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# **THE ROLE OF INFORMATIONS COMMUNICATION & TECHNOLOGY IN ENGLISH LEARNING**

## **THESIS**



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NIM. 205180010**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
SULTHAN THAHA SAIFUDDIN  
JAMBI  
2023**

# **THE ROLE OF INFORMATIONS COMMUNICATION & TECHNOLOGY IN ENGLISH LEARNING**

## **THESIS**

Submitted as Partial Fulfillment of Requirements to Obtain Undergraduate (S1)  
Degree at English Education



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**JAMBI**  
**2023**

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The Thesis entitle "The Role of Information Communication & Technology in English Learning at SMAN 4 Tanjung Jabung Timur" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Tuesday  
Date : 18 April 2023  
Time : 09.30 – 11.00  
Name : Ahmad Rozak Al-Bikri SM  
Place : Ruang Sidang 2 Fakultas Tarbiyah dan Keguruan  
Students' Number : 205180010  
Tittle : "The Role of Information Communication & Technology in English Learning"

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

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## ORIGINALITY THESIS STATEMENT

I who signed bellow stated that the thesis which is entitle “The Role of Informations Communication & Technology in English Learning” is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Faculty of Education and Teacher Training of State Islamic University Sulthan Thaha Saifuddin Jambi.

Any Parts of writing of which I quoted from the work of other people have been completed with the source in clearly in accordance with the norms, rules, and ethics of academic writing.

If the letter found that some parts of the thesis are not my own work or identified any element of plagiarism, I am willing to accept the consequence in accordance with rules and regulation prevail. Therefore, in writing this statement, I am going in good health and mind.

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## DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Shalawat to the Prophet Muhammad SAW his coming really change the world.

### Special Thanks to:

My dear parents, my beloved father (Sami'un) and my beloved mother (Maisarah) who always give me everlasting love, suggestion, motivation, guidance, support, financial and the best pray for me. My beloved brother (Abdanul Ikrom and Abid Fadhil Abyan) who always prays and gives me support and motivation as well as wish for my success.

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Thanks to the English teacher of SMAN 4 Tanjung Jabung Timur. Thanks for your help to give me opportunity to completed my thesis from your information and experiences in teaching.

May Allah Subhanahu Wata'ala bless us

Aamiin

## MOTTO

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

(QS. Ali Imron (3): 159)

And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely upon Him.

“Kemudian, apabila engkau telah membulatkan tekad, maka bertawakallah kepada Allah. Sungguh, Allah mencintai orang yang bertawakal”

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## ACKNOWLEDGMENT

Alhamdulillah, Praise and gratitude we pray for the precense of Allah SWT for giving strength and guidance for the writer, so that this thesis can be finished accordingly. Blessing and Peace be on Prophet Muhammad SAW, his family, his relatives and all his followers.

This thesis is being presented as part of the requirements for the Undergraduate Degree (S1) at English State Islamic University Sulthan Thaha Saifuddin Jambi. The researcher would like to express thanks and gratitude the following paties and their contribution:

1. Prof. Dr. H. Su'aidi, MA, Ph.D as the Rector of the State Islamic University Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadlilah, M.Pd as the Dean of the Faculty of Education and Teacher Training.
3. Prof. Dr. Risnita, M.Pd as the Vice Dean of academic affair, Dr. Najmul Hayat, M.Pd.I as the Vice Dean of General Administration, and Dr. Yusria, S.Ag., M.Ag as the Vice Dean of students affair Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M.Pd as the Head of English Education Study Program and Edi Rozal, M.Pd as the secretrary of English Education Study Program.
5. Monalisa, M.Pd as the first advisor and Edi Rozal, M.Pd as the second advisor who has make me time and guide the researcher in accomplish this thesis.
6. All lecturers Faculty of Tarbiyah and Teacher Training at State Islamic University of Sulthan Thaha Saifuddin Jambi who gives knowledge to researcher.
7. My beloved parents and my family who always support me and praying for me.
8. The English teachers at SMAN 4 Tanjung Jabung Timur who take part in this thesis.
9. All friends who give researcher support and suggestion to finish this thesis.

The researcher hopes that this thesis will be useful in teaching of English. The researcher realize that this thesis is far from perfect. As a result, criticism and advice concerning the writing of the entire contents of this thesis are greatly accepted. The researcher hope this thesis can be usefull for developing of knowledge.

Jambi, 2 April 2023



Ahmad Rozak Al-Bikri SM  
205180010

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## ABSTRACT

Name : Ahmad Rozak Al-Bikri SM  
Study Program : English Education Study Program  
Title : “The Role of Information Communication & Technology in English Learning”

The main purpose of this study was to find out the role of information, communication & technology in English learning at SMAN 4 Tanjung Jabung Timur. A case study was used as the design of this study. The subjects of this study were two English teachers at SMAN 4 Tanjung Jabung Timur. The data of this study were collected through interview. Based on the findings of this study, it was found that Information, Communication & Technology has several roles. One of these roles is the importance of Information, Communication & Technology as a role in the English learning process in the classroom. In addition, the use of Information, Communication & Technology in supporting students' learning process is also part of the important role of Information, Communication & Technology. Moreover, enhancing the students' English skill is also one of the important roles of the application of Information, Communication & Technology. This is prove by the increase in students' English language skills and the emergence of students' interest in the teaching and learning process using Information, Communication & Technology. Moreover, kind of Information, Communication & Technology tools that use by the teachers both online and offline can facilitate the teaching and learning process anywhere and anytime. This can make it easier for teachers to explain the material and make it easier for students to understand the material delivered by the teacher.

**Keywords:** *The role of Information, Communication & Technology, English Learning.*

## ABSTRAK

Nama : Ahmad Rozak Al-Bikri SM  
Program Studi : Tadris Bahasa Inggris  
Judul : “Peran dari Information, Communication & Technology didalam pembelajaran Bahasa Inggris”

Tujuan utama dari penelitian ini adalah untuk mengetahui peran dari penggunaan Information, Communication & Technology didalam pembelajaran Bahasa Inggris di SMAN 4 Tanjung Jabung Timur. Pendekatan kualitatif digunakan dalam desain penelitian ini. Subjek penelitian ini adalah dua guru Bahasa Inggris di SMAN 4 Tanjung Jabung Timur. Data penelitian ini dikumpulkan melalui wawancara. Berdasarkan temuan dan diskusi, telah ditemukan bahwa Information, Communication & Technology memiliki beberapa peran. Salah satu peran tersebut yaitu, pentingnya Information, Communication & Technology sebagai salah satu peran didalam proses belajar Bahasa Inggris didalam kelas. Selain itu, penggunaan Information, Communication & Technology yang mendukung proses belajar siswa juga menjadi bagian dari peran penting oleh Information, Communication & Technology. Terlebih meningkatnya kemampuan Bahasa Inggris dan motivasi belajar siswa juga menjadi salah satu peran penting penerapan Information, Communication & Technology. Hal ini dibuktikan dengan meningkatnya kemampuan Bahasa Inggris siswa dan munculnya ketertarikan siswa dalam proses belajar mengajar menggunakan Information, Communication & Technology. Terlebih penggunaan jenis Information, Communication & Technology oleh guru yang memiliki berbagai variasi baik online maupun offline dapat mempermudah proses belajar mengajar dimanapun dan kapanpun. Hal ini dapat mempermudah guru dalam menjelaskan materi dan mempermudah siswa didalam memahami materi yang disampaikan oleh guru.

**Kata kunci:** *Peran Information, Communication & Technology, Pembelajaran Bahasa Inggris.*

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## CHAPTER I INTRODUCTION

### A. Background of Research

The era of globalization brings major changes in all aspects of life. Information and communication technology (ICT) development is a defining feature of this era; ICT's explosive growth has radically altered the traditional mode of communication and removed barriers of nationalism, restriction, time, and space. Currently, a file is a tool or medium used in the field of education to not only disseminate information about a topic, but also to convey the topic itself. An "all-encompassing term that includes the full gamut of electronic tools by which we gather, record, store, and exchange and distribute information to others" (Anderson, 2010, p. 4), ICT describes the various means by which information is gathered, recorded, stored, and distributed. In addition to desktop computers, electronic tablets, and mobile phones, this category also covers high-speed Internet, user-friendly Web 2.0 tools, and cloud-based software. Learning is no longer limited by time or place thanks to the widespread adoption of ICT in the classroom.

This issue may be clear to the public that information and communication technology enjoys much more power to create fundamental changes in teaching-learning methods, despite the heated debate about the true values of approaches like distance education, electronic learning, and virtual university versus the traditional approach (face to face education and learning). According to research by Fergosen and Ferman (2001), incorporating ICT into the classroom increases students' engagement and motivates them to take an active role in lesson planning and problem solving.

The way people learn is changing because people are using technology more and more. Currently, many schools, including universities in Indonesia, are adapting to the millennial generation by adding digital tools to their curriculum or even changing it (Zubaidah, 2018).

Teachers in the field of education are the most important components of the organizational system of the educational process. According to Murati (2020), a teacher's responsibilities include preparing lessons, instructing students, taking part in class, and evaluating students' progress. This means that the classroom environment has a significant impact on student achievement. Educators should consider how to simultaneously raise students' skill levels and interest in the lessons. Current educational standards may be raised as a result. There is a critical shortage of qualified educators at the moment.

Technology, specifically information and communication technology (ICT), is a useful resource for classroom instruction. Teachers can stay on top of current events across the globe with the help of ICT, allowing for more up-to-date lesson plans. The advantages and applications of ICT in teaching are not to be underestimated. Benefits include the chance to make education more accessible to all, boost the professionalism of educators working in the field, and strengthen the bond between instructors and their students (all per Chodzirin, 2016).

Preliminary research conducted on Monday, September 19, 2022 at Sekolah Menengah Atas Negeri (SMAN) 4 Tanjung Jabung Timur indicates that ICT is routinely utilized in the classroom. In the English classroom in particular, teachers frequently employ a wide variety of ICT to disseminate course content. Some of these methods include presenting material with the aid of an LCD projector that is linked to the teachers' computers, teaching listening skills with an audio speaker, and establishing a discussion forum via a Whatsapp group. Based on this justification, the researcher is eager to investigate "The Role of Information Communication & Technology in English Learning at SMAN 4 Tanjung Jabung Timur" in the present day's instructional procedure.

## B. Limitation of The Problem

This study investigated the impact of technology on English instruction at SMAN 4 Tanjung Jabung Timur.



### C. Research Problem

The following is the research question, which is based on the context described above:

How the role of ICT in English learning at SMAN 4 Tanjung Jabung Timur?

### D. Research Objective and Significance

#### Research Objectives

To find out the role of ICT in English learning at SMAN 4 Tanjung Jabung Timur.

#### Research Significance

Academically, the study's findings will likely benefit the educational experiences of students and faculty alike. It is hoped that these resources will help educators gain new perspectives on the role of technology in the classroom. Today's students expect their schools to be innovative, offering up fresh insights gained from experimenting with new models, media, and pedagogical approaches.

Practically, this study is meant to serve as a point of reference for future researchers and to contribute to the body of knowledge in the field of education. Academics can benefit from this summary of the benefits of learning that can be used as both a basis for further consideration and as a starting point for creating more efficient learning methods.

Future researchers will benefit from the data gathered in this study of English teachers' perspectives on the use of technology in the classroom. Additionally, it is anticipated that the findings of this study will serve as a foundation for future studies.

In policy, the findings of this study are meant to serve as a point of reference for policymakers and other regulatory bodies as evaluate the practical implications of learning in different contexts.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Information Communication Technology ( ICT)

##### 1. The Definition of Information Communication Technology ( ICT)

According to Alkanel & Chouthaiwale (2018) the term “information and communication technologies” (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes technologies such as radio, television, video, DVD, telephone (both fixed and mobile), satellite systems, computer hardware and software, networking, and equipment and services associated with these technologies. Such as video conferencing, Email, and blogging.

Information communication technology (ICT) is an “all-encompassing term that includes the full gamut of electronic tools by means of which we gather, record and store information, and by means of which we exchange and distribute information to others” (Anderson, 2010, p. 4). It includes laptops, electronic tablets and smartphones, as well as broadband Internet, interactive Web 2.0 technologies and cloud applications. In the narrow sense, technology is what refers to things that are used to facilitate human activities, such as tools and devices.

Information and communication technologies (ICT) are ever-present in our daily lives. Works, leisure, communication, knowledge - in all of these areas and in many more, people rely on technology to support their activities (D. Kozlova, 2021). The educational environment is no exception. Technology is becoming an integral part of the modern learning environment day by day, and both researcher and practicing educators are constantly exploring new ways in which technology can facilitate learning as well as improve the quality of learning education and higher students’ satisfaction.

## 2. ICT in EFL Classroom

ICT stands for Information and Communication Technology. It is a type of technology that helps people communicate and involves gathering information. Blurton (1999, p. 1) defines ICT as "a variety of technological tools and resources used to communicate, create, distribute, store and manage information". In the context of the English language, information and communication technology has become an important tool that helps in teaching and learning English. ICTs provide rich sources of access to original materials, such as videos and podcasts that can be used to demonstrate the pronunciation of native speakers to students (Cakici, 2016); (Otero, (2016). Furthermore, ICT can be used to enhance students' language skills through various English language teaching and learning activities (Kavithraj, 2017); (Kilikaya, 2018). For example, students can check their writing with a PowerPoint computer program that presents the correct form of misspelled words and text structures (Amirsheibani & Iraj, 2014), (Yunus et al., 2013). Furthermore, ICT facilitates communication activities between teachers and students and also native speakers, students can develop their communication skills by interacting with other students around the world (Dwaikat, 2016). Therefore, it can be concluded that ICT has many advantages to help the process of teaching and learning English.

## 3. The role of technology

The technology development creates many changes in education time by time. It is in line with the statement of Parvin and Salam (2015) that ICT plays a role in the language classroom changing to be more innovative learning. Besides, ICT as a tool facilitates the students to learn English language and as a source provides access to authentic materials and the information that can supplement students' learning experiences (Ammanni & Aparanjani, 2016), Fatimah & Santiana, (2017), Haswani, (2014). Then, Ammanni and Aparanjani (2016) and Stockwell (2013) state that ICT is able to enhance students' motivation in learning English language. Further, internet allows students to learn English

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everywhere at any time, and the teachers also can use various ICT tools to teach language skills such as showing the pronunciation of native speakers through YouTube video and projector in the classroom (Ammanni & Aparanjani, 2016). Rosdiana (2018) adds that the use of video is able to improve students' English listening comprehension ability. Another ICT tools that came in useful is audiobook in which can assist the students in reading independently and it will helpfully develop their reading and listening competences (Imawan & Ashadi, 2019). Hence, it can be concluded that ICT plays important roles in English language teaching and learning.

#### 4. Ict Tools In Teaching And Learning

Kinds of ICT tools are many, and some of them will be presented in details in this study. According to Alkanel & Chouthaiwale (2018) ICT tools are divided into two types which are non-web based and web based learning tools.

##### a. Non-Web-based Learning

###### 1) Radio and television

Radio and television are the useful tools of language learning. Both the instruments offer cheap access to rich programs. The immediacy of current affair programs ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. Through radio it is possible for the teachers to make the students to listen the lectures by eminent and outstanding speakers. Tv is the other important technological medium used by the language teachers as it appeals through eyes and ears. Tv provides a full audio visual simulation, dynamic and attains a higher degree of realism. Tv gives linguistic expression along with the facial expression.

###### 2) Films

Films are the most powerful element in the hands of an intelligent and resourceful teacher. Films appeal the pupils, heighten their interest and held them in the retention of the learned materials. Films are profitably used to showcase the facts, actions skills and background information. The students of primary level get interested to know the



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functioning of the speech organs and the pronunciation. The students of higher levels are acquainted with classical and newly released plays and novels which have been filmed.

### 3) Language lab

Language lab is one of the modern technological teaching aids. Language lab has multi-facets like students can listen to the audios and can understand the different accents used, the students are able to speak and even, they can record their voices. The students' pronunciation level could be improvised by listening to the standardized materials. The language lab is exclusively result-oriented and it enriches the English language learning process. In the recent trends, not only the audios but videos, flash-based games, internet is also included in the lab materials. Language lab creates an easy atmosphere than a traditional classroom.

### 4) Overhead projectors

The projector, a conventional method of teaching, is highly beneficial and an alternative to chalk and talk. The OHP consumes time by preparing the materials in advance, but this sort of multimedia ensures the high- quality instruction. It is an important visual aid to display the context to the large class. OHP's allows the teachers to use images, diagrams and it reduces the work of the teacher by drawing it on the black board. By using OHP's more complicated sources can be brought into any classrooms and it is easy to use, versatile and it is easy for the students to take notes from it.

### b. Web based learning

Web-based learning also called technology-based learning/distance learning/on line education/e-learning is one of the fastest developing areas. It provides opportunities to create well-designed, learner-centered, affordable, and interactive, officiate, flexible e-learning environment (Khan, 2005). Some of the common technologies available for promotion of education are as follows:

#### 1) YouTube



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YouTube is a platform where you find and share authentic video material which can also be used in your classroom. Wikipedia says: “YouTube is a video sharing website on which users can upload and share videos, and view them in MPEG-4 format.

#### 2) E-mail

The students can correspond with native speakers of the target language using e mail by creating a personal email account (g-mail, yahoo, hot mail, etc) which is free. The students can mail their home work to the teachers concerned and get it corrected in turn. The teacher can also provide revisions, feedback, suggestions for the betterment of every work and send them back.

#### 3) Blog

A blog is a personal or professional journal frequently updated for public consumption. The blogs enable uploading and linking the files which is very much suited to serve as on line personal journals for students. Pinkman (2005) indicates blogging becomes communicative and interactive when participants assume multiple roles in the writing process, as readers/reviewers who respond to other writers’ posts, and as writers-readers who, returning to their own posts, react to criticism of their own posts. The readers in turn can comment on what they read, although blogs can be placed in secured environments as well.

#### 4) Skype

Every internet service has audio functions, and technological instruments like laptops with cameras. The students could communicate with their teachers and friends who are far away. Likewise, they could very well communicate with the speakers of native language and get their pronunciation checked so as to improve their speaking.

#### 5) Mobile Phone

Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. They may verify the spelling,



pronunciation and usage of the specific word they searched for. Moreover, they can use Short Message Service (SMS) to send queries to their instructors and get their doubts cleared.

#### 6) iPod

One of the multimedia devices, enhance the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. The teachers send text messages and the students can read and answer to them. In addition to this, the students can record and listen to their speeches, poems, news, short stories etc. Thus, ipods give a chance to the learners of English to improve their listening, pronunciation, vocabulary, grammar and also writing.

#### 7) Google Classroom

Google classroom is a place for students to be able to interact, communicate, discuss and cooperate in a group using an online system. This Google classroom which is one of the Learning Management System (LMS) provides benefits for lecturers and students to facilitate the learning process. Students can easily and quickly collect assignments given by lecturers and are also directly connected to Google Drive. Lecturers can also easily determine when to collect the assignment, monitor, review and provide comments or feedback and also assess the student's assignment (Hakim, 2016). The advantages of using Google Classroom can be accessed easily and also free for users and can also provide features with easy operation, so that beginners can more easily practice it.

#### 8) Etmodo

Etmodo is also one type of Learning Management System (LMS) used by users to create System (LMS) that is used by users to create digital classes using digital classes using intuitive features. Etmodo also has unlimited storage and can easily create groups on the fly. The advantages of using Etmodo, one of which is that the features can be collaborated between users, such as one lecturer with another lecturer.



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other lecturers. In sharing notes in the etmodo application, allows students to understand more easily and also can share questions briefly and easily. In file storage using etmodo can be organized to make documents safer. can make documents more secure.

#### 9) Moodle

Moodle is a web-based application that is also used in online learning process activities. Lecturers and students can interact in a digital classroom based e-learning. Same with other e-learning applications, using moodle can also make it easier to create learning materials, quizzes, journals and so on.

### B. Review of Related Research

Related to the use of technology in the classroom, researcher have reviewed some of the related study; first the study was conducted by Mulyono MS (2017), entitled “English language teachers’ perception of using instructional technology in the classroom at senior high school in Makassar”. This study aims to investigate teachers perception toward using instructional technology in the classroom at senior high school in Makassar. This study categorized as descriptive qualitative method. The result of this study can be summarizing that based on the study; teachers’ perceived that instructional technology was important. Because it facilitated them to deliver material to the student and helped them to overcome the problem while teaching. The differences of this study to this research is, this related study aims to investigate teachers’ perception of professional development needs of ICT and teachers’ perception of barriers and challenges to the use of ICT. The current research just wants to know the role of ICT in learning process according to teachers’ perception.

Second, the study was conducted by Fauzia, et al (2021), entitled “EFL teachers’ perception on ICT in English classroom”. This study was conducted based on a case among teachers’ about pros and cons of using ICT in the English language classroom. This study also focused on one aspect that is investigating



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the teachers' perception about ICT in language learning. The data analysis of this study was broken into six steps, they are preparing and organizing the data, exploring and coding the data, coding to build descriptions and themes, represent and report the findings and interpret the findings. As has been previously mentioned that the aim of this study was to investigate the EFL teachers' perceptions on ICT in English classrooms; it can be seen from the aspect of understanding, view, and action. In conclusion, both participants had a positive perception about the use of ICT in English classrooms. This is indicated by their knowledge of ICT, the kind of ICT, the benefits of ICT, the role of ICT, and how to use it. In addition, they also supported the existence of ICT in English Classroom which is claimed to be helpful. However, they still had barriers in applying ICT in their classroom technically and non-technically.

Third, the study was conducted by Lindita & Fauzi (2017), entitled "Teachers' perceptions of technology use in the classroom". The focus of this study was mainly whether we should or shouldn't use technology in all levels of education. This study also focused on the effectiveness of technology based on teachers' perception and the necessity to use ICT in education and also the impact of ICT in the classroom. The result of this study can be summarized that based on the study; as previously mentioned, it is not easy to come to conclusions when a small group of people is included in a survey. According to the answers of teachers in the survey, it seems like they agree with the effectiveness of technology in education. Initially, most of the participants agree technology increases student's academic achievements. Besides this, teachers also think technology enhances lifelong learning which is one of the most important aims of learning in general.

All previous studies above have some differences with the current research; first, this related study aims to investigate teachers' perception of professional development needs of ICT and teachers' perception of barriers and challenges to the use of ICT. The current research just wants to know the role of ICT in the learning process according to teachers' perception. Second, the relevant study was conducted based on a case among teachers about pros and cons of



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using ICT in the English language classroom. The study also focused on one aspect that is investigating the teachers' perception about ICT in language learning. The data analysis of this study was broken into six steps, they are preparing and organizing the data, exploring and coding the data, coding to build descriptions and themes, represent and report the findings and interpret the findings. The current research just focuses on the teachers' perception about the role of ICT in learning and also the factor affecting the teachers' perception. This current research data analysis was divided into data condensation, data display and drawing conclusion. Third, the focus of this study was mainly whether we should or shouldn't use technology in all levels of education. This study also focused on the effectiveness of technology based on teachers' perception and the necessity to use ICT in education and also the impact of ICT in the classroom. The difference of this study to this research is this related study aims to offer opinions of teachers' regarding technology in the classroom. Meanwhile, this research focuses on the role of ICT based on teachers' perception.



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## CHAPTER III RESEARCH METHOD

### A. Research Design

In accordance with the purpose of writing, the method that use in this research is qualitative method. Qualitative research interprets kind events that occur in the hope of obtaining real and really describe the actual situation in the object of research. Qualitative research basically examines scientific phenomena that occur somewhere that requires an in-depth analysis of the symptoms that occur in nature so it is interesting to discuss according to Denzin and Lincoln (2009).

The design of this research was a case study; case study is a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researcher collect detailed information using a variety of data collection procedures over a sustained period of time according to Stake (2005). Therefore in this research, the researcher explore the activity related to the focus of the research that is find out about the English teachers' perception toward the role of ICT in learning activities.

### B. Subject of the Research

Subject in this research all of English teachers of Sekolah Menengah Atas Negeri (SMAN) 4 Tanjung Jabung Timur. The reason for choosing them is because they have implemented ICT in learning English activities. Therefore, it is suitable for the researcher to take a study about the role of ICT in learning activities.

### C. Setting of the Research

This research was conducted at SMAN 4 Tanjung Jabung Timur in academic year 2022/2023. It is located on Sultan Thaha Street. Sidomukti Village, Dendang, Tanjung Jabung Timur, Jambi.

#### D. Data Collection Technique

In collecting the data, the researcher was used interview for the instrument.

##### 1. Interview

In this study, researcher did face to-face interview with informants. The semi-structured questions was designed as general guidelines for collecting data relevant to the teachers' perception toward the role of ICT in English learning activities to convey opinions from the participants. The researcher, as the interviewer, presented several open-ended questions during the interview. The questions related to the role of ICT in learning activities, and also according to the theory of experts. It can be question about their perception of the role ICT in learning activities and researcher was recorded by phone during interview.

#### E. Data Analysis Technique

Data analysis was conducted by the researcher to explore the meaning of the data obtained through the interviews by organizing them into categories and analyzing the interactions between the categories, before including interpretation. Then the output of the entire data analysis process was present in descriptive because qualitative is always descriptive, meaning that data analyzed in the form of descriptive phenomena, not in the form of numbers or coefficients regarding in the relationship between variables.

According to Miles, Huberman, and Saldana (2014), there are several stages in the balance of data analysis, namely:

##### 1. Data Condensation

Data condensation refers to the process of sorting, focusing, simplification, and transformation of data close to the whole field notes, interview transcripts, documents, and empirical material. This data process was carried out after the researcher collected data in the form of interviews, field notes and other documents and obtain written data in the field, which



was sorted for getting the research focus needed by researcher. Process condensation in this study was by summarizing and recapitulating the results interviews and field notes during the research process still random and abstract to be simplified into a different form simple. The researcher also described the interview transcript in the form of data regarding the role of ICT toward the English teacher perception in learning process. After the data was focused and then grouped into each problem so that conclusion can be drawn from the data. If the data obtained is not sufficient, the researcher can look for the data is needed in the field.

## 2. Data Display

Data display was organizing, unifying and inferred information. This process can help in understand the research context because it performs a more detailed analysis deep. Data display was present in the form of a brief description. The preparation done by entering the results of the analysis into the notes, then in a sentence describing the findings that obtain from the results of interview in the field, the data was compiled based on the research focus.

Data display can be making it easier for researcher to describe the data so that they can make it easier for the reader to understand. In this study, the process compiling the data done after passing the condensation stage with enter the results of the analysis into the data and describe it into a narrative form that is easily understood by the reader.

## 3. Drawing Conclusion

The conclusions was begin when the researcher collect data such as looking for unpattern understanding, noting the regularity of explanations, and flow cause and effects, until the final stage it was conclude by all the data obtained by researcher. The conclusion still tentative, so it can be change if supporting evidence is found at the next stage of data collection.





Conclusion in this study was obtained by relate the result with the theory and relate the result with previous study. Furthermore, the researcher conducted verification based on the results study. If the provisional conclusion requires additional data, the researcher will carry out the recollection process. After doing verification, researcher discuss the findings from the field. In this study, the initial data presented was supported by data obtained in the field. The results of the study present information and conclusions about the research topic studied in this study.

#### F. Trustworthiness's of the Data

In this study, the researcher use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.

Member check implementation is carried out after data collection completed, or after obtaining a finding related to the problem want to solve. The trick is that researcher consult the data obtained to sources. The data is in the form of words or special terms obtained by researcher.



## BAB IV FINDINGS AND DISCUSSIONS

### A. Findings

SMA N 4 Tanjung Jabung Timur constantly applies ICT throughout the learning process. The English classes at SMA N 4 Tanjung Jabung Timur make extensive use of technology to enhance their lessons. Researcher conducted interviews with two English teachers at SMA N 4 Tanjung Jabung Timur to get their thoughts on the research questions. Teachers of English at SMA N 4 Tanjung Jabung Timur were interviewed to get thoughts on how technology is used in the classroom. Everyone at SMA N 4 Tanjung Jabung Timur has own opinion on how information and communication technology should be used, so the questions posed to the English teacher there are varied. Even though, the researcher attempt to explain the teacher's perceptions which showed a related to the several categories; those are:

#### 1. The Role of ICT Can be a motivation in the English learning process.

The use of ICT as a medium aids educators in facilitating student learning. In addition, students will be more engaged, interested, and able to learn independently with the help of ICT as a media. For example, the teacher use an audio speaker to teach listening, and it will enhance students' listening skill. It related to the statement by the english teacher in the following interview:

The role of ICT is very important, very influential because if we learn English, we have 4 components; there are listening, speaking, reading and writing, one of which plays a very important role, especially for listening which requires audio speakers. Then pronunciation is also very helpful because sometimes if for the dictionary, now this online dictionary is more varied, you can immediately hear how to pronounce it, so it is very helpful even though there is no teacher when they are asked to study at home, they can pronounce it well. So the role is very important.  
*(Teacher A, interview on 2nd february 2023)*

This statement is also strengthened by the second teacher.

It is clear that the use of information and communication technologies (ICT) in the classroom plays a crucial role in making the learning process interactive, interesting, and simple. (*Teacher B, interview on 2nd february 2023*)

According to both Professors A and B, ICT plays a crucial role in education. Technology is crucial in education because it makes learning more engaging, accessible, and effective. The educator remarked that the use of technology bolstered her ability to instruct her students. The instructor also felt that by incorporating ICT into the classroom, it inspired students to learn more and more from a variety of sources. The use of ICT can streamline the educational process, improve its quality, and make it more engaging for students. In other words, incorporating ICT into the classroom is one alternative strategy for boosting student interest in and performance on English language courses.

## 2. The use of ICT in supporting students' learning process.

The development of technology brings benefits in all aspects of human life. Technology has helped human progress immensely, particularly in the field of education. In-service educators frequently leverage digital tools these days. From traditional classrooms with blackboards and books to modern classrooms with computers, tablets, projectors, and speakers. This has an effect on students because it is clear that when students use ICT to learn, the students have easier access to the material because in this ICT all information is quite extensive about learning materials of any subject. Thus, the students can have a lot of inspiration. It related to the statement by the english teacher in the following interview:

Teacher A: It makes it very easy, especially in terms of distance, diversity and then the sources too so they are very helpful, they are more inspired by more pictures and then other sources. Because for now the material we provide can be accessed from the internet, therefore the use of ICT makes it easier for students to access these materials.





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Teacher A : Yes, it can be very helpful, it is proven that yesterday when we covid we were not face-to-face so we overcame the difficulties through ICT either using whatsapp groups or we used google classroom, then now there are many online classes, not to mention the media that we can share if maybe our explanation is not understood they can look for other alternatives, so it is really very helpful. Moreover, our English has different pronunciations even though the writing is the same, different words will mean different things. So yes, it is very helpful even though it is not during the pandemic.

*(Teacher A, interview on 2nd february 2023)*

The statement above is also reinforced by teacher B.

Teacher B: Yes, because, in this ICT, all information is extensive learning materials for any topic that can access. Meanwhile, if we manually, for example, use books, it can only be found in school-issued materials like books.

Teacher B : That's right, the use of ICT can overcome students' difficulties in learning. Because, if we teach in class, there is a time of 2 X 45 minutes so after that time runs out, maybe there are still children who don't understand, don't understand or maybe if speaking pronunciation they can't say it correctly, with the application they can repeat it at home.

*(Teacher A, interview on 2nd february 2023)*

The researcher draws the following conclusion from the preceding statement: the use of ICT can facilitate the learning process for students. ICT makes it simple for students to gain access to the materials teachers provide, and teachers report that the students are more motivated to learn when doing so via the internet. The teacher also explained that the student learning process was also greatly helped by ICT, when in the pandemic era we all had difficulties in the learning process because we could not do face-to-face learning. But that can be resolved with ICT, for example the teacher used whatsapp groups and google classroom.

The teacher views that in ICT all sources of information are very broad. As a result, students no longer have to rely on a single source, such as books,

but can instead access a wealth of information at the fingertips 24/7 via the internet. In other words, information and communication technologies can aid in instruction whenever and wherever the students are used. The internet's accessibility aids both teachers and students in the quest to find relevant resources for class.

### 3. Enhance the students' English skill.

The impact of ICTs (information and communication technologies) on every facet of human existence is profound. The use of information and communication technologies (ICTs) in the classroom is essential. The students have completely altered the methods of education and language instruction. There's a lot of room for innovation in how languages are taught with the help of technology. The students revolutionized ways of interacting and teaching in the classroom. Using ICTs in the classroom has been shown to boost students' motivation, memory retention, and overall comprehension. Collaborative learning can be fostered through the use of ICTs in the form of role playing, group problem solving activities, and articulated projects. The following interview contains a relevant statement by the English teacher:

Teacher A: Yes, it can, as I said earlier, it can be related to the use of online dictionaries. In the online dictionary, we not only know what it means, starting from a series of verbs which then we change words in English, but there are also several, it can be a verb, adverb, or adjective. In the online dictionary, it already displays and how to pronounce it. And then also audio, a lot of learning videos, also many narrative stories in English that we can access on the internet. For example, from youtube. So it's enough to train at home for storytelling.

Teacher A: Yes, they are more active. They can compare what we have given them and then try again to find another source. Sometimes they compare, “my mother came across such pictures or such gravity and said that this is vandalism, ugly (destructive)!”. And we want to say that gravity is an art. So it turns out that they are more active if we invite them to go into cyberspace. (Teacher A, interview on 2nd february 2023)



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The second teacher also strengthens the statement above.

Teacher B : Yes, it is possible the use ICT to improve student skills. For example, in a speaking lesson, there are many applications, one of which is the cake application in the cake application which can capture sound, so if a word appears on the cellphone screen, then students can pronounce it, and there will be a percentage. For example, the accuracy rate is 60%, which means students need more practice. With that, students will practice over time and increase from 80% to 100%. Teacher B : Yes, the use of ICT makes it more active. Because the content has been packaged in such a way by the application provider. Therefore, it can trigger students to ask questions and dig deeper into the material.

*(Teacher B, interview on 2nd february 2023)*

The use of ICT, as stated above, can improve both students' English proficiency and the students interest in learning. Students can learn more than just the literal meaning of words in English with the help of an online dictionary, including the students pronunciation and usage. YouTube is a great resource for educational videos, and teachers can use audio to help students improve the students listening skills. Students may become more engaged in class if the students use technology. The provider of the app may have packaged certain information in a way that piques the interest of students and makes them want to use it. In other words, students can benefit from using ICT to improve the students English proficiency through a variety of ICT-based channels. Such as online dictionary to support students improve their pronunciation skill and the use audio speaker to support students enhance their listening skill.

## B. Discussions

The findings from the interviews were explained to the researcher in this section. Several English teachers' views on the importance of information and communication technology in their classrooms were uncovered by the



researcher. The role of information and communication technology (ICT) in English learning from the perspective of English teachers includes the importance of ICT in the English learning process in the classroom, the use of ICT in supporting the learning process, the enhancement of students' English skill and motivation in learning, and the type of ICT tools used by the teacher.

The researcher has made an effort to describe the research findings in light of the appropriate theoretical framework here. The researcher must then conduct an analysis of the data after describing it. In an interview, an English professor discussed the role that information and communication technologies (ICT) play in the classroom.

### 1. **The Role of ICT Can be a motivation in the English learning process.**

The advancement of information and communication technologies has had a profound effect on English language education. ICT plays a role in the shift toward more creative pedagogy in the language classroom, claim Parvin and Salam (2015). One of the reasons why learning is so engaging and fun is because of ICT. The enhancing of students' intention to find out various learning material is caused by ICT.

The researcher interviewed a number of people and concluded that the use of ICT was crucial. Because both educators and students can benefit from utilizing ICT in the classroom. WhatsApp groups are great for the classroom because it is simple to set up and do not necessitate a lot of data storage. For problems using the WhatsApp group, this often arises due to a weak signal from the provider, so sometimes the messages we convey cannot be as fast as we want. Then, the second obstacle is, when the sent chat is buried by chats that are responses from the members themselves. Then, the use of an LCD projector is also very helpful where we can provide a direct visual display in the classroom. Students' focus also lasts longer with this media. They will feel more enthusiastic about the learning. However, this media also has its own obstacles, such as the limited of LCD projectors at school. So that makes the teacher also cannot be maximized in using this media. One common problem that arises when trying to use this medium is a power failure (PLN). In addition,



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listening to native speakers is crucial when studying English. Students need to develop their listening skills in English because it is a required receptive skill for the language. If this audio speaker is used in a regular classroom setting, it will almost certainly be disruptive to students in the adjacent classroom. Because the speaker has a very powerful output. The language lab would benefit greatly from switching to another case. Learning also relies heavily on the utilization of software tools. But, not all of these applications can be easily used, considering the provider network and the student's own ability to access the internet or internet quota. Not all cellphones owned can support the applications used. So far, if we do a survey, students mostly use google translate or online dictionaries. However, the use of this media requires more supervision. Because, the student's focus will be divided when using the application on the cellphone.

The enhance of ICT is crucial in education today contributed as media and source to find out information for the teacher even in other areas, furthermore they can manage learning material. Students can learn more about topics covered in class and gain access to supplementary resources thanks to ICT.

In relation to the aforementioned research, Mulyono MS (2017) "English language teachers' perception of using instructional technology in the classroom at senior high school in Makassar" This research confirmed the significance of instructional technology in the classroom by demonstrating its usefulness in facilitating the delivery of content to students and aiding in the resolution of issues that arose during instruction.

It is clear from what has been said above that ICT plays a significant role in facilitating English language instruction in the classroom. Learning can be made more engaging, accessible, and fruitful with the help of ICT.

## 2. The use of ICT in supporting students' learning process

Recently, the use of ICT in the English classroom has aided both the teacher and the students in the process of learning and teaching the language.





When students need to access their learning material independently from the teacher, the use of ICT can serve as a catalyst for learning motivation and increase students' enthusiasm in the learning process in the classroom. Ammanni and Aparanjani (2016) and Stockwell (2013) argue that ICT can increase students' enthusiasm for studying English.

The researcher found that ICT provide extensive information and learning material that can be accessed by students and teachers at any time and in any place, based on interviews. Students can quickly and easily find more information related to the lesson on the internet thanks to the widespread use of ICT in the classroom. For example, during a pandemic the use of Whatsapp can provide convenience in the learning process, teachers will have no difficulty in providing material or assignments, just send the materials and assignments to the WhatsApp group. Furthermore, students are not required to report to the school with their assignments, just send the results of the assignment to the WhatsApp group. Therefore, we can take advantage of some of the easy-to-use capabilities of Whatsapp, such as video calling, sending photos or videos, or sending files.

The study also revealed that lecturers made extensive use of PowerPoint, LCD projectors, and laptop computers. One is a PowerPoint presentation. It's a tool for disseminating information to students. The teacher's PowerPoint slide has pictures of relevant content to help students better grasp the topic at hand and keep the students attention on the presenter. Hardware requirements for this educational media product include a computer and an LCD projector. It helps students learn PowerPoint by allowing the teacher to project the presentation for everyone in the classroom to see. A portable computer is the third. One of the many things you can do with this electronic device is create PowerPoint presentations. To help students pay closer attention and retain more of what they are learning, the instructor creates an engaging PowerPoint presentation on the students laptop.

Apart from the use of WhatsApp, PowerPoint, LCD Projector and Laptop the students also use Google Translate to support their learning process.



Through the use of Google Translate, students can easily find the meaning of a word, phrase, sentence, even paragraph. Not only that, they can also know the pronunciation of a word and can practice it repeatedly. Students also feel more confident when translating a word or sentence through Google Translate.

According to the findings of a study titled "Teachers' perception in technology used in the classroom" (Lindita & Fauzi, 2017), the aforementioned statement is accurate. Based on their survey responses, teachers in this study appear to acknowledge the usefulness of technology in the classroom. At first, most people in the discussion think that computers help kids do better in school.

In conclusion, it should come as no surprise that students benefit greatly from the use of ICT in the classroom and as a means of acquiring supplementary resources for their studies outside of the classroom.

### 3. Enhance the students' English skill

Technological development will also have an effect on the students' learning English skill. English language skills like speaking, writing, reading, and listening will be easier to acquire with the aid of technology. The incorporation of ICT into the classroom has been linked to increased recall, improved focus, higher levels of motivation, and a more thorough comprehension of course material. Rosdiana (2018) explains that using videos can help students boost their English listening comprehension.

The researcher found that ICT can improve students' English proficiency and motivation based on interviews with students. By the use of online dictionary it helps students to find out the meaning of word and also the way to pronounce it correctly. It will enhance the students' vocabulary mastery and speaking skill. Then, the teacher also use audio speaker as media to teaching listening skill to help explain the material easily and the students can listen the audio clearly without any misunderstanding. In addition, students' English proficiency can be improved through the use of apps. The use of the Cake app, which can capture sound, has become increasingly common in speech classes; for instance, if a word appears on the screen of a student's



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cellphone, and the student pronounces it, the Cake app will record the student's pronunciation and provide feedback on how well they did, if the student's accuracy rate is 60%, for instance, this indicates that the student needs more practice. Yes, with that, the students will practice over time, it will increase students English skill.

Research by Mulyono (2017), "English language teachers' perception of using instructional technology in the classroom at senior high school in Makassar," supports the aforementioned claim. This research demonstrated that technological aids in education can help both students and teachers learn and master the English language.

It is clear from the above that students who make use of ICT are able to improve the students' English proficiency and the sugar interest in learning.



## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings described in the discussion of the role of ICT in English learning at SMAN 4 Tanjung Jabung Timur, the researcher then draws conclusion. This conclusion includes all the questions and answers that have been categorized on the role of ICT in English learning at SMAN 4 Tanjung Jabung Timur

Based on the findings, English teacher at SMAN 4 Tanjung Jabung Timur view that the role of ICT in English learning are very important to make the learning process interactive, interesting and simple. Because by learning to use ICT in the form of computers, gadgets or projectors, students feel more interested and do not feel overwhelmed. In other word, ICT can foster enthusiasm and increase student motivation.

The use of ICT in supporting students' learning process also showed by the students' enthusiasm in search various sources learning material from the internet and the material that the teacher provides also can be accessed on the internet. The teacher also explained that the students learning process was also greatly helped by ICT, it prove when the pandemic era the educational process has difficulties in the learning process because the learning process cannot conducted by face to face.

The use of ICT can enhance the students' English skill. By using one of ICT application such as the online dictionary, the students not only know what the meaning of a word in English, but also the function of word and how to pronounce correctly. The teacher also use audio speaker to teaching listening process that make student more interest to the material and easy to accept material by using ICT.

Thus it can be concluded that the English teachers at SMAN 4 Tanjung Jabung Timur have more advantage and easy access when using ICT in

teaching English. That is the reason the English teachers at SMAN 4 Tanjung Jabung Timur prefer to use ICT in teaching and learning process.

## B. Suggestions

Based on the results of research through the interview method, the researcher can provide suggestions or input that may be useful for the school institution that is the object of research so that it can be used as motivation or input in order to make teaching and learning activities even better. Related to this, some suggestions recommended by researcher are:

### 1. For English Teachers

In the use of technology in teaching English at a time like this, its use is correct. However, some teachers over use technology even though technology should only complement books, not replace books. It is better for teacher to involve book more often, because there is a saying that says “book are a window to the world”, so teachers must also show students that book are very important. Especially in translating activities, it is better if students are prohibited from using Google Translate, because according to the researcher, it will get students used to being lazy to open the dictionary. Although there is already a more complete internet, students must also get used to learning to use books to avoid students becoming lazy in reading books.

### 2. For the Students

Student must be good at adjusting between the use of technology and book; student should not rely too much on the internet or Google Translate when translating. Student must be diligent in reading dictionaries or books about grammar in order to know the structures and formulas that exist in grammar.

### 3. For Researcher

Hopefully this research can be useful to anyone reference in increasing the researcher knowledge to the role of ICT in English learning by English teachers' perceptions and these studies are used as a vehicle to practice analyze some problems that occur in the field, so the writer has a sensitivity the



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problems related with the the role of ICT in English learning at SMAN 4 Tanjung Jabung Timur.

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## APPENDICES

### APPENDIX I

#### A. Profile of SMAN 4 Tanjung Jabung Timur

##### 1. History of SMAN 4 Tanjung Jabung Timur

Starting from a sense of concern about the condition of the education level of the community in Dendang Subdistrict in 1998, the average education level was only at the junior high school level. It was very rare for children who graduated from junior high school in Dendang sub-district at that time to be able to continue to the high school level, let alone to the university level. In fact, there were still many children who only had an elementary school education. Again, the reason is very simple, namely the economic situation. Because at that time the majority of the community only depended on farming rice and as factory laborers. Another reason was the isolation of the region. At that time there was no access to land transportation to the Dendang sub-district, so practically this area experienced limited communication and information. Cellular phones had not yet reached the area in the early 2000s.

Seeing these real conditions, community leaders from various elements in Dendang sub-district sat together to unite their vision. The meeting resulted in an agreement in the form of social concerns and determination to establish a high school level educational institution in the Dendang sub-district. As a manifestation of these concerns, on April 27, 1998 a high school level educational institution was born, namely SMA LKMD Dendang. The high school is under the auspices of the Village Community Resilience Foundation (YLKMD) which is chaired by Arinal Basri (Dendang sub-district head at the time).

The LKMD Foundation continued to consolidate in preparation for the implementation of LKMD High School education in the 1998/1999 academic year. In June, to be precise on the 1st, SMA LKMD Dendang was ready to carry out the admission of new students with the pioneering

building facilities of the extranmigration building located at SK. 9 Kiri, precisely in the office complex.

The results were very significant. The first batch of students enrollment reached 44 students. A result that was very surprising and unexpected by the foundation board at the time. Because previously most people doubted the existence of the institution. On July 17, 1998 the teaching and learning process at SMA LKMD began. With the support of teaching staff from SMP Negeri 4 (at that time SMP Negeri 1 Dendang) and agencies in the Dendang sub-district, namely from Health, from agriculture and from the sub-district office staff.

SMA LKMD under the leadership of Pahmi, S.Pd. who at that time served as the head of SMP Negeri 1 Dendang, continued to strive to improve the learning process so as not to be inferior to other high schools in East Tanjung Jabung (at that time Tanjung Jabung district). In its development, SMA LKMD Dendang was able to compete with the parent school, SMA Negeri Muara Sabak, both in academic and non-academic activities.

Over time, SMA LKMD Dendang continued to grow and in 2004, through a decree of the East Tanjung Jabung Regent Number 41 of 2004, SMA LKMD Dendang was taken over by the East Tanjung Jabung Regency Government through the penergerian process. With this penergerian, SMA LKMD Dendang changed its status and name, which became SMA Negeri 1 Dendang, which is located at SK. 4 Kiri Rejo Agung Hamlet, Sidomukti Village, which occupies waqf land of Mr. H. Ali.

SMA Negeri 1 Dendang has become the pride of the people of Dendang Sub-district. The community was very enthusiastic about sending their children to the school. In 2006, the institution was unable to accommodate all of its students. About 20% of the students who enrolled at SMA Negeri 1 Dendang had to feel disappointed because they could not taste the school. They were rejected due to limited capacity.



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In 2009, SMA Negeri 1 Dendang, through the Decree of the East Tanjung Jabung Regent number 12 of 2009 concerning changes in the nomenclature of public high schools in East Tanjung Jabung Regency, changed its name to SMA Negeri 4 Tanjung Jabung Timur. Until now, SMA Negeri 4 East Tanjung Jabung has made many achievements both at the Regency and Provincial levels, including the 2009 PMR general champion at the Jambi provincial level, first place in the 2012 Physics Olympics, and so on.

## 2. Vision and Mission of SMAN 4 Tanjung Jabung Timur

### a. Vision

Realizing learners who are devoted to God Almighty, honest, disciplined, achievers and skilled.

### b. Mission

- 1) Increase faith and devotion to God Almighty in accordance with the religion and beliefs of students.
- 2) Instilling the attitude of students who are honest in all matters and can be trusted wherever they are.
- 3) Instilling a disciplined and obedient attitude of students in obeying the rules that apply at school and in the community.
- 4) Improve students' achievements in science in the field of Extra-Curriculars.
- 5) Improve students' skills and skills that can be used in social life.

## 3. The Conditions of Teacher and Employees at SMAN 4 Tanjung Jabung Timur

The state of teacher in SMAN 4 Tanjung Jabung Timur in the 2022/2023 school year as a whole there are 24 teachers and 11 employees.



#### 4. List of Teacher and Employees

**Table.1**  
*List of Teacher and Employees*

No	Names	Field of Study
1	Novita Diana, S.Pd	Kepala Sekolah
2	Drs. Aji Susilo Pambudi	Matematika
3	Diah Triwati, S.Pt	Biologi
4	Imam Syafi'I, S.Ag	Pend. Agama
5	Sami'un, S.Ag	Sosiologi
6	Dra. Nurhayah	PPkn
7	Asni, S.Pd	Kimia
8	Agus Tri Widodo, S.Pd., M.Si	Fisika
9	Noperman, S.Pd	B. Inggris
10	Maya F.A Sitorus, S.Pd	Sejarah
11	Muklis, S. Pd	Geografi
12	Rika Yusra, S.Pd	Sosiologi
13	Anita Selvina Br. Barus, S.Pd	Ekonomi
14	Andika Novitasari, S.Pd	Sej/Prakarya/B.Indo
15	Astutik, S. Pd.	B. Indonesia
16	Winda Yuliandri Maiyola, S.Pd.	BK
17	Nur Lailatus Sholihah, S.Pd.	B.Ing/MTK/PAI
18	Erika Oktafiana, S. Pd.	MTK/MTK Minat/Prakarya
19	Joko Suprpto, S. Pd.	Penjas/Senbud
20	Rianti Nita Wulandari, S.Pd	Kimia/LM Kim
21	Aniq Yasyifa, S.Pd	B.Indo/TIK
22	Kartika Wahyu Ningsih, S.E	TIK/Geo/Sej. Indo
23	Dwi Yono Fitriyanto, S. Or.	Penjas/PPKn
24	Erwin Hasibuan, S. Sn.	Senbud/Prakarya/Sej. Indo
25	Elsi Wahyuni, S. E.	Tata Usaha
26	Ekowati Setianingsih	Tata Usaha
27	Sugito	Tata Usaha
28	Widia Wariza	Tata Usaha

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29	Mariya Ulfa, S. Pd.	TU TT
30	Rinawati	Pustakawan
31	Lasiman	Pesuruh
32	Kasijon Joni	Satpam
33	Rofiah	Kebersihan
34	Bayu Elvindo	TU TT
35	Aprilia Widianingsih, S.Tp	Laboran

## APPENDIX II

### B. The Instrument of Collecting Data

Base on the information collected through the interview method with two English teachers at SMAN 4 Tanjung Jabung Timur, to explore teachers' perceptions of the role of ICT in English language teaching and learning. Those are the following names of the English teachers who were interviewed by researcher:

a. Name : Nur Lailatus Sholihah, S.Pd (Teacher A)

Place & date of birth: Ka. Tungkal, 21 - 07 – 1991

b. Name : Noperman, S.Pd (Teacher B)

Place & date of birth: Koto Dian Pl. Tengah, 15-04-1982

Furthermore, the researcher gave 8 questions (semi-structure interview) to the two teachers above.



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### 1. List of Interview

**Table.2**

*List of Interview*

THEORY	QUESTIONS
According to Parvin and Salam (2015) that ICT plays a role in the language classroom changing to be more innovative learning.	<ol style="list-style-type: none"> <li>1. How important ICT as a role in the English learning process in the classroom?</li> <li>2. Does the use of ICT can make learning process more innovative?</li> </ol>
ICT as a tool facilitates the students to learn English language and as a source provides access to authentic materials and the information that can supplement students' learning experiences (Ammanni & Aparanjani, 2016; Fatimah & Santiana, 2017; Haswani, 2014).	<ol style="list-style-type: none"> <li>3. Can the use of ICT provide student to access material and information that can support students' learning process?</li> </ol>
Rosdiana (2018) adds that the use of video is able to improve students' English listening comprehension ability.	<ol style="list-style-type: none"> <li>4. Can ICT enhance the student's English skill?</li> </ol>
According to Alkanel & Chouthaiwale (2018) ICT tools are consist of non-web based learning (Radio and television, films, language lab, overhead projector) and web based learning (Youtube, email, blog, skype, mobile phone and ipod).	<ol style="list-style-type: none"> <li>5. What kind of ICT tools that teacher used on teaching and learning process?</li> </ol>

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<p>Ammanni and Aparanjani (2016) and Stockwell (2013) state that ICT is able to enhance students' motivation in learning English language.</p>	<ol style="list-style-type: none"> <li>6. Can the use of technology in the learning process make student to be more active?</li> <li>7. What are the difficulties of the teachers and students have when implementing ICT in learning process?</li> <li>8. Is the use of technology in the learning process can be alternative to solve the students' difficulties in learning process?</li> </ol>
--	--

## 2. Transcript of Interview

### Researcher: Seberapa pentingkah peran ICT dalam proses pembelajaran dikelas?

Teacher A : Peran ICT ini ya sangat penting, sangat berpengaruh karna jika kita belajar bahasa ingris itu kan kita punya 4 komponen; ada listening, speaking, reading dan writing, salah satunya itu sangat berperan penting terutama untuk listening yang mana membutuhkan audio speaker. Kemudian pronunciation juga sangat terbantu karena kadang kalo untuk kamus itu sekarang kamus yang online ini lebih variatif bisa langsung kedengeran how to pronounc it, jadi sangat terbantu sekali walaupun tidak ada gurunya ketika mereka diminta untuk belajar dirumah sudah bisa melafalkan dengan baik. Jadi perannya sangat penting sekali.

Teacher B: Peran penggunaan ICT dalam pembelajaran dikelas sangat penting untuk membuat proses pembelajaran itu menjadi interaktif menarik dan simpel, karena dengan bantuan tekhnologi sekarang cukup



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memudahkan, membuat pembelajaran itu lebih berkualitas dan menarik.

**Researcher: Apakah penggunaan ICT dapat membuat proses pembelajaran lebih inovatif?**

Teacher A: Lebih inovatif pastinya, karena lebih bervariasi, kita bisa menggunakan youtube, video-video pembelajaran dan banyak jenis lainnya.

Teacher B: Benar, benar sekali dengan menggunakan teknologi proses pembelajaran bisa lebih inovatif.

**Researcher: Dapatkah penggunaan ICT memudahkan siswa untuk mengakses materi dan informasi yang dapat mendukung proses belajar siswa?**

Teacher A: Sangat memudahkan, apalagi dalam hal jarak, keanekaragaman terus sumber-sumbernya juga jadi mereka sangat terbantu sekali, mereka lebih banyak inspirasi dengan lebih banyak gambar kemudian sumber-sumber yang lain. Karena untuk saat ini materi yang kami berikan bisa di akses dari internet, maka dari itu penggunaan ICT memudahkan siswa untuk mengakses materi-materi tersebut.

Teacher B: Ya dapat, karena dalam ICT ini segala informasi cukup luas tentang materi-materi pembelajaran mata pelajaran apapun bisa di akses. Sementara, kalo kita manual misalnya menggunakan buku hanya bersumber pada buku yang disediakan sekolah contohnya buku paket.

**Researcher: Dapatkah ICT meningkatkan keterampilan bahasa inggris siswa?**

Teacher A: Iya dapat, karena seperti tadi di awal related kepada penggunaan kamus online, dikamus online itu kita tidak hanya tau apa artinya, mulai dari rangkaian kata kerja yang kemudian kita kalo di bahasa inggris itukan perubahan kata ada beberapa, bisa menjadi verb, adverb dan adjective semuanya kalo disana dikamus online tu sudah



menampilkan plus dengan how to pronunc it. Ya jadi kamus online belum lagi audio-audio yang bisa kita akses di internet, kemudian video-video pembelajaran juga sangat banyak di internet youtube contohnya, cerita-cerita narasi kan banyak juga yang bahasa inggris, jadi ya lumayan melatihlah kalo dirumah untuk story telling.

Teacher B : Ya sangat bisa penggunaan ICT itu meningkatkan keterampilan siswa ya, contohnya di pelajaran speaking, sudah sangat banyak sekarang aplikasi contohnya penggunaan aplikasi cake di aplikasi cake itu dia bisa menangkap suara, jadaai kalo misalnya ada satu kata yang dilayar hp itu muncul kemudian siswa melafalkannya, nanti ada persentasi misalnya tingkat keakuratannya itu 60% berarti siswa itu perlu latihan lagi. Ya dengan itu nanti anak seiring berjalannya waktu berlatih, maka akan meningkat nanti lama-lama 80% sampailah 100%.

**Researcher: Apa jenis ICT yang guru gunakan dalam proses pembelajaran?**

Teacher A : Kalau dari masa pandemi kebanyakan kita menggunakan video pembelajaran, grup whatsapp, google calssroom, kemudian yang bersifat elektornik semuanya karna kita kebanyakan jarak jauh. Tapi sekarang setelah pandemi ini whatsapp masih digunakan untuk membagikan materi-materi pembelajaran, kemudian video pembelajarannya juga masih sering digunakan karna masih terbawa suasana covid jadi banyak masih menggunakan ICT bahkan cenderung lebih tergantung dari yang kita offline ini. Bukunya pun sekarang kalo untuk kurikulum merdeka ini semuanya kan tersedia dalam internet atau elektronik, yang cetaknya belum.

Researcher : kalau LCD Projector bu apakah ibu menggunakannya?

Teacher A : oh iya, untuk menampilkan gambar-gambar dan video, karena kalo kita membagikannya lewat handphone kita menghindari dari kegiatan yang lain, kadang siswa sambil membuka aplikasi yang lainnya. Namun kalo untuk belajart dirumah tetap membagikan materinya melalui whatsapp yang bisa diakses handphone mereka.

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Researcher : Tadi ibu ada menyebutkan audio ya bu, itu ibu menggunakan handphone atau menggunakan audio speaker?

Teacher A : Menggunakan audio speaker untuk meminimalisir cheating, kalo untuk handphone ini kadang mereka cheating jadi sekarang ini saking ahlinya teknologi, jadi kalo kita dengarkan by handphone mereka akan merekam kemudian try to googling dan keluarlah translate semuanya. Jadi pada saat kita menerapkan audio lingual untuk latihan speaking handphone kita kumpulkan semua di meja guru jadi mereka fokus kepada speakernya, kalo ga gitu ya kita kena curangi mereka mencontek semua.

Teacher B : Ya seperti saya sebutkan sebelumnya saya sampaikan mengenai ICT itu banyak sekali aplikasi-aplikasi di play store yang bisa digunakan melalui handphone dan cukup simpel, seperti aplikasi cake tadi yang cukup banyak variasinya dari grammar membuat susunan kalimat, akurasi pelafalan bahasa ingrisnya. Ada juga duolingo, tandem itu yang cukup populer bagi saya, meskipun ada puluhan mungkin bahkan ratusan aplikasi yang bisa digunakan.

Researcher : Kemudian untuk pembelajaran listening apakah bapak menggunakan audio speaker?

Teacher B : ya, untuk lebih menunjang lebih memaksimalkan kadang-kadang saya menggunakan audio speaker. Tapi kalo untuk siswa latihan dirumah mungkin jika fasilitasnya tidak menunjang mereka bisa menggunakan handphone.

Researcher : Untuk LCD projector pak?

Teacher B : LCD projector juga saya gunakan dikelas, untuk menampilkan video, slide PPT dan sebagainya.

**Researcher: Dapatkah penggunaan ICT dalam proses pembelajaran membuat siswa lebih aktif?**

Teacher A : Iya lebih aktif mereka, mereka bisa mengkompare apa yang sudah kita berikan kemudian mereka coba lagi untuk mencari sumber yang lain.



Kadang mereka membandingkan, bu saya pernah menemukan gambar yang begini atau graviti begini katanya ini vandalism yang ga enak dipandang (merusak), padahal yang kita maksud itu adalah graviti yang bersifat art gitukan yaang seni. Nah jadi melalui dari sana itu ternyata mereka lebih aktif kalo kita ajak berselancar ke dlam dunia maya untuk melihat graviti itu versi luarnya bagaimana, tapi tetap kita harus bisa membatasi ruang lingkupnya, jadi masih terarah gitu.

Teacher B : Ya penggunaan ICT membuat lebih aktif, karena konten itu sudah dikemas dengan sedemikian rupa oleh pihak penyedia aplikasi, jadi menarik dan memicu siswa untuk bertanya dan menggali materi lebih dalam.

**Researcher: Apa kesulitan guru dan siswa ketika menerapkan ICT dalam proses pembelajaran?**

Teacher A : Nah ini kalau kesulitan ini, yang pertama kalau keadaan jarak jauh adalah sinyal, walaupun kuota sudah ada kalau jaringan kurang memadai ga bisa juga berjalan dengn baik. Kalo untuk disekolah kita kendalanya adalah terbatasnya sarana dan prasarana, kadang pada jam tertentu ada guru yang menggunakan LCD projector atau audionya, jadi ya kalau kita ga booking duluan atau ga cepet-cepetan ya keduluan guru lain karna terbatas sekali, disekolah kita ada LCD projector sekitar 2 atau 3 jadi ya masih kurang. Kemudian kalo untuk speaker sendiri kita rebutan sama anak tari biasanya mereka yang seni musik itu menggunakan audio speaker, kalau tidak itu ya kita rebutan sama guru bahasa inggris yang lain karna ada dua guru bahasa inggris disekolah kita.

Teacher B : Kesulitannya menggunakan ICT ini kalau untuk disekolah ya, itu hanya satu saya rasa yaitu koneksi internet yang kurang maksimal disekolah, ya jadi untuk mengakses itukan terputus-putus.

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**Researcher: Apakah penggunaan ICT dalam proses pembelajaran dapat menjadi alternatif untuk mengatasi kesulitan siswa dalam proses pembelajaran?**

Teacher A : Ya dapat terbantu sekali, terbukti kemaren waktu covid kitakan tidak tatap muka jadi kesulitan-kesulitan itu kita atasi melalui ICT itu baik menggunakan whatsapp grup atau kita menggunakan google classroom, kemudian sekarang kan banyak gitu ya kelas-kelas online belum lagi media-media yang bisa kita share kalau mungkin penjelasan kita kurang paham mereka bisa mencari alternative yang lain, jadi bener-bener sangat membantu. Apalagi bahasa inggris kita beda pronunc walaupun tulisan sama beda ucapan akan beda arti. Jadi ya sangat membantu sekali walaupun sudah tidak dalam masa pandemi.

Teacher B : Benar sekali, penggunaan ICT itu bisa mengatasi kesulitan siswa dalam belajar. Karena begini, kalau kita mengajar dikelas itu kan ada waktunya 2 X 45 menit jadi setelah waktu itu habis mungkin masih ada anak yang belum mengerti, belum memahami atau mungkin kalau speaking pronunciation mereka belum bisa mengucapkan dengan benar, dengan aplikasi mereka bisa mengulang-ulangnya dirumah.

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### APPENDIX III C. Documentation



Picture.1 Interview with teacher A



Picture.2 Interview with teacher B

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










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Name : Ahmad Rozak Al-Bikri SM  
 Student ID : 205180010  
 Advisor I : Monalisa, M.Pd  
 Title : The Role of Information Communication & Technology in English Learning  
 Major : English Education Study Program

No	Date	Material Consultation	Signature
1	September 15, 2022	Submission Proposal	
2	September 30, 2022	Revise Chapter I	
3	October 20, 2022	Revise Chapter II and III	
4	November 19, 2022	Revise Chapter III	
5	December 4, 2022	ACC to Seminar	
6	December 12, 2022	Conducted Proposal Seminar	
7	January 10, 2023	ACC to Research	
8	February 20, 2023	Revise Chapter III, IV and V	
9	April 5, 2023	ACC	

Jambi, 05 April , 2023  
 Advisor I



**Monalisa, M.Pd**  
**NIP.197505152000032004**

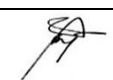
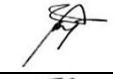
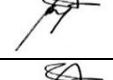





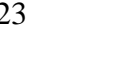


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Name : Ahmad Rozak Al-Bikri SM  
 Student ID : 205180010  
 Advisor II : Edi Rozal, M.Pd  
 Title : The Role of Information Communication & Technology in English Learning  
 Major : English Education Study Program

No	Date	Material Consultation	Signature
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2	September 20, 2022	Revise Chapter I	
3	October 5, 2022	Revise Chapter II and III	
4	November 10, 2022	Revise Chapter III	
5	November 19, 2022	ACC to Seminar	
6	December 12, 2022	Conducted Proposal Seminar	
7	January 5, 2023	ACC to Research	
8	February 15, 2023	Revise Chapter III, IV and V	
9	March 20, 2023	ACC	

Jambi, 03 April, 2023

Advisor II



**Edi Rozal, M.Pd**

**NIP.198808032015031003**



## CURRICULUM VITAE



**Name** : Ahmad Rozak AL-Bikri SM  
**Gender** : Male  
**Birthday** : Jambi, 16 January 2000  
**Address** : Muara Sabak Barat, Tanjung Jabung Timur  
**Contact Person** : 0853-4752-2684  
**Educational Background :**

No	Education	Graduation year
1	Elementary School (SDN) 99/X Sidomukti	2012
2	Junior High School (MTS AN-NUR TANGKIT) Muaro Jambi	2015
3	Senior High School (MA AN-NUR TANGKIT) Muaro Jambi	2018
4	S1 UIN STS JAMBI	2023