

ICT-ELT Integration in Indonesian Higher Education Context: EFL Teachers' Perception

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Abstract: ICT is an important medium that can be used for teaching and learning in today's world. ICT in education means teaching and learning using different ICT devices. New challenges and opportunities in the field of education have been brought about by ICT to reorganize the teaching, learning and knowledge relocation environment. ICT breakthroughs have also released new avenues for students and teachers. The present study aims to examine what types of ICT used by the teacher in their English classroom. This study employed qualitative research by using descriptive qualitative design. The participant of this study was one of EFL teacher of one private university. The data were collected through two instruments, such classroom observation and field notes. Based on the data analysis, the results of this study showed that EFL teachers used various types of ICT to facilitate the delivery of learning in their English pedagogical practice. In addition, ICT has many challenges for EFL teachers in incorporating ICT in their English classroom.

Keywords: EFL teachers' perception; ICT-ELT integration; ICT devices for ELT.

INTRODUCTION

Information and Communication Technology (hereinafter ICT) has prejudiced every single part of human life, counting education in general and teaching-learning activities in particular. Hafifah in [1] states, "ICT is defined as the accomplishments of utilizing technologies, such as; computers, the internet and other telecommunications media to communicate, construct and circulate, store, and accomplish information identical radio, TV, smartphones, etc." Meanwhile ICT in education means teaching and learning using different ICT devices.

Information and Communication Technology (ICT) is an important medium that can be used for teaching and learning in today's world. All aspects such as education, economy, social life, etc. are currently highly dependent on the use of ICT [2]. New challenges and opportunities in the field of education have been brought about by ICT to reorganize the teaching, learning and knowledge relocation environment. ICT breakthroughs have also released new avenues for students and teachers [3].

The advancement of ICT is a factor of change in the field of education. One proof of changes in the world of education by the use of ICT can be seen from the way students get information where they not only get information from books but also from various educational websites on the internet (Arifin et al., 2020). ICT is used in education to maintenance learners to learn more effectively by providing teachers entrance to a varied sort of new pedagogy. ICT is an important part and has played an important role in English [3].

In March 2020, Due to the outbreak of the COVID-19 virus, the World Health Organization (WHO) declared a pandemic, and the world was forced to stop all activities that require meetings, both large and small gatherings [5]. The pandemic has changed people's daily activities, including in the education sector. Due to the pandemic, the education system that used to use non-digital technology mode has switched to digital mode. Thus, all aspects of education such as lesson plans, methods, processes, media, and content tend to use ICT (Apriani et al., 2020). Technology not only has a positive impact on improving student achievement, but technology also has a positive impact on building a successful person's life [2].

This pandemic has dealt a considerable blow, especially to developing universities, which often suffer from internet connectivity issues. Lecturers need to design online learning activities effectively which is use ICT integration that students can access easily. However, ICT is the main source of supporting the teaching and learning process during the pandemic. The integration of ICT is very important to be applied in the world of education, particularly in universities. It is because ICT provides additional help and support to teachers and students for effective learning with the help of technology for learning aid purposes [6].

Teachers' perspectives studies of technology integration in English Foreign Language (EFL) found that most English teachers in Indonesia believe in the essential and usefulness of technology for teaching all English skills, but it was contrary to their teaching practice in the classroom. It exposes that most of the teachers do not have an ICT pedagogy that they can apply in their classrooms even though they have a constructive attitude to the advance of ICT for language learning [7]. Silviyanti and Yusuf, 2015; Febriani and Hafifah, 2019: These studies focused on identifying EFL teachers' perceptions of the use of ICT in their teaching.

Indonesian teachers are beginners in the digital era so that ICT expectations often clash with pedagogical problems in the classroom. Therefore, they need further training to improve their technological and pedagogical knowledge. Teachers' knowledge and incompetence towards technology affects their ICT teaching practices [10]. Most studies agree that training is important to improve teachers' knowledge and competence about ICT in teaching. In addition, the existence of specific courses related to ICT taught at the university level to maintenance the substantial of ICT literacy for language learning has not been discovered. Hence, this study was discovered how ICT training and experience can encouragement teachers' ICT literacy and integration in ELT.

Previous study suggest that future researchers need to conduct an in-depth study to what extent ICT in ELT courses are taught in a higher education setting and how it contributes to improving the quality of English language teaching using technology [10]. Thus, this study will be conducted to reveal the ICT literacy level in-depth of English Language Teaching and to find out to what extent they have integrated ICT in language teaching in higher education in Indonesia.

Although several related pieces of research have been conducted previously, there are still shortcomings in investigating ICT in ELT courses. Despite the fact that one of the previous related studies in analyzing teachers' perceptions of ICT integrity, there is still few research focusing on universities. Therefore, this research is worth doing with a focus to investigate the perception of EFL teachers on the integrity of ICT in a higher education context.

METHOD

The present study employed qualitative research by using descriptive qualitative design. The research objective of this study is to examine what sort the teachers used in English pedagogical practice in a higher education which is suitable with this method. This study also requires a more detailed and in-depth understanding according to the obtained data.

This study was carried out at one of private university positioned in West Java. The selection of this private university was based on the availability of adequate ICT tools so as to potentially enable the integration of ICT in ELT. The researcher was selected one of EFL teacher and one student of one private university of Cirebon to be research participants, because this research is intended for EFL teachers where all courses are taught in this university using ICT integration. The subject of this research was used one teacher who teaches in sixth semester, and the subject chosen was subject who used ICT in teaching English.

In conducting the research, the researcher used some instruments to collect the data. There are two research instruments that used in this research. They were field notes and classroom observation. The classroom observation and field notes were conducted to know what types of ICT used by the teacher at the sixth semester students of English Language Education Department. The researcher was observed while the teacher began the subject used observation checklist. The observer come into online class twice times for one week in two courses. They were Micro Teaching and Qualitative Research Design course. Then, the observer was made a field note in every meeting from the beginning of the activity until the class ended. The researcher was used field notes as additional information to note the situation in the classroom.

RESULTS AND DISCUSSION

After collecting and analyzing the data obtained from classroom observation, there are findings that explain the main themes that appeared from the data, namely the various ICT tools used by teachers in English language teaching.

The sorts of ICT devices utilized by the teachers

The findings based on the classroom observation results, which can be seen in Table 1, revealed that the participant used various kinds of ICT tools, both software and hardware, in their English class. In pandemic conditions like the current one, where learning is done online, the teacher combines a number of software covers rather than hardware. The hardware commonly used in online class was only laptop and smartphone. It is in accordance with the research conducted by [1] that ICT is the accomplishments of using technologies, one of which is a computer or laptop and smartphone. While the software commonly used in online class includes Microsoft Powerpoint, Zoom, and social media (WhatsApp). The software sorts are also called ICT in accordance with the research conducted by [1] that telecommunications media such as Zoom, and social media (WhatsApp) include various types of ICT tools. In addition, this is also in accordance with the research conducted by [3] that methods, processes, and media tend to use ICT during a pandemic, such as the tendency to use Microsoft PowerPoint in learning during a pandemic.

Table 1. Sorts of ICT used by the teacher in their EFL classroom

No		Sorts of ICT	Teacher
1	Hardware	Camera	-
2		Laptop	✓
3		LCD Projector	-
4		Printer	-
5		DVD Player	-
6		Speaker	-
7		Video Recorder	-
8		Radio	-
9		TV	-
10		Smartphone	✓
11	Software	MS Word	-
12		MS PowerPoint	✓
13		MS Excel	-
14		Internet Browser	-
15		e-mail	-
16		Blog	-
17		WhatsApp	✓
18		Facebook	-
19		e-learning	✓
20		SMS	-
21	Other		Zoom

This finding was then matched with the results of classroom observations taking place two times. The result of observation is displayed in Table 2. The observations were made in Micro Teaching class in sixth semester students. In early classroom observation, the teacher asked students via WhatsApp to access e-learning to fill out the attendance list and visit the zoom link as a place to hold online class learning. After all students have filled out the attendance list and have entered the zoom room, the teacher starts distance learning in the zoom room. Then, the teacher provided and explained learning materials by displaying Microsoft Powerpoint which contains certain English learning topic according to the learning courses in the zoom classroom. The teacher and some students used laptop hardware to access the zoom classroom, while some other students used smartphones to access the zoom classroom.

Table 2. The results of classroom observation

Observation Session	ICT utilization
1st session	Power Point, laptop, smartphone, E-learning, WhatsApp, and Zoom.
2nd session	Power Point, laptop, smartphone, E-learning, WhatsApp, and Zoom.

Moving on to the second observation, the same as the first observation, the teacher asked students via WhatsApp to access e-learning to fill out the attendance list and visit the class zoom link. After all students have filled out the attendance list and have entered the zoom room, the teacher starts distance learning in the zoom room. Then the teacher asked students to practice and present certain learning materials according to the previously agreed turn as a teaching practice task in the Micro Teaching course. Furthermore, students who had a turn to practice presented Microsoft Pow-

erpoint as a teaching material in their teaching practice. From these findings, it can be seen from the results of observations made twice that the tools commonly used by teachers in conducting online learning are laptops, smartphones, WhatsApp, e-learning, Microsoft Powerpoint, and Zoom.

The above finding reveals that teacher is fully familiar with the use of various ICT tools. This is relevant to the research conducted by [11] that teachers have relatively easy access to computers (laptop) and the internet as essential issue, especially in the context of EFL classrooms. Based on the findings described regarding the types of ICT tools used by teachers, most of them use presentation-based software (Microsoft Powerpoint). Teacher integrated presentation-based software (Microsoft Powerpoint) into communication-based software (Zoom). It seems true with the research conducted by [12] that presentation-based software is the most frequently used ICT tools.

In a parallel with the finding above, the acquaintance of the teacher to the use of various ICT tools can be seen from [13] that teachers have emerging digital literacy, because teachers have learning program that use various ICT tools that has achieved a level of proficiency and then needs additional work to outrival at the practice. Besides that, the acquaintance of the teacher to the use of various ICT tools concluded that teachers have sufficient digital literacy, because they were considered capable of operating digital devices in their learning. Teacher can use ICT tools according to learning needs. It was sufficient for teacher to be able to operate and apply ICT devices optimally in the teaching and learning process in a pandemic situation. However, the use of ICT tools is still considered inadequate even though teachers are actually quite literate in terms of computer-assisted language learning (CALL). This situation might be caused because the learning process is still limited due to the pandemic, so teacher could only fully optimize on software tools.

CONCLUSION

The present study concludes that teachers in a higher education context fully initiate ICT-ELT integration due to the learning needs, and interests of teachers in teaching language. Based on the findings of the data collected, there are several kinds of ICT tools commonly used in teaching English according to the needs of online class, including presentation-based software (Microsoft Powerpoint), communication-based software (Zoom), social media (WhatsApp), e-learning, and others. Whereas the hardware commonly used contains laptop and smartphone. With this in mind, the lack of variations in ICT integration methods requires further studies on what factors generate teachers not to make extensive use of ICT tools. In addition, there is also a need for an in-depth study of the extent of ICT in ELT courses taught in a higher education, and how it contributes to cultivating the value of learning English using technology.

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