TEACHERS' PERSPECTIVE OF ICT INTEGRATION ON ELT

Melfilia Nurhidayanti Savitri & Pratnyawati Nuridi Suwarso
Universitas Brawijaya
melfilia94@student.ub.ac.id; pratnyasuwarso@ub.ac.id

ABSTRACT
In the 21st century, technology has become the most powerful development in the world. In the last two decades, digital usage has influenced every aspect such as economic, social, political, and education fields. Along with developments that occur every day, in the realm of education, the curriculum has changed in recent years where K13 prioritizes the use of ICT in schools. This study conducted a descriptive qualitative research design that proposed to know teachers' perspective of ICT integration on ELT, specifically about the transition during online to offline class, teacher preparation of using ICT, the effectiveness of using ICT in the class, the obstacle faced when using ICT, students achievement, the use of ICT compared with conventional media, and teachers' interest on ICT. The participants were two English teachers of SMPN 1 Singosari who have applied teaching with ICT and conventional, and using in-depth interview to collect the data. The result revealed that the teachers have interest in studying ICT but still using conventional media. It implied that there was something that needed to be fixed to maximize the use of ICT in the classroom. Furthermore, it is recommended that socialization and training sessions are frequently held to upgrade the expertise and skills in teaching English.

Keywords: Information Communication and Technology, teachers' perspective, English Language Teaching

INTRODUCTION
In the digital era, everything is always changing and evolving every day. The rapid development of technology and science, with the occurrence of globalization in the 21st century has been creating a sophisticated environment. The authentic materials such as TV, radio, and PlayStation started to be reduced and replaced by other upgraded devices, although all these things still can be found in everyday life. According to Lanigan (2009), their usage has begun to be replaced by smartphones that already include all the growing authentic materials equipped with the use of internet networks or more familiarly called Information Communication and Technology (ICT). In addition, by the advancement of technology, ICT has given a huge development in many aspects especially in education fields.

In Indonesia, the curriculum has changed several times. So far, the curriculum changed three times, which were certainly influenced by the increase of advanced developments. Hermawan et al (2018) explained that in KBK or curriculum 2004 started to apply ICT even though only a few schools have adequate infrastructure for the application itself. Two years after that, the curriculum changed into KTSP or curriculum 2006 in order to revise KBK. Therefore, ICT as a compulsory subject only exists in Junior High School and Senior High School,

whereas in elementary school it was just a local subject. After a few years has passed, the curriculum changed into curriculum 2013 (K13) which is still being used until now. Ahmad (2014) discovered the implementation of K13 was bringing the three levels of improvement to the ELT practices in the classroom, which are the process of teaching, the process of assessing, and lesson plan. Contrarily, most teachers found difficulties in developing the content material due to lack of skills and unqualified workers to implement the modern pedagogical dimension (Nuraeni et al., 2020)

In the case of the current condition, technology usage cannot be separated from society behavior, especially for educational purposes. After pandemic era due to COVID-19, all teaching processes have switched to online teaching which uses technology every day, making an improvement for students in learning activities. According to Tristiana & Rosyida (2018), the medias that usually used by students are laptop, internet, projector, and smartphone. The students also mentioned electric book and video as their materials and supported by some application such as Word, PowerPoint Presentation, and e-mail. Equally, by using ICT in teaching English, it helped students to explore and study from the internet such as detailed material, various kinds of help and tutorials which enhance their knowledge outside the school (Shyamlee & Phil, 2012). According to Raja & Nagasubramani (2018), it was revealed that students' interactivity increases with the use of modern tools of the technology as well as the effectiveness of the tools to make the student catch the material easily and conveniently. Review & Noor-ul-amin (2003) confirmed that using ICT in educational activities and practices will have a strong impact on some aspects such

as the accessibility, academic performance, teaching and learning motivation, environment, and the quality of teaching process.

Information Technology and Communication (ICT) integration has taken a role in the development of education. Further, the usage of ICT in education contains a modern program to spread the information, to make the learning resources reusable and easy to spot, and to create a flexible structure, so that students can utilize and use the technology to improve their learning's quality (Dilmaghani, 2003). According to Hadid & Jurich (2000), until the 21st century, Information Technology and Communication has been used in education to create efficient tools and provide teachers with a new innovation in teaching. Furthermore, using ICT as a teaching media can help teachers and students to face the challenges in the future which prepare them to solve the obstacles that might occur in the following globalization (Grimus, 2000). Specifically, the development of Technological Pedagogical and Content Knowledge (TPACK) has increased the teaching environment to promote professional teachers in the digital era.

Technological Pedagogical Content Knowledge (TPACK) is a framework that focuses on the complex relation between a teacher's Content Knowledge (CK), Pedagogy Knowledge (PK), and Technology Knowledge (TK). The dynamic intersections such as Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and Technological Content Knowledge (TCK) are considered on the basis of combination of the technology and pedagogy in particular subject areas. In order to increase teachers and students' progress in teaching and learning, the

technology needs to be integrated to create content-based pedagogy based on teachers' lessons which affect student motivation on ELT (Brantley-Dias & Ertmer, 2013). As discussed by Pamuk et al (2015); Koehler et al (2013), the result showed that TPACK framework and predictive power of TPACK have a significant relationship related to TPACK theoretical framework which give the positive attitudes towards teacher professional development.

English is an international language that is widely used for a long decade, which makes English have an important role in the field of language. According to Harmer (2001), English has become a language that is frequently used by some countries, and all of them count as a lingua franca or a second-language users with the majority of non-native speakers. English becomes the key to interact and communicate with people who have a different tongue. According to Patel & Jain (2008), English has become the mother tongue of nearly 320 million people and become the second language of 200 million people in this world. Based on the data, it is beneficial to study English for the purpose of establishing international relations.

English Language Teaching (ELT) is a process of teaching the secondary language, whose objectives are related to the area of language development and literary development. Language development is a stage where English language teaching focuses on the language and wails on the pronunciation, grammar, vocabulary and structure of the language. Whereas in literary development, English skills such as speaking, reading, listening, writing and understanding the language are preferable. In addition, the effectiveness of the teaching process is related to the media that is used in the classroom. Nevertheless,

English Language Teaching or teaching English as a second or foreign language is a process to acquire the knowledge of another language, which represents the professional literature of the teacher who is concerned with the acquisition of English language. According to Yufrizal (2017), based on teacher and student perspective, the main purpose of learning English is to communicate and acquire the target language even if they will not be able to have the ability like the native speaker similarly.

Besides, the use of ICT on ELT can create more content to provide students with knowledge that is easy to access and explorable. Teachers can experience the main benefits of ICT integration where the students have high motivation to be involved in the class and it indirectly helps the process of increasing student achievement (Rabah, 2015). In spite of the development of TPACK has increased to promote professional teachers in the digital era, some teachers reported having a lack-experienced and need guidance to integrate a technology to create and support their teaching process (McKenney & Visscher, 2019). Thus, the issues regarding ICT integration were the improvement of ICT in the educational process, including the reason for integrating technology, how to make the ICT implementation effective, and the requirements to create the effectiveness of the implementation (Al Harbi, 2014). Therefore, the objective of this research is to know the integration of ICT based of teachers' perspective related to the transition to offline class after a long pandemic, their preparation, the difficulties they faced, their opinion about teaching English using ICT and conventional, students' achievement, and teachers' interest to use ICT in the classroom.

METHOD

The research was conducting the qualitative approach that integrates descriptive analysis as a research design. Maxwell (2008), stated that qualitative study is a theoretical framework that helps to build a research design to be explicit and implicit, which the limitation, implication, and the strength is easy to understand. This study was conducting an in-depth interview in order to know the teachers' perspective of integrating ICT as a teaching media in the classroom. The participants of this study were 2 English teachers of SMPN 1 Singosari. Hence, to make the research design dependable, participants were framed based on their abilities and experiences in integrating ICT and conventional in the classroom. Then, during the interview, the teacher was directed to a quiet and private place so that each answer was not influenced by other opinions and there was no distraction from the outside.

The data took place in SMP Negeri 1 Singosari and the research was conducted some sub- topics related to the topic including teachers' preparation of using ICT in the class, the transition of integrating ICT before and after pandemic, the difficulties of using ICT, the effectiveness of using ICT, students' achievement while integrating ICT, the comparison of ICT and conventional media, and teachers' interest towards ICT. Furthermore, the questions used in this research were 10 open-ended questions which can be answered freely without certain conditions needed. In the interview session, the researcher used audio recording to collect the data in order to get as much information as possible. Then, the smartphone was used to record the audio, and the recordings were saved through voice memo. Afterwards, the recordings were transcribed to analyze the data, so

teachers' perspective was feasible to process.

FINDINGS AND DISCUSSION

1. Transition of using ICT during pandemic

The study intended to know the perspectives of the teachers related to ICT based on teachers' experiences and principal use in the classroom. The transition from offline classes to online classes has had many impacts on the use of technology in English Language Teaching, when teachers usually use books as learning media, subsequently they started to use several online platforms such as Google Classroom, Zoom, Google Meet, Quizziz, etc. to run the class. As mentioned by Teacher 1 "…we make the teaching media, and at first we make the class become teacher-centered as the smartphone usage is not used too often by the students." and also Teacher 2 *"… overall, we use smartphones in the online classroom to give assignments. We use WhatsApp and Google Classroom and also give a video as the teaching material.*" Before the pandemic occurred students were still using traditional media such as books and other materials that could be obtained offline. After the pandemic, students had to adapt to moving the learning process fully online. Therefore, through the teacher's statement, it can be said that technology is implemented through several supporting platforms that keep classes running without a hitch.

2. Teachers preparation of ICT implementation on ELT

In supporting teachers' experiences to integrate ICT in the classroom, both Teacher 1 and Teacher 2 mentioned that they already got a training session before and during pandemic from school. Besides, they were also looking for other online

conferences related to ICT to enrich their insight and support their teaching process in the classroom. From those training sessions, they start learning with the simplest platform to the most difficult platform. Not only through training, teachers also increase knowledge about ICT from fellow teachers, share ideas and exchange information. Also, if they have problems regarding the use of ICT in teaching, there are experts in the school who can fix the problem and can teach them to use the platforms properly.

3. The difficulties of using ICT

However, the obstacle faced by Teacher 1 is the difficulty of using and exploring the advanced platforms due to limited knowledge about the technology itself. In addition, the innovation of creating education platform making an advanced platform takes time and this situation had an impact on the teaching process, where the students are losing interest because of repeated usage of media on ELT. This result resonated with the study by Ekberg & Gao (2018), which confirmed that ICT provides the better quality of the teaching indeed, but its preparation to find the digital resource takes a lot of time. As Teacher 1 stated *"... because I used the same platform repeatedly, the students feel bored and the class feels monotone.",* that means the repeated use of media affected the learning environment. However, to cope with that difficulty, she attempted to provide new media from various platforms that are simple to create. Thus, she prepared extra time to gather information via internet.

On the other hand, the obstacles faced by Teacher 2 mentioned that students are rarely submitting assignments on time and usually distracted by other things outside of the lesson. Seeing these obstacles, she

took steps to always remind students via WhatsApp to submit assignments. According to her opinion, this situation affected the teaching process in the classroom. When the students are late in submitting assignments, it will indirectly hinder the learning process to the next material. Hence, she also approached the students to collect their assignment on time, as well as evaluate students' understanding, so that when she did a flashback in offline class, it didn't take a lot of time to re-explain the material that was previously taught. In addition, to deal with students who are not active in class, or just be quiet even though they didn't understand the material provided, Teacher 1 will call them one by one to explain the material or ask them to answer the question so they will re-engaged in the class.

4. The effectiveness of using ICT

Ghavifekr & Rosdy (2015) believed that the use of ICT in teaching provides a lot of opportunities for teachers, where the data was showing the aid that teachers need for ensuring the effectiveness of the teaching process gave a positive result towards the students achievement. Teacher 1 confirmed that the use of ICT in the teaching process makes it easier for teachers to find more varied sources of material and simplifies the assessment system which is very useful in time efficiency. Yet, Teacher 1 adjusts which material is more easily accepted by students, using conventional media or ICT were equally still effective for teaching English. Otherwise, Teacher 2 stated that the use of ICT in both online and offline classes is beneficial to speed up the teaching process. As well as the students' differentiated needs in material and media, by using technology teachers can provide

materials such as audio listening, video, pictures, etc. to support teachers' equipment in English Language Teaching. Even though technological development gives a huge improvement in education. Both of them have opinions about the weaknesses of ICT usage.

5. Weaknesses of using ICT

According to Teacher 1, indeed some students can explore more knowledge through the internet, but on the other hand, some students still need guidance and prefer learning from the teacher directly. They seem reluctant to learn through the video media provided. Another reason regarding the weakness of using ICT in class is students were rarely active in class, especially when learning is done from home due to a pandemic, many students do not participate actively in class. Besides, in Teacher 2 mentioned that the use of ICT in teaching depends on several things such as laptops and smartphones depending on quota, an adequate signal, and the use of computers or projector depending on electricity. If there are problems in this regard, it will hinder the teaching process that has been prepared by the teacher. In addition, students were very interested in learning through ICT, but after using it for a long time, students begin to be passive in class.

6. The comparison of ICT and conventional media

However, based on the reasons previously stated about ICT and conventional media, these two media can attract students' interest in learning English in their own way. In using technological media, Teacher 1 stated that "*Students really like playing games, while using ICT in English Language Teaching, I like using Quizziz as a platform to engage students in class.*" Meanwhile, Teacher 2 gives the example of using conventional media to engage students. Mostly, she was using games to engage students, such as memory games, word game, brain exercises, checking concentration with body language, imitating movements, and other games to attract students' attention. Games are a form of media to encourage students that can provide a comfortable environment in the classroom to help the students become communicative and creative (Yolagedili, 2011). The teachers agreed that the effectiveness of conventional and ICT usage in the class depends on the material which being delivered. If the material needed a lot of explanation, the teachers prepared additional information taken from the internet as a variation. On the other hand, if the material is easy, conventional media is enough to make students understand the material.

7. Students' achievement

Furthermore, Teacher 1 and Teacher 2 also mentioned about the students' achievement during online and offline classes while using ICT as a teaching media. According to Teacher 1, student achievement cannot be generalized because their abilities and acceptance of learning English are different. Students' achievement varied from one to another, which the result of their learning process correlated to their learning desires. The achievement of students in using ICT not only has an effect on English skills such as reading, writing, speaking, and listening, but also stimulating their critical thinking (Saddhono et al., 2019). With the use of ICT, they can get additional information related to the material that was being taught. If students are diligent in exploring and studying material via the internet, it will add their knowledge and insight, then there will be an improvement in their

achievement. Meanwhile, Teacher 2 also agreed with Teacher 1 that student achievement is very diverse. Additionally, there are students who was increasing their score through ICT, and also those who was increasing their score through conventional learning. but with addition, student achievement is still ambiguous when equated with their comprehension, because some students still use technology to carry out their tasks easily, such as using a translator without learning about grammar and pronunciation correctly.

In determining student achievement when teaching English, Teacher 1 mentioned that using ICT to record student scores was easier because the results can be obtained in seconds. Whereas if teaching English through conventional media, the teacher must correct student work one by one which obviously takes longer time. With a quick recap of students score by using ICT, student achievement can be seen immediately. According to the teacher 2. student achievement cannot be determined directly only through significant scores because from the curriculum implemented by the school itself there are still other aspects such as attitudes and skills, which contribute to the final assessment of each student. Therefore to find out the increase in student achievement can only be seen at the end of the semester with the frequency of using ICT which is often applied in class. In addition, Teacher 2 confirmed that since the education policy changed with the abolition of the national exam, the sense of competition among students has decreased which affects their enthusiasm for learning and also impacts their achievement in class.

8. Teachers' interest of using ICT
Lastly, about teachers' interest in using ICT as teaching media, Teacher 1 stated that "…*even though we are coming back to offline class, but as much as possible we use technology media even if only as necessary, again the use of ICT media depends on the material being given to students. However, the use of ICT is still widely used during exams in order to make time efficient*." On the other hand, Teacher 2 added that won't abandon conventional teaching, and was still interested in using ICT media, also studying technological developments. Since using technology makes us dependent on things, which if later there are obstacles, then it can be replaced with conventional media. Certainly, the teachers already have their own considerations regarding their interest in using ICT, which must be influenced by several aspects they have felt before such as time efficiency, knowledge that must be updated at any time, and also considering students' interest in learning, because everything has changed and replaced by technology in this era.

CONCLUSION
Information Technology and Communication is having a crucial role in the advancement in the education field. Therefore, in implementing technology on ELT,, teachers were using several educational platforms such as Quizziz, and other supporting platforms such as Google Classroom and WhatsApp, with any other learning source such as pictures and videos. As a result, in the transition of using technology in teaching process, teaching methods that initially focused on conventional, eventually changed to ICT-based, which also affected students who had to adapt to the materials and platforms used during the learning process. In

addition, teachers got the training session before and during the pandemic of using ICT in teaching, and developments in the use of ICT are carried out through conferences, sharing with colleagues, and also asking for help from experts in schools. Teachers confirmed that they have difficulties in using ICT as teaching media due to their limited knowledge. According to this situation, the students feel bored and lose interest as time goes by. Thus, teachers still tried to provide varied media by learning other platforms that can be used in English Language Teaching. On the other hand, teachers agreed that the use of ICT in teaching English is effective to provide a varied source, simplifies the assessment system, and also can shorten the time spent in preparing the material.

To teach in the classroom, teachers use conventional and ICT based on the needs which is the material that is being taught in the classroom. When the material does not need the additional information from another source, then conventional media is enough to teach the students. Otherwise, when the material needs some additional information or varied sources, then using ICT as media is chosen. Hence, the achievement of the students was related to their willingness to learn more from other sources on the internet. There will be an improvement on their knowledge and enhance their insight, the students can get a lot of information easily from the internet and therefore also indirectly will increase their achievement in learning. Certainly, the teachers have a high desire to be able to provide interesting media and have high enthusiasm for learning platforms that will create an active and fun classroom environment, which can also make it easier for teachers in English Language Teaching.

REFERENCES

Ahmad, D. (2014). Understanding the 2013 Curriculum of English Teaching through the Teachers" and Policymakers" Perspectives. *International Journal of Enhanced Research in Educational Development (IJERED)*, *2*(4), 6–15.

Al Harbi, H. E. (2014). Towards Successful Implementation Of ICT In Education. *The 2014 WEI International Academic Conference Proceedings*, 33–45.

Brantley-Dias, L., & Ertmer, P. A. (2013). Goldilocks and TPACK: Is the construct "just right?" *Journal of Research on Technology in Education*, *46*(2), 103–128. https://doi.org/10.1080/15391523.201 3.10782615

Dilmaghani, M. (2003). *Information technology in educational programs of the countries, The monthly growth of educational technology*.

Ekberg, S., & Gao, S. (2018). Understanding challenges of using ICT in secondary schools in Sweden from teachers' perspective. *International Journal of Information and Learning Technology*, *35*(1), 43–55. https://doi.org/10.1108/IJILT-01-2017-0007

Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science*, *1*(2), 175–191. https://doi.org/10.21890/ijres.23596

Grimus, M. (2000). ICT and multimedia in the primary school. *16th Conference on Educational Uses of Information and Communication Technologies*.

Hadid, W., & Jurich, S. (2000). *ICT for education ; potential and potency*.

Harmer, J. (2010).

The_Practice_of_English_Language_ Teachin.pdf (p. 386). https://www.academia.edu/25472823/ The_Practice_of_English_Language_ Teaching_4th_Edition_Jeremy_Harmer

Hermawan, H. D., Deswila, N., & Yunita, D. N. (2018). Implementation of ICT in Education in Indonesia during 2004-2017. *Proceedings - 2018 International Symposium on Educational Technology, ISET 2018*, *2004*, 108–112. https://doi.org/10.1109/ISET.2018.00 032

Koehler, M. J., Mishra, P., & Cain, W. (2013). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, *193*(3), 13–19. https://doi.org/10.1177/00220574131 9300303

Lanigan, J. D. (2009). A sociotechnological model for family research and intervention: How information and communication technologies affect family life. *Marriage and Family Review*, *45*(7–8), 587–609. https://doi.org/10.1080/01494920903 224194

Maxwell, J. . (2008). Designing a qualitative study. *The SAGE Handbook of Applied Social Research Methods*, *2*, 214–253.

McKenney, S., & Visscher, A. J. (2019). Technology for teacher learning and performance. *Technology, Pedagogy and Education*, *28*(2), 129–132. https://doi.org/10.1080/1475939X.20 19.1600859

Nuraeni, Y., MS, Z., & Boeriswati, E. (2020). A Case Study of Curriculum Implementation and K-13 Challenges in Indonesia. *International Journal for Educational and Vocational Studies*, *1*(8), 14. https://doi.org/10.29103/ijevs.v2i1.22 63

Pamuk, S., Ergun, M., Cakir, R., Yilmaz, H. B., & Ayas, C. (2015). Exploring relationships among TPACK components and development of the TPACK instrument. *Education and Information Technologies*, *20*(2), 241–263. https://doi.org/10.1007/s10639-013-9278-4

Patel, M. ., & Jain, P. M. (2008). English language Teaching. In *SUNRISE PUBLISHERS & DISTRIBUTORS*. https://doi.org/10.1093/ywes/XXXVI. 1.44

Rabah, J. (2015). Benefits and challenges of information and communication technologies (ICT) integration in Québec english schools. *Turkish Online Journal of Educational Technology*, *14*(2), 24–31.

Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, *3*, S33–S35. https://doi.org/10.21839/jaar.2018.v3i s1.165

Review, A. L., & Noor-ul-amin, S. (2003). *An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge , Research , and Experience : ICT as a Change Agent for Education Abstract : 1999*, 1–13.

Saddhono, K., Sudarsana, I. K., & Iskandar, A. (2019). Implementation of Indonesian Language the learning Based on Information and Communication Technology in Improving Senior High School Students' Achievement in Surakarta. *Journal of Physics: Conference*

Series, *1254*(1). https://doi.org/10.1088/1742-6596/1254/1/012059

Shyamlee, S., & Phil, M. (2012). Use of technology in English language teaching and learning: An analysis. *A Paper Presented at the 2012 International Conference on Language, Medias and Culture IPEDR Vol.33 (2012) ©(2012) IACSIT Press, Singapore*, *33*(2012), 150–156. http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf

Tristiana, N. E., & Rosyida, E. (2018). Students' Perception on the Integrating of Information and Communication Technology (ICT). *English Education: Jurnal Tadris*

Bahasa Inggris, *11*(1), 35–44. http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/2666

Yolagedili, G., & Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online. ERIC*, *10*(1), 219–229. https://doi.org/10.1109/mikon.2004.1356893

Yufrizal, H. (2017). *Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. 12*(17), 867–883. https://doi.org/10.5897/ERR2017.3243