

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

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Article Info	Abstract
<p>Received: April 26, 2022 Revised: April 27, 2022 Accepted: May 26, 2022 Published: June 10, 2022</p> <p>Keywords: Perspectives of Teachers', Perspectives, ICT, English Language Teaching</p>	<p>This research aimed to find out the kinds of information and communication technology (ICT) used by the teachers to teach English at SMPN 3 Sungguminasa and the teachers' perspectives on the implementation of information and communication technology (ICT) in English language teaching. The data were collected in February 2022 from 3 teachers of the seven and eight at SMPN 3 Sungguminasa. This research used a descriptive qualitative method, and the instruments used were observation and interview. The observation was used to observe and interview the English teachers of seventh and eighth grades at SMPN 3 Sungguminasa. The findings of this research show that the teachers used the kinds of ICT in English language teaching likewise, LCD, laptops, Mobile Phones, Microsoft Word, PowerPoint, E-Book, and YouTube. The result of the interview of this research showed that mostly the teachers gave positive perspectives and agreed that teachers use Information and Communication Technology (ICT) in English language teaching, they are happy, they are easy to understand the lesson, enthusiastic about ICT, motivated to learn, and diligent doing assignment.</p>
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INTRODUCTION

Utilizing technology is critical in today's world of globalization, and nearly every aspect of human life is now heavily reliant on it. Department of science, technology, and space exploration (2006), several technologies fall under Information and Communication

Technology (ICT). Still, most of them have to do with how data is collected, stored, disseminated, or presented.

According to Khan et al. (2015), the concept of ICT includes communication technology and any application that is part of it. It is an idea that lets teachers use ICT concepts in the classroom to get better at what they do. The Minister of Education and Culture also spoke about measures to increase learning efficiency in ICT use. The usage of ICT has grown essential, according to the 2013 curriculum. Technology can also be used in language teaching education to supplement traditional methods. As a result, technology has influenced how language teachers teach, particularly in the case of English teachers. You can use a variety of elements like digital dictionaries, PowerPoints, and web-based Microsoft Word technologies like e-mail and the internet to integrate ICT into the classroom's English learning process. Computer, LCD, tape recorder, and sound system are non-web-based devices. Reading, listening, speaking, and writing are all four language abilities that can be taught using these tools. Teachers can also employ web-based or non-web-based learning media to make it more enjoyable for their students. In ICT, teachers can better facilitate their students' language acquisition and make the teaching and learning process more effective and efficient while collecting information or knowledge.

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

Cahyono & Cahyani (2012) According to the findings of this study, Information and Communication Technology is not extended a particular feature in the classroom because teachers utilize computers and laptops for PowerPoint presentations regularly, according to the findings of his study.

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.

Hafifah (2019), According to the findings of this study, ICT has a significant role and impact on current language teaching. ICT has been the basic requirement and essential aspect of education in the global context nowadays. ICT in digital literacy becomes one of the skills that students must acquire besides words and numerical literacy in the 21st era of learning.

Maghfirah (2019) Based on the results of the analysis of teachers' perspectives about the use of Information and Communication Technology (ICT) in teaching English, we can be seen that all participants have strong beliefs about the use of Information and Communication Technology in teaching English.

METHODS

The method of this research was qualitative descriptive methodology. According to Bogdan and Taylor (2007), cited in Melong (2017), the qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Through qualitative research the researcher research about teachers' perspectives on the implementation of information and communication technology (ICT) in English language teaching at SMPN 3 Sungguminasa. Case studies are qualitative research in which researcher conduct an in-depth exploration of programs, events, processes, and activities against one or more people (Mustamid, 2015).

The research was conducted in SMPN 3 Sungguminasa, with involving three English teacher as research subjects.

INSTRUMENT

Researcher used this observation to determine the information and communication technology kinds in teaching English. Observation of each teacher aims to observed how the teacher implements ICT and find out the kinds of ICT used in teaching English. The researcher used semi-structured interviews. A semi-structured interview is a meeting where the interviewer does not strictly follow a formalized list of questions. The interview guide consisted of ten questions about the teachers' perspectives on implementing ICT in teaching English. To find out the results of this study, researcher used a voice recorder and took pictures and videos for observation and interviews as documentation material.

DATA ANALYSIS

According to Miles and Huberman (2014) define four of simultaneous verification activities in the model: data collection, data reduction, data display, and data drawing and verification.

Researcher collected data by observing teaching and learning processes and teacher interviews to obtain more supportive data. The researcher collected all class observations and recorded data. Then the researcher analyzed the teachers' perspectives of ICT used by the

teacher to teach English by describing the observations based on facts. The researcher wrote a transcript of the recorded conversation with the teacher and researcher selected the teacher used data obtained at the time of research regarding teachers' perspectives on the implementation of information and communication of technology (ICT) in teaching English and the 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 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 perspectives on the implementation of information and communication technology (ICT) in English language teaching.

RESULT AND DISCUSSION

Based on the result of interview and observation that a form of teachers perspectives on the implementation of information and communication technology (ICT) in English language teaching at SMPN 3 Sungguminasa, namely kinds of information and communication technology (ICT) are implemented by the teachers in teaching English and teachers' perspectives on implementing information and communication technology (ICT) in English language teaching.

TABLE 1. KINDS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ARE IMPLEMENTATION BY THE TEACHERS IN TEACHING ENGLISH AT VII AND VII GRADE OF SMPN 3 SUNGGUMINASA.

No	Information and Communication Technology (ICT) Hardwere and Softwere	Teacher 1 (VIII A)	Teacher 2 (VII K)	Teacher 3 (VII I)
1	Computer/Laptop	✓		✓
2	LCD	✓		
3	Speaker			
4	Mobile Phone		✓	
5	Ms. Word	✓		
6	PowerPoint			✓
7	E-book	✓	✓	✓
8	Internet			
9	E-mail			
10	Social Media			
11	YouTube		✓	
12	Blog			
13	Google Classroom			
14	WhatsApp			

a. LCD

When researcher conducted through observation, teachers utilized LCDs for presentations and to view students' assignments so that the students could readily see them. The LCD is a tool or media for showing data or graphics from the computer. Rather than writing on a chalkboard, the teachers opted for LCD since it is easier for them to carry around than a chalkboard to write down their notes and other material for the class. It is linked to Pribadi (2017). LCD is one of the mediums typically used to display on an LCD screen like Powerpoint, a computer application program extensively used to present reasons to be employed in information and knowledge presentation activities in English learning. There are several ways to incorporate text, images, and video into a presentation.

b. Laptop

When researcher conducted through observation, the teachers used Laptop/computer as a tool to present the material. Students can better see the information when the teacher connects an LCD to a laptop. In every class, the teachers bring their laptops. Related to Cahyani & Cahyono's relationship (2012). Teaching English may be more enjoyable for students by using various ICT tools in the lesson plan. Multimedia devices, such as laptops, projectors, LCDs, and learning CDs, can be used in the teaching process to provide subject matter so that students can increase their knowledge and understanding, particularly in English language learning, and to improve students' motivation to learn.

c. Mobile phone

Teachers utilized mobile phones to provide information to students. Teachers and students can use mobile phones to learn English at their own pace and convenience. They are enthusiastic about using their smart devices to learn English because of the ease with which they can access instructional materials, applications, software, and websites over the internet. This is related to Ally et al. (2007), who found that students' ability to improve their English-learning outcomes in the classroom was enhanced when mobile phones were used.

d. Microsoft word

Data can be processed with the help of Microsoft Word. The teacher uses Microsoft Word to display vocabulary and other topics. It is connected to Umar's story (2018). The issue can be presented using Microsoft PowerPoint or Word. When ICT is used to supplement instruction, we say it is complementary. A student can be more organized and efficient by using this method. It is possible for them to obtain information from the computer, send their work via email, and conduct research from various online sources.

e. PowerPoint

The teacher used PowerPoint to present the material that became interesting to students due to their observations. Due to the colorful template of PowerPoint,

pupils were more enthused by the topic when the teacher utilized PowerPoint. PPT is a presentation media or software application. Students will benefit from an information display that incorporates text, graphics, and video. According to Patel in Ahmadi (2018), PowerPoint as a projected media to enhance the learning experience in traditional classrooms is similar to this idea.

f. YouTube

YouTube is a video-sharing website that teachers use to improve their listening skills and look up videos connected to the course materials. According to Chhabra (2012), a YouTube video can be utilized in English language education to improve vocabulary, accents, pronunciations, and many other characteristics of English. The teacher can choose which videos to show the students based on their proficiency level. The teacher utilizes YouTube to find a movie to show in class and then asks the students to narrate their version of the film to practice their public speaking.

Teachers' perspectives on the implementation of Information and Communication Technology (ICT) in Teaching English Language at SMPN 3 Sungguminasa

Based on interviews about teachers' perspectives on the implementation of information and communication technology (ICT) in teaching English, the researcher found that teachers have several views on implementing ICT in the classroom.

1. To improve students' interest

Extract 01

“ICT is a technology or information tool that teachers can use to increase student interest in learning such as using a learning platform.”

Based on the extract above, Information and communication technology (ICT) is already well understood by teachers (ICT). They already have a basic understanding of ICT and have used it in the classroom to boost student learning and enthusiasm for education, and they are eager to share their knowledge.

2. The students are enthusiastic with ICT

Extract 01

“Yes, usually students are very enthusiastic when I use ICT in the English learning process.”

Extract 02

“Yes, they are more enthusiastic when I use ICT, especially because it is digital, so students are more enthusiastic.”

Based on the extract above, the teachers perceived that if teachers used ICT in the English language, teaching the students would be more enthusiastic if the teacher uses ICT. the teacher also said that now is the digital era, so students are no strangers to technology, therefore, students are more enthusiastic if teachers use ICT rather than not using it.

3. ICT makes it easy for the students to understand the material

Extract 01

“Yes, students are elementary and quickly understand the lesson. Students also enjoy it because the material is interesting using ICT.”

Based on the extract above, the teacher perceived that the students evolve easier to understand lessons with ICT and are more motivated if given materials produced as attractive as achievable. By implementing these, students can quickly summarize the learning provided by the teacher.

4. The students motivate with ICT

Extract 01

“Of course, for students to be entertainment and motivate students to learn and students are also very excited, especially when I display interesting material using Powerpoint and LCD.”

Based on the extract above, the teacher perceived that ICT is not only current as a mechanism in the learning process but can also be used by teachers to entertain students while studying so that learning materials become interesting. Students are not quickly bored in obtaining class lessons, let alone using LCD.

5. ICT make it happy the students to study English

Extract 01

“Students are pleased and excited because they use ICT, they are very interested, especially if we use interesting material shown through videos from YouTube according to the material being studied, students are pleased.”

Based on the extract above, the teacher perceived that with ICT, students are pleased with learning. Because with ICT, their interest in learning increases, and they get many conveniences to access information about engaging lessons or learning videos from the YouTube media platform.

6. Improve students working a task

Extract 01

“Yes, of the course, students are more excited about doing assignments than before if they do not use ICT.”

Based on the extract above, compared to classrooms where teachers do not implement information and communication technology (ICT), the teacher perceived that students' do

better on tasks when using ICT. As a result of ICT implementation, students are more committed, spirited, and reserved to completing the assignments set forth by their teachers.

7. ICT help the Teachers to teach English

Extract 01

“In my opinion, the benefits are many, such as if I use the LCD students are easier to see the material displayed by the teacher and it also makes it easier for me to give practice questions, I can directly give instructions to students who want to answer the practice questions that I give and answer them directly on the laptop by typing the answers themselves and can be corrected directly with other students.”

Extract 02

“In my opinion, the benefits of ICT are many in the learning process, especially now that the era of globalization is all technological and learning is also accompanied by ICT.”

Based on the extract above, the teachers perceived that the benefits of using ICT make it easier for teachers to become tools for taking daily grades by providing practice questions via laptops and LCDs. Students can directly type the answer and can be corrected directly together with other students. Currently, ICT has become an uncommon thing for learning because the average teacher and student are already literate in Information Technology and Technology (ICT).

Based on the results of the analysis of the teachers' perspectives on the use of Information and Communication Technology in teaching English, it can be seen that all participants have strong confidence in the use of Information and Communication Technology in teaching English. This is evidenced by the results of interviews obtained by researchers who agree that Information and Communication Technology are essential in teaching English. With technology, all students can find much material using ICT media platforms such as the internet and learning videos from YouTube. In addition, students can also improve their English skills through videos from their mobile phones. This is research similar to Abdul (2019), which states that the teachers showed that the teacher gave positive perception and agreed toward teachers' use of Information and Communication Technology (ICT) in English language teaching.

CONCLUSION

Based on the result of the research, the researcher concluded that The Teachers implementing information and Communication Technology (ICT) in teaching English were LCD, laptop, speaker, mobile phone, E-Book, Microsoft Word, PowerPoint, YouTube, and

WhatsApp. The teacher implements ICT to help the teachers become effective and efficient in the teaching and learning process.

Teachers feel that Information and Communication Technology (ICT) may help students learn English in a real-world setting. If presented attractively, it can encourage students to stick with the lessons. Another benefit: Students who have access to the internet via ICT can find a wealth of information to boost their academic performance. Teachers also feel that information and communication technology (ICT) is appropriate for pupils at all levels, from the most basic to the most skilled.

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