

## TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ENGLISH LANGUAGE TEACHING

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### Abstract

This study aimed to determine the types of information and communication technology (ICT) used by teachers to teach English at SMK Negeri 2 Makassar and the level of use of information and communication technology (ICT) in teaching English. Data was collected in February 2022 from 2 tenth and eleventh grade teachers at SMK Negeri 2 Makassar. This study used a qualitative descriptive method, and the instruments used were observation and interviews. Observation was used to observe and interview the tenth and eleventh grade English teachers at SMK Negeri 2 Makassar. Based on the findings and discussion of this study, the researcher concludes that an English teacher uses two types of ICT applications to teach as the current implementation of ICT in education. These types not only help the English teacher but also help the students not to be boring in the learning process. Based on the English teacher's answer, the teacher said that the teaching process is more innovative and saves time. Before showing material using the ICT application, an English teacher in grades first and second of SMKN 2 Makassar has several preparations, namely the first is the introduction of ICT, the second is to prepare the material using the LCD and the third is to ask questions to students about learning the material. The next finding is that the researcher finds that the level of ICT use for English teachers at SMK Negeri 2 Makassar is at LEVEL 3, namely Pedagogy.

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## INTRODUCTION

In the development of Information, Communication, and Technology (ICT) the industry 4.0 continues to grow towards a new society. It has an impact on many aspects of life in Indonesia, including education. This era has influenced the need for changes in learning processes in schools that were once paper-based and are now ICT-based.

According to to Ismiati's article, the quality of learning is a condition that reflects the amount of efficacy of a learning process. Effective learning is defined as learning that allows

students to actively interact with a variety of learning tools in order to attain learning goals in a timely, efficient, and enjoyable manner (attractive). The efforts performed in realizing and reaching the required level of learning quality are referred to as "improving the quality of learning."

Mwendawa (2017), on the other hand, argues that a variety of factors, including teachers' experience with computers, teacher training, time availability, hardware, and software, influence how technology is used in the classroom. In addition, teachers can use technology to help students learn better, as it is an integral component of their job description. As a result, they rethink how technology is implemented in the curriculum to enhance teaching and learning. Teachers can create various teaching resources to help students learn English more quickly and enjoy it. It is as if they do not believe English classes can be challenging and frightening. With the help of technology, learning English has become much more enjoyable. This hybrid form can be used by both teachers and students while researching tasks, finding references, or presenting material using technology. This becomes critical in the educational process to help teachers support language learning for pupils. This includes using technology, especially during teaching and learning activities.

## LITERATURE REVIEW

Bariu, T. N. (2020) wrote about ICT, The findings show that many secondary schools in the county do not have ICT facilities and therefore don't have the opportunity to use them in their teaching and learning activities. The following recommendations can be made based on the study's findings: All teachers in the service should attend refresher courses in ICT, according to the study. This would provide them all with new ICT skills, making it simpler to utilise the ICT infrastructure in secondary schools for teaching and learning. The government should help secondary schools get started with ICT infrastructure. This would guarantee that all secondary schools have access to and usage of ICT infrastructure for teaching and learning. When ICT infrastructure facilities fail, the government should ensure that there are enough ICT qualified technicians to restore them. This would ensure that if an ICT facility malfunctioned, it was fixed so that it could continue to be used in teaching and learning in the schools.

Rahim (2015) According to the findings of this study, it was found that adopting information and communication technology integration based on the following concepts

yielded the following results from four separate meetings: Educators throughout the world are increasingly incorporating Technology into the teaching and learning process.

Darmawan (2013) who wrote about ICT (Information and Communication Technology) or ICT (Information and Communication Technology) are all technologies connected to the retrieval, collection (acquisition), processing, storage, distribution, and display of information.

## **METHODS**

The method for integrating the many components of a research endeavor in a consistent and logical manner is known as research design. Kerlinger (2015) defines research design as a framework, structure, and strategy for answering research questions and controlling variations. Interview, observation (video recording) will be used in this qualitative descriptive study. Qualitative research is a research approach used to assess the status of natural things, according to Sugiyono (2017 :15).

Research subjects are individuals or objects or objects that are used as a place to collect data for the purposes of research variables and problems (Arikunto 2011). The subjects in this study were 2 teachers of English studies at SMK NEGERI 2 Makassar. Researcher has criteria for the subject in this study are teachers who more or less apply ICT in learning English in the classroom.

## **INSTRUMENT**

The researcher used this observation to determine the type of application used by the English learning teacher and the level of use of ICT. Observation of each teacher aims to observe how teachers implement ICT and know the types of ICT used in teaching English. Researchers used semi-structured interviews. A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. The interview guide consists of thirteen questions on the use of ICT in teaching English and at the ICT level. To find out the results of this study, researchers used a voice recorder and took pictures and videos for observation and interviews as documentation material.

## **DATA ANALYSIS**

According to Miles, Huberman, and Saldana (2014) data analysis includes three stages. Researchers collect data by observing the teaching and learning process and teacher interviews to obtain more supportive data. The researcher collected all class observations and recorded

the data. Then the researcher analyzed the ICT application used by the teacher to teach English by describing observations based on facts. The researcher wrote a transcript of the recorded conversation with the teacher and the researcher selected the teacher using the data obtained during the research regarding the application of ICT and the level of the teacher in teaching English and kinds of ICT for teaching English. Then the researcher would summarize from main points arranging and categorizing the database on its classification.

After reducing the data, the researcher drew it in a data display. The researcher described and discusses his research findings in a systematic form. Therefore, it is easy to analyze. Displays data to present data within the organization.

Conclusion, based on the data display, the researcher drew conclusions. The researcher concluded teacher's level of ICT in english teaching practices

**RESULT AND DISCUSSION**

Based on the results of interviews and observations that the application of ICT applied by teachers in the classroom and teacher level in applying ICT in learning at SMK Negeri 2 Makassar, namely the types of ICT applications applied by teachers in teaching. teacher level in teaching English.

**1. The applications of ICT use applied by the teachers in the classroom**

No.	Observed Aspect	Yes	No
1.	Microsoft Powerpoint	☐	
2.	Edmodo		☐
3.	Google Classroom		☐
4.	Whatsapp	☐	
5.	Animaker		☐

a. Microsoft Powerpoint

Based on the results of observations, the researcher found that an English teacher applied Microsoft Powerpoint to teach in the class of SMK Negeri 2 Makassar. For teachers to increase student enthusiasm in the classroom, it is very important to use

ICT applications, especially Microsoft Powerpoint in classroom learning, choosing

Teacher's Level of ICT	ICT-CFT	Knowladge Acquisition	Knowladge Deepening	Knowladge Creation
Level 1	Understanding ICT in Education	□	□	□
Level 2	Curriculum and Assesment	□	□	□
Level 3	Pedagogy	□	□	□
Level 4	Application of Digital Skills			
Level 5	Organization and Administration			
Level 6	Teacher Profesional Learning			

innovative learning media increases student motivation compared to without using media to support the teaching and learning process. In accordance with the goals of the 4.0 era, especially for the education system, not only to know the meaning of ICT but also to know how to apply it in the teaching process.

b. Whatshapp

The results of further observations, which are owned by the teacher in preparing to teach using ICT are using WhatsApp, the teacher distributes material to students, if there is no projector in the class the teacher shares the material using WhatsApp. It is important to make the teaching process simple and contextual so that it is better understood by students.

**2. The teacher's level in applying ICT in lesson**

The researcher conducted an interview for an English teacher. Researchers observed the application of ICT applied to students in the classroom by using interviews

## 1. Understanding ICT

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### Extract 01

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“In my self in teaching english using technology is very good because when we need or we use technology it will make use better in teaching such as like using internet, student will take easy in finding some materials in learning english, and also like a youtube, and we can make information from that. “

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### Extract 02

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“ Information technology is use by most of the people, so is give information about the reason technology that use in this era. “

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From extract 01, 02, information technology makes it very easy for people to carry out daily activities, especially for the world of education.

## 2. Curruculum and Assesment

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### Extract 03

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“ Sometime if i really needed to use LCD, not i will do it like a regular learning, i mean using whiteboard. “

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### Extract 04

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“ Yes, sometimes. Not for all teaching prosses. If i have material but its not provide as textbook, i ask to the student to find the material from mobile phone. “

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From extract 03, 04, Teachers realized that using a word processor on an interactive whiteboard would offer a new approach to one of the basic skills in the curriculum - how to improve the words of a sentence. Word processing can also be used for formative assessment.

## 3. Pedagogy

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### Extract 05

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” It was more effective and efisien in teaching and student also because is more, not complicated as a will teaching using whiteboard and we

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will using LCD more complete but not too long. We don't have to talk too long about the material and take a lot of time but it is more concise."

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**Extract 06**

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" Make it easy in transferring knowledge to the student, like a mobile phone."

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After the interview, the researcher found that the English teacher was only at level 3 ICT-CFT, the teacher could only understand and apply Understanding ICT In Education. The teacher's answer from the interview is to prove the answer to the observation about the teacher's level in using and applying ICT in the classroom. In teaching using ICT the teacher chooses one type of ICT that is more appropriate to the material.

## **CONCLUSION**

Based on the findings and discussion of this study, the researcher concludes that an English teacher uses two types of ICT applications to teach as the current implementation of ICT in education the first Powerpoint, and Whatsapp. These types not only help the English teacher but also help the students not to be boring in the learning process. Based on the English teacher's answer, the teacher said that the teaching process is more innovative and saves time.

Before showing material using the ICT application, an English teacher in grades first and second of SMKN 2 Makassar has several preparations, namely the first is the introduction of ICT, the second is to prepare the material using the LCD and the third is to ask questions to students about learning the material. The next finding is that the researcher finds that the level of ICT use for English teachers at SMK Negeri 2 Makassar is at LEVEL 3, namely Pedagogy.

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