

## THE EXISTING ROLES OF ICT FOR TEACHING ENGLISH TO EFL LEARNERS

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### ABSTRAK

*In the global context nowadays, ICT has a significant role in teaching English in the EFL context. ICT applies to support the success of language learning. The purpose of the research in this article is to find out the challenges and perceptions of English teachers on the application of ICT. This research used the descriptive method to reveal the research problem. The instrument used to collect the data was the interview. The participants were two English teachers of Junior High School in Majalengka who already had teaching experience. The result showed that these English teachers mentioned that ICT has a significant role in teaching English in the EFL context, although the implementation of ICT is still not used optimally because of several challenges*

**Keyword:** ICT, Teaching English, EFL Learners

### INTRODUCTION

ICT is the most crucial thing in this era. Based on UNESCO, ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters. Furthermore, ICT as the media is used by people to help in any activities such as managing and transferring information. As well as that, ICT is no longer familiar with the educational environment. Information and communication technology (ICT) has been used in the ELT context. With this in mind, teachers in Indonesia should be able to use technology to deliver knowledge and increase the skills of EFL. Also, to minimize the teaching and learning technology gap between today and the future. According to Ratheeswari K., ICTs are making dynamic changes in society. ICT influences all aspects of life, including the teaching and learning process that will be provided. There are so many opportunities for individual needs, adaptations, and innovation.

Listening, speaking, reading and writing are four important basic skills to improve students' English ability. These skills are integrated into the English teaching process and will develop students' skills. Teachers should use teaching methods creatively to enable students to master four important basic skills. Along with the implementation of communicative language teaching methods, Internet technologies are also being developed and innovated to support learning. The term ICT was widely used in the early 1990s, when education began to integrate the practice of Internet and computer technology into the teaching and learning process in formal settings. ICT is defined as the use of technologies such as computers, the Internet and other telecommunication media (radio, television, smart phones) for information communication, creation and dissemination, storage and management. This means that ICTs are used, applied and integrated into work and learning activities based on the conceptual understanding and methods of computer science (UNESCO, 2002).

The development of ICT in Indonesia, especially in small areas, is still very lacking. This results in limitations in obtaining information and knowledge. Several factors that can hinder the development of ICT in schools located in small areas include limited human resources, finances, support less from government (Juliana, Muslem. 2017). According to Kashif Ali Sabiri (2019) there are two obstacles: The first is internal which reflect teachers' attitudes such as lack of confidence, conservative attitude and poor knowledge of the benefits of technology, second is external which relate to lack of time and resources, limited technical support.

Therefore, the purpose of the research in this journal is to find out what are the challenges and perceptions of English teachers on the application of ICT. Through knowing and understanding the challenges and perceptions, the teachers are expected to be able to face the challenges in the implementation of ICT. So, teachers can use ICT as new ways of modern and efficient learning activities to support better achievement in English classroom goals.

## METODE

This research applied the descriptive Case study which attempted to explore the types of ICT that teachers and students used in EFL classroom as media in teaching and learning activities. The participants were two English teachers of Junior High School in Majalengka that already had teaching experience. Teacher 1 (T1) had teaching experience for 3 years, and teacher 2 (T2) had teaching experience less than 2 years. To get the data, this study applied interview. The interview which consisted of some questions related to the research topic.

## RESULT

After obtaining the data, the researcher elaborated every single of data based on the participants' answer.

Note: **T1 = Teacher 1, T2 = Teacher 2**

### Interview:

#### First Question:

“Have you ever applied ICT in the teaching and learning process?”

#### Answer:

**T1:** “So far, not yet. Maybe, I will try to apply it in the future”.

**T2:** “Yes I have”.

#### Second Question:

“In your opinion, what is the role of ICT in the teaching and learning process in the classroom?”

#### Answer:

**T1:** “Make it easier for teachers and students to understand the benefits of technology, wider insight and others”.

**T2:** “The use of ICT media can make it easier for students to understand the material taught by the teacher because learning is felt to be more interesting and makes the atmosphere in the classroom not monotonous”.

They already know the role of ICT in the classroom, which is to help them in the teaching and learning process. Making it easier for them to provide the material also makes the class more exciting, so students don't feel bored with the learning process that applies ICT in their classrooms.

#### Third Question:

“What is the most challenging aspect of using ICT in the teaching and learning process?”

#### Answer:

**T1:** In understanding and using the app or technology.

**T2:** “Limited ICT media facilities in schools. There is a lot of sophistication in ICT so that teachers must be able to develop ICT skills so that the media used is more actual”.

Many challenges must be faced, both in terms of facilities or the ability of teachers to use technology. Teacher 1 has difficulty in using and applying technology in the classroom. While teacher 2 believes that he can use technology, his school does not facilitate it.

**Fourth Question:**

“Are there any different responses from the students who are facilitated / not facilitated by ICT?”

**Answer:**

**T1:** “Of course there it is. Students who are facilitated by ICT will be more advanced, while students who are not facilitated will be left behind”.

**T2:** “Of course, in the subject that I teach, namely English, students are more interested when using ICT media and motivated in learning than when using manual media (book)”.

They agree that by applying ICT in their classroom, they can develop the quality of their students, because in this era technology has developed rapidly. If you do not follow, learn, and apply ICT in the teaching and learning process, the possibility that will happen is that students will be left behind by students who have implemented ICT in their schools.

**Fifth Question:**

“Is the ICT possible and effective to be implemented in your school? How comes?”

**Answer:**

**T1:** “Yes, very effective, there are many advantages from using ICT. But, it’s not possible. Because in junior high school I was under the auspices of a *pesantren* foundation which was not allowed to bring technological equipment. Such as: cell phones, laptops and others”.

**T2:** “Yes, to increase student learning motivation, teachers must be able to build an active learning atmosphere, one of which is the use of ICT media”.

This is one of the challenges in implementing ICT in schools, because in teacher 1's teaching place, the rule is not to allow students to bring cell phones, laptops, and so on. In fact, using ICT will be very effective in the teaching and learning process.

## **DISCUSSION**

Teacher 1 has not yet applied ICT in the classroom, while T2 has applied ICT in the teaching and learning process. ICT has a very important role in developing the quality of students, many benefits will be obtained, including making it easier for teachers to convey the material, learning is more exciting so that students become interested and not monotonous because learning only from course books. However, they face many challenges, schools do not facilitate, school rules that students are not allowed to bring cell phones, teachers who do not have the ability to use technology, etc. Even though the application of ICT in the classroom is very effective, students will not be left behind because students' insight will increase, they will get a lot of information on the internet.

## CONCLUSION

The above research results show how ICT has a significant role in teaching English in the EFL context. Especially in the global context nowadays, ICT has become an essential aspect of education. According to the previous analysis based on the role of ICT in teaching English in the EFL context, the researchers can summarize that the implementation of ICT in Indonesia is still uneven. For the teacher who has implemented the ICT, mention that the use of ICT can modify the teaching and learning process becomes more catchy and not monotonous. So, students are more motivated in the learning process than when without implementing the use of ICT. Besides, the teacher who still has not implemented the ICT also mentioned that the implementation of ICT has some benefits. Such as, the teachers and students become easier to understand the benefits of technology.

On the other hand, in the context of EFL, the implementation of ICT is still not used optimally because of several challenges. Especially in Indonesia, the limitation in understanding and using the app or technology and limited ICT media facilities in schools become challenges for teachers to implement ICT in teaching and learning activities. Finally, to take advantage of the role of ICT in teaching English to EFL learners depends on the availability of facilities and teachers' capacity and attitude toward ICT. To increase teachers' ICT literacy and technological-pedagogical knowledge, the teachers need more training on ICT applications. Then, to enable teachers and students to access ICT to enhance learning, educational policy, facility, infrastructures, and technological support of ICT need to be fulfilled and prepared very well.

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