

CHAPTER IV

FINDINGS AND DISCUSSIONS

This section presents the findings and discussions of the collected data related to the research questions on students & in-service teachers' perceptions of using ICT in teaching English at SMAN 1 Angsana and the difficulties that the teachers face of using ICT in teaching English. The English teachers in this research teach based on each grade, T1 is the teacher for 12th grade, T2 for 11th grade and T3 for 10th grade. SMAN 1 Angsana is the only one public senior high school in the area so the students are coming from around the area as well. The facilities of this school are quite complete for the teachers and students use in teaching and learning process.

Moreover, after conducting and gathering the data from the field, the researcher found various responses by the participants. Students and in-service teachers' perceptions of using ICT in teaching English and the difficulties in integrating ICT in this research are being classified into two themes, they are; students and in-service teachers' perceptions of using ICT in learning process and the difficulties teachers and students face during the teaching and learning process.

A. Findings

1. In-service Teachers' perceptions towards the Use of ICT in Teaching English at SMAN 1 Angsana

Teachers' perceptions of integrating ICT in their classroom are important to be acknowledged as the advanced of technology in education. Since teachers hold the important role on learning process, whether it is small or big impact teachers bring in classroom it could influence students on how they perceive something. As for the English teachers' responses are described below.

a. ICT Influenced or Enhanced the Learning Experience for Students

According to the findings, the English teachers have positive perception of using ICT in their classrooms. They also find ICT tools or applications could assist them teaching English in some creative ways, engage students to participate in classroom activity to get them interested in learning English. The teachers are also aware by using ICT tools in teaching and learning is influenced students learning experiences. The English teachers' statements can be seen below:

"We can improve learning efficiency, encourage active student participation, and engage them in classroom activity to get them interested." T1

"By using ICT during learning process, it can improve students' knowledge on how to deal with ICT. In addition, they can easily access some sources of information to comprehend its meaning. During English teaching and learning process, they can find many examples of texts, expressions, etc. by using ICT they can do their assignments that are given creatively." T2

“I usually use application in my learning process such as using Quizizz, Canva or any game online like Wordwall, but I usually use Quizizz to give them some tests or questions about the topic we’re learning. As for the material I present it by using Canva. Whenever I use ICT they tend to be excited because it provides more colors and images comparing to textbook.” T3

According to the responses above, ICT particularly digital tools are believed could influence and enhance learning experience for students. Based on T2 has said, ICT could help the students to explore the material by themselves that might be not available in their textbooks. In addition, according to T3, she mostly used Quizizz in her classroom to engage the students during activity.

b. ICT Contribution on the Development of Students’ Essential English Skills

According to the findings, it is found that English teachers in SMAN 1 Angsana believe in ICT has contributed on students English skills development. By getting students used to hearing audio from English native speakers, writing caption or sentences in English could improve their English language skills. The statements of English teachers could be seen below:

“Of course, I really believe that ICT contributes to development of essential language skills especially in my successful experience about caption in Instagram. It will improve their writing skill.” T1

“The contribution of ICT on students’ English language skills development can be gained by watching video or listening to audio. Based on that ways students can be trained to listen and then write words or sentences they heard, so they can look for the meaning from what they have written.” T2

“Teaching listening in traditional way requires us to read but sometimes I face slip of the tongue or some words that I cannot pronounce properly. If we use speaker we can give them audio of native speakers that we can get it by browsing on internet.” T3

According to the responses above, ICT has contribution in the development of students' English skills. Based on the teachers' experiences, they used ICT assistance to improve students' listening and writing skill in order to teach productive and receptive skills.

c. The Influence of Students' Feedback or Reaction towards Teachers' Perceptions

Based on the findings, it is found those students' responses towards integrating ICT in classroom by the teachers is important to be considered by teachers to reflect and could improve their teaching method in order to create convenience learning environment. The responses that are related to this matter can be seen the following sentences:

"Judging from their reaction, yes it is. Their reaction during teaching process makes me feel challenged to give more to my students." T1

"Based on my experience teaching English, students tend to be excited to learn English by using ICT compared to use textbook only." T2

".. I notice that the students tend to enjoy learning whenever I use ICT. Based from their reactions, it is good to use ICT actually especially when teachers are demanded to be up to date to today's trend." T3

According to their responses above, it is found that their students have good reaction towards ICT, they feel excited to learn. Students' reaction or feedback towards integrating ICT by their teacher basically is what teachers have expected because if they have positive attitude on it, the teachers

would gladly do further explore applications or resources they can use in their classroom.

d. English Teachers' Suggestions in Ensuring All Students Have Equal access and Benefit from ICT

Learning English by using ICT could be fun and interesting if teachers and students have positive perception towards it. In order to have positive perception towards it, teachers and students must be familiarized and provided with ICT tools. However, students come from different background and it becomes teachers' concern, also it requires teachers to find a way to ensure the students that they have equal access to and benefit from the use of ICT in language classroom. Teachers' responses can be seen in the following statements below:

"Bring your phone, us it appropriately, and with smartboard, teaching and learning activities can make comfort to study for ICT."
T1

"I will ask them to go to the meeting room since there is smartboard and speaker that could be used to learning for everyone during teaching and learning process." T2

"First of all we need to provide the tools in school, if the tools are not available, we need to initiatively provide for ourselves. In addition, at least they have smartphone to provide them in learning with ICT." T3

According to their responses above, in order to ensure the students have equal access and benefit from ICT, T2 suggested the students for using ICT equipment that the school has provided such as smartboard. According to T1 and T3, they indicated that students should at least have smartphone in

order to provide the students with the benefit of ICT and have equal access to it.

e. Positive Impact of Using ICT in Learning Process

ICT has a lot of positive impacts and benefit for education, specifically for students and teachers. Positive impacts that teachers get of ICT is it provides a lot of offer such as applications, materials for student learning, tools that assist them in teaching English. Teachers' responses on the positive impacts of using ICT in classroom can be seen in the following statements:

"The material is about caption text in twelve grades, so they choose Instagram for posting photo and writing caption as an assignment. Usually, I never ever give them homework. But after I used this ICT, they wanted more about assignments and homework"
T1

"For the example is on how to make an invitation, students can be more creative to create their own invitation. Furthermore, they also can add some related pictures on it." T2

"Based on my experience when I teach in traditional way, sometimes they do not comprehend what I explain just by using textbook, they tend to be bored, and disremember the topic easily. However, when I tried to present the material using Canva with its uniqueness, they could find it interesting and remember the topic when I asked them on the next meeting. I think the purpose of learning could be archived when we use ICT and the learning classroom could be more interesting." T3

According to their responses above, it is found that each teacher has their own experience by using ICT tools or applications. They use the available applications or tools that easy to have access to everyone. Sometimes by using application that is not familiar enough to students,

teachers unintentionally introduced it to them so they could know which application could be used in learning English.

f. Negative Impact of Using ICT in Learning Process

Even though ICT can simplify teachers' tasks, practicality, modern tools, the negative impact of using ICT will also arise. Teachers' responses of related negative impacts can be seen in the following statements:

“Sometimes when they're asked to bring phone into classroom, they use it inappropriately for example playing game during teaching and learning activities, or LCD projector that I want to use isn't available at that time. That is why I often ask students to bring their phones into classroom as tools for teaching.” T1

“I think the challenge is some students are not familiar in using computer, so they did not finish their task optimally such as designing an invitation and sending it via email.” T2

“It starts with myself sometimes I'm lazy to use ICT because even though ICT helps us in teaching, but it is not that simple. We need to consider the time allocation for which topic that requires ICT the most, we need to prepare the tools if they are available. In comparison, teaching in traditional way does not require those tools as long as we are familiar with the topic. In order to overcome it, I must fight myself and familiarize my students with ICT.” T3

Based on their responses, it is found that teachers perceive negative impact of ICT in different way. T1 and T2 consider negative impact come from the lack ICT knowledge and technical issue, while T3 considers it comes from the lack of motivation she has in order to use ICT. However, even though ICT has negative impact they could overcome it and has another option so those negative impacts do not impact their learning process at all.

g. Balancing to Teach English in Traditional and Modern Way

Since English teachers in SMAN 1 Angsana mostly use ICT in their teaching process, but they also use traditional way of teaching whenever they think a certain topic does not require technology. In order to ensure effective language learning outcomes, teachers adopt both ways of teaching. Teachers' responses that related to this matter can be seen in the following statements:

“I still ask them to use dictionary book instead Google translate with using phones in classroom. When they are asked to not bring their phones, I explain the topic on that day by using textbook because whether we use ICT or not, the explanation from us is still needed especially each student has different background.” T1

“By leading the students to school library for getting comprehend some English materials/topics and telling them that book is a source of knowledge.” T2

“I think it depends on my material itself. For example the topic was about narrative text, I presented it using Canva and when they didn't understand the about the topic I would explain to them again. Using ICT doesn't mean that we just give the students about a certain topic and then display the material without explanation. I mean we could use ICT to help us teaching English and in the same time we explain them about that topic.” T3

According to teachers' responses above, it is discovered that teachers' old method which is traditional way of teaching is still needed even though ICT is being used in the classroom. Teachers may seem to have different ways of how they balance their teaching method but the purposes of the lesson are indifferent.

2. Students' Perceptions towards The Use of ICT in Teaching English at SMAN 1 Angsana

According to the students' interview responses, majority of them seem to have positive and supportive perceptions of using ICT in teaching and learning process. Students' responses that related to this can be described below.

a. Students' Opinions of Using ICT in English Language Class

According to the findings, it is found that students have various answers but generally they have positive perception towards integrating ICT in the classroom by their English teachers also they tend to be excited and facilitate them browsing additional material. Students' responses could be seen in the statements below:

"Of course it facilitates us to accept the material or search the material" S1

"Using ICT we tend to be more enjoyable on learning and convenience to use" S3

"It is good (to be implemented)" S6

"It is exciting and it is not making us sleepy during learning process" S7

"I feel great and I like it very much because I'm personally auditory learner type, so I tend to learn by listening to the material." S8

"It is good and convenience enough." S11

"I think it's good because we're learning using ICT outside the school as well." S12

"It's good actually because it has many applications to learn English and technology such as cellphone and laptop" S13

"I feel comfortable, it provides a lot of sources or applications for learning English online such as Instagram." S14

"I'm happy because it facilitates us to learn English easily" S15

A few students might have more specific answers towards ICT integration as the requirement of living in modern era as well as a new

experience for students. Students' responses could be seen in the following statements:

"I fell happy because learning by using technology is a must today"
S2

"I think it's good because we are living in modern era and required to up to date with the advanced technology" S5

"Learning English by using ICT gives a new experience" S9

"I'm excited because it is a new experience, since elementary school to high school my teachers mostly used traditional way" S10

According to the findings, the researcher also found a student who basically has positive perception of ICT integration but she found it difficult to comprehend teacher's explanation because she delivered it fast. The student's answer could be seen below:

"I think it's interesting, but the teacher explained the material in fast. She could have spoken slower" S4

Furthermore, students also believe that ICT has offered and influenced them in their learning experiences. A few students might get new experience in learning English by integrating ICT in the classroom since they did not get before. The advanced of ICT has provided the students and teachers with multiple sources and applications that could facilitate them learning English with fun. The students' responses could be seen in the following statements:

"It influenced us enough and it has many websites and applications to find a certain topic" S1

"Using ICT facilitates us to learn English" S2

"We could learn English quickly from English speaker contents on Youtube" S3

"It simplifies my task by using Google translation" S4

"We can explore any English subject we want to learn in many websites" S5

"We could understand English by using English practice applications"
S6

"It provides many fun contents so we do not feel bored" S7

According to their responses above, it could be concluded that students basically have positive perceptions towards ICT in teaching and learning English activity and they believed ICT offered and influenced them in learning English with better experiences.

b. ICT as a Part of Their Language Learning

Based on the students' interview responses, it is found that students have positive perception towards ICT as a part of their language learning. They find it is offering many applications to practice and learn English in fun way so they do not feel bored, also it could assist them to complete their assignments in ease. Students' responses related to this matter can be seen in the following statements:

"I'm comfortable to use it since it assists us to learn and practice from websites and applications" S1

"I'm comfortable to use it since it has fun English contents" S8

"It's good because I personally tend to learn English from internet such as meme, game, or YouTube videos" S11

"It's quite comfortable, we can find the translation of certain word easily without looking for a dictionary book" S13

"It's helping a lot because without ICT assistance it's difficult enough to learn English" S14

"I'm comfortable to use it, so we don't only rely on book but also we gain knowledge from technology that we have" S15

According to the findings, it is found that students generally feel comfortable to use ICT. It could assist the students to discover a lot of language or information and it also helps students to complete their tasks optimally. Students also could find multiple sources of learning English online with various fun images, videos, or audios. It is found that ICT is quiet supporting them in learning English.

c. Students' Preferences on Teachers to Teach English in Traditional Way or Using ICT Assistance

Based on the students' interview responses, it is found that students have different preferences when it comes to the teachers use technology or not in their learning activity based on their own experiences. Majority of the students prefer being taught by using ICT in the classroom. Students' responses that related to this can be seen in the following statements below:

"I like both, but I prefer being taught with technology." S1

"I prefer modern way of teaching because it makes the classroom interesting and fun" S8

"I prefer modern way (using ICT) because it's more fun" S9

"Of course I prefer ICT because it leads us to a new era" S10

"I prefer using technology because we need to keep up with the current trends/technology" S15

According to the findings, it is found that nine out of fifteen students prefer being taught by using ICT in teaching and learning process. Also, there are four students who prefer being taught by using both ways. Their responses are in the following statements:

"By using technology it is supposed to be easier in teaching, but the textbooks are still needed to support us in learning." S2

"I prefer both ways because they have their own advantages and disadvantages" S3

"I prefer both, we also need to follow the trend of using modern technology." S5

"We were taught by using ICT rarely, so I prefer being taught in traditional way. But I like if the teacher uses ICT as well" S7

On the other hand, it is also found that two students prefer being taught by using traditional way in teaching and learning process. Their responses are in the following statements:

“I prefer if the teacher teaches us without integrating ICT” S4
“I prefer traditional way, because I think I get better understanding when teacher explains without using ICT” S6

According to their responses above, it could be concluded that most of the students preferred being taught in modern way than traditional way where the teachers do not use ICT equipment in teaching English.

d. Positive Impact of Using ICT in Learning Process

Positive impact of ICT also encourage them to be autonomy learners since it enables them to find or explore other materials, use applications for practicing their English language skills, it also simplifies the students to learn English, English-based ICT tools motivate them in learning English. Students’ responses about this matter could be seen in the following statements:

“It is simple and easy to use for learning English” S6
“It helps me to search the material easier, sometimes its explanation is simple and understandable” S11
“We could find a lot of websites and online applications to help us practicing English” S12
“Since I have interest in technology, it motivates me to learn English and improve my vocabulary” S13
“We could explore deeper of a certain topic we’re learning” S14
“It makes us easier to learn English and more fun” S15

Since teachers are not the only sources of students to learn English, they are familiarized with ICT for encouraging them to learn English such as using available applications or other websites on internet. Students are not only being familiarized, but also being provided by teachers the digital platforms or resources they could explore with.

e. Negative Impact of Using ICT in Learning Process

According to the findings, it is found that each student has different opinion towards negative impact of ICT. Most of the students believe learning by using ICT such as internet connected devices specifically smartphone could make students neglect their textbooks, waste their time on phone instead of studying, discover bad words, or distracted by phone notifications. Students' responses about this matter could be seen in the following statements:

"Sometimes we find bad word while translating sentences" S5

"Of course there is the negative effect of using ICT, for example we neglected our book and too attached to our phone" S8

"We are being distracted by our phone's notification of other device while studying and open other devices instead" S12

"We tend to rely on our gadget and internet, it makes us lazy to read our textbook..." S11

"We tend to like wasting time by scrolling through our phone and procrastinating our task" S14

According to their responses, three out of fifteen students revealed that they do not find any negative impact of ICT to bother their learning process. The responses on this matter could be seen in the statements below:

"There's no negative side of ICT" S3

"There's no negative impact yet" S7

"I personally think there's no negative side of ICT" S10

According to their responses above, it could be concluded that most of students revealed ICT has negative impact on them based on what they have been experienced. Furthermore, a few students also believed if ICT did not bring any negative impact on them based on what they have experienced.

f. Supportive ICT Tools or Resources They Find Beneficial

According to the students' responses, it is found that students believe smartphone, laptop, LCD projector are ICT tools they find most beneficial to support them and learn English. The majority of students choose smartphone as the beneficial tool, because smartphone offers mobilization for the users. A few students think laptop is difficult to use in mobile. Students' responses on this matter could be seen in the statements below:

"It is laptop or smartphone" S7

"It is smartphone because it has many features" S8

"I think it is phone which it is easy to access and we can have teacher or tutor online who explains the material clearer on internet" S11

"It is smartphone because it has features and many helpful applications phone-based to learn English" S13

"In my opinion, it is phone and laptop because our phone is enabling us to bring it everywhere meanwhile we can use laptop for making PowerPoint..." S14

"There are smartphone, laptop and LCD...." S15

According to their responses, one of resources such as Google translation is beneficial for them in learning English. Students' statements towards this matter could be seen below:

"It's Google translation beneficial the most to me" S2

"It's Google translation," S3

Based on the responses, it could be seen that the most beneficial ICT tool to students is smartphone since it has many features, mobile-designed, and it is easy to install applications for learning English. Beside smartphone, students find laptop and LCD projector are useful as well.

g. Beneficial Digital Tools or Platforms for Improving English Skills

Based on the students' interview responses, it is found that students believe social media could be the medium for learning English since it offers various contents in pictures, videos, or audio forms. Beside social media, the students also mentioned few learning English applications that support them to practice their English skills. For instance there is Google translation, TikTok, Instagram, Twitter, YouTube, Duo Lingo, Spotify, Elsa Speak, U-Dictionary, and Cake. Students' responses that related this matter can be seen below:

"....Sometimes I go to YouTube for watching English content.." S2

"It's Google translation since it has pronunciation button to check how to pronounce words" S4

"I think it's TikTok because I often use TikTok" S7

"It's Instagram, it has reels that contains educational contents to learn English" S8

"I think Duolingo since it helps us to learn foreign languages" S10

"I used to use Elsa speak to practice pronunciation, U-dictionary is an online dictionary, and Cake for practicing speaking and pronunciation" S13

"I'd choose Twitter (X), Instagram, and TikTok" S14

Based on their responses, it is also found that a student did not choose any platforms but she did choose her friends as the medium for transferring knowledge and learning. The statement of her could be seen below:

"I'd rather listen to my friend's explanation because it's understandable to me." S6

According to their responses above, it could be conclude that majority of students believed English learning applications or platforms could be used as the medium for improving their English skills. Based on what they have said, there are multiple applications and platforms which provided

them to explore in order to facilitate them in learning English with multiple contents and tasks.

h. Students' Understanding or Interest towards English when Using ICT and Traditional Way

According to students' interview responses, it is found that students have different understanding or interest with using ICT or without ICT in teaching and learning process. Students' responses of related this matter could be seen below:

"Sometimes I don't comprehend teacher's explanation in traditional way meanwhile if she uses LCD I can focus listening it" S3

"Sometimes we're being asked to read the textbook only and I don't understand the topic. But if there's video or audio, the topic can be easy to remember" S8

"When teacher uses traditional way, she only explains and asks us to imagine the situation by ourselves. Meanwhile when the teacher teaches using ICT she can add pictures and audio, so the teaching and learning process can be more realistic" S10

"It's quite different especially we lack of practice in using traditional way of teaching" S11

"In traditional way we use dictionary to look for a meaning and took time, but by using ICT it helps us to save times" S13

"In traditional we only rely on teacher's explanation and textbooks, by using internet we can find other references" S14

According on their responses, they could describe the difference of their understanding and interest in English when ICT is used or in traditional way. It is also found students could comprehend the material better if the teacher could deliver the lesson by attaching some audios or pictures to gain students' focus in the classroom.

3. The Difficulties Teachers Face of Using ICT During Teaching and Learning Process

During the process of teaching and learning, it is common for teachers to encounter difficulties in teaching specifically the difficulties in integrating ICT in their EFL classroom. According to teachers' responses, it is discovered that lack of time allocation, available tools, and signal are the obstacles that teachers encounter when integrating ICT.

a. Lack of Time Allocation

Based on what researcher found, English teachers at SMAN 1 Angsana basically have positive perception and attitude toward using ICT in EFL classroom. The teachers also have used ICT tools such as laptop, speaker, LCD Projector and internet connected smartphone to support the teachers teaching English. According to the findings, it is found that the English teacher faces difficulty in lack of adequate time allocation to use ICT during teaching practices. The teacher's statement could be seen below:

"It is about time that is required to operate ICT because integrating ICT needs preparation..." T1

According to the response above, T1 encountered difficulty in managing the time for teaching English since using ICT needed preparation to use. Time allocation is one of the most problem teachers encountered using ICT assistance for teaching.

b. Available ICT Equipment

Based on the findings, it is found that English teacher sometimes having problem with the availability of ICT equipment to use in her

classroom, specifically when the ICT equipment is being used by other teachers.

“Since the tools are not enough to use and are being used by other teachers, we should come up with an alternative plan.” T2

According to the response above, T2 has encountered different difficulty to T1. T2 revealed the problem she has faced during the process was the availability of ICT equipment for teaching such as LCD projector. Hence, she should provide alternative plan for anticipation.

c. Unstable Internet Connection

According to the findings, it is found that unstable internet connection is a significant barrier to the effective use of ICT in education. It affects both teachers and students by online resources and disrupting digital learning activities.

“...may be about signal to post..” T1

“Since we are living in a village, internet signal is one of the obstacles we encounter here. The trouble in Wi-Fi connection due to the weather or when the electricity is blackout” T3

According to the response above, T1 and T3 coincidentally said the problem they encountered was unstable internet connection since the location of the school is in a rural area. In addition, there are only a few SIM cards that is available for everyone to use for communicating due to the signal availability.

B. Discussions

In this discussion, the researcher discussed about the perceptions of English teachers and students also the barriers teachers encountered during

the teaching and learning process. The findings of this study confirms previous studies which show the teachers and students' perception of using ICT and the barriers that teachers face while using it in teaching and learning process could be discussed in this section.

The development of technology such as tools/hardware and software/application for education field reveals that ICT is necessary to be implemented nowadays for facilitating teachers and students. In fact ICT is not only can be used in school area, but also outside particularly applications for learning English. Mobile-designed applications for learning English are especially advantageous because they can be accessed by anyone, anywhere, and at any time making learning more accessible and convenient.

1. In-service Teachers' Perceptions towards the Use of ICT in Teaching English at SMAN 1 Angsana

a. ICT Influenced or Enhanced the Learning Experience for Students

Based on the findings, the researcher found that teachers basically have positive perception of using ICT in EFL classroom at SMAN 1 Angsana and they are well aware the importance of ICT in education. The teachers believe by utilizing ICT in their teaching and learning process could assist them to create some materials creatively by using computer-based tools or other tools, also ICT could engage the students to encourage active student participation during the lesson. It is similar to Amollaei & Riasati (2013) stated that teachers believed ICT could enhance language

teaching and learning process and have positive perception towards it. As what Azmi (2017) also found, the benefit of integrating ICT in EFL classroom could enhance motivation and engagement of the students in language classroom.

b. ICT Contribution on the Development of Students' Essential English Skills

All of the teachers also believed and agreed that ICT has contribution in developing students' English skills. For instance listening skill could be gained by asking students to watch videos or listen to audio that teachers already prepared for them then they could write words or sentences they have heard from the input sources. It goes in line with Shafira & Rosita (2022) revealed that audio visual media could improve students' English skills and they have positive perception towards it.

c. The Influence of Students' Feedback or Reaction towards Teachers' Perceptions

According to the findings, teachers found that their students tend to be excited and active whenever ICT is used in classroom. The excitement students feel during learning process unconsciously could encourage the teachers to go further explore applications to be implied in their teaching practices. It is has similarity with the research of Katemba (2020) has done, her findings indicate that students' excitement to ICT is being used by teachers in classroom could inspire the teachers to learn more since it is assisting teachers to create interesting classroom. In addition, it could create

the classroom to be interesting and interactive it also could facilitate the students to complete their assignments easily (Ratminingsih, *et al.*, 2018).

d. English Teachers' Suggestions in Ensuring All Students Have Equal access and Benefit from ICT

Furthermore, it is also found that teachers have suggestions for ensuring that all students have equal to the access of ICT and receive benefits from it. According to the findings, it can be discussed that students must have smartpone to enable them receiving benefits from it since it is one of technology tools that majority of students could have and it enables students to flexibly learn regardless time and place (Al-Said, 2015). In addition, teachers ensure all the students could have accessibility to ICT tools that their school has provided by integrating ICT in their teaching and learning activity.

e. Positive Impact of Using ICT in Learning Process

According to the teachers' responses, the positive impact of ICT towards them is that they have many applications to use and support them delivering the lesson. Based on what T1 has experienced, she discovered that after asking students to complete their task using Instagram which was posting photo and writing caption, they unexpectedly asked for another task. Based on what T3 has experienced, she used the uniqueness of Canva to engage students' focus and attention. The uniqueness of an object could attract individual's attention due to human tendency to notice and remember

the things that stand out or unfamiliar things (Khairani, 2013) whether it is the terms of colors, shapes and unique pictures.

f. Negative Impact of Using ICT in Learning Process

On the other hand, negative impact in integrating technology in English language classroom is also found out. As what T1 stated that sometimes the students use their cellphones to play game during the lesson instead of paying attention to classroom activity as like what Muslim & Juliana (2017) stated that one of the disadvantages of using ICT is the teacher has the difficulty in class control. In addition, T2 also revealed that some of the students did not fulfill their task such as computer-based task optimally because they do not familiar to its program. Based on what T3 said in the findings, sometimes she felt lazy to use technology in her lesson because it is not simple as it seems to use regardless its benefits.

g. Balancing to Teach English in Traditional and Modern Way

Regardless the impacts of ICT in education, balancing between teaching English in traditional way and integrating technology need to be considered since SMAN 1 Angsana is located in a village where sometimes it is lack of accessibility to internet connection, lack of time, or other ICT tools, hence the teachers should come up with another alternative plan. The findings also found each English teacher has their own way to overcome this matter. According to T1, she still asked the students to bring their dictionary book when technology is not used at that moment. As for T2, she

would bring the students to library and sometimes lead the students to learn in outdoor in order to create new atmosphere. Moreover, T3 indicated that she would adjust the ICT tools she found suitable for certain material (Aminullah, *et al.*, 2019).

2. Students' Perceptions towards the Use of ICT in Teaching English at SMAN 1 Angsana

a. Students' Opinions of Using ICT in English Language Class

Based on the findings of students' responses, it is found that students of SMAN 1 Angsana have positive perception of using ICT in English language classroom. Based on their responses, it is found that pictures, audio, or video could encourage them to focus and make the classroom fun and interesting. According to Nurmahyuni (2020), learning English by watching videos is the most used in language classroom because video combines sound and vision. The students believe it gives them new atmosphere in language classroom. It could make the students excited to learn English particularly for several students who just experienced being taught by ICT in SMAN 1 Angsana.

b. ICT as a Part of Their Language Learning

ICT is promoting learners autonomy which means they initiatively search authentic material and self-practice through websites, platforms, and applications. The students revealed that by involving ICT in their learning helps them to find additional material they did not gain from textbooks and teacher's explanation. In addition, it assists them to find the meaning of

some new English vocabulary quickly than using dictionary book that takes time to find those words meaning. According to Azmi (2017), one of the benefits from utilizing ICT in classroom is it could promote learners' autonomy and be more independent to develop their language skills.

c. Students' Preferences on Teachers to Teach English in Traditional Way or Using ICT Assistance

Information, Communication and Technology (ICT) is believed assisting teachers and students in teaching and learning activity (Amollaei & Riasati, 2013; Alkaromah, *et al.*, 2020). Although ICT offers advantages to the users (Ratminingsih, *et al.*, 2018; Azmi, 2017), several students might reveal that they prefer if teachers could teach them in traditional way even though those students have positive perceptions towards ICT integration in learning activity. According to Livingstone (2012) as cited in Cakici (2016) stated that ICT is not suitable for all learners, situations, or purposes. Based on their responses, it could be discussed that not all learners have the necessary training or experience to navigate digital platforms or they find ICT less effective for their learning styles.

d. Positive Impact of Using ICT in Learning Process

The findings revealed positive impact of utilizing ICT could be listed as 1) it provides the students with multiple websites and online media learning. Technology with internet connection based could be accessed by students using computer or mobile phone that enable them to learn by themselves. 2) Increasing learners' interest to learn English. 3) It could

improve independent learning. 4) It enhances students' outcomes (Ratminingsi, *et al.*, 2018). Moreover, it is found in the findings that a student (S13) has interest in technology and since technology is usually programmed in English, it motivates her to practice and produce English language (Ratminingsih, *et al.*, 2018). According to Khairani (2013), individual interest to a specific object could influence their perception towards it.

Furthermore, according to the findings it is found that ICT enables the students to find sources of the material they are learning in available websites or platforms which they do not find in traditional learning environment. In addition, ICT also simplifies learners to comprehend the complex material with a better presentation (Ratminingsih, *et al.*, 2018).

e. Negative Impact of Using ICT in Learning Process

The negative impact of integrating ICT based on students' responses on the findings. Based on the findings, the majority of students revealed the negative impact of using ICT specifically smartphone to study. According to them, smartphone could 1) reduce their interest to read physical books and lead to excessive attachment to gadgets. 2) Distraction from phone's notifications and entertainments. 3) Wasting time scrolling social media. 4) Procrastinating on important task.

f. Supportive ICT Tools or Resources They Find Beneficial

According to the findings, the most beneficial ICT tools for learning English are 1) Smartphone. It is the most voted by students since it is

accessible and flexible, it also enables students to install applications for learning and practicing English skills. 2) Laptop. It is believed to assist students which phone is not able to present. 3) LCD projector. Students tend to be satisfied for using ICT web-based and non-web-based tools, and they were convenience to use smartphone in language learning (Alkaromah, *et al.*, 2020). Few students also mentioned if Google translation is one resource they find beneficial enough to assist them learning English. In addition, it also has pronunciation button which allows users could hear the pronunciation. This is in line with Pamungkas (2020) found that Google translate is often being used by the participants in her study which carry positive impact, specifically to check errors in their writing.

g. Beneficial Digital Tools or Platform for Improving English Skills

Based on the findings of digital tools or platforms to improve students' skills, it is found that several platforms are supporting them to develop their skills such as 1) Instagram, 2) TikTok, 3) Twitter (X), 4) YouTube, 5) Duolingo. As for digital tools, there are 1) Elsa Speak, it is an application for practicing speaking skills. 2) U-Dictionary, it is for looking new words meaning aside from dictionary book and Google translation. 3) Cake, it is an application for practicing English particularly listening and speaking from conversation practice.

The beneficial of using platforms or digital tools could improve students' English level skills, and by combining pictures, text or audio through technology are believed could enhance learning experience. Since

ICT provides multiple digital tools, the students have opportunities to practice and produce the target language. (Ratminingsih, *et al.*, 2018). Other beneficial of using ICT is it could boost interaction and communication (Azmi, 2017) by using social media or platforms to interact with foreigners who are whether native English speakers or non-native English speakers.

h. Students' Understanding or Interest towards English when Using ICT and Traditional Way

Based on the findings, it is also found that students have different interest or understanding when teaching and learning activity using ICT and traditional way. Based on their responses could be discussed that majority of the students have better understanding and interest when ICT is being involved in teaching and learning activity. The students believed that when ICT is being used in classroom, it indicated that 1) Students could remember and comprehend the material better when it is on audio, picture, or video compare to traditional way of teaching. 2) Students could practice and apply the native speaker accents when they are provided audio or video where the English native speakers are having conversation (Ratminingsi, *et al.*, 2018).

3. The Difficulties Teachers Face of Using ICT During Teaching and Learning Process

a. Lack of Time Allocation

Lack of time allocation is one of the obstacles teachers encounter when utilizing ICT in classroom (Bingimlas, 2009). Even though ICT has benefit in facilitates the teachers teach English, planning the lesson using

ICT without consideration could lead to insufficiency of time for enhancing learning (Katemba, 2020). Hence, it also appears that teachers need to adjust the material or a certain topic to be delivered using ICT considerably (Aminullah, *et al.*, 2019).

b. Available ICT Equipment

The integration of ICT in education has been recognized for its potential to enhance teaching and learning process. However, one significant problem that teachers face is the lack of adequate ICT equipment to use. It occurs since the teachers take turn to use it, so the other teachers should wait or teach without using it. According to Katemba (2020), many public schools in Indonesia have provided ICT tools to use and most teachers are familiar with the tools and know how to operate them. However, the problem is the number of ICT tools. Hence, according to the findings, the teachers have optional plans to overcome the problem during teaching and learning process.

c. Unstable Internet Connection

Poor internet connection due to the signal is the common problem that teachers encounter in utilizing ICT in school (Bingimlas, 2009). According to the findings, the obstacle teachers face in poor internet connection most of due to the blackout or the weather.