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**THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY
IN TEACHING ENGLISH:A CASE STUDY AT RURAL
PRIVATE JUNIOR HIGH SCHOOL IN
RIMBA MELINTANG**

THESIS

Submitted to State Islamic University of Sultan Syarif Karim Riau
In Partial Fulfillment of the Requirement for the Degree of
Master of English Education
(M.Pd)



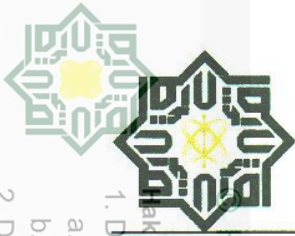
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**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
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Pekanbaru, 24th Agust 2024

The Writer,

Mutiara Nadia

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ABSTRACT

Mutiara Nadia (2024): **The Use of Information Communication and Technology (ICT) in Teaching English: A Case Study at Rural Private Islamic Junior High Schools in Rimba Melintang**

This qualitative study was conducted to investigate and explore use of ICT in teaching English by English teachers at Rural Private Islamic Junior High Schools in Rimba Melintang. Furthermore, it was particularly intended to answer three research questions: 1) What are the types of ICT used by the teachers at Rural private Islamic junior high schools in teaching English in Rimba Melintang? 2) How did the teachers used the ICT at Rural private Islamic junior high school teaching English in Rimba Melintang? 3) Why did the teachers use the ICT in teaching English at Rural private Islamic junior high schools in Rimba Melintang? The participants were two English teachers. Data were generated from multiple sources such as conducting classroom observations, open-ended interviews and documents. The data were analyzed qualitatively to explore the use of ICT in teaching English. The result of the analysis concluded both teachers were applying and implementing some of the ICT in class such as laptop, projector and power point presentation. Then, the two English teachers were doing three stages of teaching such as pre-teaching, while teaching and post teaching. However, in using the ICT in the class, they were having a trouble to use the ICT because some of the teacher was not familiar with it. Among the three stages, the teacher A did an excellent process in doing the pre-teaching activities than the teacher B. The teacher A reported that it was easy to use ICT and it helped to deliver the lesson more interesting. The two English teachers stated that they were not optimal in doing the stages of teaching because of some troubles and obstacles happened in the class. The findings of this study provide the insights and recommendations for related authorities as well as establishing chances for the further research on the teachers' awareness in using ICT to improve a better quality of education in Indonesia and other similar contexts.

Keywords: *ICT, Teaching English, Case Study*

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ملخص

موتيارا نادية، (٢٠٢٤): استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية: دراسة حالة في المدرسة الإسلامية المتوسطة الخاصة الريفية في رِمبا مِلينتانغ

أجري هذا البحث الكيفي لتحقيق واستكشاف استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية من قبل معلمي اللغة الإنجليزية في المدرسة الإسلامية المتوسطة الخاصة الريفية في رِمبا مِلينتانغ. علاوة على ذلك، يهدف هذا البحث على وجه الخصوص إلى الإجابة على ثلاثة أسئلة بحثية: (١) ما هي أنواع تكنولوجيا المعلومات والاتصالات التي يستخدمها المعلمون في المدرسة الإسلامية المتوسطة الخاصة الريفية في تدريس اللغة الإنجليزية في رِمبا مِلينتانغ؟ (٢) كيف يستخدم المعلمون تكنولوجيا المعلومات والاتصالات في المدرسة الإسلامية المتوسطة الخاصة الريفية في تدريس اللغة الإنجليزية في رِمبا مِلينتانغ؟ (٣) لماذا يستخدم المعلمون تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية في المدرسة الإسلامية المتوسطة الخاصة الريفية في رِمبا مِلينتانغ؟ شمل المشاركون في الدراسة معلمين اثنين للغة الإنجليزية. تم الحصول على البيانات من مصادر متنوعة مثل ملاحظة الصف، والمقابلة المفتوحة، والتوثيق. تم تحليل البيانات بشكل نوعي لاستكشاف استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية. تلخص نتائج التحليل إلى أن كلا المعلمين قاما بتطبيق وتنفيذ بعض تكنولوجيا المعلومات والاتصالات في الصف، مثل أجهزة الكمبيوتر المحمولة، والبروجكتور، وعروض بوربوينت. ثم قام كلا المعلمين للغة الإنجليزية بتنفيذ ثلاث مراحل من التدريس مثل مرحلة ما قبل التعليم، ومرحلة التعليم، ومرحلة ما بعد التعليم. ومع ذلك، أثناء استخدام تكنولوجيا المعلومات والاتصالات في الصف، واجها صعوبات في استخدامها لأن بعض المعلمين لم يكونوا معتادين عليها. من بين المراحل الثلاث، قام المعلم بأداء جيد جداً في الأنشطة السابقة للتعليم مقارنةً بالمعلم ب. أفاد المعلم أ بأن تكنولوجيا المعلومات والاتصالات سهلة الاستخدام وتساعد في تقديم الدروس بشكل أكثر إثارة. وأوضح المعلمان للغة الإنجليزية أنهما لم يكونا مثاليين في تنفيذ مراحل التدريس بسبب بعض المشكلات والعوائق التي حدثت في الصف. تقدم نتائج هذا البحث رؤى وتوصيات للسلطات المعنية، بالإضافة إلى بناء فرص للبحث المستقبلي حول وعي المعلمين في استخدام تكنولوجيا المعلومات والاتصالات لتحسين جودة التعليم بشكل أفضل في إندونيسيا وسياقات مماثلة أخرى.

الكلمات الأساسية: تكنولوجيا المعلومات والاتصالات، تدريس اللغة الإنجليزية، دراسة حالة





CHAPTER I

INTRODUCTION

A. Background of the Study

The use of ICT in teaching and learning is a demand of the times. Teachers are expected to use both traditional and modern/innovative approaches to the teaching and learning process. Teachers must be adequately trained to use information and communication technologies (ICTs). In the 21st century, technology is indeed communicative and interactive, but its use in language classrooms is still insignificant. When one tries to innovate in the field of education, he/she should think about audiovisual media and their extensive use in the learning process.

According to Akhtar (2016), the use of modern technological tools has led to the emergence of ICT. Today, ICT is used in various fields such as health, entertainment, games and sports, transport and education. Through the use of ICT, we can share a huge amount of information across the globe with a single click. The field of education has also not been left out of the influence of ICT. Now we cannot imagine education without the use of information and communication technology. It greatly facilitates the exchange of thoughts, ideas, experiences and feelings. Communication and information are at the heart of the educational process, ICT plays an educational role in formal and informal settings, in processes provided by government agencies, public and private educational institutions, for-profit companies and non-profit groups, and secular and religious



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communities. Akhtar (Akhtar, 2016) reiterated the modern era as the era of knowledge explosion. This explosion has been made possible by the advancement of science and technology. Every aspect of human life has changed under the influence of science and technology.

It has been suggested that information and communication technologies (ICT) can and play a number of roles in education such as developing the kinds of graduates and citizens required in an information society; improving educational outcomes, enhancing and improving the quality of teaching and learning (Wagner, 2001; McCormick and Scrimshaw 2001).

Pokharel (2019) argues that ICT-enhanced learning can provide students with many opportunities to improve and develop competence on an international scale. ICT is used to create an independent and collaborative learning environment so that students can learn more effectively. KC (2019) argues that English is becoming a dominant language these days and is rapidly becoming increasingly important. English learners do not only rely on textbooks to achieve learning outcomes, but also utilise various ICT tools. In the beginning, learners relied heavily on teachers. But nowadays they are oriented towards independent learning with the help of ICT.

Teachers are expected to not only be able to use ICT media but also be able to develop it as an innovative media for the learning process in the classroom. So, the Teachers have creativity in providing the material being taught to their students. Teachers do not experience boredom in absorbing the material provided, which ultimately has an impact on increasing their learning achievement. There

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are many ICT media that teachers can use in the learning process. Not only presentation media, teachers in the learning process can use online and offline media, software or hardware such as laptop or computer devices, projectors, presentation media and so on.

Many researchers have examined the use of ICT by teachers in English language learning (Maghfira, 2019; Cahyono & Cahyani, 2012; Rahim, 2015), and from the results of the analysis of teachers' perceptions of the use of Information and Communication Technology (ICT) in English language teaching, it can be seen that all participants in this study strongly believe in the use of Information and Communication Technology in English language teaching. Many teachers use technology, so the use of computer programs and the use of laptops for PowerPoint presentations are no longer a big problem because teachers use them in their daily teaching and learning activities. The results of observations made during four meetings show that the application of technology shows the benefits of using technology integration based on the following concepts. The use of technology in education has become one of the major trends in education reform around the world, technology is introduced into the learning and teaching process.

According to Ertmer and Ottenbrath (2010), in order for teachers to teach effectively using technology, they need to improve their understanding of pedagogy in various aspects of the planning, implementation, and assessment process. For example, in order for teachers to effectively use technology as an instructional tool, they need to be able to develop lesson plans that teach students

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how to use software, select appropriate computer applications to meet curriculum goals and student learning needs, and manage computer hardware and software. This includes the use of technology in education, especially in activities related to the teaching and learning process.

Teaching and learning of the English language is one of the main concerns of many educational institutions because English is not only an international language and a lingua-franca of the world's citizens, but it is also the storehouse of knowledge (Bhattarai, 1995; Harmer, 2007). Therefore, attempts have been made to enhance English language teaching (ELT) and make it more advanced. Many research scholars (Acevedo, 2016; Ince 2014; Liu, 2012) in their research studies have concluded that English language teaching and learning (ELTAL) is effective and more successful with the integration of ICTs. According to Adams and Brindley (2007), "English is a subject ready to think about new ways of constructing reading and writing, and about the pedagogical value of collective work and the possibilities afforded by the renaissance of learning made possible through ICT" (p. vii). Likewise, Rank et al. (2011) discuss that the web 2.0 applications can be exploited to the advantages of the students learning English language and literature, which create several possibilities of learning opportunities such as exploring and investigating, composing and creating, reflecting and evaluating, presenting and performing; and communicating and collaborating. ICTs, the digital technologies, are powerful educational tools; and their use has a significant role in the transfiguration of the pedagogy of teaching and learning (Ludvigsen & Morch, 2010; Sutherland et al., 2009). Angeli et al. (2015) view

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that a good combination of technology and pedagogy is very important to ensure that the learners are able to take advantage of technology inclusion for the opportunities of learning integrated skills of language. According to Davis (2007), the incorporation of the technologies into English classroom can help achieve: (i) cognitive gain by providing visual images, (ii) motivational gain providing fun, and (iii) interactional gain by providing convenience sharing. ICTs provide opportunities for exploring the communicative power of the English learner by engaging them in exploring literary texts and several other interactive activities in exciting ways (Richards, 2007). Likewise, computer-based activities enhance interaction and collaboration and provide unique opportunities for the development of the learners' spoken and written language capabilities (Andrew, 2007). A variety of technology-enhanced gadgets can create an interactive learning environment to develop learners' autonomy and meaningful learning, which provides a huge amount of exposure to language (Acevedo, 2016). The spreading innovations in ICTs such as personal computers, Internet, mobile phones, and many other ICT tools, have caused a 'paradigm shift' in teaching and learning of all subjects; and the traditional model of teaching and learning has been replaced by transformed pedagogy (Juceviciene, 2008; Somekh, 2007). A paradigm shift in education is a change in the concept and procedures of teaching and learning. For example, the activity of encouraging learners for creative learning instead of rote learning is a good example of transformed pedagogy. Likewise, different types of paradigm shifts such as (i) a shift from behaviorism/habit formation-based teaching to rationalism/cognitive-based

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teaching, (ii) a shift from teacher-centered approach to learner-centered approach, and (iii) a shift from psychometric-structuralist testing to psycholinguistic-sociolinguistic testing, are being practiced in the field of education. (Li et al., 2012). Consequently, various language learning online/offline software, language learning platforms; and the methodological innovations like computer-assisted language learning (CALL) have made language learning easier and more effective (Dina & Ciornai, 2013). All these advancements that improve the quality of education make wide exploitation of ICTs. English is taught and learned as a foreign language in Nepal. It is one of the core subjects both in the college level curriculum (up to bachelor level) and school level curriculum; and as equal weightage as other compulsory subjects has been given to English (CDC, 2007). However, the analysis of the results shows that the quality of English education is relatively less satisfactory; and teaching-learning of English is one of the more difficult jobs in both secondary school education and higher education in Nepal (Bista, 2011; Budhathoki et al., 2014; Mathema & Bista, 2006). Budhathoki et al. (2014, p. 17) point out that students are very weak especially in English, Maths and Science and that the overall fail percentage in English in SLC (school leaving certificate) is increasing (it was respectively 26.28, 32.23 and 35.21 percent in the academic years 2009, 2010, and 2011). Therefore, it is essential to find out the ways to enhance the educational quality of such subjects in both school and higher education in Nepal. As several research studies (Acevedo, 2016; Davis, 2007; Dina & Ciornai, 2013; Somekh, 2007) have concluded that ICTs are useful educational tools, and they contribute a lot in ELTAL; the government of Nepal

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has considered the need for ICT integration for the improvement of quality of education of all subjects recently. However, the integration of ICTs in education in the developing countries is rather slow; and particularly, ICT integration in higher education in Nepal in teaching and learning of different subjects including English is at its initial stage. Therefore, it is essential to explore the opportunities and challenges in ICT integration in teaching and learning of English, based on the context of higher education in Nepal because the knowledge gained from research studies is very important for tailoring the teaching-learning activities. Moreover, though multimedia and/or ICTs have been perceived as effective tools, ICT integration has ‘a long way to go and attain to maturity’ (Liu, 2012, p. 2334). Therefore, research and investigation on integration and use of ICTs in education and in ELT are becoming worthwhile day-by-day in order to achieve the full advantages of such technologies.

Based on the discussion above, the researcher concludes that any use of strategic tools will be more meaningful and effective if users are well aware of the conceptual framework and realize the benefits of using strategic tools. The researcher believes that respondents' knowledge of the conceptual framework of technology integration and their awareness of the benefits or advantages of technology integration are the most important factors in the successful implementation of technology in education. In addition, the way a teacher teaches his or her students also has a significant impact on the components that contribute to fluctuations in students' learning interest levels. For example, when using

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technology in the classroom, teachers should be familiar with various technological tools and skills to capture students' attention and interest.

The use of ICT in teaching and learning is not only focused on certain subjects. It covers all subjects including learning English. many students are not interested in learning English because they are bored and lack of time in the teaching and learning process in class. especially for rural school who lack facilities to assist teachers and students in developing their abilities. A study conducted by Dube (2020) has explained that “rural schools during the pandemic faced several challenges, such as unavailability of internet connection, lack of tools to support online learning, closing of internet cafes, and lack of computer skills for teaching.”

According to Boyd and Immeart (1977) “states that in urban areas schools tend to be viewed a vehicle for bringing about social change, However, in rural areas schools are considered as instruments for community unity and continuation. Schools are usually regarded as vehicles for bringing about societal change. Community leaders stated According to McCracken (1989), schools contribute to the community in economic, social, cultural, and educational ways. Barcinas (1989), however, reached the conclusion that "urban students have higher educational and employment aspirations than rural students."

In urban areas, learning media is very much and varied. Likewise, teachers in urban areas are relatively plentiful and good quality. Facilities and educational infrastructure tend to be conducive to creating quality learning. So also, awareness and participation of parents and society regarding the relative importance of

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education is Good. Meanwhile, in rural all components of that education generally limited, even in very underdeveloped areas worrying.

According to Grystal (1997), English is needed in almost all areas of life such as education, work, business and others. English is a foreign language in Indonesia, and especially in rural areas, English is only learnt in schools and only in formal education, so learning English in remote areas is often difficult. According to Khan (2021), teaching English becomes the most important problem when it is taught as a foreign language. Teaching English as a foreign language is a challenge when it comes to places where English is used in a limited way. In everyday life, English is used only rarely, such as communicating with family and neighbours, with friends who only use their mother tongue and very rarely use English. This shows that English as a minority language and a foreign language is very difficult to master and learn, so the success and failure of students in learning English is greatly influenced by the learning process in school, the activities of students and the role of teachers in the learning process.

Rural schools in Indonesia still have a way to go before they can meet expectations for national education since, they have continued to focus on resolving issues that confront instructors. However, the teachers in Indonesia rural schools who are eager to advance could be able to help with the problems. Furthermore, given that they may encounter conditions in rural Indonesia in school districts from those in urban schools, those obstacles might be used by the teacher such as to enhance professionalism.

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Based on observations, MTS Hubbul Wathan has computer equipment and projectors as learning media but amount of very limited. Some teachers do not know how to use computers and avoid use them. Nowadays, technology is developing very rapidly, making computers very important both in learning and outside of learning. Meanwhile, in study English, we still find learning that only use memorization method, so it seems that learning is less interactive. Conditions like this make students easily bored, fed up, and students are less interested in learning English.

Based on the first interview conducted with Mr. Ks, the teacher rarely uses ICT-based media in the learning process due to several obstacles such as the difficulty of delivering learning material using ICT media in the field because the children's focus is widely divided. In contrast to the second interview that the researcher conducted with Mrs. ML, the teacher rarely used ICT-based media because of the difficulty in creating or use it due to limited knowledge about media. The teacher was afraid of making a mistake if he conveyed it. Therefore, the teacher rarely used media during the learning process. Even though, they already have ICT facilities at school such as projectors, computers, laptops, and audio. In addition, the teachers at the school also graduated from various universities in Riau.

The ability of teachers to use ICT-based media as a research object is choose by researchers because they wanted to know the extent of teachers' ability to use ICT-based media among English teachers in Rimba Melintang district. In using ICT-based media in schools, of course teachers will have several obstacles,



this will also be examined by researchers. Therefore, based on the explanation of the problems above, the researcher is interested in conducting research with a title “The use of information communication and Technology (ICT) in Teaching English: A case study at Rural Private Islamic Junior High school in Rimba Melintang”.

B. Statement of the Problem

The Ministry of Education (MOE) proposes closing the educational "gap between urban and rural students by offering comparable rights and facilities, based on educational challenges such as imbalance and a lack of technology in education, especially in rural areas. Studies on rural education are ones done to boost the caliber of instruction and learning there as well as to make sure that student accomplishment in both urban and rural settings is roughly equal. Rural schools are those that are situated in rural communities, such as villages, which are typically thought to fall behind in terms of infrastructure, technology, quality of life, etc.

In contrast to schools in the city, Andin, Ambotang, Kamin, and Hamzah (2019) stated that "rural schools are generally connected with impediments to education due to the lack of numerous basic equipment. However, there is no connection between this deficiency and the pupils' academic performance in rural schools. It needs to be highlighted that rural education is still relevant today. Computers should be installed in the school's infrastructure.

Andin, Ambotang, Kamin, and Hamzah (2019) noted that, in contrast to schools in urban areas, "rural schools are often associated with barriers to

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education due to the lack of several fundamental equipment. However, this shortcoming has little to do with how well the students perform academically in rural schools. The continued relevance of rural education must be emphasized. Infrastructure at the school should include computers. Therefore, this research on the use of ICT by English Teacher in Teaching English will be investigated at MTs Hubbul Wathan Rimba Melintang,

C. The Limitations in the Research

From Ciroma's article, (2014) with the article ICT and education: Issues and challenges, it is stated that ICT stands for Information and Communication Technologies. Information and communication technology is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. This technology includes computers, the internet, broadcasting technology (radio and television) and telephone.

Through ICT, pictures can be easily used in teaching and improve students' memory. Teachers can also easily explain complex instructions and ensure student understanding. and Through ICT, teachers can create interactive classes and make lessons more fun to increase student attendance and concentration. researchers will conduct a study on the use of ICT by English teachers in rural school at Rimba Melintang district, that school is MTS Hubbul Wathan and Nurul Bilad. The use of ICT greatly assists teachers in the teaching and learning process, this not only helps but also makes it easier for teachers to teach. Internet connection also affects teachers in the teaching and learning



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process. therefore, it is very important to facilitate learning process and can be maximized by the teacher. Therefore, the problem can be seen as follows:

1. The way Teacher uses ICT at rural private Islamic junior high school Teaching English in Rimba melintang
2. The reason teacher used ICT at rural private Islamic junior high school Teaching English in Rimba melintang

D. The Research Questions

The following research questions are used to formulate the problems that will be discussed in this study by looking at the limitations of the constraints mentioned above:

1. What are the types of ICT used by the teachers at Rural private Islamic junior high schools in teaching English in Rimba Melintang?
2. How did the teachers used the ICT at Rural private Islamic junior high school teaching Englishs in Rimba Melintang?
3. Why did the teachers use the ICT in teaching English at Rural private Islamic junior high schools in Rimba Melintang?

E. The purpose of the Research

Basically, this research aims to find out how the way using ICT learning process. In more specific, The following are the specific goals of this study:

1. To explain the type of ICT that are used by teachers at Rural private Islamic junior high school teaching English in Rimba Melintang.



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2. To explore the use the ICT by the teachers at Rural private Islamic junior high schools in teaching English in Rimba Melintang.
3. To describe the teachers' reasons of using those ICTs at Rural private Islamic junior high school in teaching English in Rimba Melintang.

F. The significance of this research is:

This research is expected to provide significance for several fields. In theory, this study's findings are expected to improve readers' knowledge, especially within the field of education, concerning an overview of how teachers view English education and the challenges related to use of ICT. Theoretically, this research is also expected to provide use information for all education stakeholders on what challenges teachers face most in integrating ICT. Therefore, it can be an evaluation material for all schools or universities involved and the government to minimize obstacles related to technology to support learning. Finally, this research can also use as a reference and information for future researchers who are interested in the same field.

G. Definition of the Key Terms

The are some term involve in this research to avoid misunderstanding to the term use in this research. Thus, the following terms are necessarily define as follows :

ICT or Information and communication technology is the practice of connecting and communicating with others through the use of computers or other informational tools. Information technology is the use of various tools to send,



store, process, and receive data. ICT is a term used to describe how computing technology and information processing are combined. The full range of computer hardware and software, telecommunication and cell phones, the Internet and Web, wired and wireless networks, digital and video cameras, robotics, etc. that are used to receive, transmit, store, process, and exchange information is referred to as information and communication technology (ICT) (Moursund, 2005).

Rural school are defined as schools that are located in rural areas, such as villages, and these places are commonly considered to be left behind in terms of technology, infrastructure, quality of life, and so on. According to Hargreaves et al. (2009), urban schools are superior to rural ones because they have more teachers and simpler access to teaching and learning resources. Schools in rural areas are also known to have their own difficulties in learning English (Febriana et al., 2018). The challenges that exist in rural schools in Indonesia are due to the significant geographical distance between rural and urban areas in Indonesia, language diversity, and economic challenges (Luschei & Zubaidah, 2012). There are more than 700 local languages in Indonesia, making most Indonesians bilingual or multilingual (Lie, 2002), but none of these languages are English.

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CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical foundation of the research, the relevant research, and the conceptual framework. The theoretical foundation discusses the theoretical framework of the research variables, namely, definition of ICT in education, kind of ICT in education, the principle of using ICT in education, element of planning of ICT in education, the advantages of ICT in education, the disadvantages of ICT in education and ICT in teaching English in education.

A. Theoretical Framework

a) Definition of ICT in Education

ICT stands for “Information and communication technology”. It refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. It means we have more opportunities to use ICT in teacher training programmes now days and improve quality of teacher for teach effectively. According to UNESCO “ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters”. Teacher is the main part of the educational field in our society. He more works for the improvement level of our society in the every field. Skilled teachers can make



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the creative students in form of the good social worker, politician, poet, philosopher etc. for the society. Teachers can play a friendly role with the learner. The rapid development in technology has made creatively changes in the way we live, as well as the demands of the society. Recognizing the impact of new technologies on the workplace and everyday life, today's teacher education institutions try to restructure their education programs and classroom facilities, in order to minimize the teaching and learning technology gap between today and the future. ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation.

ICT helps to keep pace with the latest developments with the help of different technologies included in it. www – www stands for world wide web which is one of the most important and widely accepted services (like IRC, E-mail etc.) of the Internet. Its popularity has increased dramatically, simply because it's very easy to use colourful and rich content. According to Dennis P. Curtin (2002):

- "Web is a series of interconnected documents stored on computer sites or websites".

E-learning– E-learning is also known as online learning. E–learning encompasses learning at all levels both formal and non-formal that uses an information network– the Internet, an intranet (LAN) or extranet (WAN). The components include e-portfolios, cyber infrastructures, digital libraries and online learning object repositories. All the above components create a digital identity of



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the user and connect all the stakeholders in the education. It also facilitates interdisciplinary research. Group Discussion – Internet Relay Chat (IRC) is among the popular Internet service people mostly use for live chatting. Group of people with common interest can exchange views / opinions with each other instantly through Internet. Description of the internet technologies required to support education via ICTs (www, video conference, TeleConference, Mobile Conference, CD Database, WordProcessor, Intranet, Internet etc.) E-Modules – Modules written are converted and stored into digital version into a computer using word processor accessible by the user through internet.

Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. Some examples of ICTs; IWBs, computers, computer assisted language learning (CALL) software, office applications (word, PowerPoint, drawing tools etc.), the Internet – websites and downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, DAT recorders, document cameras, data projectors.

Technology in school helps all students to learn the curriculum in detail. Because they have access to necessary materials and can use specialized ICT tools to meet their own educational needs, children with special needs are no longer at a disadvantage. ICT can help students thoroughly memorize subject material. The transformation of education is commonly attributed to information and

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communication technology (ICT), with the implication that it will contribute to this transition "for the better" (Fisher, 2006; Nivala, 2009; Ottestad, 2010). Over the past three decades, this has pushed ICT and computers into classrooms at all educational levels in combination with ICT's rapid development, making them a part of daily life.

In recent years, information and communication technologies (ICT) have advanced incredibly quickly. According to Wang and Woo (2007), ICT are essentially tools. They can be hardware, like computers, projectors, digital cameras, etc., or software, like Microsoft Word, Power Point, etc. ICT is evidently frequently utilized in the teaching of the English language, according to Rank, Warren, and Millum (2011), but "as most English teachers would acknowledge, there is still much more to do to make effective and enjoyable use of the (latest) technology."

According to Munir (2010) stated that "Communication technology focuses on how the information is delivered (information delivery) such as teleconferencing, videotext, Teletext, and etc. while information technology refers to the processing of information systems such as e-commerce, e-education, e-library, and e-journal." These things are close to us now since there are so many electronic facilities that make it easier for people to work or interact, especially those who have a long way to travel to reach the urgent institution they want to, eliminating the necessity for manual labor.

The use of ICT in town planning has come to stay. From the school to the office and even to spatial planning, ICT has become an indispensable tool, which

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has aided planners in so many ways. Abdullahi (2014) in supporting the claim stated there as two main interesting areas of the use of computers in planning; the first is the software of relevance to planning while the other is the area it has been successfully used ICT can help students thoroughly memorize the knowledge about a subject. Information and communication technology (ICT) is commonly presented as the driving force behind the transformation of education, with the implication that it will help this transition to happen "for the better" (Fisher, 2006; Nivala, 2009; Ottestad, 2010). This, along with ICT's rapid development, has pushed ICT and computers into classrooms at all educational levels during the past three decades, turning them into a regular part of life.

According to Wekke and Hamid (2013), ICT can be acknowledged as an essential component of the (new) educational system, which is evolving into a system with new challenges in education, particularly at the school level, as a result of the expansion of education and development of universal world standard education concepts, as well as information sharing and communication that are being discussed and addressed globally. ICT may empower instructors and learners by increasing communication and engagement, providing new forms of delivery, and generally revolutionizing teaching-learning processes, according to Valk et al. (2010).

According to Korte and Hüsing (2007), "ICT support or maintenance contracts in schools help teachers use ICT in teaching without losing time fixing software and hardware problems." "If there is a lack of technical support available in a school, it is likely that technical maintenance will not be carried out regularly,



resulting in a higher risk of technical breakdowns," the Becta (2004) report concluded. Many of the respondents to Becta's survey (2004) indicated that "technical faults might discourage them from using ICT in their teaching because of the fear of equipment breaking down during a lesson. In teaching, several studies indicated that lack of technical support is a main barrier to using technologies".

"ICT integration in teaching needs a technician, and if one is not available, the lack of technical support can be an obstacle," Gomes (2005) remarked. According to Toprakci (2006), "the absence of technical support was one of two primary barriers to ICT integration in science teaching in schools and might be called "severe" in Turkey. Science teachers in Saudi Arabia would be open to using computers in the classroom, but they are concerned that they may run into issues with hardware or technical support (Almohaissin, 2006). According to Sicilia (2005), "whatever kind of technical support and access teaching staff have, whether they have twenty years of experience or are novices to the profession, technical problems generate barriers to the smooth lesson delivery by teachers."

In recent years, there has been a lot of interest in the most effective and efficient ways to use computers and the internet to improve education at all levels, in both formal and informal settings. ICTs, however, go beyond simple technologies. The telephone, radio, and television, for instance, have a longer and more diversified history as teaching tools despite garnering less emphasis today. Despite the fact that radio and television have been used for open and distance learning for more than 50 years, print remains the most accessible, inexpensive,

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and thus dominant delivery modality in both industrialized and developing countries.

Due to the significance of ICT in society and in the future of education, understanding the potential barriers to integrating ICT in schools would be a critical first step in improving the quality of teaching and learning. Although it appears that instructors value ICT in the classroom. When attempting to incorporate these technologies into their teaching and learning, Balanskat, Blamire, and Kefala (2006) claim that they continue to encounter obstacles. ICTs (information and communication technologies) can be thought of as a new model of instruction. This review study is designed to give readers a thorough grasp of how ICT is used to teach English and to look at how ICT can be used to fulfill the modern era's changing educational needs.

b) Kinds of ICT in Education

a. Interactive multimedia

Hartoyo in Budiman (2012) Information and communication technology has made it simple to merge many forms of media into computer program applications that can be run on a computer. Websites frequently include multimedia content.

b. Television

Hartoyo in Budiman (2012) Video and sound are converted into electrical impulses, broadcast over radio or other media, and displayed on a television screen via electro-optics.

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c. Computer

Hartoyo in Budiman (2012) One or more devices can receive information, process it, and then transmit it in the form of communication or signals as a result of a set of predetermined but variable procedural instructions.

d. Sound system

Hartoyo in Budiman (2012) A computer's sound system is often located in a separate compartment. A laptop is used to merge many sound systems into a single one. In addition, there is a particular gadget.

e. LCD Projector

Students need the dynamic element of video teaching presentations because, as Cakir and Amin (2018) explain, using a multimedia projector to show a video is critical for improving presentation and oral communication skills and their overall happiness and enjoyment. It's easier for pupils to focus on a topic when presented in this way since the teacher can speak and show it at the same time. Discussing theoretical and material difficulties in a group setting is also an option for students. Teachers can help students better comprehend a topic or theme by employing a variety of visual and audiovisual aids, such as photos and audio clips, to illustrate it. Teaching students with both verbal and visual cues speeds up their retention, according to Mayer (2001).

f. Power Point

Pribadi (2017) says that the term ARCS (attention, relevance, confidence, satisfaction) inside the design model can be used as inspiration to develop an engaging presentation program. It is usual to employ projected media as a method



of teaching and learning. Using a computer program called Powerpoint, English is shown on an LCD screen to share information and expertise. You can incorporate text, photos, and video elements into your presentation media as you are creating it.

g. Booktrack (E-Book)

Students can use E-books to strengthen their reading skills while simultaneously listening to music through the use of students allocated to read books on the book track. During the reading, they will be listening to music that follows the book's plot. Besides reading, children can utilize this platform to create stories and make their own music, which can be used to improve writing skills. Download this app from the Play Store or Store.

h. Google Classroom

As a matter of fact (2016), For teachers, Google classroom is widely considered one of the most powerful platforms. It has a lot of valuable functions that make it a great tool to have around the house. Teachers can use Google Classroom to monitor and collect students' assignments and generate and distribute them. There is less paperwork for the teachers to complete so that they may spend more time with the students.

i. YouTube

YouTube is a video program that may be accessed on a laptop, computer, or mobile phone. The use of YouTube as a teaching aid is every day. In English language instruction, YouTube videos can develop vocabulary, accents, and pronunciation; the teacher can select a segment or show the students some videos

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according to the student's proficiency. Teachers utilize YouTube to choose a movie and then invite students to narrate by generating YouTube-style videos to improve speaking abilities in the classroom.

Besides, article from ciroma (2014) with the title issues and challenge stated that the goal of education is to make people to learn and change due to the learning obtained. ICT has devised ways of achieving this learning for some years now. The first type of learning is the e- learning.

- a. All learning that employs an information network, whether formal or informal, is referred to as e-learning. The delivery, interaction, evaluation, and facilitation of courses may all or part of the time be done over the Internet, an intranet (LAN), or an extranet (WAN). Some people prefer to call it online education. Learning via a browser, such as Internet Explorer, Firefox, or Google Chrome, is known as web-based learning.
- b. Blended learning: This phrase describes instructional strategies that mix conventional classroom instruction with online learning tools. A web-based training course can be improved by supplemental face-to-face instruction, much as students in a traditional class can be given both print-based and online materials, have online monitoring sessions with their teacher through chat, and subscribe to a class email list. Recognition that not all learning is best accomplished in an electronically-mediated setting, particularly one that completely eliminates a live instructor, led to the development of blended learning. Instead, in order to get the most out of an instructional strategy and delivery method, consideration must be given

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to the subject matter, the learning objectives, characteristics, and learning context.

c. Open/Distance learning; Open and distance learning is defined by the common wealth of learning as a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place, learning The common wealth of learning defines open and distance learning as a method of delivering learning opportunities that is characterized by the separation of teacher and learner in time or place, or both, learning that is sanctioned in some way by an organization or agency, the use of a variety of media, including print and electronic, and two methods of communication that enable learners and teachers to interact. It is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two ways of communication that allows learners and teachers to interact.

d. Learner-centered environments are those that give close attention to the knowledge, skills, attitudes, and beliefs that students bring to the classroom, according to the National Research Council of the US. Constructionism, a philosophy of learning that sees learning as a process in which people "construct" making based on existing information and experience, is the source of the inspiration for learner-centered instruction. People can develop mental models or schemes as a result of experience, and these models or schemes then provide later experiences structure and

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significance. Therefore, knowledge is not "out there" and received passively by the learner; rather, it is formed by an active.

Thus, there are some kinds of ICT tools that can support the learning process such as WWW- www stands for World Wide Web which is one of the most important and widely accepted services of the Internet (like IRC, E-mail etc.). Its popularity has increased dramatically, simply because the colourful and rich ingredients are so easy to use. According to Dennis P. Curtin (2002): - "The web is a series of interconnected documents stored on computer sites or websites". E-learning- E-learning is also known as online learning. E-learning involves learning at both the formal and non-formal level that uses an information network—the Internet, an intranet (LAN) or an extranet (WAN). The components include e-portfolio, cyber infrastructure, digital library and online learning object repository. All the above components create a digital identity of the user and connect all the stakeholders in education. It also facilitates inter-disciplinary research. Group Discussion - Internet Relay Chat (IRC) is one of the popular internet service which people mostly use for live chatting. A group of people with similar interests can instantly exchange views/views with each other through the Internet. Description of Internet technologies required to support education through ICT (www, video conference, teleconference, mobile conference, CD database, word processor, intranet, internet etc.). E-Module - The written module is converted and stored in digital version using a word processor accessible by the user via the Internet. Teleconferencing Audio - conferencing - Involves the live (Realtime) exchange of voice messages over a telephone network, when low-band

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with text and still images such as graphs, diagrams or pictures can also be exchanged with voice messages, So this type of conferencing is called audio graphic. Non-moving visuals are added using a computer keyboard or by drawing/writing on a graphics tablet or whiteboard. Video - Conferencing - Video conferencing not only involves the exchange of voice and graphics, but also the exchange of moving images. Video-conferencing technology does not use telephone lines but satellite links or television networks (broadcast/cable). Web-based conferencing - Web-based conferencing, as the name implies, involves the transmission of text and graphic, audio and visual media via the Internet; This requires the use of a computer with a browser and communication can be both synchronous and asynchronous. Open and Distance Learning - All these services availed through ICT play a unique role in teacher education. This allows for higher participation and greater interaction. It improves the quality of education through learning, guided instruction, self-learning, problem solving, information seeking and analysis, and critical thinking, as well as the ability to communicate, collaborate and learn.

c) The Principles of Using ICT in Education

The principles of technology use in educational settings include knowing the students, selecting the curriculum, having students utilize technology, using language, and the difficulties of integrating technology into the classroom (Erben et al., 2009). The familiarity of their students with technology should be known by the professors. The laptop would be known to some students, but not to the others. To determine how much technology to use into a lesson, a teacher should

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perform a quick survey of their pupils to determine their degree of computer literacy. Teachers then need to be mindful about designing assignments for the kids. For instance, if all of the kids had Instagram accounts, creating a project that can be shared on those accounts might be appealing to them.

One of the biggest challenges of using technology in the class is the shift of teachers' role. The use of technology in the classroom will decrease as teachers use it more. The promotion of language play, a crucial element in the development of second languages, is made possible by the use of technology for communication. One of the drawbacks of using technology in the classroom is technical problems, such an issue with the overhead projector or a temporarily down server. Before entering the classroom, teachers should verify the technology (hardware and software) in order to minimize such problems (Erben et al., 2009).

d) Element of Planning for ICT Integration in Education

According to some academics, there are now a variety of instructional design models for ICT integration in education that can assist policymakers and teacher designers in creating curriculum that effectively integrates ICT (Wang and Woo, 2007). Model (Heinich et al., 2001) stated models created for instructional purposes should be evaluated and revised. These models include instructions for integrating numerous tools and resources into teaching and learning. The essential elements of this model are to be explained in detail below.

a. Problem statement

The main issues or problems that must be solved in order to integrate ICT in education are discussed in the first step. The ICT integration strategy has this as



its foundation. The problem should primarily be relevant to the intended goal learners rather than to the teacher-designers and should be reliable, structured, and difficult.

b. Analysis

Analyzing the educational system's current situation is necessary. Basically, present practices and structures in the educational sector must be taken into consideration when integrating ICT into education. It is necessary to identify the current obstacles to the use of ICT, such as those relating to the curriculum, infrastructure, capacity-building, language and content, and financing.

c. People interest

We must also take into account the type of learners and their geographic location before integrating the usage of ICTs in education. The difficulties that students and educators in wealthy nations confront are not the same as those that students and educators in poor nations experience.

d. Technology selection

Technology selection is a crucial decision. ICTs are not always used in the same way. Policy makers and teacher designers must thoroughly compare all potential learning technology in order to handle the issue and meet the learning objectives. The technologies in this model could be software like multimedia courseware, online resources, communication tools like voice chat, text-based forums, or video conferencing, mind tools like concept mapping and multimedia authoring tools, or any other potential ICT tools (Wang and Woo, 2007).

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e. Rational

According to Johson and Aragon (2003), using technology improperly can have unfavorable results. We may conclude from this that the choice of ICTs used in education should be made in a way that facilitates the process and improves teaching and learning. Policymakers and educators must define educational objectives, different educational levels, and the various ICT use modalities.

f. Strategies

In this research, we said that the increasing use of ICTs as a teaching tool is changing and may continue to modify many of the teaching and learning methodologies used by both teachers and students. Therefore, after deciding which technologies to employ and why, governments and educators must now choose how to successfully and meaningfully incorporate the chosen technologies into education. It is crucial to realize that based on the population's interest in education, different regions will have different ICT integration tactics.

g. Reflection

The appropriateness of the technology chosen to be used, the technology's strengths and shortcomings, and potential improvements must all be considered when considering the sort of technology used to integrate ICT in education. In this phase, policymakers and educators also offer additional suggestions on how technology might be used at various levels to enhance teaching and learning in various contexts. Other technologies, instructional strategies and activities, evaluation techniques, and ways to enhance the integration of ICT may be included in the aforementioned hypotheses (Wang and Woo, 2007).

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Based on Law & Chow (2010) conclusion, it is clear that the integration of ICT in schools and classrooms must take into account many factors, including the pedagogical practices, prior experiences and attitudes of teachers and students, and the interpersonal processes. Based on Guskey (2002), the introduction of ICT invariably means that teachers must change their practices and even their philosophies, and it is not unusual for resistance to change. Depending on all of these factors, and on the learning activities and expected learning outcomes, ICT can play various mediating and transformative roles in the learning environment. Depending on how ICT tools are used in classroom, Lim and Tay (2003) suggested that they can be categorised as:

a. Information tools

These are applications that provide information in various formats (for example, text, sound, graphics and video). Examples of informative tools include multimedia encyclopaedias and resources available in the World-Wide-Web (WWW).

b. Situating tools

These are systems that situate students in an environment where they may „experience“ the context and happenings. Such systems include simulation, games and virtual reality.

c. Construction tools

These are usually tools that can be used for manipulating information, organizing one’s ideas or interpretations. For instance, mind mapping or social networking applications that allow students to organize their ideas or reflections and communicate with others.

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d. Communication tools

They are applications which facilitate communication among teachers and students, such as e-mail, blogs, e-conferencing and ediscussion boards.

In addition to these four categories, ICT may also serve as tutorial and diagnostic tools. In real classroom practices, perhaps especially in primary school classrooms where integrated curriculum is commonplace, ICT often serves more than one role simultaneously. Furthermore, it is likely that developments in technology will lead to pedagogies that are unrealized and unimagined as yet, which may alter and extend the above list of roles in the future.

e) Advantages of ICT in Education

For ESL, second-language learners, five benefits of utilizing ICT for teaching-learning processes in an EFL classroom have been identified by Jurich (2001). Multisensory stimuli come first. Multi-sensory technology, according to Garimella and Srinivasan (2014), can improve EFL abilities quickly. Motivation is the second. Technology "has the potential to be a powerful educational tool for those that have an interest in it and (it) needs to be taught and embraced at an early age," according to Granito and Chernobilsky (2012). Utilizing technology encourages students to work on assignments for extended amounts of time. Collaborative learning is the third. Technology-supported collaborative learning fosters language development since students learn through social interactions, as stated by Domalewska (2014). Students can practice critical thinking skills, for instance, by blogging online, where they can remark on each other's work,

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exchange experiences, and reflect on their own work as well as that of their classmates.

Understanding other cultures is the fourth. "The newfound technology provides teachers with tools to address equity and access issues, to accelerate students' linguistic and conceptual development, to provide support for students who learn in different ways, and to create authentic and meaningful learning experiences," claim Hollenbeck and Hollenbeck (2009) in French (n.d.). Students are able to communicate and actively participate in their learning as they develop language skills and cultural awareness by leveraging technology for cultural knowledge. They can learn about western cultures while also honing their EFL skills. Self-expression is the final and fifth item. Self-expression and social interaction are two of the most crucial environments for EFL users to establish, or at the very least to emulate, in an EFL classroom to promote language learning, according to McBride (2009) in Lornicka (2009).

Here are some of the benefits which ICT brings to education according to recent research findings. The researcher got from Mohanty, R. R. (2011), there are:

a. General benefits

- 1) Greater efficiency throughout the school. .
- 2) Communication channels are increased through email, discussion groups and chat rooms.
- 3) Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students' learning.



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b. Benefits for teachers

- 1) ICT facilitates sharing of resources, expertise and advice.
- 2) Greater flexibility in when and where tasks are carried out.
- 3) Gains in ICT literacy skills, confidence and enthusiasm.
- 4) Easier planning and preparation of lessons and designing materials.
- 5) Access to up-to-date pupil and school data, anytime and anywhere.
- 6) Enhancement of professional image projected to colleagues.
- 7) Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do.
- 8) Computer use during lessons motivated students to continue using learning outside school hours.

c. Benefits for students

- 1) Higher quality lessons through greater collaboration between teachers in planning and preparing resources .
- 2) More focused teaching, tailored to students' strengths and weaknesses, through better analysis of attainment data.
- 3) Improved pastoral care and behaviour management through better tracking of students.
- 4) Gains in understanding and analytical skills, including improvements in reading.
- 5) Comprehension.
- 6) Development of writing skills (including spelling, grammar, punctuation, editing and redrafting), also fluency, originality and elaboration.



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- 7) Encouragement of independent and active learning, and self-responsibility for learning.
- 8) Flexibility of ‘anytime, anywhere’ access (Jacobsen and Kremer, 2000).
- 9) Development of higher level learning styles.
- 10) Students who used educational technology in school felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem.
- 11) Students found learning in a technology-enhanced setting more stimulating and student-centred than in a traditional classroom.
- 12) Broadband technology supports the reliable and uninterrupted downloading of webhosted educational multimedia resources.
- 13) Opportunities to address their work to an external audience
- 14) Opportunities to collaborate on assignments with people outside or inside school.

The advantages of using technology are also being addressed by Considine, Horton & Moorman (2009), they stated “in terms of using different media resources for different instruction. Some of the media tried out include songs, editorial cartoons, video clips and internet resources to engage students in the learning process. Strategies for engaging students in media literacy activities are becoming more available as instructional frameworks or templates have been identified for analyzing different types of media. The emergence of ICT has shown to intensify the impact of media on culture and schooling. Connecting reading, writing, visual, and technological literacy provided students with



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opportunities to write for wider audiences and to produce authentic texts such as online book reviews Lawrence, McNeal and Yildiz, (2009).”

Another advantageous in using ICT mentioned by Herington (2002) they are: “technology facilitates exposure to authentic language, technology provides the access to wider sources of information and varieties of language, technology gives the opportunity to people to communicate with the world outside, technology allows a learner – centered approach; technology develops learner’s autonomy. ICT help people in order to get information and to communicate each other in wider range. In the other way, there are the points of the ICT benefits:

- a. The information required will be more quickly and easily accessible for educational purposes.
- b. Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.
- c. Progress of ICT will also allow the development of virtual classroom or classroombased teleconference that does not require the educator and learners are in one room.
- d. System administration in an institution will be more easily and smoothly because of the application of ICT systems.”

The advantages of ICT usage in foreign language teaching can be listed as:

- a. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with text with images and graphics for listening materials.



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- b. Novelty and creativity. Unlike when using textbooks to teach, where each class presents the same subject, a teacher may utilize various resources for each lesson.
- c. Feedback. Through error correction, computers give students' answers quick feedback. It not only recognizes the error but also fixes it, and occasionally even offers the necessary guidance.
- d. Adaptability. Teachers can modify computer programs to meet the needs and linguistic proficiency of their pupils (Padurean and Margan, 2009).

The advantages and benefits that ICT use can have on students are well supported by evidence. Following is a summary of how successful ICT use affects students and many parts of the learning process: ICT improves independent learning, learner collaboration and communication are given greater importance, and learner outcomes and attainment are enhanced (Haucine, 2011). ICT also raises learners' motivation, which increases personal commitment and engagement.

Otherwise, when technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through gamification, taking students on virtual field trips and using other online learning resources. What is more, technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment. Improves knowledge retention Students who are engaged and



interested in things they are studying, are expected to have better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge. Encourages individual learning No one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. What is more, technology can provide more opportunities for struggling or disabled students. Access to the Internet gives students access to a broad range of resources to conduct research in different ways, which in turn can increase the engagement. Encourages collaboration Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom; same school and even with other classrooms around the world. Students can learn useful life skills through technology By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving

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motivation and productivity. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.

f) Disadvantages of ICT in Education

One of the major barriers for the cause of ICT not reaching its full potential in the foundation stage is teacher's attitude. According to Hara (2004), within the early years education attitudes towards ICT can vary considerably. Some see it as a potential tool to aid learning whereas others seem to disagree with the use of technology in early year settings. Blatchford and Whitebread (2003), suggests that the use of ICT in the foundation stage is "unhealthy and hinders learning". Other early years educators who are opposed to offering ICT experiences within the educational settings take a less extreme view than this and suggest that ICT is fine, but there are other more vital experiences that young children will benefit from, Blatchford and Whitebread, (2003). In theory some people may have the opinion that the teachers who had not experienced ICT throughout their learning tend to have a negative attitude towards it, as they may lack the training in that area of the curriculum.

Another important drawback to using ICT in schools is the fact that computers are expensive. According to the IT learning exchange (2001), in most schools ICT will be the single largest curriculum budget cost. This may be seen as

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a good thing but on the other hand there will be little money left over for other significant costs.

Because ICT is not appropriate for all learners in all situations and for all purposes, Kolbakova (2014) asserts that "using ICT in class may mean much overwork and extra effort from teachers to meet the needs of every single student." The challenges in maintaining class discipline, interruptions, and students' propensity for using brief forms in their writing were also listed as drawbacks. "It was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing," Yunus et al. (2013) wrote in their study.

However, there are certain drawbacks to ICT integration in the classroom as well. Regarding the incorporation and implementation of technology tools into course syllabus and curriculum, teachers may experience difficulties. Before implementing ICTs in EFL classes, there are certain considerations to make. ICT "is not suitable for all learners in all situations and for all purposes," according to Livingstone (2012) and "may require some considerable learner training for effective use." Classroom management issues, a lack of experienced teachers, selecting the best technology to match course content, identifying activities that are trustworthy and acceptable for students' learning preferences, the price of new technological tools and devices, a lack of physical space in the classrooms, etc.

According to Cox, Preston, and Cox (1999), using ICTs in the classroom has the following drawbacks: using the software/hardware can be challenging, you need more technical support, you don't have enough time to use them, they are too

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expensive to use frequently, you don't have enough access to the resources, you can't teach what you want to teach, and you end up being counterproductive because of a lack of resources. Additionally, EFL teachers found it challenging to properly integrate computers into courses because they had to devote too much time to instruction and were unable to offer their students adequate time to practice and develop the skills they were learning. Due to frequent failures and failure to finish classes within the allotted time, lack of technical support caused teachers to lose faith in the hardware and software.

Schoepp (2005) outlined a number of 'barriers' that may be encountered in the process of integrating ICT into education, particularly into classroom instruction. Although instructors seem to understand the advantages of ICT in education, Balanskat et al. (2006) stated that challenges still persist when attempting to integrate ICT into teaching-learning. Teachers are primarily responsible for overcoming the challenges because they are leading the integration effort. According to Bingimlas (2009), challenges to integration include a lack of teacher confidence, a lack of teacher credentials, resistance to change and negative attitudes, a lack of time, a lack of appropriate training, a lack of accessibility, and a lack of technical support. Kurniawan (2014) seeks to view the challenges from the teachers' perspective because they are primarily aimed at the teachers.

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g) ICT in Teaching English in Education

English is become a global language rather than just an international one. English is now widely used in all spheres of human endeavor, according to Jayasankaran (1998), especially in the realm of information technology (IT). Since the 1960s, technology like television, tape recorders, and movies have been employed as teaching aids for EFL, as Salehi and Salehi (2012) have noted. EFL instructors ought to become familiar with all of these technologies. ICT is a useful and cutting-edge educational technology that improves EFL learning. ICT's explosive rise has unavoidably had an impact on all facets of language learning. The use of technology benefits English teaching and learning. Technology can be used in the classroom to improve and speed up foreign language acquisition. To increase students' motivation and linguistic awareness, the target language learning process makes the use of computers, the internet, smart boards, cell phones, video games, music players, etc. Altun (2015). The use of ICT in the classroom will result in a range of English content, situations, and educational approaches. English language environments are dynamic, adaptable, and innovative to ICT. (Qin and Shuo, 2011).

A new global trend in foreign language education is the teaching and study of languages through technology. Technology now plays a bigger part in lessons

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and homework assignments, as Liu (2009) stated, "as computer-assisted instruction and interactive media technologies supplement the traditional use of chalk and the blackboard." In the real-world context of a listening class, for example, teachers can the use of computers and the Internet to find a wealth of authentic oral models, including YouTube video clips, which support teachers who are less confident in their own language abilities and help learners with native pronunciation. According to Silviyanti (2014,59) stated the use of YouTube seemed to be enjoyable and helpful for students, who appeared to be very anxious to watch movie videos and then practice pronouncing words and speaking like native speakers.

In the quickly evolving modern culture, EFL teachers are asked to adopt a new perspective on their jobs and professional growth. It is necessary to investigate the specific skills needed for ICT to improve language learning. The emphasis on gathering, analyzing, and organizing information while the use of ICT as a teaching tool allows students to interact with a variety of media. The use of various ICTs in each skill, the sorts of ICT applications to be utilized, organizing favorite activities, handling issues that arise from the activities scheduled, and other decisions are all necessary for ICT integration.

The use of ICT in education has improved quality, said Umar (2018) of Indonesia's Ministry of Education and Culture. Schools are required to have a wide range of ICT abilities, from simple word processing and data manipulation with Word and Excel to more complex presentations with PowerPoint and building websites (E-learning). According to Ahmadi (2018), having a well-

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designed classroom environment aids kids in learning how to learn more successfully. By adhering to a defined lesson plan, teachers can find a way to make English instruction in the classroom more effective and interesting. We are all aware that there are other approaches to education that are more engaging than the established ones that rely on ICT. A teacher's ability to be available and a teaching medium can accomplish two components of language education.

When learning English, students use of ICT as a tool for understanding what their English teacher is attempting to communicate. According to Rusman (2015), Abdulhak categorizes the use of ICT into three types: first, as a supplement to the instructor's presentation of the content. Second, as a resource for students to learn from, and third, as a teaching strategy where students are guided to use ICT. A single learning system that may the use of ICT as needed in integrates media, resources, and instructional methods from the three areas of use.

The use of computer technologies in language training creates a learning environment that is focused on the student. It gives learning chances outside of the classroom, allows course administrators and professors to adapt lesson presentation approaches to engage students with different interests, and is seen as more accommodating of individual diversity. Due to the fact that they are digital natives, students are encouraged to take risks when practicing the target language, which lowers teacher-centered understanding and language acquisition anxiety (Al-Mahrooqi and Troudi, 2014).

The Education Ministry took the initiative to address the issue in 2000 by introducing an English literature component and new teaching strategies when the

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use of ICT in the classroom. This included incorporating ICT into the instruction of English. The primary emphasis of the study is whether the teachers' attitudes about ICT will have an impact on their actual degree of use in the classroom due to the unquestionable significance of English in Malaysian education. A sample of 60 English teachers from eight primary schools in the Miri, Sarawak, area use of ICT for this study. There might be a number of innate characteristics of the population that could influence the scores obtained; however, it is outside the purview of this study to consider all those characteristics that might make up the external variables.

Many research findings, according to Alessi and Trollip (2001), show that the use of computers to teach is preferable to use of books, teachers, movies, or other more conventional approaches. The success or failure of the use of ICT in a classroom, according to Chan et al. (2007), heavily depends on the implementers. Both the teacher and the administration of the institution are referred to by these implementers. According to Chan et al. (2007), administrative assistance should also be provided in the form of realistic allocations for the infrastructure, hardware, software, and networking needed to deliver IT classes.

The use of computers in the classroom by EFL teachers was examined by Nim Park and Son (2009). The findings suggested that Korean English teachers were open-minded about use of computers. According to the researchers, the use of computers as a teaching tool could give students access to a diversity of language inputs and real-world examples. However, a few drawbacks had an impact on how technology was used in the classroom. The teachers believed that

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outside constraints, such as a lack of administrative support, insufficient time, inadequate computer resources, rigid school curricula, and textbooks, severely impacted CALL implementation in EFL classrooms. Internal variables including a teacher's limited computer proficiency and opinions on CALL may also have a significant impact on his or her choices regarding the employment of CALL.

Almekhlafi (2006) published a report on the results of CALL with EFL students at a United Arab Emirates school. The experimental group's participants had a favorable opinion of CALL. They were open to use of CALL in the future since they saw it as a tool for structuring their EFL learning. Wu (2019) investigated the MALL experience and preferred methods of instruction for EFL students.

According to data from a poll of 235 university students in China, attitudes about the use of mobile devices for language learning were generally favorable, and the students valued the role that these devices may play in assisting their independent learning. Baleghizadeh and Oladrostam (2010) conducted research in Iran on how technology is used in EFL classrooms to enhance teaching and learning. Their research focused on how use of mobile phones could help EFL students' grammatical knowledge. A control group and an experimental group of Iranian students were created. The findings revealed that individuals who had benefited from mobile-assisted learning performed noticeably better on a post-test of multiple-choice grammar questions than those in the control group.

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h) The Role of ICT in Society

ICT plays a vital role in modern society, enabling individuals, communities, and organizations to access and share information, connect with each other, and conduct business more efficiently. The following are some of the key roles of ICT in society:

Communication: ICT has revolutionized the way people communicate with each other. It has enabled people to connect with each other across different platforms and devices, including email, social media, instant messaging, and video conferencing.

Education: ICT has transformed the way people learn, making education more accessible and flexible. It has enabled the development of e-learning platforms, online courses, and educational apps, making it possible for people to learn anytime, anywhere.

Healthcare: ICT has had a significant impact on healthcare, enabling the development of telemedicine and remote patient monitoring systems. It has also enabled the collection and analysis of healthcare data, leading to improved diagnosis and treatment of diseases.

Entertainment: ICT has created new opportunities for entertainment, enabling the development of digital media, online gaming, and streaming services.

Business and economy: ICT has transformed the way businesses operate, enabling them to communicate with customers and suppliers more efficiently, automate processes, and access global markets. It has also created new industries and job opportunities in the field of information technology.

In summary, ICT has had a profound impact on society, enabling people to access information, communicate with each other, learn, work, and conduct business more efficiently. It has created new



opportunities and challenges, and its role in society is likely to continue to grow in the future.

The Impact of ICT on Business and Organizations:

The impact of ICT on business and organizations has been significant, transforming the way they operate, compete, and interact with their customers.

Below are some of the key impacts of ICT on business and organizations:

Automation and Efficiency: ICT has enabled automation of many business processes, improving efficiency and reducing costs. Technologies such as robotics, artificial intelligence, and process automation have made it possible to automate routine tasks and free up human resources for more strategic activities.

Globalization: ICT has enabled businesses to expand their reach and compete globally. Technologies such as e-commerce, digital marketing, and supply chain management have made it possible to reach customers around the world and manage operations across multiple locations.

Data Management and Analysis: ICT has enabled organizations to collect and analyze vast amounts of data, enabling better decision-making and insights into customer behavior.

Technologies such as data analytics, machine learning, and business intelligence have made it possible to extract meaningful insights from large datasets.

Customer Engagement: ICT has transformed the way businesses interact with their customers. Technologies such as social media, customer relationship management systems, and chatbots have made it possible to engage with customers in real-time, provide personalized experiences, and build stronger relationships.

Security and Privacy: ICT has brought about new security and privacy challenges for

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businesses. Technologies such as encryption, firewalls, and intrusion detection systems have been developed to address these challenges and protect business operations and customer data. In summary, ICT has had a profound impact on business and organizations, enabling automation and efficiency, globalization, data management and analysis, customer engagement, and security and privacy. As technology continues to evolve, businesses will need to continue to adapt and leverage ICT to remain competitive in a rapidly changing business environment.

i) Rural School

Rural schools are those located in rural areas, such as villages, which are typically thought of as being behind in terms of technology, infrastructure, quality of life, and other factors. According to Andin, Ambotang, Kamin, and Hamzah (2019), as compared to schools in the city, rural schools are frequently connected with educational barriers since they lack a variety of essential resources. However, there is no connection between this deficiency and the academic performance of the pupils in rural schools. It needs to be highlighted that rural education is still relevant today.

While teachers in rural regions may lack the teaching materials, they need to support them in delivering their courses in the classroom, instructors in metropolitan schools frequently have easy access to a variety of teaching resources. The result is a tedious teaching and learning process. The caliber of instructors in Indonesian rural schools differs from that of teachers in urban settings. According to an OECD and Asian Development Bank (2015) research, Indonesian schools in rural and isolated areas "often lack qualified teachers".

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According to Wang (2006), the majority of teachers in rural areas still maintain strict classroom discipline and spend the majority of the class period lecturing. Teachers frequently take up practically all of the time without providing pupils enough opportunity to speak up or ask questions.

j) Relevant Research

According to Syafi'i (2012), it is necessary to review certain prior studies done by other researchers that are pertinent to the study at hand. Understanding the pertinent studies related to the topic under discussion is crucial to prevent plagiarism. In addition, the researcher must evaluate the focal point, inform the designs, findings, and conclusions of the prior research; "Students' Perceptions of the Use of ICT in a Higher Education Teaching and Learning Context: The Case of a South African University" was the topic of the following study, conducted by Alfred (2014). It is well established that students believed that ICT tools like computers helped them with their academic performance and curriculum challenges. As a result, it is clear that the use of ICT in education will likely continue to be a key area of interest. The ICT issues will always exist because Indonesia continues to be a developing country.

Then, a journal entitled " The Effectiveness of the Use of Information and Communication Technology (ICT) in Rural Secondary Schools in Malaysia (2021). The study explain about ICT facilities at secondary schools in rural areas are less effective and responsive. The findings demonstrate that, as teachers integrate ICT, learning and instruction in rural secondary schools differ significantly from those in urban settings. only as a tool for instruction.



Additionally, lower secondary pupils find using ICT more appealing than upper secondary students do. In the classroom, teachers typically make use of the LCD projector and laptops supplied by the Malaysian MOE or the district education office. Additionally, they employ a variety of instructional strategies, including the use of Power Point. They employ colorful colors and images to deter pupils from dozing off or playing during class.

Junaidi (2021), conducted a research entitled "ICT use in teaching English in Pekanbaru: Exploring junior high school teachers' problems.". The study stated There are many problems that the teachers have with using technology in the classroom, that polled 54 teachers. Simple hardware and software issues that are common when using ICT were not the only issues. In addition, the Teachers perceived a lack of support in terms of material resources, such as technicians and computer experts, as well as human resources, as seen by the stark disparity between the number of computers available and the number of students. They cited a need for student supervision, smaller classrooms, more convenient locations, and reservations of computer labs after being forced to teach utilizing ICT facilities.

Technology-related training and professional development either weren't available yet or were prohibitively expensive to attend. The respondents also acknowledged issues with their conceptual and pedagogical perspectives, as well as the fact that they continued with using technology in the classroom even though it did not correspond with the recommended curriculum. It's possible that teachers and students have quite different levels of technological proficiency, with the

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former unable to keep up with pupils who have grown up using computers and the latter failing to focus as seen by their frequent complaints that they cannot find the assigned learning material online.

Rababah Lukman (2020) also conducted research with the title “ICT Obstacles and Challenges Faced by English Language Learners During the Coronavirus Outbreak in Jordan”. Rababah’s finding showed that there ~~are~~ were three obstacles responded by students namely lack of accessibility, lack of effective training, and inconsistent teaching styles of instructor.

The next research was investigated by Alfred (2014) under the title “Students’ Perceptions of the Use of ICT in a Higher Education Teaching and Learning Context: The Case of a South African University”. It is found that the students perceived the ICT tool such as computer ~~was~~ really supporting their academic success.

Thus, from previous research review, it can be concluded that the issue of ICT seems one of the main focuses in the field of education, the ICT challenges are believed to remain exist, particularly in remote areas that are rarely touched.

k) Conceptual Framework

By synthesizing theories and research findings discussed above, in this research, the use of ICT can be conceptualized into the following conceptual framework.

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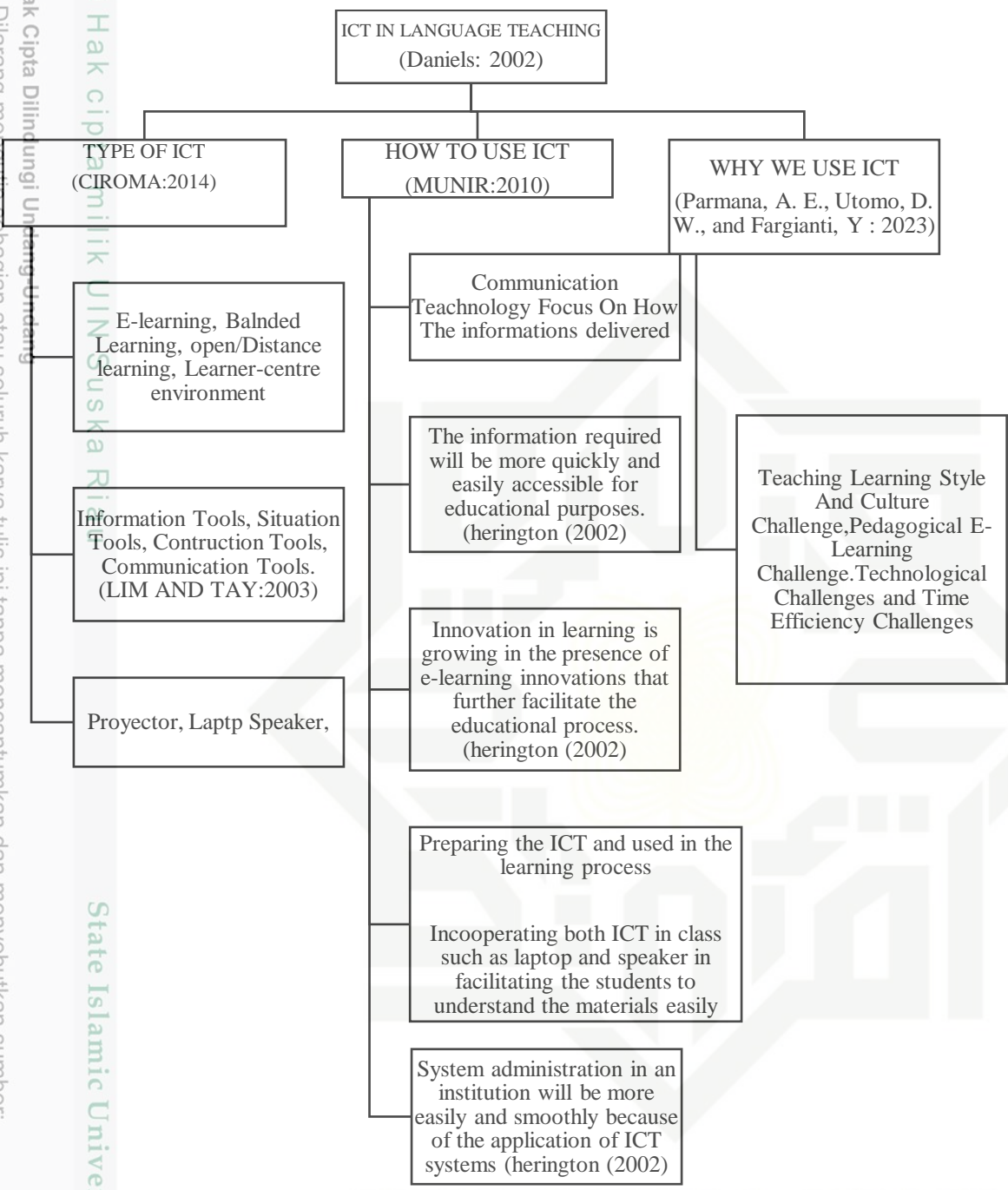


FIGURE 2.1 CONCEPTUAL FRAMEWORK

As the figure 2.1 above shows, this research investigated ICT use in EFL classrooms by the English teachers and also the teachers' reasons of using the ICT. As can be seen from the figure, the conceptual framework of this research



started from the literature information namely the role of ICTs in language teaching. The role was explored from three elements, they are, (1) the types of ICTs that the English teacher use in ELT in a remote school, (2) how the English teacher use ICTs in ELT in a remote school, and (3) why the English teachers use those ICTs in their instruction. The ways in which the teachers used ICT in the classroom were observed based on their respective practices of what ICTs that they used when teaching English and how the teachers referred to the ICT they use when teaching English in the classroom. The ICTs used by English teachers are those that facilitate teaching, including hardware (laptops, tablets, smartphones, projectors, etc.), software (Microsoft word, excel, power point, etc.) and internet connection (to access email, open certain websites, social media, etc.). At the same time, the ICT used by students is the ICT in English lessons, including equipment (smartphones, laptops, tablets, etc.), software (Microsoft office, digital dictionaries, etc.) and internet connection (to access social networks, email, online dictionaries, search for lesson-related materials, etc.).

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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology of this research. In row, it explains the research design, the research site, the participants, the data collection techniques, and the data analyses techniques.

A. Design of the Research

According to Creswell (2012), qualitative research is a subtype of education research that entails acquiring information through the use of forms with broad, open-ended questions, gathering text or picture data, and gathering information from a limited number of people or websites. The researcher chose a case study as an appropriate research design for carrying out this study in addition to using a qualitative approach. A case study is described by Creswell (2003) as an in-depth investigation of a program, event, activity, process, or one or more individuals. Case study research is considered appropriate when the proposed research involves contemporary phenomena that the researcher cannot control; the research is largely exploratory in nature; and the research answers "how" and "why" questions (Benbasat, et al., 1987; Darke, et al., 1998; Yin, 1994). The purpose of this research is to provide an overview of different case study selection strategies. This makes the case study approach particularly suitable for ICT implementation studies because the context is indistinguishable from the research phenomenon. Case studies can have one or a combination of exploratory, descriptive, or explanatory purposes (Yin, 1994, pp. 4). Both single and multiple case studies can fulfil all three purposes, but single case studies are known for



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their descriptive power and attention to context. To this research on the use of ICT in EFL Rural Islamic junior high school English teachers will be investigated at MTs Hubbul Wathan Rimba Melintang.

Qualitative research is research about the social world that does not use numbers in its analyses. All those who fear statistics can breathe a sigh of relief – there are no mathematical formulae or regression models in this book! But this definition is less about what qualitative research can be and more about what it is not. To be honest, any simple statement will fail to capture the power and depth of qualitative research. One way of contrasting qualitative research to quantitative research is to note that the focus of qualitative research is less about explaining and predicting relationships between variables and more about understanding the social world. To use our mother love example, the question about “what love looks like” is a good question for the qualitative researcher while all questions measuring love or comparing incidences of love (both of which require measurement) are good questions for quantitative researchers.

Qualitative research is research about the social world that does not use numbers in its analyses. All those who fear statistics can breathe a sigh of relief – there are no mathematical formulae or regression models in this book! But this definition is less about what qualitative research can be and more about what it is not. To be honest, any simple statement will fail to capture the power and depth of qualitative research. One way of contrasting qualitative research to quantitative research is to note that the focus of qualitative research is less about explaining and predicting relationships between variables and more about understanding the



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social world. To use our mother love example, the question about “what love looks like” is a good question for the qualitative researcher while all questions measuring love or comparing incidences of love (both of which require measurement) are good questions for quantitative researchers. In addition, qualitative data were used to clarify the data. A process usually called triangulation (Dornyei, 2007: 165). In this regard, interviews were used to generate in-depth perspectives of the participants since this technique helps uncovered the participants’ view but otherwise respects how the participant frame and stucutures of the response (Marshall & Rossman, 1995).

Meanwhile, the researcher used case study that was focusing on the single case study. According to Sturman (1997) a case study is a general term for the exploration of the individual, group, or phenomenon. Besides, Sagadin (1991) clarified that a case study is used when we analyzed and describe, for example each personal individually (his or her activity, special needs, life situation, life history, etc).

According to Creswell and Poth (2018) qualitative research has some characteristic such as:

1. Natural setting. Research is conducted in a natural setting, a setting indigenous to participants.
2. Purposeful sampling. Participants are selected intentionally, chosen for their capacity to provide detailed information
3. Multiple data sources. A variety of data sets, accessed from different participant perspectives and experiences.

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4. Interpretive experiences. The nature of qualitative data is interpretive, qualified, and expressive, captured in the words, stories, images, and behavior of participants.

B. Research site

The research was carried out at an Islamic schools in rural area in Rimba Melintang the district. The school was chosen for several reasons. First, its characteristics were suitable with the research topic. Second, the researcher has access to enter the research site. Third, the school meets several criteria because it is located in a rural area.

The establishment of MTs Hubbul Wathan Rimba Melintang is highly expected and longed for by the Rimba Melintang community, because MTs Hubbul Wathan Rimba Melintang is a Madrasa education among the Malay community in Rimba Melintang which modifies religious education with general education.

MTs Hubbul Wathan Rimba Melintang was founded, led by Mr. Sa'adun S. Ag who is the son of the founder of Hubbul Wathan Rimba Melintang. The number of students at MTs Hubbul Wathan Rimba Melintang are 173 people. Currently, MTs Hubbul Wathan Rimba Melintang has an A accreditation.

C. Participant

There are two English teachers as the participant in this research; Teacher 1: Mrs M is 35 years old. she graduated from the Muhammadiyah University of

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North Sumatra (UMSU) majoring in English education. Mrs M has been teaching English for 9 years since 2016. And Mrs M is still a non-permanent teacher.

Teacher 2; Mr K is 35 years old who has 1 wife and 3 children. He graduated from the STAI hubbul wathan Duri with a major in English education. Mr K has been teaching English for 13 years since 2010. And Mr K is still an honorary teacher.

D. Technique of Collecting Data

This research has three research questions, they are, (i) What are the types of ICT used by the teachers at Rural private Islamic junior high schools in teaching English in Rimba Melintang?; (2) How did the teachers used the ICT at Rural private Islamic junior high school teaching Englishs in Rimba Melintang?; (3) Why did the teachers use the ICT in teaching English at Rural private Islamic junior high schools in Rimba Melintang? To answer the research questions, some instruments were selected carefully to collect the required data.

The first instrument was observation. According to Creswell (2012) observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Then, according to Ary et al (2010) observation is a basic method for obtaining data in qualitative research and the purpose is to understand complex interaction in natural setting. Based on this research this instrument helped the researcher to answer the question which was some types of ICT used by the teachers in teaching English in Rimba Melintang and also how did the teachers used the ICT in the process of learning. (jelaskan

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apa instrument itu, dasar teori penggunaan, kegunaannya terkait pertanyaan penelitian)

The second instrument was interview. The second instrument will be used is interview. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary et al, 2010, p. 438). It is supported by Fraenkel and Wallen (2009) interview is an important way for a researcher to check the accuracy of the data to verify or refute the impression he or she has gained through observation. The researcher used this instrument to find out and answer the research question number three which was the reason why teachers must be implemented the ICT in teaching English at Rural private Islamic junior high school in Rimba Melintang.

Concerning the sampling process, a study of experience like this research, occupied identifying and locating participants who have practiced, or are practicing the skill has been examined (Raihani, 2006). The sampling procedure depends on the purpose of data collection. It can be concluded that all samples chosen are observed as having the ability to contribute the accomplishing the answer of the research questions. In this study, documentation from teachers were regarded as those who had directly experienced or were experiencing the experiences, interview and the researcher's observation were the methods of collecting data of this study.

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a. Non-Participant Observation

The data gathering technique used by the researcher in this research was non-participant observation. It is the primary technique used by anthropologists in doing research. This information-gathering involves active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience. Non-participant observation is the procedure allowing the researcher to learn about the activities of the people under study in the natural setting through observing and participating in those activities. Therefore, the data for this qualitative research, classroom observation would be used to observe how the teachers implement their understanding of scientific approach during teaching takes place. Creswell (2009, p.181) “qualitative observation is those in which the researcher takes field notes on the people’s behaviors and activities or individual at the research site.” Here, the researcher recorded and engaged in roles varying from a non-participant. The observation was conducted both directly and indirectly using video recording instrument. The researcher took some notes in the observation sheet based the data that the researcher found and observed while doing the classroom interview with the English teachers at SMPN 47 Pekanbaru. The data collection for the classroom observation was done from January 18th to April 4th, 2024. Before the teachers started teaching in the eighth grade, they were directed and instructed to apply the activities to improve their students’ oral communication skills which had been declared and demanded in the Merdeka curriculum utilized at SMPN 47 Pekanbaru. Classroom observation was constructive and useful to complement the data collection to reveal the accurate



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and accountable data. Observation to gather the data on the teacher use ICT in Teaching English. In this observation, the researcher role will be as non-participant observer. During observation, the researcher takes a note or writes the situation, condition, and behavior that happened that is based on the purpose of the research. Besides that, the video recording is used to get the detailed information of the situation based on the purpose of the research and research questions.

b. Interview

The second instrument will be used is interview. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary et al, 2010: 438). It is supported by Fraenkel and Wallen (2009) interview is an important way for a researcher to check the accuracy of the data to verify or refute the impression he or she has gained through observation. There are three kinds of interview, structured interview, unstructured interview, and semi structured interview, Ary et al (2010). Structure interview is scheduled for specific purpose of getting certain information from the subject. Each respondent is asked the same set of questions, but with some latitude in the sequence. Next is unstructured interview, which is conversational type of interview in which the questions arise from the situation. It is sometimes described as a conversation with a purpose. The last is semi structured interview, which is the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. In this study, the researcher used unstructured interview. The interview will be

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conducted with the teachers, headmasters, students and parents. This interview will be conducted to gain the data related to the second and third research problem, and to check the accuracy data from the observation. Thus, observation is the process of gathering open, first-hand information by observing people and places at the research site. Non-participant observers was used in this study. A nonparticipant is an observer who visits the site and takes notes without engaging in the activity. The nonparticipant observer is an "outsider" who sits at the periphery or in a vantage point (eg, the back of the classroom) to watch and record the phenomenon being studied. This role requires less access than participant roles, and gatekeepers and individuals at research sites may be more comfortable with it Creswell (2012).

The researcher randomly interviewed individuals to get data after all of the observations. When a subject and researcher come into contact in order to gather information, this is known as an interview. data collected directly by researchers from study subjects for the purpose of research. In order to examine the interview's responses and provide a response to the first research question. Semi-depth interviews were conducted for the interviews. Interview conducted to obtain the data about, the teacher use using ICT in teaching English.

E. Data analysis of interview and observation

The data gathered from observation and interview were analyzed by following qualitative data analysis (Creswell, 2012), whereas there are some steps of data analyses : preparing and organizing the data for analysis, exploring and coding the data, coding to build descriptions and themes, representing and

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reporting findings, interpreting the findings, validating the accuracy of the findings.

1. Preparing and organizing the data for analysis (semua tahap sudah terjadi maka ceritakanlah proses analisa berdasarkan apa yang dilakukan peneliti)

At the early stage in qualitative analysis, the data was prepared and organized due to the large amount of information gathered. This steps included organize the data. In organizing the data, first, the researcher conducted the classroom observation to see how the learning process happened. Then, the researcher conducted the interview with the two English teachers to get the data and the information deeply.

2. Exploring and coding the data

The process of coding is one of reducing a text to descriptions. The researcher assigned a code label based on the interview.

3. Coding to build descriptions and themes

Coding is to develop description of students' responses. In this step the researcher answered the major research questions and forming in-depth understanding of the centran phenomenon through thematic development.

4. Representing and reporting findings

The researcher displayed findings in tables and figures and constructing narrative to explain what she find in response to the research question.

5. Interpreting the findings

In this step, the researcher forme some larger meaning about the phenomenon based on personal views.

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F. Triangulation of data

Triangulation is a method used in qualitative research to enhance the validity and reliability of the findings by combining multiple sources of data, methods, or perspectives. In this research, the researcher used multiple sources of data to examine a phenomenon from different angles. For example, the researcher might combined data from interviews, observations, and document analysis to gain a more solid comprehensive understanding of the research topic as well as to use those multiple data against one another to clarify the reliability of the data.

G. Ethical Consideration

In social science like this research, ethical issues were essential for doing any research. It is like Wellington in Absor (2016) argued that “ethic is an important aspect in all forms of research.” Bryman supports this point by stating “ethical issues can not be ignored as they relate to the integrity of a piece of research and of the discipline that is involved.” Therefore, this research was conducted in such an ethical way. Before taking the data of this research, approval from related institutions were obtained respectively. The Post Graduate Program (PPs) of UIN Sultan Syarif Kasim Riau administers some administration procedures and endorsed formal letters related to the local government office to get consents. PPs issued an official letter sent to Public Service Office located in Pekanbaru, and then public Service Office would formally grant the recommendation and forwarded to the office of PPs UIN Suska Riau. The approval was used to gain the intended data instructed by the director of PPs UIN Suska and then the researcher would approach the principal of the selected school. He gave his approval for this

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study to be conducted in his school. After getting permission from the principal, and when the research plan had been exposed and negotiated well, the researcher began the data collection- interviews and documentation. Before doing the observation and the interview, the participant consents form was required for this research. These consent form also clearly informed that the data collected would be recorded and stored safely, confidentially and only used for this research.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted the The use of Information communication and Technology (ICT) in Teaching English: A case study at Rural Private Islamic Junior High school in Rimba Melintang. Then also this chapter presents conclusion generated based on the findings about the teachers' activity to improve students' oral communication skills in English. The chapter also provides the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations for practitioners, policy-making and future research in the area of teaching English as a foreign language (TEFL) in Indonesia or other similar contexts.

ICT or Information and Communication Technology refer to the tool and the media that support the teachers in doing the learning process becomes effective and efficient. There are many tools that can help the teachers in conducting and using the ICT tools or media such as laptop, sound system, LCD projector and Powerpoint.

The researcher has seen that both the English teachers were using the ICT tools that have been mentioned above to motivate the students in learning, activating the students in the class, teach the students to use some technology and many more.

Then, the researcher was arguing that both two teachers did not always using the ICT tools in the classroom because of the limitation of the time given by



the school curriculum in conducting the media and it was a situational moment and the material was not always needed the ICT tools while delivering it to the students. Next the researcher concluded that the way of using the Information and Communication Technology (ICT) by teacher is as situating tools where situating tools are systems that situate students in an environment where they may “experience” the context and happenings. Such systems include simulation, games and virtual reality.

In answering the research question 3 that was about the reasons why the teachers used Information and Communication Technology (ICT) in teaching process are it can make it easier for them to teach in the classroom, all the teacher has to do is open a laptop connected to an LCD projector and all the material will be visible to the students right in front of the class and the time spent will be reduced, the Information and Communication Technology (ICT) made the teaching process more efisien and effective and the students are more interested on the material.

The use of such technology in teaching training programs will effectively enhance the quality of teaching. A well-designed teacher training program is essential to meet the demand of today's teachers who want to learn to use ICT effectively for their teaching. It is thus important for teacher educators and policy makers to understand the factors influencing the effectiveness and cost-effectiveness of various approaches to the use of ICTs in teacher training in order to make such changes feasible for all training strategies can be detected appropriately. So, if ICT is used in the teaching-learning programs by the institute

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conducting the teaching-learning program, then our teaching-learning process will be very smooth and understandable for all types of students of our country. Finally, more attention should be paid to the specific roles of ICTs, which include offering multimedia simulations of good teaching practices, providing personalized training courses, helping to overcome teacher alienation, providing individual teachers with access to a larger learning community on an ongoing basis. linking and promoting teachers as teacher support. There is a need to explore the intended as well as unintended consequences of the use of ICT for teacher professional development.

B. Suggestion

Based on the findings of this study, there are some recommendations that are potentially useful for practitioners of TEFL such as teachers, curriculum developers, and future research. Firstly, for classroom practice, the English teachers are suggested to develop students' interest in learning English especially in using some of the ICT tools. Thus, in the process of teaching, teachers must be ready and prepared themselves to teach in the class. When teachers are well prepared, teachers can give their best performance while teaching. Therefore, teachers also need to know some methods, techniques and strategies to engage students to be ready and focus in the process of learning.

Considering the study “the use of Information communication and Technology (ICT) in Teaching English: A case study at Rural Private Islamic Junior High school in Rimba Melintang”, the researcher would like to give some suggestion as follows:

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The researcher found that the teachers of Private Islamic Junior High school in Rimba Melintang who teach English using Information and Communication Technology (ICT) do well, However, the researcher found that teachers need to be more variable in teaching using ICT in order for learners to be more engaged and enthusiastic. Moreover, the students' ability also improved.

Meanwhile, for the curriculum developers, it is recommended to do need analysis before formulating and revising English curriculum. The school's principle and curriculum must be revised and improve the learning style based on Merdeka Curriculum that is focusing on the students' centre and looking forward to the students' interest and need. Therefore, the teachers are able to develop teaching materials based on the need of the students. Then, the school must provide the technology in order to support the teachers in doing their activities in teaching the students to make the class more comfortable and increase the students' interest in learning.

Other researchers are expected to be used this research as a consideration for the next researchers in doing the same research with different object or can be used as a fresh Information in doing same research in others place.

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APPENDIX

INSTRUMENT OBSERVATION

And

INSTRUMENT INTERVIEW

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State Islamic University of Sultan Syarif Kasim Riau

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Date: Monday, 05 February 2024

Time: 08.10-09.30

State Islamic University of Sultan Syarif Kasim Riau

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Participant: Ms. Teacher 1

Indicators of Observation	Checklist		Fieldnote	Reflection
	Yes	No		
Type of ICT	√	-	<p>The teacher uses Laptop, Projector and Phone</p> <p>Min 1 to 10</p> <ul style="list-style-type: none"> -The teacher opens the class and does doa -The teacher checks the students' attendance <p>Min 11 to 68</p> <ul style="list-style-type: none"> -The teacher prepares the lesson and opens the materials -The teacher asks the students about the last materials <p>-The teacher explains the material and shows the slides directly.</p> <p>-The teacher gives the exercises to the students for practicing them about how to make a sentence using tobe</p> <p>-The teacher asks the students to collect the</p>	<p>The teacher laptop for making powerpoints, Projector for showing the material and phone for wifi sources to find the materials.</p> <ul style="list-style-type: none"> -in this section teacher leads the students and gives command to the students to prepare for the lesson and pray. And the students did it. -teacher checks the students' attendance by calling their names one by one. -after praying, teacher open her laptop and find the material of the lesson. -The teacher asks the students about the past material to check the students understanding about the last lesson that the students have learned. The teacher asks some questions to the students and some of the students answer it -The material is about using tobe "is, am, are". The teacher shows the slides on the powerpoints by using projectors. The teacher gives the explanation about the function of tobe, the form of tobe and the used of tobe in the sentence. The teacher also gives the example of the used of tobe in the sentence. -The teacher gives the task to the students on the slides, the teacher provides the task and show it to the students by using projectors. The students do it and the teacher waits them. Some of the students ask some questions about how to do the task and the teacher gives a clue to do it.
Using ICT in Teaching	√	-		



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<p>Min 51 to 60</p> <p>-The teacher evaluate the material and conclude it.</p>	<p>-The teacher asks the students to collect the material, and some students answer them. The teacher also summarizes and re-explains the material that has been taught previously. The teacher also asks the students to express their opinions regarding the use of simple present tense, and also asks about the difficulties experienced by the students in learning the material. Furthermore, the teacher answered some questions related to the students' difficulties.</p> <p>- The teacher closes the class and the students do pray and greeting. The teacher goes out from the class.</p>	
	<p>-The teacher closes the meeting and command to the students to do pray and greeting.</p>	



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Date: Monday, 05 February 2024

Time: 13.10-14.10 *Prof. Dr. H. Kasim Riau*

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Participant: Mr. Teacher 2

Indicators of Observation	Checklist		Descriptive	Fieldnote	Reflection
	Yes	No			
Type of ICT	√	-	<p>The teacher uses Laptop, Projector and Phone</p> <p>Min 1 to 15</p> <ul style="list-style-type: none"> -The teacher prepares the lesson and opens the materials -The teacher opens the class and does doa -The teacher checks the students' attendance <p>Min 16 to 50</p> <ul style="list-style-type: none"> -The teacher asks the students about the last materials -The teacher explains the material and shows the slides directly. <p>-The teacher gives the exercises to the students for practicing them about how to make a sentence using simple present tense</p>	<p>The teacher laptop for making powerpoints, Projector for showing the material and phone for wifi sources to find the materials.</p> <ul style="list-style-type: none"> -teacher open her laptop and find the material of the lesson. -in this section teacher leads the students and gives command to the students to prepare for the lesson and pray. And the students did it. -teacher checks the students' attendance by calling their names one by one. - The teacher asks the students about the past material to check the students understanding about the last lesson that the students have learned. The teacher asks some questions to the students and some of the students answer it - The material given is about the use of simple present tense. The teacher displays slides on the powerpoint using a projector. The teacher explains the function and form of simple present tense in sentences. The teacher also gives examples of using simple present tense - All students were asked to find other examples and write them on the board. While waiting for their turn to write the examples. And then, The teacher gives the assignment to the students on the slides, the teacher gives the assignment and shows it to the students using the projector. The students work on it and the teacher waits for them. 	
Using ICT in Teaching	√	-			



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>Hak Cipta Dilindungi © Hak cipta milik UIN Suska Riau</p> <p>-The teacher asks the students for some questions about the material before, and some of the students answer it. The teacher also concludes and reexplains about the material that she have taught before. The teacher also asks the students to deliver about their opinion in using tobe, and also asks their difficulties in learning the material. Furthermore, the teacher answer some questions related to the students' difficulties.</p> <p>- The teacher closes the class and the students do pray and greeting. The teacher goes out from the class.</p>	<p>tanpa mencantumkan dan menyebutkan sumber: Min 69 to 80</p> <p>-The teacher evaluate the material and conclude it.</p>	<p>University of Sultan Syarif Kasim Riau</p>
<p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>-The teacher commands the students to submit the tasks. The students submit it and wait until all of others finish. After all finish, the teacher says to the students to sit nicely.</p>	<p>-The teacher closes the meeting and command to the students to do pray and greeting.</p>	





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Observation Checklist and Fieldnote

Date: Monday, 12 February 2024

State Islamic University of Sultan Syarif Kasim Riau

Time: 08.10-09.30

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Participant: Ms. Teacher 1

Indicators of Observation	Checklist		Descriptive	Fieldnote	Reflection
	Yes	No			
Type of ICT	√	-	The teacher uses Laptop, Projector and Phone Min 1 to 10 -The teacher opens the class and does doa -The teacher checks the students' attendance Min 11 to 68 -The teacher prepares the lesson and opens the materials -The teacher asks the students about the last materials -The teacher explains the material and shows the slides directly and a video.	The teacher laptop for making powerpoints, Projector for showing the material and phone for wifi sources to find the materials, the teacher	-in this section teacher leads the students and gives command to the students to prepare for the lesson and pray. And the students did it. -teacher checks the students' attendance by calling their names one by one. -after praying, teacher open her laptop and find the material of the lesson. -The teacher asks the students about the past material to check the students understanding about the last lesson that the students have learned. The teacher asks some questions to the students and some of the students answer it -The material is about daily routines. The teacher shows the slides on the powerpoints by using projectors. The teacher gives the explanation about how the students express their routines, the form of using present tense and the used of present tense. The teacher also gives the example of the used of present tense. The teacher also gives a video about how they can tell their routines. On the video, they learn about the expression that they can use for telling their routines. -The teacher gives the task to the students to make their routines and they will have time to write their routines. After finish writing their routines, the teacher ask the students to stand in front of the class to
Using ICT in Teaching	√	-	-The teacher gives the exercises to the students for practicing them about how their routines. And they have to show the aother students		



- a. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

<p>Hak Cipta Dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini explain their routines.</p> <p>a. Pengutipan hanya untuk kepentingan penelitian, penulisan karya ilmiah atau forum, penulisan kritik atau tinjauan suatu masalah.</p>	<p>tanpa mencantumkan dan menyebutkan sumber:</p> <p>about their routines.</p>	<p>State Islamic University of Sultan Syarif Kasim Riau</p>
<p>-The teacher commands the students to submit the tasks. The students submit it and wait until all of others finish. The teacher submits the writing after they have come in front of the class and tell their routines. After all finish, the teacher says to the students to sit nicely.</p>	<p>-The teacher asks the students to collect their writing</p>	
<p>-The teacher asks the students for some questions about the material before, and some of the students answer it. The teacher also concludes and reexplains about the material that she have taught before. The teacher also asks the students to deliver about their review how they can use present tense and also asks their difficulties in learning the material. Furthermore, the teacher answer some questions related to the students' difficulties.</p>	<p>Min 69 to 80</p> <p>-The teacher evaluate the material and conclude it.</p>	
<p>- The teacher closes the class and the students do pray and greeting. The teacher goes out from the class.</p>	<p>-The teacher closes the meeting and command to the students to do pray and greeting.</p>	



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Date: Monday, 12 February 2024

Time: 08.10-09.30

State Islamic University of Sultan Syarif Kasim Riau

Participant: Ms. Teacher 2

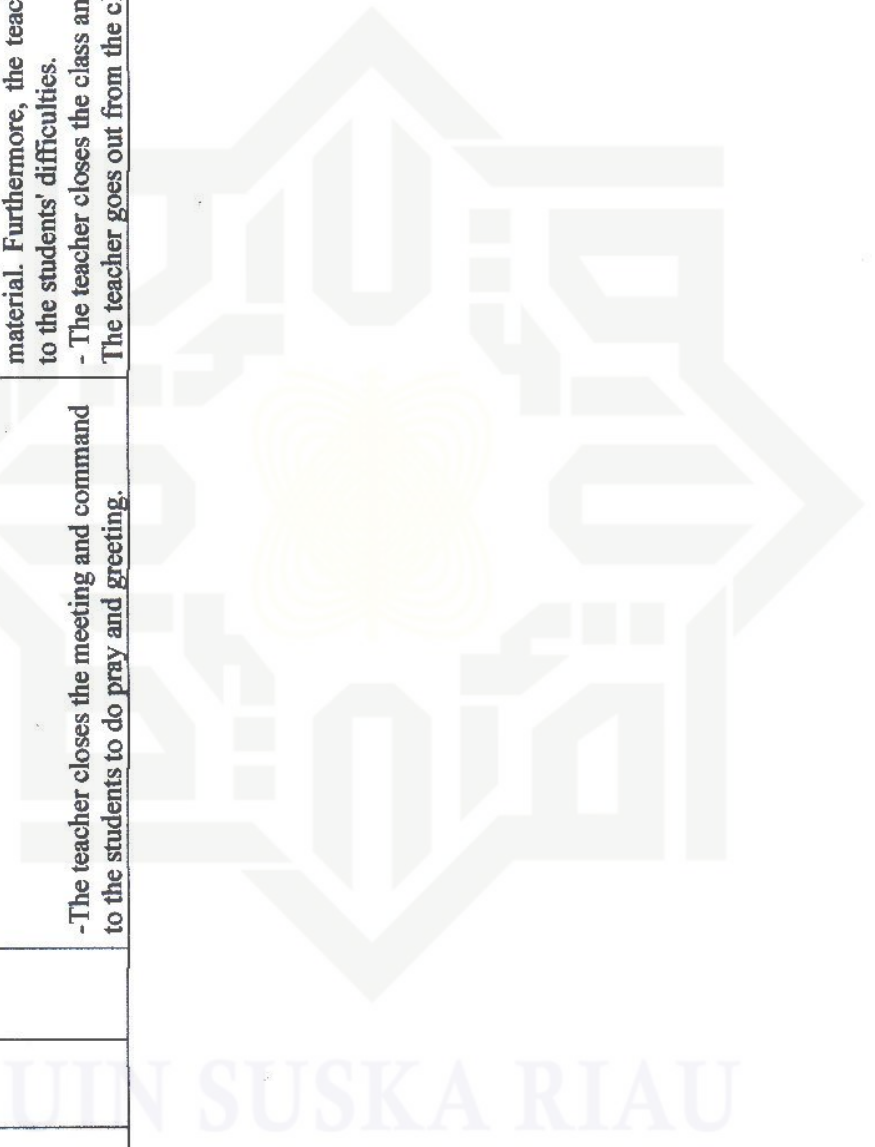
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Indicators of Observation	Checklist		Descriptive	Fieldnote	
	Yes	No		Reflection	
Type of ICT	√	-	<p>The teacher uses Laptop, Projector and Phone</p> <p>Min 1 to 15</p> <ul style="list-style-type: none"> -The teacher prepares the lesson and opens the materials -The teacher opens the class and does doa -The teacher checks the students' attendance <p>Min 16 to 50</p> <ul style="list-style-type: none"> -The teacher asks the students about the last materials <p>-The teacher review the material about simple present tense</p> <p>-The teacher gives the exercises to the students for practicing them about how to make a sentence using simple present tense</p>	<p>The teacher laptop for making powerpoints, Projector for showing the material and phone for wifi sources to find the materials.</p> <ul style="list-style-type: none"> -teacher opens his laptop and find the material of the lesson. -in this section teacher leads the students and gives command to the students to prepare for the lesson and pray. And the students did it. -teacher checks the students' attendance by calling their names one by one. - The teacher asks the students about the past material to check the students understanding about the last lesson that the students have learned. The teacher asks some questions to the students and some of the students answer it - The material is reviewed about the use of simple present tense. The teacher displays slides on the powerpoint using a projector. The teacher explains the function and form of simple present tense in sentences. The students practice to use the simple present tense with telling their daily activity. - All students were asked to write their daily activity. The students write their daily activity. The students work on it and the teacher waits for them. After finish the teacher asks the students to come and telling their daily activity. After all of them finish. The teacher wants 	
Using ICT in Teaching	√	-			



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<p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini Hak Cipta Dilindungi Undang-Undang</p> <p>a. Pengutipan harus them to give their writing to the teacher</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>tanpa mencantumkan dan menyebutkan sumber: penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>State Islamic University of Sultan Syarif Kasim Riau</p>
<p>-The teacher commands the students to submit their writing. The students submit it and wait until all of others finish. After all finish, the teacher says to the students to sit nicely.</p>	<p>-The teacher asks the students to collect the exercise.</p>	<p>Min 51 to 60</p>	<p>-The teacher evaluates the material and conclude it.</p>
<p>- The teacher asks some questions to the students about the previous material, and some students answer them. The teacher also summarizes and re-explains the material that has been taught previously. The teacher also asks the students to express their opinions regarding the use of simple present tense, and also asks about the difficulties experienced by the students in learning the material. Furthermore, the teacher answered some questions related to the students' difficulties.</p> <p>- The teacher closes the class and the students do pray and greeting. The teacher goes out from the class.</p>	<p>-The teacher closes the meeting and command to the students to do pray and greeting.</p>		





Interview : Assalamualikum miss

Interviewer : : walaikumsalam

Interview : Apa kabar miss?

Interviewer : Alhamdulillah sehat

Interview : maaf ganggu waktunya miss, ini mutiara mau bwawancarasama umi untuk keperluan data thesis mutiara

Interviewer : boleh, bisa

Interview : jadi gini miss, penelitian tesis mutiara tentang penggunaan information communication and technology atau ICT mi. jadi mutiara mau Tanya- tanya tentang ICT disekolah kita ini mi

Interviewer : oh iya

Interview : apa saja ICT yang disediakan sekolah miss?

Interviewer : infocus/pojektor, computer, laptop, printer dan speaker ada juga

Interview : selain yang miss bilang tadi masih ada gak jenis ICT lain mi, mungkingkayak

Interviewer : kalau itu kita ga ada

Interview : miss bisa menggunakan semua fasilitas yang disedikan disekolah ini miss?

Interviewer : bisa

Interview : terus Ketika mangajar miss menggunakan ICT ga miss?

Interviewer : jarang sih, kayak waktu tertentu aja

Interview : waktu tertentu seperti apa miss ?

Interviewer : kalua materinya membutuh ICT baru saya gunakan ICT contohnya kemaren materi there are/ is saya menggunakan laptop, proyektor, sama ppt karna mau menampilkan materinya.

Interview : terus yang computer dan printer tadi gima miss?

Interviewer : pakai juga

Interview : untuk apa itu miss ?

Interviewer : untuk mengeprint gambar untuk pelengkap mateti saya

Interview : terus siswanya enkoy miss ?

Interviewer : enjoy lebih senang lagi

Interview : terus menurut gimana belajar menggunakan ICT menurut miss?



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Interviewer : menurut saya sih lebih bagus menggunakan ict karna menarik dan anak anak menyukainya dari pada melihat buku aja, anak lebih menyukai
- Interview : jadi menurut miss ICT itu berguna dalam proses pembelajaran
- Interviewer : iya, itu memang harus dibantu menggunakan ICT
- Interview : terus kan miss Ketika menggunakan ICT kan ada menemui kendala kendala.
- Interviewer : Terus apa kendala yang miss hadapi miss?
- Interview : tu kendala yang dihadapi tu kayak misalnya menampilkan gambar, tapi buram gitu,
- Interview : terus ada kendala yang lain miss?
- Interviewer : kayak memasang perangkat ICT kadang ada yang tidak pas, jadi minta tolong sama anak untuk membantu memasangkan
- Interview : oh begitu, terus menurut miss, ada ndak fasilitas yang harus ditambah disekolah ini?
- Interviewer : ada sih, mungkin ditambah lagi fasilitas kayak infokus karena Cuma satu disekolah, atau pun hp karna tak semua anak memiliki hp jadi sulit gitu
- Interview : oh begitu miss. Pernah ga miss mengurimkan tugas melalui aplikasi kayak wa gitu?
- Interviewer : pernah, saya berikan tugas Latihan nanti anak mengerimkan ke via WA
- Interview : terus menurut miss untuk fasilitas disekolah ini, apakah cukup. Lumayan atau apa apa miss ?
- Interviewer : menurut saya sudah cukup
- Interview : selain kendalanya tadi miss ada ndak kendala yang lainnya Ketika dalam proses mengajar ?
- Interviewer : tempat lokasinya kadang harus ditentukan juga karna takut mengganggu kelas lain
- Interview : terus untuk materi apa miss menggunakan ICT miss?
- Interviewer : kemaren noun, adjective, kemdian untuk kelas 9 nya saya menampilkan kayak lambing peringatan kayak dilarang belok, dilarang merokok seperti itu lah
- Interview : terus sekolah menyediakan internet ga miss?
- Interviewer : ada tapi dikantor
- Interview : terus biasanya kalua menggunakan internet miss searching apa aja?
- Interviewer : mencari materi lain atau menambah referensi gitu
- Interview : terus miss punya laptop ?
- Interviewer : punya
- Interview : biasanya miss kalua mengajar pakai buku panduan apa miss ?



Interviewer

: ada LKS, buku bumi aksara

Interview

: kan miss didalam kelas menggunakan laptop didalam kelas, terus misalkan ada masalah, entah rusak laptopnya atau yang lain, gimana Solusi miss ?

Interviewer

: pernah sih, tapi ya balik lagi menggunakan buku perangkat kayak lks tadi

Interview

: kalua boleh tau miss mengajar dalam seminggu berapa kali ?

Interviewer

: 2 kali

Interview

: terus miss pernah ga miss mengikuti seminar atau pelatihan tentang

penggunaan ICT ?

Interviewer

: sesekali lah, kemaren terakhir di alef

Interview

: berarti untuk cara penggunaan laptop dan lain lain itu otodidak ya miss ?

Interviewer

: iya

Interview

: terus miss menurut miss bagaimana kemampuan rekan kerja miss apakah

bisa menggunakan ICT semua ?

Interviewer

: alhamdulillah semuanya bisa menggunakannya, apalagi kan dizaman

sekarang ini mengharuskan kita menggunakan teknologi apalagi laptop

Interview

: terus miss menurut miss apa kendala menggunakan ICT ini?

Interviewer

: kendalanya ini kadang internet yang kadang jaringan hilang timbul

Interview

: kalua menurut miss, kenapa guru jarang menggunakan ICT ?

Interviewer

: menurut saya sih waktu, karna membutuhkan banyak waktu Ketika

memasanganya, apalagi waktunya sedikit

Interview

: menurut miss perlu ga kita menggunakan ICT didalam kelas

Interviewer

: perlulah, unyuk persiapan supaya kelas kita menarik

Interview

: begitu, baik terimakasih, saya kira sampai disitu aja dulu ya miss, maaf

menggangu waktunya

Interviewer

: iya tak apa apa. Sama-sama



25 Januari 2024

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Penguji tidak merugikan kepentingan yang wajar UIN Suska Riau.

Interview

: Assalamualikum mister

Interviewer

: walaikumsalam

Interview

: Apa kabar pak?

Interviewer

: Alhamdulillah sehat

Interview

: maaf ganggu waktunya miss, ini saya mau wawancarasma apak untuk

keperluan data thesis saya pak.

Interviewer

: boleh, bisa

Interview

: penelitian tesis fathan tentang penggunaan information communication and technology atau ICT pak. jadi mutiara mau Tanya- tanya tentang ICT disekolah kita ini miss?

Interviewer

: oh iya ya

Interview

disekolah ko ado menyediakan fasilitas ICT pak?

Interviewer

: ado, infocus/pojektor, , laptop, printer dan speaker, Listrik ado jugo disetiap

kelas

Interview

:tu computer ado pak?

Interviewer

: ado

Interview

: ado nak yang lain n pak macam tv atau yang lain gitu?

Interviewer

:tv tak ado do

Interview

: terus kalua mengajar dikelas pak, apa menggunakan ICT ?

Interviewer

: kadang kadangnyo, karna memakan waktu

Interview

: tu menurut apak bagaimano menggunakan ICT?

Interviewer

:menurut apak sih lebih bagus menggunakan ict karna menarik dan anak

anak menyukainya dari pada melihat buku aja, anak lebih menyukai, ap alai kan jaman kinin

teknolog=gi semakin canggih, dan guru pun diharuskan menggunakn ICT tu

Interview

: jadi menurut apa ICT itu berguna dalam proses pembelajaran

Interviewer

: iya, itu memang harus dibantu menggunakan ICT

Interview

: tu menurut apa apa kendala menggunakan ICT ko didalm kelas ??

Interviewer

: waktu, habis waktu untuk menyiapkannyo, waktu 45 menit, tu menyiapkan

nyo ado lah 15 menit, haih disitu.

Interview

: ado kendala yang lain pak?

Interviewer

: ado kadang tibo tibo laptop usak, jadi awak harus memikikan cara lain

Interview

: tu apo caranyo pak?



Interviewer

Interview

Interviewer:

Interview

Interviewer

Interview

Interviewer

Interview

Interviewer

Interviewer
penggunaan ICT ?

Interviewer

Interview

Interviewer

Interview

Interviewer

Interview

Interviewer

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: balik lai kmanual, pakai buku pogangan

:terus sekolah menyediakan internet ndak pak?

: ado tapi dikantor

:terus biasanya kalua menggunakan internet miss searching apa aja?

: google translate atau menambah referensi gitu

: terus apak punya laptop ?

: punyo

: kalua boleh tau miss mengajar dalam seminggu berapa kali ?

: 2 kali

:terus apak pernah ga mengikuti seminar atau pelatihan tentang

: tak ponah do, atu cara pakai laptop tu pandai sendiinyo

: berarti untuk cara penggunaan laptop dan lain lain itu otodidak ya pak ?

: iyo

: menurut apak perlu ndak kito menggunakan ICT didalm kelas

: perlu

:oh gitu, tu ajo dulu yo pak terimakasih banyak yo pak

: iyo samo-samo

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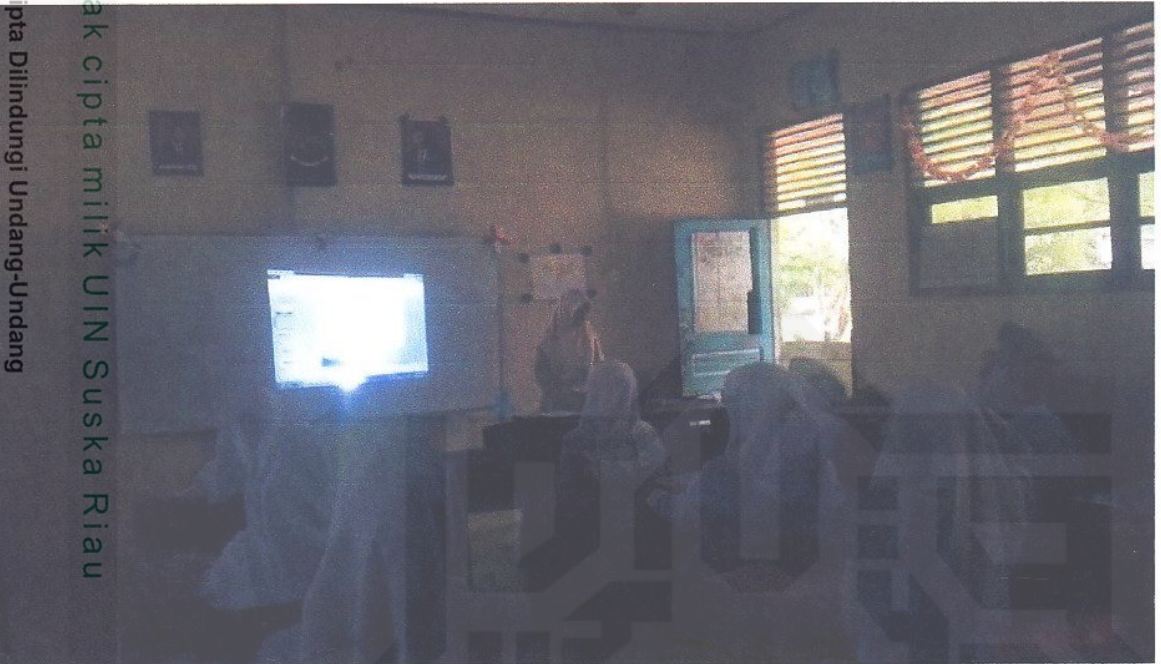
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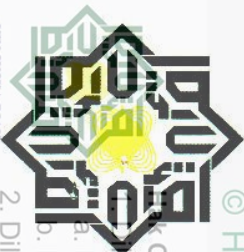
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كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
 Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor : B-347/Un.04/Ps/HM.01/01/2024
 Lamp. :-
 Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 17 Januari 2024

Kepada
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Prov. Riau
 Pekanbaru

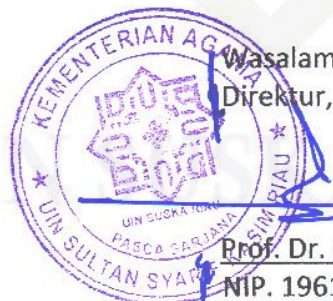
Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Mutiara Nadia
NIM	: 22190123807
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: V (Lima) / 2024
Judul Tesis/Disertasi	: The use of Information Commnucation and Technology (ICT) in teaching english:A case Study at Rural Private islamic junior high school in Rimba melintang

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Rimba melintang, Rokan hilir

Waktu Penelitian: 3 Bulan (17 Januari 2024 s.d 17 April 2024)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
 Direktur,

Prof. Dr. H. Ilyas Husti, MA
 NIP. 19611230 198903 100 2

Tembusan:
 Yth. Rektor UIN Suska Riau

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Pekanbaru, 17 Oktober 2023

Nomor : S-3934/Un.04/Ps/PP.00.9/10/2023
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Utama)
Dr. Riza Amelia. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Mutiara Nadia
NIM : 22290122026
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : V (Lima)
Judul Tesis : The Use Of Information Communication And Technology (ICT)
In Teaching English: A Case Study At Rural Private Islamic junior
High Schools In Rimba Melintang

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

Tembusan :

1. Sdr. Mutiara Nadia
2. Arsip

2. Dituangkan mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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b. diperbolehkan untuk kepentingan yang wajar UIN Suska Riau.

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SURAT KETERANGAN

Nomor :22/A/MTs/HW-RM/2024

Yang bertanda tangan dibawah ini MTs Hubbul Wathan Rimba Melintang dengan ini menerangkan:

Yang bertanda tangan dibawah ini

Nama : Sa`adun,S.Ag
 Npsn : 10499275
 Unit kerja : MTs hubbul wathan Rimba Melintang
 Instansi : kemenag kab. Rokan Hilir

Dengan ini menerangkan bahwa saudara :

Nama : Mutiara nadia
 Nim : 22190123807
 Perguruan tinggi : UIN SUSKA RIAU
 Program study : Pendidikan agama islam
 Konsentrasi : Pendidikan Bahasa Inggris
 Judul : THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) IN TEACHING ENGLISH: A CASE STUDY AT RURAL PRIVATE ISLAMIC JUNIOR HIGH SCHIOOL IN RIMBA MELINTANG.

Telah selesai melakukan Riset mulai dari tanggal 31 januari s/d 23 februari 2024 di MTs Hubbul wahan Rimba Melintang.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan dengan semestinya.

Rimba melintang, 23 Februari 2024

Kepala Madrasah



H. Sa`adun, S. Ag

Nip. 196904152003121001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmpstsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/62662
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-347/Un.04/Ps/HM.01/01/2024 Tanggal 17 Januari 2024**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | MUTIARA NADIA |
| 2. NIM / KTP | : | 22190123807 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM S2 |
| 4. Konsentrasi | : | - |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) IN TEACHING ENGLISH : A CASE STUDY AT RURAL PRIVATE ISLAMIC JUNIOR HIGH SCHOOLS IN RIMBA MELINTANG |
| 7. Lokasi Penelitian | : | MTS HUBBUL WATHAN RIMBA MELINTANG |

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 7 Februari 2024



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Bupati Rokan Hilir
- Up. Kaban Kesbangpol dan Linmas di Bagansiapiapi
- Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- Yang Bersangkutan

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UIN SUSKA RIAU



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JALAN KECAMATAN BATU EMPAT TELP. (0767) 22113 FAX. (0767) 22113
BAGANSIAPIAPI

Bagansiapiapi, 22 Februari 2024

Nomor : 070/Kesbangpol/2024/34
Sifat : Biasa
Lampiran :
Perihal : Rekomendasi Riset

Kepada Yth.
Kepala MTS Hubbul Wathan
Kecamatan Rimba Melintang
di-
Tempat

Membaca Surat dari Kepala Dinas Penanaman Modal dan Pelayanan Satu Pintu Kabupaten Rokan Hilir Nomor : 022/DPMPSTP.503/SP.RSKP/2024 tanggal 22 Februari 2024 tentang Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data untuk Bahan Skripsi, dengan ini memberikan Rekomendasi kepada :

1. Nama : MUTIARA NADIA
2. NIM/ KTP : 22190123807
3. Program studi : PENDIDIKAN AGAMA ISLAM
4. Jenjang : S2
5. Alamat : RIMBA MELINTANG
6. Judul : THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) IN TEACHING ENGLISH: A CASE STUDY AT RURAL PRIVATE ISLAMIC JUNIOR HIGH SCHOOL IN RIMBA MELINTANG
7. Lokasi : MTS HUBBUL WATHAN KECAMATAN RIMBA MELINTANG

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dalam proposal yang tidak sesuai/tidak ada kaitannya dengan Penelitian dimaksud.
2. Pelaksanaan Penelitian berlangsung selama 6 (enam) bulan terhitung Tanggal dibuatnya surat ini hingga selesai.
3. Salinan Hasil Riset agar disampaikan pada Badan Kesatuan Bangsa dan Politik Kabupaten Rokan Hilir.

Demikian disampaikan untuk dapat dipergunakan seperlunya dan kepada pihak yang terkait dapat memberikan kemudahan kelancaran kegiatan ini.

a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN ROKAN HILIR
Sekretaris



DENI GUNAWAN, SP, M.Si
Pembina (IV/a)
NIP. 19710722 200012 1 001

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Sultan Syarif Kasim II
Riau



Innovative: Journal Of Social Science Research
 Universitas Pahlawan Tuanku Tambusai

LETTER OF ACCEPTANCE (LoA)

No: 1378/INNOVATIVE/X/2024

The Editor in Chief of Innovative Journal has been received the article:

In the name of : **Mutiara Nadia¹, Bukhori², Riza Amelia³**
Title : **THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) IN TEACHING ENGLISH: A CASE STUDY AT RURAL PRIVATE ISLAMIC JUNIOR HIGH SCHOOLS IN RIMBA MELINTANG**
Institution : **1,2,3 Pascasarjana Pendidikan Bahasa Inggris, Universitas Islam Negeri Sultan Syarif Kasim**

And pleased to inform you that the article has completed its review and will be published in the **Innovative: Journal Of Social Science Research** Volume 4 Number 7 of 2024 (E- ISSN 2807-4238 and P-ISSN 2807-4246). This journal is indexed by Sinta 5, Moraref, One Search, Base and Google Scholar. Thus, this letter of statement is prepared to be used properly.

Bangkinang, October 14th 2024

Signed below,


 Putri Hana P, M.Pd



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الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ة :
Mutia Nadia :
رقم الهوية : 1407044404960001
تاريخ الاختبار : 31-01-2024
الصلاحية : 31-01-2026

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 44
القواعد : 45
القراءة : 48
المجموع : 457



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6308

Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 01-02-2024

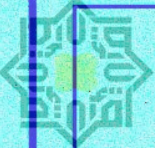


التقديم التعريفي

No. 29/GLC/APT/II/2024



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3. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau



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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA

NIM

PROGRAM STUDI

KONSENTRASI

PEMBIMBING I/PROMOTOR

PEMBIMBING II/CO PROMOTOR

JUDUL TESIS/DISERTASI



UIN SUSKA RIAU

PASCASARJANA

Universitas Islam Negeri Sultan Syarif Kasim Riau

PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing/ Promotor	Paraf Pembimbing/ Promotor	Keterangan	Tanggal Konsultasi	Materi Pembimbing/ Promotor	Paraf Pembimbing/ Promotor	Keterangan
1.	21/01/24	Instrument			21/01/24	Instrument dan Research question		
2.	2/01/24	Instrument dan Bab 4 - 5			07/03/24	Bab 1-5 - content		
3.	24/04/24	Bab 4. b - pembahasan - Tambah 1 meetingnya.			14/03/24	- Latar belakang disempurnakan - Perang yang dimungkirkan setelah perang ICT dalam pembelajaran online. - Content. - Bab 2. - Bab 3 satwa menjadi futur tense		
4.					21/05/24	- Bab 1		
5.					26/5/24	Conceptual framework		

Catatan:
*coret yang tidak perlu

Pekanbaru,20.....

Catatan:
*coret yang tidak perlu

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Pembimbing I / Promotor

Pembimbing II / Promotor



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

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 Phone & Facs, (0761) 858832. Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Mutiara Nadia
 NIM : 22190123807
 PRODI : PAI
 KONSENTRASI : PBI

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Jumat / 7-7/23	Exploring the implementation of autonomous learning through the use of ICT learning English at SMK Perparakan Riau	Alfa Hasanah	D. Sahron Mpd
2	Jumat / 7-7/23	Student literacy and their to read Narrative text at Islamic junior high school at al hafiz pekanbaru	Ratimaya	
3	Jumat / 7-7/23	The effect of teaching techniques (Role play, Repetition and speaking anxiety) on students speaking ability	Rulia Septiani	
4	Jumat / 7-7/23	The implementation of think pair share technique in teaching reading and speaking of language development center of UIN syekh ali hasanah addary Padang, Sidenpuan	Sulastri	
5	Jumat / 7-7/23	Student Perception on using google classroom in learning english asynchronously : A case study at SMKN Rengas	Julla Sartika	
6	Jumat / 7-7/23	Teacher belief about english learning as foreign language : A case of english teacher of MA XI Ihsan boarding	Winda Oca	

Pekanbaru,
 Direktur,

20

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
 2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
 3. Sebagai syarat ujian Proposal, tesis dan Disertasi