

The Use of Information and Communication Technology (ICT) in Teaching English as a Foreign Language

Deby Arifsyah Putra

Magister Programme of English Education, UINSU, Indonesia

ABSTRACT

Information and communication technology (ICT) is helpful for supporting foreign language English language teaching (ELT). This study looked at the use of ICT for autonomous learning as well as how successfully teachers might use social media to support their EFL lessons. The study employed a descriptive-qualitative methodology to gather information from a number of new teachers. According to the data, six out of eight respondents had prior ICT experience, therefore the seven young teachers had access to the essential ELT resources via various social media. Generally, teachers are aware of the significance of doing student-centered activities, especially in EFL sessions. The effort to create dynamic, modern learning environments while improving ICT, on the other hand, lacked balance. One case of high school instructors being directly persuaded was also disclosed by the last poll. Senior teachers only employ one or two ICT tools in ELT lessons. When inferior tools are used, learning and output may suffer. The importance of ELT and ICT integration tools, both of which teachers in the 4.0 era need to be conversant with, is also highlighted by this study.

Keywords: *autonomous learning; information and communication (ICT); English foreign language (EFL); English language teaching (ELT)*

INTRODUCTION

The modern educational system strives to keep up with the rate of technological development on a worldwide scale. Every educator must possess the communication skills necessary to spread knowledge. According to Bilyalova (2017), effective ICT use is necessary to enhance the educational system as a whole. However, there isn't much EFL instruction offered in Indonesia right now. This is true since there are a lot of Indonesian English teachers that haven't had enough training on how to use ICT in the classroom especially experienced teachers who precede the 4.0 era. However, by making sure that every teacher in this generation is familiar with all forms of technology, particularly the counseling approach, this irony can be avoided. Therefore, if teachers are more adept at using ICT tools, it may be possible to change the emphasis of the EFL educational system from being teacher-centered to student-centered (Bubaraye & Effiong, 2017). Teachers must be aware of the requirement of ICT in order to develop cutting-edge teaching strategies for EFL classes.

The EFL English teaching process depends heavily on communication and information. In support of that claim, Azmi (2017) points out that the survey's findings contain crucial data on how technology may affect students' increased participation in class. Additionally, a platform for learning is offered, and the instructor can distribute the usage of ICT in the classroom. According to Nguyen and Tri (2017), the majority of students utilize the internet to look up any English-language content and the English Online Dictionary to translate words. The teachers had access to a variety of Google Play Store apps for extra teaching materials, including Google Classroom, Quizziz, Grammarly, YouTube, and Google Podcast. These ICT tools are some that EFL classrooms might use. ICT,

according to Ammani & Aparanjani, has been formally introduced into the Indonesian curriculum (2016). Numerous facts show that the use of technology in ELT for foreign languages was aggressively promoted by the teachers.

ICT is a technology that offers a variety of tools to help individuals or businesses. Each instructor in the institution of higher learning must increase their use of ICT. In such case, educators might make use of social media sites like Facebook, Twitter, blogs, Wikipedia, and any messaging platform (Nguyen & Tri, 2017). However, it is predicted that educators would develop their own websites, including teachers and educational institutions. It may be proven that the teacher can plan for new technology breakthroughs if this has been done in the past. Any other social application, including the construction and usage of the website, should be suitable for the process of language acquisition. The use of ICT in normal EFL instruction is the subject of this essay's debate based on that claim. Additionally, the usage of social media by instructors in ICT-based EFL classes and ICT-based self-directed learning are discussed. The purpose of the discussion is to give teachers advice on how to use a variety of applications and a student-centered approach to develop their creativity in any language proficiency. Thus, in order to motivate students to learn, teachers must be aware of the 4.0 age.

ICT and ELT are closely related, particularly in EFL. Understanding all pertinent material is only one issue that has to be addressed; another is integrating the technology that the 4.0 age has to offer into current teaching techniques. This essay discusses two concepts, including how social media can be used and how teachers can include ICT into EFL teaching and also how social media can be used for autonomous learning. The academic standing of the students in each class is proof that the effectiveness of the teaching process is influenced by the teachers' knowledge of and usage of ICT. Numerous academic institutions must adopt contemporary technologies while pursuing modernization (Jayanthi & Kumar, 2016). The open-ended questionnaire was then used to examine how ICT adoption, particularly in the 4.0 era, supports autonomous learning. Thus, ICT has an impact on how effectively children understand linguistic abilities including speaking, writing, reading, and listening. Thus, there is a connection between ICT and instructional expertise.

This essay covers a variety of topics related to the use of ICT in EFL instruction. Additionally, there is an introduction in the first section that goes over the context of the subject matter and how the author fits into it. Next, the issue and motivations behind conducting this investigation. The second one focuses on discovering and discussion. Some discoveries are the outcome of study, and there are some connections between the prior review and the actual result. It includes the ability of teachers to use 4.0 technology as well as the responses of pupils to contemporary learning resources. As a result, the reader could infer that this paper is the outcome of research material gleaned from a variety of sources combined with an open-ended questionnaire, which renders the subject accurate.

English Language Teaching (ELT) in English Foreign Language (EFL)

When learning English, teachers and students must communicate on both sides of the equation. That means that the ELT strategy is how the teacher interacts with each student in English. Then, only academic uses of English are made in Indonesia (Norahmi, 2014). Even if the average Indonesian does not speak English on a daily basis, the fact that English is a universal language cannot be disputed. In relation to the term "global," it means that English teachers are obliged to execute a significant overhaul of the contemporary teaching methodology. A successful modern teaching method also promotes the high quality results of the English learning process itself.

The current ban on teaching English as a foreign language only begins to be imposed in the seventh grade of middle school, especially in Indonesia. Additionally, there is currently no English curriculum in elementary schools. Since independent learning is supposed to take place in the early stages, this curriculum copying does not end up being the greatest option. Then, "interactive self-reliance communicative approach" was identified as the new ELT methodology by Safari & Sahragard (2015). This type of method of instruction is connected to Islam and incorporates contemporary methods of teaching English. The background of language as a means of communication serves as the basis for undertaking communicative strategy. Additionally, that strategy calls on us to establish connections with people all around the world.

Numerous research have discovered numerous ELT tactics. The methods used in the classroom cannot be adopted at random by teachers. Despite the variety of teaching techniques used in English classes, teachers must take into account the environment of the classroom, the level of student comprehension, and the lesson plan that needs to be developed. However, the credentials of teachers promote the proper tactics. Each teacher must give the integration of ELF in EFL careful study.

Applying Information Communication and Technology (ICT) in English Language Teaching (ELT)

Technology integration into the educational system is essential in the era of globalization. Rahimi & Yadollahi (2011) refute this assertion, asserting that the use of ICT in the instruction of English as a foreign language is minimal. If a lot of people choose to overlook this problem, it's feasible that the educational system will swiftly degrade. Then, as stated in Clement & Rama (2020), teachers suggested considering global ICT while fostering students' proficiency with a range of technology platforms. Technology is not limited, especially in a classroom setting. The combination of ICT and instructional strategies could result in well-structured EFL instruction, perhaps in language skills or language structure.

Numerous studies concluded that technology rates are related to modern learning strategies. ICT is used to build cutting-edge educational facilities. The study by Kizil (2011), which used the descriptive-statistical method, underlines how ICT can improve the educational system and raise a nation's value. In keeping with this, the research literature from Sabiri (2020) asserts that each teacher should be well-adapted to the ICT in the 4.0 era as well as possess correct understanding and self-assured skills in ICT improvement itself. At actuality, teachers' proficiency with ICT deployment in the educational institution was really poor. E-learning models and other ICT technologies are insufficient in their ideas. It is necessary to implement some solutions to deal with the rapid pace of technological advancement, notably the incorporation of ICT into learning paradigms. To discover teachers who were actually qualified, the government sought developing a significant teaching evaluation technique with each teacher. However, in this online learning environment, teachers are now responsible for developing unique learning strategies.

According to the current study, teachers' proficiency with using computer-assisted language learning (CALL) remains within the low range. Additionally, CALL is crucial for investigating grammar teaching techniques that are effective at all levels of schooling (Bubaraye & Effiong, 2017). Not just grammar, but all aspects of English require inventive ICT application. Additionally, technology is developing swiftly in the 4.0 era. Due to this reality, all teachers in educational institutions, especially English teachers, sought to be capable of learning ICT. The increase of ICT and ELT integrated for foreign language learning will benefit students by enhancing their

understanding and making independent learning more convenient. As quickly as possible, the inability of each English instructor to integrate ICT with the learning paradigm must be minimized.

METHODS

The descriptive-qualitative method was employed in this study to examine how well teachers could use ICT into ELT for foreign languages. ICT integration in ELT assisted teachers in facilitating the autonomous learning that students in higher education require. In order to gather information from each responder, an open-ended questionnaire was employed as the tool. Direct observation was also done in order to strengthen the findings by adding theoretical support.

In order for the researcher to examine their responses, eight respondents actively sought to answer five questions in great detail. Among the responses are recent teachers. New graduates teachers frequently have novel ideas and are well aware of the pace of technological advancement. Young teachers wished to participate in the survey as responders for this reason. In order to compare the productivity of English teachers while incorporating technology in the classroom, not only new teachers but also an experienced high school English teacher were directly observed.

The importance of ICT for ELT in foreign languages, the use of social media as a learning tool, the integration of ICT with ELT in the classroom, the students' responses with teachers' ICT strategies, and the use of student-centered or autonomous learning applications in the teaching classes related to the ICT are the five questions that follow. The entire questionnaire is provided in English to make the analysis process easier.

RESULTS AND DISCUSSION

After having time to take the research and examined the responses from participants, there were given five opened-ended questions. Both new teachers and an experienced high school English teacher were personally observed in order to compare the productivity of English teachers while utilizing technology in the classroom. The Questions and answer will be signed as Q as question T(n) as the answer of the teacher (e.g. : T1 = Teacher 1 and so on). The findings of these questions will be further explained in five main points as follows;

Implementing ICT in classrooms that integrate ELT

The use of ICT in class room has finally change the way of teaching strategic. In order to deliver the teaching materials, the teachers supposed to enhance themselves in using ICT in the classroom. The pandemic has changed the way of teaching. Furthermore, the information from the open-ended survey was as follows:

Q : *How do you include ICT that ties into ELT in your classes?*

T1 : *"In reality, I've been instructing English learning. We used to work through contextual concerns in class, which require implementation in order to fully understand the problems. PPT is being implemented as a learning tool for crystal-clear explanations. The PPT can outline each phase in problem-solving".*

T2 : *"I used Whats.App for video calls, group chats, and material distribution. For sharing and instructing, I used YouTube. I conducted the lesson via Google Meet. In order to collect the tasks, I used a Google form".*

- T3 : *"I first give an overview of the subject before creating some Kaboot questions. While I demonstrate the application on the screen, I instruct my students to open it. Then I instruct them to respond to all queries".*
- T4 : *"I conducted the lesson via Google Meet. In order to collect the tasks, I utilized a Google form. We used to work through contextualize questions in class, which require implementation in order to fully understand the problems. When I want to communicate things with the classes, I also use WhatsApp".*
- T5 : *"Using voice notes to explain concepts prevents students from becoming bored while reading text alone. Select a YouTube imitation of the text for the kids to attempt to replicate".*
- T6 : *"WhatsApp is used for online classes. I have limitation in comprehending my knowledge in ICT".*
- T7 : *"I used WhatsApp only for sharing the materials".*
- T8 : *"I am not really familiar by the ICT, I just used WhatsApp for sharing".*

Four out of eight respondents, according to the research, are capable of designing well-structured classes. This is seen by the way they use ICT tools in the classroom and how they do so. Four teachers are aware of the specific function of ICT in the period 4.0. They provided a thorough explanation of the procedure while combining innovative ELT techniques with ICT technologies. Unfortunately, two out of six teachers are not using ICT in ELT to their fullest potential. In addition, one young teacher is unfamiliar with ICT integration. This is the irony, which is worse than senior teachers' capacity to exclusively use one or two ELT tools. The use of technology in conjunction with instructional methodologies is not constrained, though. The use of technology in conjunction with instructional methodologies is not constrained, though. In order to create a convenient and participatory environment for learning, EFL teachers should actually use a variety of innovations.

The Value of ICT in EFL Teaching

It is impossible to dispute the significance of ICT. According to Juliana & Muslem (2017), every teacher is now aware of the potential of ICT when used in ELT lessons. In keeping with that, every respondent to this study expresses a strong consensus regarding the value of ICT in ELT. Students who study English, however, believe that their only motivation is academic performance. The importance of English's adoption in this 4.0 era is least understood. In order to create effective English Learning Teaching (ELT), particularly in EFL sessions, teachers and students could work together. In actuality, society has higher expectations for English teachers. In light of the fact that English is a universal language, English teachers are mandated to adhere to and grasp the rates with some well communication and technological progress.

Numerous facts about the value of ICT for English foreign learner teaching were discovered based on the results of the questionnaire.

- Q : *How significant is ICT for teaching English as a second language?*
- T1 : *"As vital are different teaching methods for students who are not all genuinely interested in learning English. ICT for EFL is a fun way to learn while recalling how advanced technology has become".*

- T2 : *"ICT use in EFL instruction is unquestionably assisting teachers in providing the finest explanations for classroom learning. It makes managing the class more convenient than manually."*
- T3 : *"It facilitates teacher-student interaction. It enhances teaching abilities and supports creative teaching, particularly in the area of language instruction."*
- T4 : *"Important as a tool to help students with their foreign language skills."*
- T5 : *"The use of technology can make the students more interest in learning"*
- T6 : *"The ICT somehow can help us easily share the materials"*
- T7 : *"Very critical".*
- T8 : *"It's crucial".*

ICT is a useful tool for ELT foreign language instruction. No one who responded expresses disagreement with the importance of ICT. Every instructor sought to integrate ICT into the teaching and learning process in order to develop cutting-edge teaching strategies, especially in this era of online learning. One way to get pupils' attention is to keep in mind how beneficial technology is for those students who are not interested in English. Additionally, by utilizing ICT in ELT, teachers unquestionably benefit from simplicity when dispensing instruction or gathering homework. Therefore, there is no justification for EFL instructors to become passive without the use of technology.

The Usage Social Media as a Learning Platform

ICT use as a learning tool differs between young and experienced teachers. Compared to senior teachers, young teachers are more adept at using social media. Many educators believe that the most popular learning tools in the Web 4.0 era are the everyday social media platforms that are simple to use. Al-Munawwarah (2014) notes that by integrating ICT into ELT, teachers are better equipped to think creatively and feel supported by the resources offered by contemporary technology. ICT is infrequently used in Indonesia, in contrast, according to reality. On the other side, research by Lubis (2018) on how to improve teachers' self-awareness might be done in order to better understand how competent teachers are in using ICT. The new technology approach in ELT is actually something that qualified teachers are sensitive to. Because it was closest to us, social media undoubtedly became the simplest instrument. As a result, teachers at all levels should have a balanced understanding of contemporary technologies.

According to the poll, most teachers only use one or two social media platforms as ICT tools during the teaching and learning process. In keeping with that, each teacher makes the decision to use social media, which is simple to use every day. Teachers only use the bare minimum of tools, but their understanding of the significance of ICT adoption in the 4.0 era needs to be commended. The outcome also demonstrated the use of ICT in ELT lessons.

- Q : *How frequently do you use social media as a learning tool? What is the most popular platform you use, and why?*

- T1 : *"We must frequently use social media for studying whether it is what is causing the scenario and condition. First, WhatsApp was used in our classes for in-class learning. Because communicating with one another will be much simpler. Furthermore, this software almost makes it possible for teachers and students to use it. Google Form is the second. It involves running the class to monitor attendance or assign homework".*
- T2 : *"YouTube and WhatsApp because, in my students' opinion, there is a shortage of Internet access and some students even have phone issues. Utilizing social media, of which practically everyone is a user, is the finest option at that moment".*
- T3 : *"Each meeting. YouTube, Google Form, Google Meet, and WhatsApp. Because all of those platforms are crucial for teaching and learning, particularly in light of the epidemic".*
- T4 : *"I frequently use social media as educational content. I typically utilize Kahoot. I utilize this site because kids find Kahoot to be amusing media".*
- T5 : *"Because I am unfamiliar with other platforms, I primarily used WhatsApp and YouTube to share my materials".*
- T6 : *"WhatsApp is simple to use, and all students are familiar with it".*
- T7 : *"No often, WhatsApp due to facilitate limitations".*
- T8 : *"I used WhatsApp most of the time".*

ICT tools are already familiar to almost all teachers. However, only a small number of teachers are able to provide sufficient ICT resources for their classes. While selecting the right social media to integrate with engaging learning classes, one till two teachers from all replies are qualified. Kahoot is a fun platform that could be used as an original tactic. However, because this kind of platform is created to resemble a game, most students will find it simple to learn English as a foreign language. WhatsApp, however, is the social media platform that is most frequently used as a learning tool.

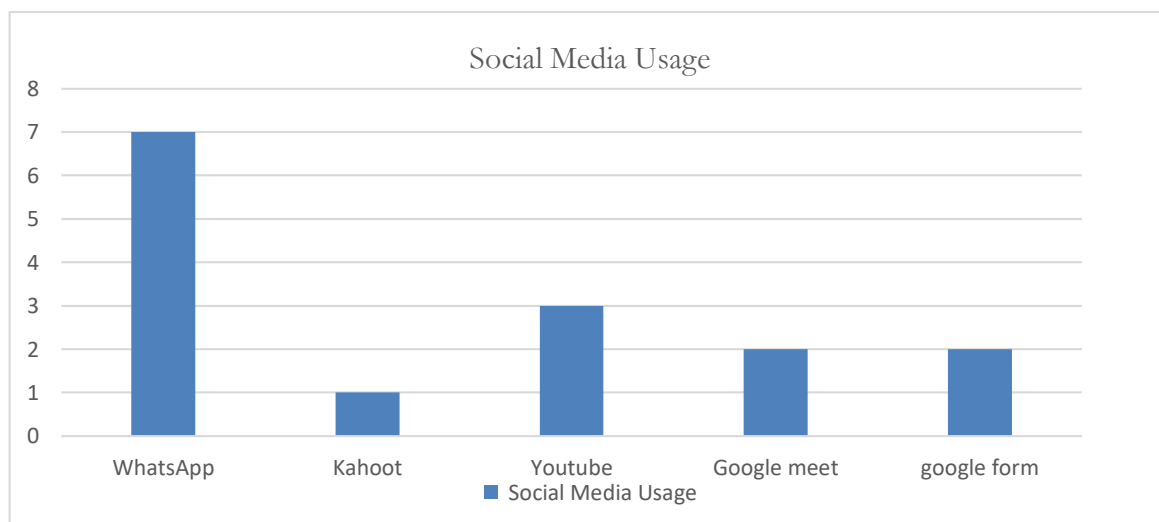


Figure 1. The Range of Social Media Utilization as ICT Tool in English language teaching

WhatsApp is the social networking platform that each instructor uses the most, according to the graph. The reason WhatsApp took the top spot is because it is an application that is simple to use

and that the majority of people have installed on their own phone. YouTube and Form App are in second place (Google Form). The most well-known application, YouTube, has a variety of resources that fully assist students in learning English language abilities, notably speaking ability. Google Meet and Kahoot are the minority social networking platforms for educational use. Additionally, few teachers are familiar with Kahoot because to the platform's lack of popularity, especially in Indonesia.

The student-centered application in the ICT-related teaching classes

In this global era, student-centered or autonomous learning is very crucial. Several facts were discovered from the results of the questionnaire in order to understand how the development of student-centered ICT integration has progressed:

- Q : *How is the ICT related to the student-centered application in your teaching classes?*
- T1 : *"With regards to ICT, student-centered application during online learning is only practicing by using social media to perform cross-correcting strategy by groups in class".*
- T2 : *"My class is not very student-centered; the students merely get the content and inquire if there will be any homework at the end of class. They don't have any inquiries, concerns, etc.".*
- T3 : *"I use Kahoot as a teaching tool since it is a humorous tool to pique children's interest".*
- T4 : *"WhatsApp makes it simple for pupils to access content".*
- T5 : *"It helps me out and makes my job easier."*
- T6 : *"Talking in a WhatsApp group."*
- T7 : *"The YouTube platform can aid in more effective teaching."*
- T8 : *"Start a conversation."*

In actuality, student-centered or autonomous learning actually supports ICT. Depending on how the teacher manages strategy in class, autonomous learning outcomes vary. All students must, however, possess the ability to function as independent learners in higher education. The student-centered technique did not provide any specific information to all the respondents. Just the fact that student-centered learning isn't working in the classroom is mentioned. As teachers, we must understand that it is crucial for each student's mastery to develop habits around autonomous learning. The study also discovered that a playful approach to learning could increase students' engagement in English sessions.

Responses from students using ICT techniques

English teachers, especially in Indonesia, have pursued teaching EFL using modern technologies. However, ICT encourages each student to learn independently or receive student-centered promotion (Lubis, 2018). Therefore, how ICT is used by teachers will affect how pupils react to its incorporation. There are many ICT tools that are used in ELT, including WhatsApp, Form App, YouTube, Google Meet, and Kahoot. In order to develop the habitual autonomous learning that students in higher education require from an early age, teachers sought to conduct a well-structured combination of ICT tools with ELT in EFL.

According to the research's findings, students' reactions to using ICT as a tool for learning varied. Here is a data presentation from the questionnaire our informants answered before we go over each one in turn:

- Q : *How have students responded to your ICT approach?*
- T1 : *"The kids' lack of motivation in studying, particularly English, comes from within. Many of them simply remain mute while conversing with the others. When I use the ICT, the response is similarly subpar. Only some of them react to it".*
- T2 : *"Some of them seemed to be having fun in class. However, many pupils were disengaging from my class because they are harder to control with online learning".*
- T3 : *"Students' reactions are excellent, but some lack the discipline to complete an online course".*
- T4 : *"They find the learning through social media to be interesting".*
- T5 : *"They interested in video learning".*
- T6 : *"They use WhatsApp regularly and feel its useful".*
- T7 : *"Video learning from YouTube increase their autonomous learning".*
- T6 : *"Excited".*

According to the data summaries, a number of students continue to give passive responses even if ICT technologies are already being used in ELT. There are no learning controls throughout an internet based reality's influencing aspects. In keeping with that assertion, EFL is not the conduct of Indonesian students. They are still unaware of how crucial global language is in the 4.0 era. Many students believe they do not need to learn English for specific goals because of this. Some students nonetheless contribute nicely in class, despite the fact that many pupils ignore lecturers during ELT lessons. Stability ranging was conducted with an equal proportion of active and passive students. However, as English is a language that requires a lot of interpersonal interactions, an English teacher should construct interactive learning with the goal of motivating students to participate.

CONCLUSION

The purpose of this study is to examine the use of ICT in autonomous learning and to assess how successfully teachers can use social media as ICT resources to support English as a Foreign Language (EFL) teaching platforms. It has been found that teachers place a high value on ICT innovation for ELT in EFL, that many social media platforms, including WhatsApp, YouTube, Google Meet, Form App, and Kahoot, are used as learning tools, that there aren't enough innovations found in teachers' abilities when it comes to implementing ICT in ELT, and that the majority of students only give passive responses. However, based on ICT research, the appropriate ICT tools could.

It is impossible to discuss modern technological development rates without also discussing educational development. All of those were connected. Therefore, as language teachers who work with students from around the world, we must give careful thought to how to develop as creative educators who can provide engaging English classrooms. There are various ICT tools available in the 4.0 era that are simple to use in the teaching process. Technology use is not constrained in any way. Additionally, the right ICT tools are truly required to improve student-centered strategy.

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