



The implementation of ICT in teaching English by the teacher of MTS Swasta Al-Amin

Gumarpi Rahis Pasaribu¹

STIT Al-Ittihadiyah Sumatera Utara

gumarpi19@gmail.com

Sholihatul Hamidah Daulay²

Universitas Islam Negeri Sumatera Utara

sholihatulhamidah@uinsu.ac.id

Zainuddin Saragih³

Universitas Islam Negeri Syahada Padangsidempuan

zainuddin@uinsyahada.ac.id

Abstract

The purpose of this study was to investigate the many forms of technology that are utilized by instructors of English at MTS Swasta Al-Amin, as well as the various forms of ICT that are utilized by those teachers. This study employed a descriptive qualitative approach, with interviews and observations serving as the primary data collection tools. The observation was used to observe the English instructor, and the interview was used to learn about the types of ICT that were used by the teachers. This study focused on two educators in the seventh and eighth grades who used information and communication technology (ICT) in their English lessons. The findings of this study indicate that English instructors make use of many technological tools in their lessons, such as LCD monitors, laptops, speakers, the internet, google classroom, email, WhatsApp, Facebook, Instagram, Youtube, PowerPoint presentations, focus keys, Microsoft Word, and podcasts. The instructors favored using technology because it kept the students motivated and interested, as well as because it assisted the instructors in displaying materials, sending assignments, and providing notifications everywhere. According to the findings of the research described above, one may conclude that the integration of technology, specifically ICT, into the educational process has made it easier for educators to present, design, and develop instructional material and tools that are helpful for students learning motivation.

Keywords: High school, Information and communication technology, Teaching English

Introduction

Information and communication technology (ICT) has evolved into a component of daily life that cannot be lived without in this modern era marked by increased globalization. The application of technology is becoming increasingly significant in almost every facet of human existence. Information and communication technology, abbreviated as "ICT," is defined by the Ministry of Research and Technology as

"all technologies linked to the gathering, processing, storage, dissemination, and presentation of information" (2006:6). ICT stands for "information and communication technology," and it is a subfield of "science and technology" (IPTEK), which is an umbrella term for science and technology in general. Educators of foreign languages now have the option to include the use of technology in their classes at some time in the not-too-distant future. This comes as part of an expansion of the role that technology plays in the field of education.

The numerous forms of technology have had a considerable influence on the methods that language teachers use to instruct students in foreign languages, most notably English. The development of modern communication and information technology is directly responsible for the paradigm shift that has taken place in the realm of education. In a similar line, the outdated model of education that regards teachers as the exclusive informational resource for pupils while they are in the classroom is no longer applicable in today's society. Teachers do not need to perform the roles of lecturers and keep track of the information and knowledge that students have because of advancements in communication and information technology. Instead, they are responsible for the management and development of learning programs that can assist students in acquiring the necessary skills and capabilities. Technology can be integrated into English language training in the classroom in a variety of forms, including the use of video, music, film, the internet, digital dictionaries, PowerPoint presentations, and Microsoft Word, to name just a few examples.

Web-based technology, such as e-mail, websites, and web blogs, as well as technology that is not web-based, such as an LCD digital projector, a computer, videotapes, and audiotapes, as well as tape recorders and sound systems. These characteristics lend themselves well to instruction in the four aspects of language proficiency: reading, listening, speaking, and writing. In addition, instructors now have the option of leveraging technology, such as web-based or non-web-based applications, to make instructional media more engaging for students. Therefore, technology (ICT) may help teachers facilitate language learning for their learners and will also make the teaching and learning process more effective and efficient. Technology has a very major influence on how learning processes and receives information or knowledge. According to Mwendawa (2017), there are a number of different aspects that determine the application Technology that is used by the teacher. Some of these characteristics include familiarity with computers, instructor training, availability of time, hardware, and software. In addition, technology is a vital component of the teaching staff, as educators can utilize it to improve the learning experience of their students.

However, the most important aspect is to reconsider the concept of integrating technology into educational programs to better support the teaching and learning process (Pavita, 2021). If teachers create a range of learning material for their pupils, it will be much simpler and more enjoyable for them to learn English, and they will have less of an impression that learning English will be challenging and intimidating for them. The existence of technology has introduced a great deal of variety into English instruction. This diversity may be seen in a variety of contexts, including students and teachers searching for assignments and references, as well as the display of content using technology. It has become increasingly significant in the learning and teaching process, particularly in assisting teachers in making language learning more accessible to pupils.

This research supported by habibi, d.k.k, (2020). The thematic analysis of this study revealed two major themes, barriers, and enablers, which affected the integration of ICT during teaching practices. Based on the themes, this study led to the development of a conceptual model of factors affecting ICT integration. Recommendations are made for the betterment of Indonesian PTTs and related stakeholders. Many studies (Goktas, Yildirim, & Yildirim, 2009; Kilinc, Tarman, & Aydin, 2018; Kim, Kim, Lee, Spector, &

DeMeester, 2013; Schul, 2017) have also explored the factors affecting ICT integration in pre-service teacher training programs (PTTPs). Most of these studies examined pre-service teachers in industrialized nations. The numerous stakeholders in developing countries must examine the variables. Indonesia is one of many developing nations, hence this study examined factors that affect ICT integration. This study helps teacher educators create effective PTTPs. Stakeholders should understand technology integration into educational PTTPs. This study can advise researchers with similar sample characteristics in studying classroom technology factors.

This research is supported by (Maghfira, 2019; Cahyono & Cahyani, 2012; Rahim, 2015), Based on the results of the analysis of teachers' perception of the use of information and communication technology (ICT) in teaching English it can be seen all of the participants had strong belief toward the used of information and communication of Technology in teaching English. Many teachers have used technology thus, the application of computer software and the use of laptops for PowerPoint presentations are no longer special as teachers use them for daily teaching and learning activities. The result of the observation conducted for four meetings revealed that the implementation of Technology showed the benefit of using technology integration based on the following concept. The use of technology in education was one of the major trends in educational reforms all over the world, technology into the learning and teaching process.

According to Ertmer and Ottenbrat (2010), for teachers to effectively teach with technology, they need to broaden their understanding of pedagogical methods across a variety of facets of the planning, implementation, and evaluation processes. For instance, for instructors to effectively use technology as a teaching tool, they need to be able to construct lesson plans for students to learn how to use software, pick appropriate computer applications to fulfill the instructional goals of the curriculum as well as the learning needs of their students and manage computer hardware and software. Including the application of technology within the realm of education, in particular within the undertakings of the activities associated with the teaching and learning process. According to the findings of the study, the researcher concluded that any use of a tool strategy would be more meaningful and effective if the user had a solid knowledge of the conceptual framework and acknowledged the benefits of employing the strategy tool. The researcher believes that the respondents' knowledge of the concept of technology integration and their awareness of the advantages or benefits of the application of technology integration are the most crucial factors in the successful application of technology in education. In addition, how a teacher instructs their students has a significant impact on the components that contribute to fluctuations in that student's level of interest in learning. For example, when employing technology in the classroom, teachers need to be familiar with the various technical tools and skills available to capture the attention and interest of their pupils.

MTS Swasta Al-Amin has used ICT to facilitate the teacher to teach the student, especially in teaching English. This study aims to know the implementation of ICT in teaching English by the teacher of MTS Swasta Al-Amin. Therefore, this research attempts to answer this question: How is the implementation of ICT in teaching English by the teacher of MTS Swasta Al-Amin?

Literature Review

Information And Communication Technology (ICT)

UNESCO (2002) defines information and communication technology (ICT) as "information technology" and related technologies, specifically communication technology. Lucas in Rusman (2015) defines

information technology as hardware, software, and technology for delivering information. Communication technology includes phone, email, Facebook, Twitter, and others. ICT can make education more flexible so students can learn anytime, anyplace, affecting school instruction. Computers and the internet enable new ways of teaching and learning. ICT like videos, television, and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that engages students. Interactive radio with sounds, songs, comics, etc.

Rusman (2015) media-learning. Schools use gear, software, and human resources to enhance student learning. Manuelli in Mpofo & Mathys (2011) states that this includes computers, the internet, websites, telephones, mobile phones, wireless communication, networks, and other specialized devices. ICT can be used for education, but if it's not correctly constructed, it won't make a big difference. Liyakhath (2019) defines ICT in education as computers, communication facilities, and characteristics that facilitate teaching, learning, and other educational activities. Students need ICT skills to learn. ICT is a combination of hardware (equipment), software (operating system, applications, etc.), and communication facilities. ICT can include computers, digital cameras, Excel, and other tools.

Technology aids English learning. Ahmadi (2018) noted that technology allows students to control their studies and access knowledge their lecturers cannot. Technology promotes student activities and affects instructor practices. Information advancements Technology affects online, mixed, and distance education programs. ICT helps teachers and students learn English by providing graphics, animation, voice, and video. Zhao in Hidayati (2016) lists four ways technology can help learning: access to learning materials, communication, feedback, and learner motivation. ICT advantages: 1. learning resources ICT improves access efficiency through multimedia technologies, authenticity through video and internet, and comprehensibility inferred from learners' usage of remote control and multimedia annotations. 2. Interactions ICT allows two computer-based communication methods. 3. Feedback Modern use Grammar, spelling, pronunciation, and behavior and error tracking using computerized student answers offer more contextualized and pedagogically appropriate feedback. Motivating students Technology can help teachers generate educational materials and enable new ways to work and learn.

ICT in Teaching English

Umar (2018) indicated that the ICT implementation program has improved Indonesian quality. Schools are supposed to provide ICT instruction from word processing, Excel, and Access through PowerPoint presentations and website construction (E-learning). Ahmadi (2018) states that well-planned classrooms help students study efficiently. Teachers should find an effective and engaging English teaching strategy. The application of Technology has transformed teaching methods, but teachers and media can still fulfill two aspects of language teaching. Media clarifies the teacher's message when studying English. Abdulhak in Rusman (2015) divides the use of ICT into three categories: first, as a media tool or educational tool to clarify the teacher's material, second as a source of information in which students seek information based on the teacher's guidance, and third as a system learning. ICT is created as an integrated learning system with media, resources, and learning systems or procedures that may be used as needed. Technology-based learning media helps teachers clarify, assist, and produce exciting learning messages for students to inspire and streamline learning.

Rusman (2015) believes that visual aids improve teaching and learning because 11% of what is learned is through hearing and 83% through sight. Additionally, we remember 20% of what we hear but 50% of what we see and hear. Computers can instantly respond to pupil learning. Hartoyo (2012) said that:



1. CALL, a computer program for language teaching and learning, can be used to improve students' English listening, writing, reading, and speaking skills.
2. Information The instructor can use the internet to display syllabi, subject matter, assignments, announcements, multimedia learning resources, and teaching-related statistics.
3. Students and teachers can write essays, articles, and reports on the internet to share thoughts and develop a self-actualization blog.
4. Cross-Cultural Teenagers are used to socializing in school or with peers from countries with social media like Facebook, Twitter, E-mail, Yahoo, and Yahoo Massager. Research Assistance Internet, websites, e-journals, e-libraries, and e-learning supply theories, articles, and library research.

Mulyono (2012) Quipper School, Acapella Group, and Booktrack are English-learning apps. Quipper School Quipper teaches and learns English online. Quipper School is a web-based learning software. Quipper is a web-based learning application that lets teachers and students upload and store their PowerPoint presentations, PDF files, pictures, and videos online. This allows teachers to monitor their students' learning without wasting time. Quipper, a web-based learning platform, lets teachers create multimedia learning materials including text, photos, videos, and more. Acapella Group English teachers can easily improve students' listening abilities with Acapela Group. Teachers typing Acapella sentences will make the sounds we want. Acapella helps teachers teach British and American English listening and pronunciation and choose the speaker's accent and gender. Booktrack (E-book) Students can improve their reading and writing skills by reading books on the book track while listening to music that matches the book's plot. The teacher can also assign students to create stories and design their own music. Playstore and iStore provide this app. Google Classroom. Google Classroom's tremendous capabilities make it one of the top platforms for improving teachers' workflow (Iftakhar, 2016; Febrianto, 2021). Google Classroom allows teachers to manage and create or collect student assignments and spend more time with students and less time on paperwork.

Chhabra (2012) e-learning applications YouTube, Twitter, Podcasting, and Skype are English learning apps.

1. Youtube is a video app that may be used on laptops, computers, and phones. YouTube is used to teach English. Youtube videos can be used in English language instruction to improve vocabulary, accents, pronunciation, and more. The teacher can choose a segment or show the students some videos according to their level. The teacher chooses a movie from YouTube and asks students to narrate in a video to improve speaking skills.
2. Twitter is social networking software that may be used as an online education technology tool. Teachers can employ a dozen activities to engage pupils. Twitter can be used to teach English by having students tweet a word each week and asking for synonyms and antonyms to improve their vocabulary.
3. Podcasting lets students listen to new music, videos, and clips online instead of seeing movies in theaters, on TV, or computers. Podcasts are online media files. English teachers can download several free podcasts.
4. Skype allows professors and students to collaborate worldwide. Skype can be used for homework mentoring and student performance.

Methodology

The method of this research used descriptive qualitative research. The reason takes this method because, in



this research, the researcher describes and interpret object according to the obtained data. The purpose of this research design was to find out the implementation of Technology (ICT) in teaching English used by the teachers of MTS Swasta Al-Amin. The researcher gathered the data from MTS Swasta Al-Amin. The subject of this research used two teachers who teach in the class from VII and VIII grade. They consist of females and the subject chosen who used (ICT) in teaching English. The researcher takes the participant using selective sampling.

Instruments

In the course of this study, the researcher gathered the information by utilizing several methods.

Observation

During the teaching and learning process, I observed the teachers using observation checklists to learn about the information and communications technology (ICT) that was being used in the classroom. The purpose of this observation was to determine whether or not English teachers made use of technology in their lessons.

Field notes

The researcher made use of field notes to have a better understanding of the scenario during the process of teaching and learning. The purpose of the field notes is to investigate the many forms of information and communication technology (ICT) that are utilized by educators. The researcher made use of this material as supplementary data regarding the state of affairs in the classroom.

Interview

The objective of the interview is to collect accurate information from educators about how information and communication technology (ICT) is utilized in the process of teaching and learning. To conduct interviews, many questions relating to technology were requested from participants. This interview was used by the research to find out which types of ICT were utilized by the teachers. The interview was conducted using a semi-structured format. The researcher decided to utilize these interview questions because they were relevant to the study questions, she was asking regarding how technology was implemented. These questions used the difference between a semi-structured question and an interview is that the latter is a meeting that does not precisely adhere to a formalized list of questions.

Data Collection Procedures

The procedures for collecting data in this research:

Observation

The researcher observed while the teacher began the subject using an observation checklist. The are 8 columns of the observation about the teacher's instructional used of ICT in teaching English.

Field notes

The researcher used field notes as additional information to note the situation in the classroom.

Video recording

The researcher used video recording to record the situation and interactions between student and teacher in the classroom while the teachers began the subject

Audio recording

The researcher used audio recording to record the interview between two teachers.

Interview

This interview used semi-structured interviews with the teachers while interviewing the teachers, the researcher recorded the answer by voice recording. The researcher gave a code of the interview by the teacher.

Data Analysis

After collecting the data, the researcher analyzed the data by the interactive analysis model according to Miles and Huberman (1992) in qualitative research, it is possible to analyze data when the researcher is in the field or after returning from a new field of analysis, in this model there are three analysis components, namely data reduction, data display, conclusion drawing. After identifying the problem, the researcher conducted the data by interviewing teachers and students as information and observed teaching and learning. All of the data recording and observation were collected and then the researcher wrote the transcription of the recording data, the researcher identified the kinds of Technology used by the teachers and the teachers used the kinds of ICT. The three activities in interactive model analysis can be explained as follows:

Data reduction

In this process, the data obtained is reduced, and summarized, selected the main points and focused on things that are important to make it easier for the researcher to find data back in addition to the previous data obtained if needed so the researcher reduced the data after interview or observation the teachers and take the important data related to the research question.

Data display

In this stage, the researcher develops a structured description of the information to draw conclusions and take action. The presentation of data commonly use in this research is narrative text form. The purpose of narrative text is that the researcher describes previously classified information about implementation technology in teaching English used by the teacher then the conclusion will present in narrative text form.

Conclusion drawing

The researcher concludes the data and data that has been previously concluded, then matches the notes observation, and interviews made by the researcher at the time of doing analysis.

Findings

The investigation into the many forms of technology (ICT) utilized by teachers in the seventh and eighth grades of MTS Swasta Al-Amin to teach English, as well as the various forms of technology that are used by teachers. The participants in this study were two teachers from MTS Swasta Al-Amin who might employ



information and communications technology (ICT) in the process of teaching and learning. LCD, laptops, speakers, the internet, Google Classroom, e-mail, WhatsApp, Facebook, Instagram, YouTube, PowerPoint, Fokus key, Microsoft Word, and podcasts are some examples of the types of information and communications technology (ICT) that teachers employ. The two English instructors made use of this technology in their lessons.

Table 1

Kinds of Technology (ICT) Used by Teachers in Teaching English at VII And VIII Grade of MTS Swasta Al-Amin

No	Information and communication (ICT) Non-web-based and web-based tools and applications of ICT	Teacher 1 (VIII) grade	Teacher 2 (VII) grade
1	Lcd.	√	√
2	Komputer	√	√
3	Speaker	√	√
4	Internet	√	√
5	Google Classroom	√	√
6	Email	√	√
7	Whatsapp		√
8	Facebook	√	
9	Instagram	√	
10	Youtube	√	√
11	PowerPoint	√	√
12	Fokus Key		√



13	Microsoft word	√	√
14	Podcast		√

Based on classroom observation, teachers employed LCD or projected media to display video, graphics, or computer data. Teachers favor projector LCD overwriting on the board because it is more productive and efficient and familiarizes students with technology. When teachers used LCD, pupils were excited to learn. According to class observations, instructor T2 used power points to convey material and display text, photos, and videos to communicate with students. Computer speakers output sound. According to classroom observations, teachers employed speakers to make information easier to hear. Teachers used laptops and lab rooms to teach English. The laptop-connected LCD helped the teacher see the material better.

Teachers found student materials online. Teachers and students can easily access and preserve material online. Google Classroom aims to help teachers create and share assignments paperless. T1 assigned students Google Classroom tasks based on class observations. E-mail is computer-networked mail. T1 created a Google Classroom account and sent assignments through email based on classroom observations. Whatsapp sends messages, files, etc. T2 instructed students to send tasks via Whatsapp based on classroom interviews. Social media app Facebook. Teacher T1 created a Facebook group for student assignments. Instagram is a photo-and-video-sharing app. Teacher T1 sent tasks via Instagram. Word processes data. Teachers received Microsoft Office materials based on classroom observations. T2 used Focus Key to convey material. The teacher could download templates to make PowerPoint presentations more entertaining. Youtube hosts videos. Teachers utilized YouTube to teach English and practice pronunciation. Audio, video, and file podcasts boost listening skills. Podcasts find relevant material, especially listening abilities.

Discussion

Technology is used by the teachers in teaching English in this research the researcher found that some kinds of Technology are used by the teachers in VII and VIII grades likewise:

LCD

According to my observations in the classroom, the teachers typically use LCD for presentations of content and viewing students' assignments so that the students can see everything very well. The teachers also employ projected media to convey the material. LCD can be thought of as either a tool or a medium for the display of content derived from a computer, such as images or data. LCD has become a solution for teachers using LCD, so they prefer to use it rather than writing on the board. This is because writing on the board requires more time than using LCD, which is why teachers prefer to use LCD. It is related to Pribadi (2017), where it is stated that the use of projected media is one of the media that is commonly used in learning English. This media is displayed on an LCD screen like PowerPoint, which is a computer application program that is widely used for presentation purposes to be used in information and knowledge presentation activities. When designing presentation media, you have the option of using text, images, and videos as components.

PowerPoint

PowerPoint Based on observation, the teacher utilized PowerPoint to display interesting and entertaining material for pupils, who were more engaged because the template was colorful. PowerPoint presents information. Text, photos, and videos for student messaging. According to Patel in Ahmadi (2018), using PowerPoint to teach English makes it more engaging than traditional classrooms where lecturers stand in front of students and explain using a chalkboard or whiteboard. PowerPoint can be used to show multimedia in the classroom. These methods must adapt as technology advances. The instructor can use PowerPoint to display material on slides, and students can ask the teacher to show it again because the slide can return to the previous slide. If students ask about previous content, teachers can go back to the previous slide and use the power point to avoid rewriting it.

Speaker

Computer speakers output sound. Hartoyo (2008) Sound systems are usually present in one section of a computer. A laptop and a separate device combine sound systems. Speakers in the classroom help pupils understand and practice listening. Teachers used speakers to play YouTube videos to practice pronunciation.

Computing device

Teachers taught using laptops/computers. Students can see better when the teacher connects the laptop to LCD. Every teacher brings a laptop. Cahyani & Cahyono (2012) ICT can help teachers make English lessons more engaging. ICT-based learning can use multimedia computers like laptops, projectors, LCDs, and learning CDs to teach subjects and motivate students, especially in English. Rusman (2015) believes that visual aids improve teaching and learning because 11% of what is learned is through hearing and 83% through sight. Additionally, we remember 20% of what we hear but 50% of what we see and hear. Computers can instantly respond to pupil learning.

Internet

Teachers found student materials online. Teachers and students can easily find, store, and access information and expertise via the Internet. Hartoyo (2008) Teachers can post syllabi and assignments online. announcements, multimedia learning resources, and data sharing are also utilized by teachers, so the Internet is a solution for teachers and students looking for material.

Google Classroom

The teacher created a Google Classroom group for one class to share announcements, materials, assignments, due dates, and more. It's an app that helps teachers generate and exchange assignments. Iftakhar (2016) and Febrianto (2021) argue that Google Classroom's tremendous capabilities make it one of the top platforms for improving teachers' workflow. Google Classroom helps teachers manage and collect student assignments so they may spend more time with students and less time on paperwork. In the classroom, teachers use Google Classroom because it's easy to display and deliver assignments, and students can see announcements and notifications.

E-mail

E-mail is an electronic mail as a means of sending letters through a computer network. The teacher and students use e-mail to create a Google Classroom account and send assignments.

WhatsApp

WhatsApp is a messaging application for sending messages, various files, etc. It related to types of language learning based on Hartoyo (2008) Students who are teenagers are already accustomed to socializing in a community whose scope is still in school, or even with friends who come from countries with social networking such as Facebook, Twitter, E-mail, Yahoo, Instagram Chat rooms (Yahoo Massager) thus the teachers can utilize the social media in the learning process because most of the students have used social media.

Facebook

Facebook is an application and a type of social media. Teachers used Facebook to make a group to view the student assignments, so there are several options for students to send assignments depending on the teacher.

Instagram

Instagram is application a type of social media for photo and video sharing application. Teachers used the Instagram application for sending student assignments.

MS Word

Word processes data. Microsoft Word displays vocabulary and other materials for the teacher. Umar (2018) linked. Microsoft PowerPoint or Word can be utilized to present the content, and finally, complimentary is when ICT is used to promote student learning. This method helps students stay organized and efficient by letting them use the computer, email their work, and search for information online.

Focus key

The teacher utilized the focus key in the application to convey material and download templates to make PowerPoint presentations more entertaining. The colorful Focus key template kept kids interested.

YouTube

Teachers used YouTube to practice listening and watch relevant videos. Chhabra (2012) connected. YouTube videos can be used in English language instruction to improve vocabulary, accents, pronunciation, and more. The teacher can choose a segment or show the students some videos based on their level. The teacher chooses a movie from YouTube and asks students to narrate in a video to improve their speaking skills.

Podcast

For listening practice, teachers downloaded free podcasts from websites. Audio, video, and file podcasts boost listening skills. Podcasts find relevant material, especially listening abilities. According to Chhabra (2012), students can view movies online instead of in theaters. Podcasts are online media files. English teachers can download several free podcasts. To improve listening skills, the teacher used podcasts for music, film, and more.

The ways of using the kinds of ICT

Based on the interview T1 and T2 used different kinds of information and communication of Technology.

Teacher T2 displays material on LCD and laptop

The children in class VII prefer and comprehend more when the teacher uses technology. It makes learning more fun and engaging. According to Ahmadi (2018), well-planned classrooms help students study efficiently. Teachers should find an effective and engaging English teaching strategy. The application of Technology has transformed teaching methods, but teachers and media can still fulfill two aspects of language teaching.

T2 used YouTube tutorials and podcasts

To improve their listening abilities, kids listened to English songs. For reading, they read one at a time. The teacher downloads it from YouTube. Emailing and WhatsApp student assignments. The teacher applied PowerPoint. The focus key is a template used by teachers to make presentations more engaging and help students absorb the subject. According to Cakici (2016), ICT improves English instruction by providing visuals, animation, voice, and video to help teachers and students practice the language. The class VII instructor prefers to use technology since it makes learning more fun and engaging. Students also learn better while utilizing technology. The teacher uses instructional videos or YouTube podcasts with a variety of entertaining films, and pupils listen to English songs to improve their listening skills. (Altun 2015) Computers, internet, smart boards, cell phones, video games, and music players can improve English language learning. Only read one at a time in reading skills. The teacher downloads it from YouTube. Emailing and WhatsApp student assignments. The teacher T1 uses PowerPoint with the program Focus Key because it's entertaining and helps pupils understand the topic.

T2 uses WhatsApp and Email

Teachers use email or WhatsApp to distribute assignments to pupils since manual methods are complicated. This app lets students submit assignments.

Teacher T1 used Lcd, laptop, and speaker

The teacher used laptops and LCDs to teach English vocabulary. Students record LCD content. Because the teacher prefers utilizing LCD projectors to writing on the board, she uses Microsoft Word to teach vocabulary. Patel in Ahmadi (2018). Teachers explain using blackboards or whiteboards in traditional classrooms. Technology must be altered to apply multimedia in classrooms using PowerPoint. LCD helps teachers save time without writing on the board. The teacher employed speakers to help students hear and watch videos. Pribadi (2017) Audio-cassettes, CDs, and music sources and recordings can be projected. VCD, DVD, computer-based learning, multimedia, and computer networks are media. All these varieties have their own characteristics in conveying information and knowledge to users, especially in teaching and learning processes audio medium is usually used for training and developing the ability to hear and understand information through the element of sound, especially in learning English for example audio medium can be used to practice pronunciation and a person's ability to understand a verbally expressed story known a story.

In grade VIII, teacher T1 used Google Classroom, email, FB group, Instagram, YouTube, and Microsoft Word

Students must create an account to access Google Classroom for assignments and content. After creating a Google Classroom account, pupils were instructed to submit assignments using it. In the classroom, students



are excited to watch their Google Classroom video assignments. Teachers send assignments on Instagram and Facebook. Iftakhar (2016) Google Classroom's powerful features make it one of the top platforms for improving teachers' workflow. Google Classroom allows teachers to manage and collect student assignments and spend more time with students and less time on paperwork. E-learning aids Rusman (2015). Computer-based learning (CBL) and computer-assisted learning (CAL) are two types of technology-based learning. Technology-based learning uses audio and video technologies like radio, audiotape, voice mail, telephone, and videotape, whereas web-based learning uses data and email.

Conclusion

Teachers used LCDs, laptops, speakers, the internet, google classroom, email, WhatsApp, Facebook, YouTube, PowerPoint, focus key, Microsoft Word, and podcasts to teach English. Technology helped teachers improve teaching and learning. Teachers' ICT use 1 used Google Classroom to create and exchange assignments, while 2 used the Focus key to make PowerPoint interesting. Teachers T1 and T2 used WhatsApp to send assignments. Using technology in teaching motivates and engages students, and ICT has helped teachers present material and design learning for students. Many websites have applications that help teachers provide any material, including video, audio, images, text, and more. Students also use technology to submit assignments. Between seventh and eighth grade, teachers.

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