Using ICT in teaching and learning English at MAN 1 Kota Gorontalo

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Abstract

This research aims to identify the types of ICT equipment and to describe the use of ICT in English Language Teaching and Learning by English teachers at MAN I Kota Gorontalo. The research employs a descriptive qualitative method with interviews and documentation from lesson plan in the data collection. Ten students of class X and XI in the second semester of 2019/2020 and two English teachers were involved in this research. The data were analyzed by reducing data, displaying, and then drawing the conclusions. The result showed that the first was the type of media used by the teachers in teaching and learning process are: laptops computers, LCDs, Sound systems, Power Points, Google Classroom Google Forms, and WhatsApp groups. Second, the teaching and learning process of ICT-based media has been included in Lesson Plan (RPP) by supporting applications such as PowerPoints for presenting initial material creating WhatsApp groups for assignment submissions, and Google class Google forms for evaluation. Apart from the use of ICT-based media, other learning resources are in form of English books There is also collaboration between media and methods in learning Suggestion are given to schools, teachers and further researchers.

Keywords: ICT-based media in English Language Teaching and Learning

INTRODUCTION

Educational support technology in the 4.0 revolution era is better known as Information and Communication Technology (ICT). Jannatussholihah & Sugirin (2020) stated that in the era of disruption, teachers must be able to take advantage of technology. English teachers can

utilize the era of disruption by integrating the use of technology in English learning. For example the use of ICTs for education during teaching and learning English is a necessity that cannot be delayed. Various ICTs are ready to be used optimally for educational purposes inside the classroom during teaching and learning. Nowadays, such as; Laptops, LCDs, and Sound System are kinds of technology which is frequently used by the teacher during teaching and learning process (Habibie, 2021). The use of ICT for education can be done in various forms in accordance to its function in education.

According to Association for Educational Communications and Technology (AECT) Educational technology is the research and ethical practice of promoting learning and enhancing performance through the development, use and management of appropriate processes and resources in technology. Thus, the use of technology has an important role in improving the quality of education especially in Indonesia (Hidayati, 2016).

English teachers are supposed to be able to design a creative learning to attract students' interest through the use of various models and methods during teaching and learning (Alkamel & Chouthaiwale, 2018). Ammani & Aparanjani (2016) and Aba (2019) explain that "Media is created according to students' need by considering students' interest, and the facilities prepared". Based on preliminary observations in the field, the researchers found that some of English teachers knew how to use the technology as a media during teaching and learning, and some others still do not understand the benefits of using it (Jannatussholihah & Sugirin, 2020). From this preliminary observations, the researchers found that some of English teachers are lack of ability in applying the latest technology and how to apply it as a media in education. Hence, the use of conventional method more dominated during the teaching learning process. However, teachers nowadays are supposed to be able to use the technology to ease students' understanding. Recent studies discoveries the use of technology is very helpful in transferring the subject matter. Either teachers or students are supposed to be creative in searching the information and work together inside the classroom in other to make students feel ready to receive the subject matter during teaching learning process.

In Gorontalo city, there are schools which support the teaching and learning process by using the technology, one of them is MAN 1 Kota Gorontalo. The school provided the ICTs to ease the process of teaching and learning. General technology in education units are: LCD (In focus), use of laptops/personal computers, and an audio/speakers.

The benefit of using technology in the process of learning English will yield to a good output. According to Jamal Ma'mur:"The benefits of ICT (Information, Communication and Technology) in education are to increase students' learning motivation, digital portfolios become more effective and efficient, add insight and horizons to thinking, foster a spirit of togetherness, and become a measuring tool for the learning concepts that we do with schools from other countries."

It can be concluded that the use of ICT during teaching learning process helps the instructor to promote the transmission of the subject matter and helping students to understand the lesson easily and amusingly (Hasan et al., 2019). The instructor will provide a variety of learning media through the creation of the information technology.

The advantage of using technology in the process of learning English in education will have good consequences. It helps the teachers transferring the subject matter easily, and the students will enjoy in receiving those subjects. While using this Information, Communication and Technology (ICT) teachers can provide a lot of learning media as well. So, the students can learn English using various media. It is hope that the students feel comfort during the learning process. Therefore, this study aims to identify the types of ICT equipment used by the English teachers and to describe the English teachers in using ICT through teaching learning process. Hopefully, this study will help other teachers, students or readers find out the importance information about the role of ICT in teaching learning process.

METHODS

The method used is a descriptive with qualitative approach. This research was conducted at Man 1 Kota Gorontalo. The subjects of this study were two English teachers and ten students from class X and Class XI of 2019/2020 academic year. Class X and XI are most frequently used the ICT during learning process rather than other classes. This research applied structured interview and documentation as data collection techniques. The researchers used interview guideline and questionnaires as the instrument. Lesson plans also used as documentation data. The data were analyzed by reducing data, displaying, and then drawing the conclusions.

RESULTS AND DISCUSSION

Results

Analysis of the data obtained through interviews of two English teachers at MAN 1 Kota Gorontalo, the following found were:

a. *Kind of ICT Devices that Used by the teacher in Teaching and Learning English Process*

In this study, the researchers found that the teachers facing some problems about using the ICT as a media during teaching and learning process. However, this problem must be solved in order to know how to use it appropriately to enhance students' interest. The aim of the research is to identify the kind of ICT Devices that are used by English teachers at MAN 1 Kota Gorontalo.

The first problem statement discusses kind of ICT Devices that are used by the teachers in teaching English. The questionnaire was distributed to students and teachers to know the type of ICT-based media through learning English. The teachers' responses through interviews, and the result can be concluded that the kind of ICT Devices used by the teachers in teaching and learning English process are:

1) Before the Covid-19 outbreak the types of media that teachers often used were:
    a) The used of Liquid crystal display (LCD)
    b) The used of Laptop/Computer
    c) The used of Sound System

2) The learning process was changed at the end of the second semester of the 2019/2020 academic year due to the spread of the COVID-19 virus. Students were required to study at home through an online education system, the media used by the teachers at that time were:
    a) The used of Laptop/Computer
    b) The used of power point to discuss the new material accompanied by videos and brief explanations.

3) Having a class of group discussion through the WhatsApp application to send the assignment that will be given to all students.

4) In addition, the teachers often used Google Classroom and Google Forms to provide evaluations.

b. *The Process of Learning English Using ICT by the Teacher*

The use of media is very important as is the process of learning English. According to the results of research that has been done and based on the responses of students and English teachers at MAN 1 Kota Gorontalo that the use of ICT-based media in the process of learning and teaching English is certainly adjusted to the RPP in accordance with the applicable curriculum. For example in the RPP in the annex to the RPP, which contains media, materials, and learning resources where the media that is often used are Laptops and LCD/Projector Media. The following are the findings that have been made in this research about the process of learning English using ICT by the teachers:

In the process of learning English, the media used by the teachers is related to the lesson plan, first about the inclusion of ICT-based media into the lesson plan has a response from the teachers as the subject of research that for ICT-based media there are those that are included, and some are not included because everything is adjusted to the material to be taught, and everything is also tailored to the needs of the teaching and learning process. In addition, the use of ICT in RPP is still optional. If seen from the compatibility between the inclusion of ICT-based media and the application of ICT-based media, the response of the English teachers is that in applying the media, of course they are good and of course adjusted to the lesson plan, for example the use of laptops / computers, LCDs, sound systems, power points that contain discussion of material and learning videos. When viewed from allowing students to use laptops during learning English the teachers responded that they did not prohibit students from using laptops as a media because it was required and needed.

In addition, the students are allowed to bring and use their laptop during teaching and learning process. Both students and teachers are often use additional applications, prior to the COVID-19 epidemic the application that was often used was power points. Since in the last semester of the 2019/2020 academic year due to the high spread of the corona virus (COVID-19), additional applications used by the teachers changed into zoom. This application displays a power point at the beginning of each discussion. Besides that, they were also used the WhatsApp application, Google classroom, and Google forms during teaching learning process. Those applications are helping the students in the process of delivering initial material, assigning assignments, to evaluation. The fact that the use of ICT-based media during teaching and learning process cannot be denied due to its importance. In this situation, where the COVID-19 highly increased the learning process flipped into an online as known as e-learning.

Those mentioned applications before are certainly very helpful for teachers in the teaching and learning process. Talking about the use of media, of course everything also definitely requires the use of various methods in the teaching and learning process. If you look at the responses of teachers and students about the use of media in collaboration with various methods, of course they are good and able to collaborate on two tools in this learning, namely media and methods. It can also be seen from the students' responses that they really enjoy it when ICT-based media and sling learning methods are collaborated.

Media and methods are two important things in the teaching and learning process, and both cannot be separated. The learning process will be successful when the teachers always improve the use of ICT as a media and apply various methods during teaching and learning process. In addition to this, the researchers found that the teachers also use the English textbooks as a media during learning process.

Discussion

The types of media that are often used by the teachers in the teaching and learning process are LCD, Laptop, and Sound system. In accordance to Suci and Hilman (2019), types of ICT-based learning resources and media that can be utilized by the teachers in the learning process include: 1. Computers; 2. LCD; 3. Internet; 4.CD Learning; 5. Power-Point. It can be conclude, the availability of ICT-based media in the form of laptops / computers, sound systems and LCDs, and Power-Point can be said to be available.

The types of ICT-based media above can be used in the teaching and learning process as well. During teaching and learning process, everything is arranged as best as possible in the Lesson Plan, including the teaching and learning process (Helingo, 2022). The use of lesson plans is very important in learning. Everything that will be done in the teaching and learning process will be described in the lesson plan. As *in PERMENDIKNAS* RI Number 41 of 2007 states that "The planning of the learning process includes a syllabus and a lesson plan (RPP) which contains subject identity, competency standards (SK), basic competence (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, media and methods. Learning activities, assessment of learning outcomes, and learning resources." From this opinion, it can be concluded that the lesson plan is well structured, including the use of media / learning resources.

The use of media in the English learning process is very much needed to ease the students' understanding the subject matter. One of the benefit of using the ICT-based media

can be seen in the use of a supporting application for the continuity of the teaching and learning process. Especially in this era of disruption, teachers must be able to take advantage of technology. It also stated by Jannatussholihah & Sugirin (2020) that English teachers can utilize the era of disruption by integrating the use of technology in English learning. Before the existence of COVID-19 in Indonesia the most often used ICT-based media by the teachers were laptops/computers, LCDs, and sound systems. When the spread of COVID-19 increase, the teachers added to the use of ICT-based media such as the google classroom application, according to the opinion that google classroom is "The main findings support the fact that Google classroom can enhance the students 'self-directed learning (SDL) cognitive skills.

The study makes use of' The Google Form questionnaires 'as a tool to measure the level of users' satisfaction and self-evaluation. Additionally, it makes use of the assessment in terms of grading (Helingo, 2021)."Besides that, the use of power points is also more intensely used by the teacher, this is in line with the opinion that Power-Point, Microsoft Power-Point is a Microsoft engineered presentation program. This is part of the Microsoft Office program that business owners, educators, teachers, and coaches use extensively. Power-Point has become the most commonly used presentation program in the world, as part of the Microsoft Office suite. It is a full presentation system that enables teachers to create professional-looking EFL classroom presentations. From this understanding, when viewed from the teaching and learning process, teachers use power points at the beginning of each lesson, namely by displaying teaching materials and videos. It is also found in Jannatussholihah & Sugirin (2020) study. The results indicate that teachers take advantage of the era of disruption in the learning-teaching process. This is indicated by the use of technology in learning English. The teachers use a laptop and LCD when teaching English. In addition to the learning media, the teachers also use software programs such as Microsoft Word and PowerPoint in teaching.

The use of power points and Google classrooms in the English teaching and learning process, there is also a collaboration between media and methods and also the use of other media such as the use of study books according to the learning resources available in the lesson plans for English teachers.

CONCLUSIONS

Based on the results of the research the researcher provide the conclusion according to the research problem there are, firstly the types of media used by the teacher in the teaching and learning process are Laptop / Computer, LCD, Sound system, power point, Google

classroom/Google form, and WhatsApp group. The types of media used by teachers, of course, will all be used in the teaching and learning process. When viewed from the results of the responses of students and teachers, the media used by teachers in the teaching and learning process have been listed and explained in the teachers' lesson plans. In the teaching and learning process, there are teachers who include ICT-based media into RPP and some are not attached. In addition, teachers are good at using ICT-based media according to the lesson plans. In the use of ICT-based media teachers also often use supporting applications such as Power-Point to present initial material, create a WhatsApp group for assignment submissions, and Google classroom/Google form for evaluation. Apart from the use of ICT-based media, the learning resources used by teachers are also from English textbooks. And there is also a collaboration between media and methods in learning.

Based on the conclusions of the study it can be suggested as follows:

Teacher to be able to develop media in learning process, because the use of ICT-based media is very important in the process of language learning and teaching. In addition, ICT-based media can foster student creativity.

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