed materials.	6%	28%	25%	34%	6%
Technical disruptions while using reading platforms interfere with my understanding of the materials.	6%	22%	25%	47%	0%

When it comes to reading materials, approximately 44% of students reported issues with accessing texts digitally, and a similar percentage found that the platforms used were not compatible with their devices. Technical issues, such as slow loading speeds or poor readability of materials, were also highlighted, with 57% experiencing problems in this area. Furthermore, 44% of students mentioned that the format or layout of digital reading materials did not meet their preferences, which could reduce their engagement with the material.

Next, The third indicator is obstacles faced by Language Department Students in utilizing technology for learning writing. It questioned the students the problem they faced in using applications or platforms for online writing practice, technical issues when uploading or accessing writing assignments on digital platforms and some more. The data description is shown as follow

Tabel 3. Challenges of integrating technology in learning writing

Question	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disgree
I have difficulty using applications or platforms for online writing practice	19%	25%	47%	9%	0%
I often face technical issues when uploading or accessing writing assignments on digital platforms.	3%	22%	34%	31%	9%
I struggle to receive effective feedback on my writing through technology.	0%	15%	44%	41%	0%
The format or features of writing platforms often do not meet my needs.	3%	22%	47%	28%	0%
I find it difficult to revise or edit	0%	12%	38%	38%	12%

my writing online compared to traditional methods.					
The platform or application for writing often experiences disruptions that hinder my workflow.	6%	12%	41%	28%	13%
I feel that the use of technology in writing assessments does not provide accurate results.	3%	9%	44%	28%	16%

In terms of writing, 47% of students reported difficulties in using technology for online writing practice, and 31% mentioned challenges with receiving effective feedback through digital platforms. Additionally, 47% expressed that the format or features of writing platforms did not meet their needs, and 34% struggled to revise or edit their work online compared to traditional methods. The data also shows that technical disruptions hindered the workflow of 41% of students.

Moreover, The fourth indicator is obstacles faced by Language Department Students in utilizing technology for learning speaking. It questioned the students the problem they faced in using applications or platforms for online writing practice, technical issues when uploading or accessing writing assignments on digital platforms and some more. The data description is shown as follow

Tabel 4. Challenges of integrating technology in learning speaking

Question	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disgree
I have difficulty using technology to practice speaking (e.g., conversation apps)	25%	22%	31%	22%	0%
I often experience technical issues when using platforms for online speaking practice.	3%	35%	25%	34%	3%
I feel less comfortable speaking using technology compared to face-to-face interaction.	0%	22%	25%	34%	19%
Online speaking practice is often hindered by connection issues or buffering.	6%	41%	38%	9%	6%
I struggle to adapt to the technological features used for speaking practice.	6%	23%	31%	31%	9%
Online speaking platforms often do not allow for effective real-time interaction	0%	28%	41%	28%	3%
I feel that feedback from technology in speaking practice is not as effective as face-to-face feedback.	6%	33%	28%	18%	15%

Speaking practice, often conducted through conversation apps or other technological platforms, also posed challenges for students. About 47% of students found it difficult to adapt to speaking platforms, with 34% experiencing discomfort compared to face-to-face interactions. Technical disruptions, such as connection issues and buffering, affected 47% of students, while others struggled with the lack of effective real-time interaction (41%). Additionally, 33% of students were dissatisfied with the feedback they received from technology during speaking exercises.

Tabel 5. Challenges of integrating technology in learning grammar

Question	Responses (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disgree
I have difficulty using the online grammar check software provided.	0%	12%	34%	41%	12%
The grammar practice platforms I use often do not meet my needs.	0%	12%	34%	45%	9%
I feel that grammar assessment through technology is not as accurate as face-to-face assessment.	0%	12%	22%	54%	12%
The technology used for grammar practice often encounters technical issues that hinder my learning.	9%	12%	45%	22%	12%
I find it difficult to understand grammar explanations provided by the platform or application used	3%	31%	22%	28%	16%

In learning Grammar, about 41% students expressed disagreement to have difficulty using the online grammar check software provided. Then, 45% of students disagreed that the grammar practice platforms I use often do not meet their needs while 12% students faced problem in using grammar practice platform because it does not meet their needs. It was about 54 students did not feel that grammar assessment through technology was not as accurate as face-to-face assessment.

5. CONCLUSION

The findings of this research highlight that students in the Language Department encounter several difficulties when using technology for learning different language skills, such as listening, reading, writing, speaking, and grammar. Common challenges include trouble accessing materials, unreliable internet connections, device compatibility issues, and subpar technical performance. Roughly 47% of students reported difficulties with language practice apps, while about 44% experienced technical problems during online reading and writing activities. Additionally, students felt that feedback provided through technological tools was less effective than face-to-face feedback. These results suggest that, despite the potential benefits of technology for language learning, improvements in technical aspects and platform design are necessary to better accommodate students' needs and enhance the learning process.

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