THE IMPLEMENTATION OF USING ICT IN TEACHING ENGLISH AT EFL CLASS OF RONGGOLAWE UNIVERSITY TUBAN

[1]Dyah Kurniawati, [2]Siti Sofiyah
Universitas PGRI Ronggolawe
Email: [1]dk80kurnia@gmail.com, [2]sofiyahsiti.ss@gmail.com

Abstract
At this time, almost everyone knows of ICT in their daily lives. In education, the impact of ICT could not be avoided any longer but must be faced. This study focused on finding out using ICT by the English lecturers of EFL class at UNIROW. The researchers want to determine what kind of ICT is used by the lecturers when they teach four English skills in EFL class. This research is conducted using a descriptive qualitative research design to answer the questions of the study. In descriptive qualitative research, the researchers use interview and questionnaire to collect the data from the subject. Moreover, to get validity of data, the interview is supported by a questionnaire. This questionnaire is analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages. The finding of this research, from the questionnaire and the interview, showed that all lecturers in EFL class use ICT when they teach four English skills. The researchers also find the kind of ICT used by the lecturers in teaching four English skills in EFL class.

Keywords: ICT, Teacher's Perception, EFL class.

Abstrak
Pada saat ini hampir setiap orang mengenal ICT pada kehidupan sehari-hari mereka. Pada bidang pendidikan pengaruh dari ICT tidak bisa lagi dihindari, melainkan harus dihadapi. Penelitian ini berfokus untuk mengetahui penerapan ICT di kelas oleh dosen Bahasa Inggris di Unirow. Peneliti ingin mengetahui jenis-jenis ICT yang digunakan oleh para dosen ketika mengajar empat keahlian dalam pengajaran Bahasa Inggris di kelas. Penelitian ini menerapkan desain penelitian deskriptif kualitatif untuk menjawab pertanyaan-pertanyaan penelitian ini. Pada penelitian deskriptif kualitatif, peneliti melakukan interiview dan membuat kuesioner untuk mengumpulkan data dari subyek penelitian. Dan juga untuk mendapatkan validitas data, interview ini didukung dengan pembagian kuesioner/angket. Kuesioner ini dianalisis dengan menguunakan statisti deskriptif dimana penghitungan frekuensi ditabulasi dan dikonversikan menjadi prosentase. Hasil temuan dari penelitian ini, baik dari kuesioner maupun interview menunjukkan bahwa semua dosen pada jurusan Bahasa Inggris menerapkan ICT saat mengajar keempat keahlian Bahasa Inggris. Selain itu, peneliti juga menemukan berbagai jenis ICT yang digunakan oleh para dosen dalam mengajarkan empat keahlian dalam pengajaran Bahasa Inggris.

Kata kunci: ICT, persepsi, kelas Bahasa Inggris

INTRODUCTION

It is logical to say that information and communication technologies (ICT) influence all educational fields. ICT requires teacher awareness and interest as its introduction into schools does not by itself improve the quality of education or raise (Hennessy, Harrison, & Wamakote, 2010). Without any teacher's interest, it would not be easy to use ICT in the teaching and learning process. (Cope & Ward, 2002) Found that teachers' perceptions of technology include 'how' and 'what' effects technology can bring to students, for instance, whether students can manipulate language with specific software and interact directly with computers. Likewise, teachers can also identify the potential of technology to motivate students.

As Cohen (1997, cited in Muir-Herzig, 2004) states that technology implementation at educational institutions requires careful planning that outlines the framework which technology would be used, success is dependent upon supportive leaders who assist in funding, access to adequate facilities, and systematic faculty development (Toledo, 2005).

His study (Earle, 2002) states that conversion to a theory, practice, process, or approach, such as technology integration, is a very personal process and adds that teachers need to be able to make choices about technology integration without becoming techno-centric by placing undue emphasis on the technology for its own sake without connections to learning and the curriculum.

From the study by Fithri Al-Munawwarah (2014) entitle Teachers' Perceptions On The Use Of ICT In the Indonesian EFL Learning Context, it can be assumed that incorporating information and communication technology in the English language can be assumed teaching and learning process helped the teachers to organize exciting and enjoyable learning activities. The data reveals that all teachers commented that since the authentic materials taken from online websites are exciting and creative, they become not getting bored quickly. In

other words, it indicates that the use of ICT in English classes is necessary. Based on the present study's findings, it is clear that the teachers' perceptions toward the use of ICT in English language teaching, particularly in the EFL context, were generally positive. It can be seen from the evidence obtained from the questionnaire and interview. The teachers tended to believe that the use of ICT in English language teaching was beneficial.

The other study is by Tengku Maya Silviyanti with the title "EFL Teachers' Perceptions on Using ICT in Their Teaching: To Use or to reject?" This study has revealed that the teacher users are motivated to use ICT in language learning despite facing some problems when implementing technology in the classroom activities (technical problems and cost); however, they did not inhibit their implementation. Thus, the non-user teachers believe that implementing ICT needed much effort. They also find themselves not capable of doing it since they need more support and training. Even though they believe that ICTs offer

positive outcomes in the teaching and learning process, such barriers as cost and insufficient knowledge or skill prevented them from using them.

In conclusion, both of the studies are studied about the use of ICT in language learning. The first study finds some benefits to help the teacher increase the student's motivation during language learning. Furthermore, the second study finds that all the EFL lectures at university in Banda Aceh choose to use ICT while supporting their learning activity, but they have some technical problems and cost.

Meanwhile, the difference this study between the both is the object and also the purpose. In this research, the researcher wants to know how to use ICT in EFL class at Ronggolawe University.

The writer is conducting a study to find out the implementation of using ICT by the English lecturers of EFL class at UNIROW because based on the previous studies, the researchers said that has many positive impacts from the use of ICT. Besides that, seeing the

development from using ICT in the EFL classroom makes the researcher more interested in learning more about ICT used by lecturers in English classrooms at university.

Information Communication and Technology (ICT)

Based on the definition of the three components, ICT as a whole can be described as the utility of technology to support the effort of conveying information and communication, particularly in the area of education. The technique includes digital technologies mostly of electronic information – processing technologies, such as computers, internet, mobile phones, networks, broadband, and so on.

ICT is found to be advantageous in several ways, as mentioned by Herington (2002), (1) technology facilitates exposure to authentic language; (2) technology provides access to more comprehensive sources of information and varieties of language; (3) technology allows people to communicate with the world outside; (4) technology allows a learner-centered approach; (5) technology develops learner's autonomy. ICT help people in order to get information and to communicate with each other in a broader range.

With ICT, the language learning process becomes more manageable, especially in English classes with four skills: reading, speaking, writing, and listening. In an EFL class that contains non-native English students, ICT is very helpful for both lecturers and students. The proper use of ICT provides broad opportunities to access English in the learning process. (Dumiyati, Wardhono, & Nurfalah, 2017) that "Learning model syntax ICT-based consists of 6 phases, namely: introduction, presentation of information, presentation of summary, questions and responses, response assessment and giving feedback, and the last is closing".

ICT in EFL Class

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where

English is not the dominant language. This is not to be confused with English as a Second Language, also called English as an Additional Language, which is learning English in a predominantly English-speaking country.

ICT is defined as a technology which function is to support the process of conveying information and communication. The ways of conveying information do not have to be carried out directly between the communicator and the communicant. The development of ICT makes communication between the communicator and the communicant can be conveyed in easy ways. They can communicate through telephone, internet, e-mail, satellite, television, video conference, etc. The process of those communications applies to language learning. In language learning, there is communication between teacher and student. Learning is not always carried out by subjecting teachers and students in a particular room or a specific place directly. For example, a teacher can use the internet to give lessons, assignments, or other information to their students.

In language learning, ICT has an essential role as the "media," bridging and enabling the learning process, or direct communication between students and teacher although they are not present in the same room or place at a particular time. A language learning program can be created to enable students to learn the lessons with guidance, instruction, information, or further explanation.

The utilization of ICT in education positively impacts the learning environment, particularly in primary and secondary education (Mikre, 2011). Using ICT, we can increase the learning process's quality (Davies, 1997) in Kandasami & Shah (2013). Also, it pointed out that EFL teachers may design learning activities without supplementary materials. Nevertheless, it is essential to bear in mind that much of the richness of language instructions can be designed using supplementary materials, including ICTs (Brown, 2001). Moreover, there is a common

belief that ICT has essential contributions in teaching practices, school innovations, and community services (Lee, 2007; Mikre, 2011). In English language teaching, particularly in EFL and ESL contexts, it has been noted that the implementation of ICT in the teaching and learning process has been increasingly growing (Suherdi, 2012 & Romero, 2008). In line with Kandasami & Shah (2013), research findings over the past 20 years show some shreds of evidence of ICT's positive effect on students learning.

In other words, it is probably safe to say that the benefits of the implementation of ICT, especially in the ESL/EFL context, are undeniable. Nevertheless, it is still rare for schools in Indonesia to use ICT, particularly in English language teaching (UNESCO Bangkok, 2008; Suherdi, 2012). According to curriculum 2013, ICT is an essential component that should be integrated into each subject, including English, especially in secondary education. Due to the demand of incorporating ICT for each subject in the educational curriculum, it can be assumed that teachers must use ICT in the teaching and learning process to help students gain high-quality English. To do this, English teachers should be able to utilize ICT and be accustomed to search and manage ICT-based resources.

ICT tools in EFL class could be divided into two groups: non-web-based and web-based learning tools. Web-based learning tools are technological devices used to facilitate learning in a web-based or online environment. Web-based learning tools have four significant features: (1) they use web technologies and are delivered through the web; (2) they teach content that meets specific learning objectives aligned with the curriculum; (3) they are designed based on a learning strategy and pedagogical procedure and (4) they contain reusable elements (Ogunbase, 2016). Non-web-based learning tools are technological devices used in a learning environment unconnected to the internet. Non-web-based learning tools include films, Audio CDs and CD ROM, DVD, language lab, and

projector, while web-based learning tools include, among others, film, CD and CD ROM, DVD, language lab, and projector.

Non-Web-Based Learning Tools

Films could be a potent language teaching tool in EFL class because they appeal to the learners, increase their interest, and retain the learned materials. Films are adequate to provide facts, the process of doing something, actions skills, and background information. Primary level students are usually interested in watching the functioning of the speech organs and pronunciation. By watching films, the students could learn about cultural diversity or the way native speakers communicate using English.

Containing numerous multimedia files such as audio and video files provide a certain degree of interactivity with the students, audio CDs and CD ROM are widely used for listening comprehension and pronunciation development exercises. These tools can also be practical to provide grammar learning in EFL class. Some versions of CD and CD ROM also have test materials that help the students undertake a self-assessment to analyze their learning achievement.

The provision of audiovisual materials in the Digital Versatile Disc (DVD) format has mostly replaced the VC, not to mention video cassettes, which are now outdated. A DVD is comparable to an audio disc. Flexibility is the only feature that makes DVD different from CD. A DVD allows the learners to choose from an array of options and extra features, like watching a film or documentary with or without subtitles. Besides, students' DVD's soundtrack and visual content are high definitions (HD). In addition to these features, its high availability and access make DVD popular among English teachers and learners.

Language lab is probably the most widely known modern technological language teaching aid. Students can listen to the audios to recognize the different accents used, learn to speak, and record their voices. Assigning the students to listen to the standardized materials, they can improve their

pronunciation. Language lab is an essential result oriented tool which enhances the process of English language learning. Today's lab not only include audios, videos, flash-based games but also the internet.

The projector is used in the conventional teaching method. It is a highly beneficial and effective alternative to chalk and talk for displaying the context to a large class. A projector enables teachers to show texts, images, and diagrams without necessarily write or draw them on the board.

Web-Based Learning Tools

Also called technology-based learning, online education, e-learning, or distance learning, web-based learning tools are among the fastest emerging areas. Web-based learning tools provide opportunities to create a well–designed, learner-centered, affordable, interactive, officiate, flexible e-learning environment (Khan, 2005). Numerous English web-based classes providing training for various necessary language skills such as learning, speaking, reading, and

writing, which are interactive in various ways, are available. The followings describe some of the standard technologies available for promoting in EFL class.

By creating a personal free e-mail account (g-mail, y-mail, yahoo, Hotmail, etc.), the students can mail their assignment and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back. E-mails can also be used to correspond with native English speakers. Combining e-mail with Google Drive, students and teachers or students and other students can collaborate to edit and revise an MSW Docs simultaneously. According to (Gonglewski & Brant, 2001), although e-mail is now regarded as a relatively "low-tech" medium, it can provide practical benefits to the EFL learning process. Its potential to facilitate learners' chances to interactively communicative in the target language than was ever possible in face-to-face learning is probably the most significant benefit. Some previous studies (Belz, 2002;

Cooper & Selfe, 1990; Kern, 1995; Warschauer, 1996) revealed that e-mail use in language learning could reduce anxiety, promote communication, facilitate social learning, and improve writing skills.

METHOD

To answer the main research question of this study, which is 'How and what are the lecturers used ICT when teaching in EFL class? ', data was collected and analyzed through the mixed methods approach: a combination of quantitative and qualitative methodologies, especially the survey questionnaire and the interviews. The mixed-methods design "is used when the strengths of each method offset the weaknesses of the other method so that together they provide a more comprehensive and complete set of data." (McMillan, 2004, p. 289). Mixed methods provide greater credibility in the findings and provide complete and more valid results (Creswell, 2003; McMillan, 2004). The mixed-methods provided rich numerical and narrative data that allowed for a complete understanding of the problem under study.

The data were in quantitative forms collected by the survey questionnaire, sent to all the participants online with google forms. Furthermore, the data were in qualitative forms collected by the semi-structured interview. The interview questions sought to mainly discuss (a) lecturers' perception about the use of ICT when teaching in EFL class (b) the lecturers' implementation of using ICT in EFL class.

The questionnaire is used to collect data. The purpose of this study is to explore and understand what ICT used by the lecturers when teaching four skills of English in EFL class is, that is why a survey questionnaire is the most appropriate way to collect data at one point in time ((Creswell, 2003)). According to (Kopcha & Sullivan, 2006), "Survey data based on teachers' self-reports is the most commonly used method to collect information about both the instructional design practices of teachers and their use of computers in instruction."

The study's subject was from all of the lecturers who teach four English skills in the EFL class of Unirow Tuban. They fill the survey questionnaire online to help the researcher collect the quantitative data. After that, the four lecturers who teach four English skills were gathered one by one to do the semi-structured interview.

FINDINGS AND DISCUSSION

Based on the researcher's questionnaire surveys, from the first statement to the last, the results obtained are all the lecturers in the EFL class using ICT in their classes. As listed in table 1 to table 10, there is no rejection that the four learning skills in English in the EFL class of Unirow cannot be separated from ICT use. Citing the phrase "By using ICT, we can increase the quality of learning process" (Davies, 1997) in Kandasami & Shah (2013). All lecturers who become the respondents agreed on the benefits and necessity of using ICT in the EFL class.

Determined from the interview results of the four lecturers who represent as the lecturers of the four English skills in the EFL class of Unirow, the researcher classifies the type of ICT used in each English skill in the EFL class of Unirow.

1. The implementation of using ICT in teaching writing at EFL class of Unirow

    ICT tools of non-web-based learning used in teaching writing are interactive multimedia, computer, mobile gadget, and interactive whiteboard.

    ICT tools and web-based learning applications that use in teaching writing are telegrams, youtube, internet, and WhatsApp.

2. The implementation of using ICT in teaching listening to EFL class of Unirow

    ICT tools of non-web-based learning used in teaching listening are interactive multimedia, computer, mobile gadget, sound audio, headphone, DVD, and tape recorder.

    ICT tools and web-based learning applications used in teaching listening are telegrams,

the internet, zoom, and WhatsApp.

3. The implementation of using ICT in teaching reading at EFL class of Unirow.

ICT tools of non-web-based learning used in teaching reading are interactive multimedia, computer, mobile gadget, PowerPoint, virtual book, and movie.

ICT tools and web-based learning applications used in teaching reading are telegrams, the internet, zoom, youtube, and WhatsApp.

4. The implementation of using ICT in teaching speaking at EFL class of Unirow. ICT tools of non-web-based learning used in teaching are interactive multimedia, computer, mobile gadget, PowerPoint, and interactive whiteboard.

ICT tools and web-based learning applications used in teaching speaking are telegram, internet, WebEx meet, youtube, and WhatsApp.

From the survey questionnaire, the researcher can

conclude that all of the lecturers at the EFL class of Unirow have a good perception about the use of ICT in teaching English at EFL class, all of them accept that ICT is useful to increase their learning process at EFL class. It is appropriate to find a previous study by Fithri Al-Munawwarah (2014) with the title Teachers' Perceptions on the Use of ICT in the Indonesian EFL Learning Context. She finds that using ICT in the English language teaching and learning process helped the teachers organize exciting and enjoyable learning activities. The teachers tended to believe that the use of ICT in English language teaching was beneficial. So, the researcher in this study can prove that the lecturers at the EFL class of Unirow accept and approve that using ICT in teaching four English skills is beneficial.

From the interview, the researcher can know what are that ICT use by the lecturers when they teach four skills of English at EFL class of Unirow, based on the previous study by Tengku Maya Silviyanti with title "EFL Teachers' Perceptions on Using ICT in Their

Teaching: to Use or to Reject ?". This study has revealed that the teacher users are motivated to use ICT in language learning despite facing some problems when implementing technology in classroom activities (technical problems and cost). However, they did not inhibit their implementation. This previous study is a little bit different from the finding of this study. Because in this study, all the lecturers accept and use ICT in their class. Furthermore, there is no problem with using ICT when they teach four English skills using ICT. The researcher can find the ICT use by the lecturers there are telegram, internet, WebEx meet, youtube and WhatsApp for web-based learning tools, and interactive multimedia, computer, mobile gadget, PowerPoint, movie, virtual book, headphone, audio sound, DVD, tape recorder and interactive whiteboard for the non-web-based learning tools.

CONCLUSION

This study aims to know the implementation of using ICT at the EFL class of Unirow. To achieve this

aim, a mixed-method design was used for it is the most suitable approach to answer the research question and the most appropriate one that fits the purpose of this study. Questionnaires and interviews were utilized to investigate the use of ICT in teaching English at the EFL class of Unirow. The findings from the quantitative and qualitative data analyses were in agreement with each other concerning the research question.

In this part, the researcher will show the conclusion from the result of this study; the first is about the lecturers' perception of the use of ICT in EFL class, the second is about the kind of ICT that they used, and last about how they apply ICT that they use in EFL class.

Based on this study, the researcher finds that the lecturer's perception about using ICT is welcomed. All of the lecturers at the EFL class of Unirow accepted to use ICT when they teach in their class. Based on (Ogunbase, 2016) ICT tools in EFL classes could be divided into two groups: non-web-based and web-based learning tools; the

researchers find that the lecturers who teach four English skills at the EFL class of Unirow use both of them. There are telegram, internet, Webex meet, youtube and WhatsApp for web-based learning tools, interactive multimedia, computer, mobile gadget, PowerPoint, movie, virtual book, headphone, audio sound, DVD, tape recorder and interactive whiteboard for the non-web-based learning tools. The lecturers apply ICT whenever they teach in EFL class; moreover, the research does during the COVID pandemic. It makes all the learning process should do by daring or online.

The researchers offer some suggestions that may be useful for other researchers interested in investigating the use of ICT in EFL class and the reader. The researcher suggests that future researchers will research ICT use in EFL class; the next researchers could make specific ICT to investigate. Because in this study, the researcher finds so many ICT that use.

Furthermore, this study is due being the Covid pandemic. So the next researcher with the same subject maybe will find a different result. The researcher in this study hopes that it will be an excellent reference to the next researchers.

For the readers interested in using ICT in EFL class, The researcher hopes this study can give you more knowledge; as you know, in this era, we cannot refuse the use of ICT in our life included in education.

Teachers are responsible for this development. In the technological revolution and the information age, using technology in teaching the English Language becomes "a fact of life" (Chapelle, 2001, p. 1). Based on this theory, we should prepare ourselves to faced ICT, especially in education. The researcher suggests that all of the readers take the excellent knowledge from this study to help us when faced with ICT in this era.

REFERENCES

Blackmore-Squires, S. (2010). *An Investigation into the Use of Blog as a Tool to Improve Writing in the Second*

Language Classroom. The UK.

Cope, C., & Ward, P. (2002). *Integrating Technology into Classrooms: The Important of Teachers' Perceptions.*

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*

Dumiyati, Wardhono, A., & Nurfalah, E. (2017). Pengembangan Perangkat Model Pembelajaran English for Specific Purpose (ESP) Berbasis ICT.

Earle, R. S. (2002). The Integration of Instructional Technology into Public Education: Promises and Challenges. Educational Technology-saddle Brook then Englewood Cliffs. 5-13.

Farwell, T. M., & Krüger-Ross, M. (2013). Is There (Still) a Place for Blogging in the Classroom? Using Blogging to Assess Writing, Facilitate Engagement, and Evaluate Student Attitudes.

Gonglewski, M. M., & Brant, J. (2001). The Internet TESL Journal.

Hennessy, S., Harrison, D., & Wamakote, L. (2010). Teacher Factors Influencing Classroom Use of ICT in Sub-Saharan Africa. *Itupale Online Journal of African Studies.*

Kopcha, T. J., & Sullivan, H. (2006). Self-Preservation Bias in Surveys of Teachers' Educational Technology Practices. *Educational Technology Research and Development*, 627- 646.

Pardede, P. (2015). Pre-Service EFL Teachers' Perception of Edmodo Use as a Complementary Learning Tool.

Tindall, D. A. (2013). Designing Recorded Voice Reflection as a Pedagogical Strategy. In K. K. J. Seo (Ed.) Using Social Media Effectively in the Classroom: Blogs, Wikis, Twitter, and More. 47-61.