

THE USE OF ICT N EFL CLASSROOM

Ozah Faoziah 1) Ida Siti Jubaedah 2) Abdul Kodir 3) Eva Fitriani Syarifah 4)
Universitas Majalengka, St. K.H Abdul Halim No. 103, Majalengka, Jawa Barat
45418

ozzafauziyya@gmail.com
idasitijubaedah@gmail.com
kindokode@gmail.com
eva.fsyarifah@gmail.com

ABSTRACT

The aim of this paper was to explore the types of ICT that teacher implemented in EFL classroom at senior high school in Majalengka regency. Besides, the problem might arise on the use of ICT in ELT. In addition, the researcher investigated the trouble towards the use of ICT in EFL classroom. This study used the descriptive method to reveal the research problems. The interview and observation is used to collect the data. The study showed that (1) The types of ICTs that teachers use in EFL Classroom are set of computer (language lab), PowerPoint (PPT), and some applications such as Edmodo, the group of WA (Whatsapp), YouTube apps, Padlet and Kahoot; (2) The obstacles that teachers faced in using ICTs is less participation - not all students have the smartphone, technical-based problem had biggest obstacle which lack of facilities from the school.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi jenis-jenis *ICT* yang diimplementasikan guru didalam kelas *EFL* di Sekolah Menengah Atas di Kabupaten Majalengka. Selain itu, penggunaan *ICT* dalam *ELT* kemungkinan akan menimbulkan masalah. Selain itu, peneliti akan menyelidiki masalah terhadap penggunaan *ICT* di kelas *EFL*. Pada penelitian ini, peneliti menggunakan metode deskriptif untuk mengungkap masalah penelitian. Wawancara dan observasi digunakan untuk mengumpulkan data. Penelitian ini telah menunjukkan bahwa (1) Jenis *ICT* yang digunakan guru di *EFL* Classroom adalah perangkat komputer (lab bahasa), *PowerPoint* (PPT), dan beberapa aplikasi seperti Edmodo, grup WA (*Whatsapp*), aplikasi *YouTube*, *Padlet* dan *Kahoot*; (2) Kendala yang dihadapi para guru dalam menggunakan *ICT* adalah kurangnya partisipasi - tidak semua siswa memiliki *smartphone*, masalah yang ditimbulkan hanya berbentuk teknis memiliki peran dalam hambatan terbesar yang mana kurangnya fasilitas dari sekolah.

INTRODUCTION

Teaching learning process traditional-based method which accostumed using chalk and board as a media in learning activities. In the 21st centuries how technology has developed the teaching and learning process by using ICT-based method. Therefore, the use of ICT has an important role in education to make teaching and learning process more effective. "ICT-aided teaching is believed to create more liveliness and interaction in the EFL classroom" Azmi (2017).

Therefore, ICT-based method brings the teaching and learning activities fun and help teacher's teaching easier.

ICT can be a media in ELT which support the reading, speaking, writing and listening skills. It is supported by Yunandami and Gunawan (2012) that multimedia can help the students learning to learn, developing language skill. The media that mostly used in EFL classroom such language laboratory and some applications. The demand in implementing ICT as a media for supporting the teaching and learning process has forced schools to complete their ICT facilities. It is complicated to fulfill the request in facilitating them since the government realizes the lack of facilities but this program will be conducted step by step. Moreover, Majalengka as a small city which has limited access and budget.

Beside ICT facilities required to fill, the teachers should arm themselves with ICT knowledge, mastering, understanding of ICT especially in ELT. The use of ICT in EFL is crucial since the government policy has decided to put ICT as the one of high priority in teaching and learning activities. It is supported by PERMENDIKNAS No. 16 in 2007 that "one of the competencies must be owned of the teachers is utilizing ICT for the importance of learning". Therefore, ICT-based method is not easy for some teachers but there must have competencies in it. Mastering technologies in ELT is really needed by teacher especially EFL teachers.

ICTs here mean including computers and some applications may use in the classroom as well, which generally teachers must believe that ICT is foster cooperative learning and provide more information related to the newer material nowadays. It can be said that ICT make easier teaching and learning process. Moreover, the use of ICT which integrating through teaching and learning activities in EFL classroom. "The students enjoyed learning English using computer because was fun and interesting" Yunandami (2012). It is supported by Kennewell and Beauchamp(2007) from UK: Swansea School of Educationm Swansea Institute of Higher Educationthey stated that the use of ICT is integrated successfully for English teaching-learning purposes. That statement is stressed by

Westhuizen (2004) who points out that, in relation to the use of ICT for learning, technology holds a promise of improved access to information and increased interactivity and communication between teachers and their students. Many of the studies above such (Keogh (2003), Al Saadi et al (2015), Ashar and Sharoon in Pakistan (2016), and Westhuizen (2004), etc) which state ICT makes for improving methods of teaching and positively which impacting the learners.

Futhermore, ICT in education is not a recent story, but applying technology in ELT is very new for language learners and teachers. It can be mentioned as innovation recently. Besides, the use of ICT in EFL classroom may bring out the obstacles in teaching and learning process. Either technical problem or capabilities to operate in ICT. Therefore, This study tries to explore the types of ICT that used in EFL classroom at Senior High Schools in Majalengka and investigate the obstacle about teachers' utilization of ICT by EFL teachers in EFL classroom.

PURPOSE OF STUDY

The research focused on two things; the use of ICT that used during teaching and learning EFL classroom and to find out the problem which might face in the classroom. These are the following purpose:

1. Exploring the types of ICT that teacher used in integrating ICT through ELT especially in EFL classroom based on the interview and observation.
2. Integrating the obstacles that teachers faced on the use of ICT in EFL classroom as perceived from the teacher perception.

As outlined in purpose of the research there are two research questions to be answered:

1. What types of ICTs used by teachers in EFL Classroom?
2. What are teachers' obstacles of using ICTs in EFL Classroom?

METHOD

This research applied the descriptive method which attempted to explore the types of ICT that teachers and students used in EFL classroom as media in teaching and learning activities. Besides, this study is to investigate the obstacles faced by teachers in integrating ICT in ELT. This research was conducted in several senior high school in Majalengka. The school was chosen since they applied ICT in EFL

classroom. 7 English teachers and 14 EFL students were as respondents. To get the data, this study applied interview and observation. The interview which consisted of some questions related to this main objective and the observation convinced the data. In this study, the researcher used three steps of data analysis procedures such as transcribed, categorized, and interpreted based on related theoretical framework.

FINDING AND DISCUSSION

To reveal the objective in this study about the types of ICT that teachers used in EFL classroom, the researchers found the types of ICTs that they used during ELT activities such as a set of computer (language laboratory) which provided in every schools for teaching and learning process, internet connection, some applications as well and any LCD projector which most teachers used in their teaching by using Power Point (PPT) as a media that used the teachers to deliver the material more interesting.

Intergrating any computer (language laboratory) in ELT activities provided them a fun learning compared to the teachers' explanation in the classroom. Through computer they could see the interesting picture and direct audio from the earphone. Moreover, the use of computer used to vary the way teachers' teaching to be more fun and interesting one. In additon, both teachers and students are able to improve their learning in the classroom activities.

In this study used some supporting applications such as group of WA (*Whatsapp*), this apps can be a media for facilitating among teacher and students' communication whether sharing information related to the classroom activities or giving some evaluation related to the subject; *YouTube* apps, this application chosen due to the contents on that apps accommodate materials which provided by English native speaker, and it made the learning process more effective; *Edmodo*, as the one media aplication for evaluating which used by teachers. It was good application for assessment since it provided to give the result immediatly and greater in managing time than evaluating by manual.

The use of those apps more effective since the teachers can integrate well and wise to use it. The use of ICT simply more effective since the teachers wanted to develop their capabilities in themselves and how the students can improve their quality in learning by using ICT. Based on the findings, the use of ICT which integrating in EFL classroom enjoyed by students since it was fun and interesting. This fact is in line with Kayser (2002) cited in Yunandami and Gunawan (2012) he said that the benefit of the use of ICTs in EFL classroom is students are able to learn how to use technology more effectively.

To answer the other objective in this study, to investigate the obstacle that teachers faced on the use of ICT during teaching and learning in EFL classroom. Teaching and learning by using ICT definitely inflict a different obstacle, such as in technical use like the power outage, cable are defunct, or the tools are error. Moreover, learning English based on ICT with apps often become the main obstacle because not all students have their own smartphone.

On the other hand, it brought any weakness towards the use of ICTs in the EFL classroom. For instance, (1) lack of willingness of writing some materials, (2) incapable to operate the ICTs itself, (3) not every student had the smartphone (only for application), (4) technically of trouble (5) limited access. To sum up the finding, it can be concluded that the students enjoyed learning English using ICTs because was fun and interesting although had a little bit of weakness.

CONCLUSION

This study concludes that the use of ICT with several types that respondents used reveal a large number of agreed that ICT brings teaching and learning activities enjoyed and interesting. ICT makes teachers to be more creative in teaching and students be more independent in learning. Even though, using ICT still has limited access but it cannot decrease their spirit to learn more. Moreover, integrating ICT in EFL classroom is the newest innovation for education.

In addition, giving ICT earlier to the students could support them to increase their ability through language skill. Moreover, they believed that technologies bring

better impact for their learning which they can create their own style in their learning and reach their goals.

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