

Teachers' Perception on the Use of Information Communication and Technology (ICT) at English Language Teaching

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ABSTRACT

ICT is an acronym for Information Communication and Technology. ICT developed very quickly in all aspects, including the educational aspect. Technology helps teachers carry out their duties in English language teaching. ICT offers ease of use because it can be accessed anytime, anywhere, and by anyone. However, there are some teachers who are still reluctant to apply it to the learning process. The purpose of this article is to explore and analyze teachers' perceptions on the use of ICT in English Language Teaching (ELT) at Islamic Junior High School. This research used qualitative descriptive method. This research was carried out at MTs Al-Ma'arif 01 Singosari with three chosen English teachers. The data were collected through interviews. The questions consisted of 15 items, which were divided into two main variables. The first variable, consisting of 7 question items about teacher perceptions of perceived usefulness (PU) of ICT media. The second variable, consisting of 8 question items about teachers' perceptions of perceived ease of use (PEU) of ICT in English language teaching. The data in this study were analyzed by collecting data, reducing data, displaying data, and drawing a conclusion. The results indicate that the teachers have received many positive impacts from ICT. The teachers feel that the existence of ICT can increase student motivation, make learning more fun, diverse, and interesting, and also improve teacher teaching skills in the classroom. Based on the results of this research, it can be concluded that the teachers have positive perceptions on the use of Information Communication and Technology (ICT) in English language teaching.

Keywords: *Teachers' Perception, ICT, Perceived Usefulness (PU), Perceived Easy of Use (PEU).*

Introduction

ICT is an acronym for *Information and communication technology*. It is currently developing in all aspects of life, including in terms of education. In the scope of education,

Technology also helps teachers in carrying out their duties in class. According to Fatimah and Santiana (2017:129) the use of ICT in the classroom has many benefits, such as increasing teacher creativity, producing a better learning experience, and increasing student motivation. ICT is not only in the form of visible hardware, but it has developed into all technologies that help teachers carry out the teaching process in the classroom. In learning and teaching context, ICT is defined in a more limited scope, namely computer-based technology (including laptops, computers, lcd, tablets, smartphones), software application, Internet-based technology (covering websites, blogs, e-mails), and social media sites such as YouTube, which is used to facilitate learning and teaching (Pardede,2020:146).

Technology is also used in the context of English Language Teaching (ELT). The main language in Indonesia is Indonesian language. This is supported by the opinion of Isnani (2019:247) that English is a foreign language in Indonesia that caused the rare use of English in daily activities both inside and outside the classroom. Therefore, English teachers in Indonesia must make more efforts to develop their students' English skills. In improving the ability of non-native speakers in teaching and learning process, ICT can act as an effective medium. ICT is considered to be one of the effective media to learn English as it can be accessed anywhere, anytime and by anyone.

Unfortunately, there are still many teachers who do not use ICT optimally to facilitate learning activities in the classroom. When I did practical field experience, I found that some teachers had not used ICT optimally in the school. The teachers have used several ICT tools, but they have not used the diversity of these media to match the material to be taught. This is unfortunate because ICT offers many benefits in the teaching and learning process in the classroom. Pardede (2020:145) stated the majority of EFL teachers in his research have not used ICT optimally in the classroom. Even though that possibility to provide great resources to support teaching practice, many teachers do not want to use ICT. They are more interested in using traditional media and resources, such as blackboards and textbooks. According to Sakthivel (2021:22), many teachers also feel comfortable with the lecture method (telling method) in class, even though the method has not been able to achieve different learning objectives. This method is considered less effective because it only relies on the teacher's memory without involving students in the learning process. This will cause students to get bored easily because of the monotonous atmosphere and also make them uninterested in participating the learning process. Therefore, ICT media are considered to be an alternative media that can help increase student interest because it involves them (students) in the learning process.

Many research encountered the problem of teachers' perception when using ICT in teaching and learning process in the class (Silviyanti and Yusuf, 2015). Taiwo (2009) found that the level and degree of technology use by teachers depends on their belief and perception on the role of technology in their classroom, or in the other words "based on what teachers can do using technology in the classroom". Furthermore, Pardede (2020:145) reported that teacher perceptions and attitudes towards ICT are the leader of important factors in technology integration while teaching English. Thus, the teacher's perceptions about the application of ICT in English

language teaching is highly necessary. Therefore, this study will discuss about the teacher's perception or point of view regarding to the use of ICT as one of the learning media in teaching English in the class. I will conduct this research where I did my practical field experience, namely MTs Al-Ma'arif 01 Singosari.

Based on the explanation, the objectives of this study are to explore and analyze teachers' perception about the Effectiveness and the Practicality of ICT at English Language Teaching. By identifying and providing an overview of teachers' perception when English language teaching in the classroom, this will be a big step to improve learning curriculum and standard in schools and also develop skills or knowledge in the use of ICT as a learning media.

Methods

The researcher used a qualitative approach because this research focused on the written opinions or views of English teachers' on the use of ICT. This research also used descriptive design because it is not manipulated or there is no special treatment and only show the facts. Jacobs et.al (2010:675) said in the book *Introduction to Research in Education; 9th edition*, that descriptive design is asking questions about the nature, occurrence, or distribution of the variable; it involves describing but not manipulating variables. This design is appropriate to the focus of this research, which explored and analyzed teachers' perceptions on the use of ICT in English language teaching.

This study was carried out at MTs Al-Maarif 01 Singosari. The reasons for selecting the school were: the schools have adequate ICT facilities, and the teachers' are already using ICT as a medium of learning in the classroom. It is one of the A-accredited school in Malang and The school was reachable. The subjects of the research were three English teachers' from an Islamic junior high school in Malang, Indonesia. These teachers were the representatives of English teachers for each grade at IJHS. The subjects were selected from teachers who already had 6 – 7 years of teaching experience and had teacher certification at the school. The researcher chose this sample because the selected subjects were teachers who applied ICT media to teaching and learning activities in their classroom.

The researcher used semi-structured interviews in this study. The main purpose of the interview was to get accurate and in-depth information about perception on the use of ICT from the participants. The instrument of this research was taken and modified from Silviyanti and Yusuf (2018) with 15 questions that were divided into two main variables. The first variable presents about teacher perception in perceived usefulness (PU) of ICT media which consists of 7 question items. And the second variable presents about teachers' perception about perceived ease of use (PEU) of ICT media at English language teaching which consists of 8 question items.

The data in this study was analyzed using several stages. According to the theory of Miles and Huberman (1994:132), in qualitative design the researcher analyzes research data using several stages.; data reduction, data display, and drawing conclusions. In data reduction, the researcher Categorized what are the teachers' perception about *perceived usefulness (PU)* and

perceived easy of use (PEU) on the use of ICT in English Language Teaching (ELT) in the class. After the data was reduced, then it will presented in data display. And last, the researcher will present the findings and research data at the drawing conclusions stage. In this stage, the researcher will try to conclude and verify the truth of the data obtained during the research process.

Finding and Discussions

The results of the interviews described in two section: teachers' perception about the effectiveness of ICT (PU) and teachers' perception about the practice (PEU) of ICT at English Language Teaching. They were divided into two sub-section:

4.1.1 Teachers' Perception about the Usefulness (PU) of ICT at English Language Teaching

In the first part of interview, the subjects were asked about their perceptions when used ICT as a learning media in the classroom. Researcher explained about teachers' perception into 7 items.

Item 1. The Importance of ICT at English Language Teaching

Item 1 displays about the importance of ICT at English language teaching.

T1: ICT is important because with the use of ICT learning is more fun, the material is more diverse and also easy for students to understand. So that students do not get bored easily in the class.

T2: I think it is important indeed, with ICT it makes us easier to deliver material and also makes students easier to receive the materials..

T3: ICT greatly facilitates the learning process. Students become more enthusiastic about learning, especially when they see learning videos, picture stories or English songs

From the subjects' response on item 1, all the English teachers' were aware about the importance of ICT in English language teaching. ICT facilitates the work of teachers in the classroom, besides that, ICT also offers a variety of learning so that students can be interested in new methods applied in the classroom using ICT. This method adds material in the form of videos, illustrated stories, English songs and others. And this makes students more enthusiastic in learning activity. This is supported with Silviyanti and Yusuf (2015), above 80% of teachers agreed that the use of ICT in learning English is important. ICT cannot be separated from the life of the English teacher in the learning process at classroom.

Item 2. ICT Increases Students' Motivation in the Class.

Based on the result of data analysis showed that ICT helps subjects increase students' motivation in the class.

T1: ICT increases students' motivation because it has many variants of form, both software and hardware. I usually use songs and podcasts to practise students pronunciation. So students are motivated in learning to use new methods in which they can take part in that activity..

T2: ICT increases studentss' motivation because students get a different experience when following the learning process. ICT is a technology-based facility that offers learning in various forms, both audio and visual. I use many youtube videos that visually attract student's interest.

T3: There are many kinds of ICT, both software and hardware. ICT offers a variety of learning materials. So students are motivated in learning to use new methods in which they can take part in that activity

As shown in Item 2, the subjects stated that ICT increases student motivation in the classroom because of its various forms, both audio and visual. ICT in the form of audio, namely learning videos, podcasts and English songs. According to Arif et.al. (2022:19) stated that technology offers easier access to forms of voice, video, data, images that are useful for more than just communication between humans. Using ICT, Students can hear directly how the pronunciation and the intonation of native speakers. In visual form, students can learn through illustrated stories and videos on youtube. Student motivation is increasing because there is a sense of interest in knowing new things from ICT in the learning process.

Item 3. ICT Makes Learning Activies more Fun.

Additionally, Besides increasing student motivation in the class, ICT also makes learning activities more fun.

T1: when using ICT, students can directly know the use of English which is directly displayed using the LCD in class. LCD and Projector are used to display the material.

T2: Yes, many things are helped by the existence of ICT. You could say it's fun because we can display a variety of methods. For example, English songs and short videos from youtube, so with the use of ICT, students are sure to be interested.

T3: Certainly, ICT is very helpful Because of the ease of use. For example, when using videos related to learning topics, students will be more happy to follow the lesson.

Based on teachers' response in Item 3, the use of ICT makes learning activities more fun because the ease of using ICT and its various forms. ICT offers ease of use, it can be accessed anytime, anywhere and by anyone. Various forms of ICT can suit the needs of students in the classroom. According to Pardede (2020:146), In learning and teaching context, ICT is defined in

a more limited scope, namely computer-based technology software application, Internet-based technology and social media.

But, the most frequently used forms of ICT are hardware in the form of LCDs, projectors and social media. LCDs and projectors are used to display a wide variety of materials. Learning activities are more fun because it can be seen visually. Plus, the use of social media in the form of YouTube to add to the material being taught. Learning materials from YouTube can be in the form of English songs and short videos. some of these ICT media are very suitable for student life which cannot be separated from technology.

Item 4. ICT Makes Learning Process More Interesting for Students

Furthermore, all subjects said that the use of ICT makes the learning process in the classroom more interesting than usual.

T1: ICT makes the learning process more interesting because its easily accessible.

T2: ICT is very interesting because it is different from the lecture method. If it is only the lecture method, many students feel tired early.

T3: Because there are many kinds of ICT, this is what distinguishes the use of ICT from the old method. With the help of ICT, we do not just stick to books, we can teach from various additional sources on the internet.

From the analysis of the data in Item 4, all the subjects argued that ICT makes the learning process more interesting because it can easily accessible by users and different from the lecture method which tends to be monotonous and boring. ICT is very accessible. teachers do not need special time and space if they want to find material. They can access it anytime and anywhere they want. The lecture method will make students tired quickly of following the lesson. It happened because the students just sat and listened to the teacher's explanation. They are not free to take part in learning activities. With the existence of ICT, it helps complete the provision of materials. These materials can be accessed from various sources and applications on the internet.

Item 5. The Impacts of ICT in English Language Teaching.

ICT also has many positive impact on its use during the learning process.

T1: ICT has many positive effects, for example motivating students, developing students' abilities and interests in class.

T2: The increase in students' motivation, interest in learning, as well as the response and follow-up of the students became better with ICT.

T3: It has a lot of impacts in the learning process, one of which is increasing student motivation, the material being delivered is more complete and diverse because the sources are wider, and helping teachers in teaching.

Based on the results of interviews in Item 6, all the subjects strongly agree that ICT has a good impact on teaching English in the classroom. According to Azmi (2017:117), ICT can improve and optimize students' language acquisition and substantially motivate them to continue their learning and stimulate their creativity and passion. The subjects feel many changes brought by ICT. These changes are positive changes in the learning process. Namely the creation of increasing student motivation, developing student abilities and interests, creating more diverse teaching materials and assisting teachers in teaching in the classroom.

Item 6. ICT Makes Learning Process in the Classroom More Diverse

Item 6 shows that the existence of ICT makes the learning process more diverse.

T1: I usually use English songs to improve students' speaking and listening skills in the class. And I also use journals and articles on blogs.

T2: obviously, with the use of ICT, I can drill in class, for example, when there is a short dialogue so that the focus of the students is only on the materials. All students can follow, because the methods we use can be varied and adjusted to the skills to be taught.

T3: those of us who initially only sourced from books are now able to practice various methods. We can also see examples of other ways of teaching on the internet as a guide for us to teach in class.

Based on Item 6 above, it is found that the various forms of ICT help teachers determine the appropriate method for students in the classroom. In learning English, there are 4 basic skills. The teacher can adjust what media is suitable for the skills to be taught. For example, the subjects used YouTube, in the form of English songs or short stories to improve listening and speaking skills for their students. They also use web-based learning in the form of blogs to learn how to write and read well in English. On blogs, teachers can find many English journals and articles that can be adapted to students' learning needs.

Teachers no longer rely on the old method or only come from books. They imitate a lot of other methods on the internet to be practiced in class, especially methods that have been successfully carried out by other successful teachers when teaching English in the class.

Item 7. ICT Improves Teachers' Teaching Performance.

And the most important thing is all English teachers admitted that by using ICT, they are able to improve their teaching skills in the classroom.

T1: Teachers who use ICT are definitely more up-to-date. With the use of ICT, teachers are more able to teach according to the needs and abilities of students in class.

T2: ICT requires me to be more creative. For example, if I have to provide some materials related to ICT, it is impossible for me to use a device that cannot be used or is not related to the material. The demands for teachers become more colorful,

in other words, the demands are more diverse in the selection of teaching methods and materials.

T3: *BI feel there are challenges and new things from ICT in teaching. Because we are not just sticking to books, but also assisted by technology.*

As shown in Item 7 that all subjects felt an improvement in their teaching ability. It is found that the use of ICT helps teachers during the learning process. In detail, teachers are required to be up to date with technological development and must be more creative in applying the right method using ICT. they find challenges and new things from using ICT, so teachers can learn and develop their teaching skill. This is in line with Pardede's (2020) statement in his research, he revealed that all subjects stated that ICT could facilitate teachers in learning new skills and improve their teaching skills in the classroom. These two things can be said as an increase in the teaching ability of teachers in the classroom.

The interviews prove that ICT has a good level of effectiveness. This is evidenced with many positive impacts from the use of ICT. The subjects felt many changes brought by ICT. These changes are positive changes in the learning process. The subjects stated that ICT increases student motivation in the classroom because of its various forms, both audio and visual. Learning activities are more fun and interesting because it can be seen visually. The various forms of ICT help teachers determine the appropriate method for students in the classroom. ICT offers ease of use, and it can be accessed anytime, anywhere and by anyone. ICT is very accessible. Teachers do not need special time and space if they want to find material. They can access it anytime and anywhere they want.

All the English teachers' were aware about the importance of ICT in English language teaching. ICT facilitates the work of teachers in the classroom. Beside that, all subjects felt an improvement in their teaching ability. It is found that the use of ICT helps teachers during the learning process. In detail, teachers are required to be up to date with technological development and must be more creative in applying the right method using ICT. They find challenges and new things from using ICT, so teachers can learn and develop their teaching skill from it.

4.1.2 Teachers' Perception about The Practice (PEU) of ICT at English Language Teaching

This part describe teachers' perceptions about the practice of ICT when they teach English in the classroom. Researcher explained about teachers' perception into 8 items. The data of interview presented as a follow:

Item 8. Teachers' Perception about ICT as a Learning Medium.

In item 8, All subjects felt that ICT is an easy-to-use learning medium in the class.

T1: *It is easy, I often use ICT when I teach in the class. I find it very helpful to use ICT. Any material that is not listed in the book, we can find on the internet.*

T2: *I think yes, in our school, the ICT equipment we need is fulfilled. The access is also provided by the school. Moreover, I also often use technology when teaching in class*

T3: *In my opinion, the use of ICT is easy... moreover, ICT can be accessed anytime, anywhere and by anyone. So both teachers and students alike get convenience*

From the data of Item 8 above, it is showed that ICT plays a role as a easy medium to help the teachers in teaching English at classroom. According to Sakhtivel (2021:23) stated that ICT helps teachers to broaden their information base. All subjects agreed that ICT is a medium that is easy to use and makes it easier for them to teach English in class. This is because ICT can be accessed anytime, anywhere and by anyone. Both teachers and students also get same convenience. Furthermore, the school also provides adequate tools and access for teachers who want to use it.

Item 9. Teachers' Practice using ICT at English Language Teaching

English teachers teach using ICT in many ways. They match the use of ICT with learning needs in the classroom.

T1: *I usually use projectors, laptops and LCDs to teach in class. For additional applications, for example, Google Meet, and Google Class. We also have a special software application belonging to the E-Learning school that is used in learning.*

T2: *I use some applications or short videos from ICT. When giving practical materials and assignments, I usually use E-Learning, and for student practice I take it from YouTube*

T3: *I usually take additional material from the internet. I combined it with the guide book from the school. Sometimes, I also use videos or picture stories to improve their English skills.*

From the data in Item 9 above, the subjects stated there are many applications allowing teachers to teach and show the materials. They use several additional applications as well as videos and illustrated stories to integrate with the material from school's guide book. These applications include Google Meet, Google Class and YouTube. The school also has a special software application called *E-Learning* which is used to provide materials, collect assignments, and assess student performance. In addition, there are some hardware that is often used, namely projectors, laptops and LCDs to support the learning process in the classroom.

Item 10. Teachers' Respon about the Ease of Access to ICT in English Language Teaching.

Teachers have easy access to the use of ICT at English language teaching in classroom.

T1: *Yes, I have easy access to use ICT. Technology is also something we do use every day. Moreover, the facilities also already exist. Each class is also provided with adequate ICT facilities and access.*

T2: 90% yes, both on the device and access. But I also have to provide my own access just in case there is a problem later when it is used while teaching.

T3: Yes, apart from having private internet access, the school also provides internet access for teachers teaching at schools. Schools provided ICT as a support for learning in the classroom

As shown in Item 10, the researcher found that all subjects had easy access to the use of ICT. They also have their own personal access. This is happen because they are also familiar with technology every day. Moreover, schools also provide easy access for teachers to support learning in the classroom.

Item 11. Teachers' Resources from ICT

ICT also acts as a source of teaching materials in schools.

T1: I take additional material from the internet and several applications, namely videos, podcasts.

T2: Yes, I often use teaching materials from ICT. Because students are also used to the internet everyday.

T3: I usually add videos or short learning stories that relate to the topic, or short films that also match the skills to be learned. So, the sources of teaching materials are more various, and they both complement each other.

The statements from the subjects in Item 11 above, its indicate that ICT can be used as a source of English teaching materials. These teachers use ICT as a complement to the school's guide books. ICT provides various sources of teaching materials so that teachers can choose and determine which teaching materials are most suitable for their topic materials. The source of these teaching materials can be in the form of videos, podcasts or short stories. This is in line with the opinion of Fatima and Santiana (2017), with the use of ICT, teachers can search for teaching materials, additional materials and teaching methods that can be accessed anytime, anywhere and by anyone.

Item 12. Teachers' Time to access ICT.

All subjects have their own time to access ICT. This is because they also take material from ICT.

T1: Yes, because the facilities are adequate and the time for the learning process must also use ICT. so I took my own time to access it

T2: Yes, I have the time before the learning process so that there is no silence later in class. If I look for material in class, the atmosphere in class will not be conducive. So I access the material in my spare time, either at home or before going to class

T3: I have my own time to access ICT. We have to prepare materials or methods that we will use in class.

As shown in Item 12, the majority of subjects have their own time to access ICT. This time can be done when they are at home or before teaching in class. They take the time to looking for methods and materials to be used in the class.

Item 13. Teachers' Perception of the Importance ICT Training

Item 13 demonstrated that teacher needed more training for integrating ICT in their teaching activity.

T1: The use of ICT requires several techniques when using it. Unlike the opened book, it can be directly taught to students.

T2: Yes, because not all teachers are ready. There are also some teachers who are still comfortable with white boards, and some are comfortable face-to-face with students

T3: It is very necessary, because teachers must also be able to keep up with the times and the development of science.

From the Item 13 above, it can be concluded that all subjects stated that it is important to take special training in the use of ICT at English language teaching. According to their perception, not all teachers can use ICT optimally. There are some teachers who are still comfortable using the lecture method or just using the blackboard.

In fact, teachers must also be able to keep up with the times and the development of science. Especially at this time, students are already familiar with technology. According to their thought, ICT training is very needed because it will motivate them to apply it in classroom teaching activity. This is supported with the opinion of Silvianti and Yusuf (2015), ICT training is needed because teachers should know how to use ICT optimally. In their research, some teachers had difficulties in applying ICT as a learning media.

Item 14. Teachers' Perceptions of Technical Issues in the use of ICT

Item 13 demonstrated about their technical issues when using ICT in the classroom.

T1: Technical problems when using ICT sometimes the signal is not good or there are some devices that are damaged or have errors. So, if there is a technical error, I teach students manually using a book. If the ICT equipment is normal, I will immediately switch to using ICT again.

T2: The alternative must be ready to print out or prepare additional staff to explain the manual on the board.

T3: we must have other ways or alternatives if we are facing technical problems. The point is, you have to be prepared with all the risks.

The statements in Item 14 stated that all the subjects of research have experienced technical problems when teaching using ICT. technical problems can be in the form of a poor signal and a faulty or error device. When this happens, they decide to use other methods or alternative ways to continue teaching in the classroom. One way to do this is by printing out the

material to be studied. if ICT devices return to normal, they will immediately shift learning to use ICT again.

Item 15. ICT Controls the Classroom Atmosphere during Teaching Process.

And the last point about teachers' practice using ICT in English language teaching is how ICT controls the classroom atmosphere during teaching process.

T1: in the last hours the students are like loose focus, lazy, tired, and sleepy. With ICT in the form of videos, their pictures will pay more attention to learning than not using ICT assistance at all.

T2: Students become more connected and pay more attention when using ICT. If they only use books and blackboards, they will get bored very quickly.

T3: Once, I compared learning using ICT with learning not using ICT, and that is quite a significant difference regarding students focus

As shown in Item 15, it can be concluded that ICT can help teachers control the classroom situation. In fact, the majority of them prefer to use ICT to keep students focused during learning activity. In broad context, one of the subjects revealed that there is a significant difference in learning that uses ICT in learning with learning that does not use ICT. Learning that uses ICT will make students more enthusiastic and interested in participating learning process.

The interviews prove that ICT has become part of the teachers' learning practices in the classroom. All subjects agreed ICT is a learning medium that is easy to use because ICT can be accessed anytime, anywhere and by anyone. Furthermore, the majority of subjects have their own time to access ICT. This time can be done when they are at home or before teaching in class. They take the time to looking for methods and materials to be used in the class. The researcher also found that all subjects had easy access to the use of ICT. They also have their own personal access. This is happen because they are also familiar with technology every day. Moreover, schools also provide easy access for teachers to support learning in the classroom.

The subjects used many applications to teach and show the materials. its indicate that ICT can be used as a source of English teaching materials. These teachers use ICT as a complement to the school's guide books. ICT provides various sources of teaching materials so that teachers can choose and determine which teaching materials are most suitable for their topic materials. They use several additional applications as well as videos and illustrated stories to integrate with the material from school's guide book. These applications include Google Meet, Google Class and YouTube. The school also has a special software application called *E-Learning* which is used to provide materials, collect assignments, and assess student performance. In addition, there are some hardware that is often used, such as projectors, laptops and LCDs to support the learning process in the classroom.

Beside that, all the subjects of research have experienced technical problems when teaching using ICT. echnical problems can be in the form of a poor signal and a faulty or error

device. When this happens, they decide to use other methods or alternative ways to continue teaching in the classroom. One way to do this is by printing out the material to be studied. If ICT devices return to normal, they will immediately shift learning to use ICT again.

Conclusion and Suggestions

The researcher describes several conclusions that have been found and discussed in the previous chapter. After conducting the interview process by asking 15 questions, the results showed . The first conclusion is about The teacher have positive perceptions on the use of ICT at English language Teaching. This statement is correlated with research findings which show that most of them have applied ICT and have received many positive benefits from ICT. Teachers at Islamic Junior High Schools feel that the existence of ICT is indispensable in the learning process. Furthermore, part from the many benefits that ICT provides in the process of teaching English in the classroom, ICT is also applied because its use offers convenience. ICT can be accessed anytime, anywhere and by anyone. The second conclusion is teachers have positive perceptions on the use of ICT at English language Teaching in terms of the Effectiveness. ICT is considered effective because it can increase student motivation, make learning activities more fun,diverse and interesting, and improve teacher teaching skills in the classroom. All the subjects said that the existence of ICT is very important in the classroom. The use of ICT in learning English is important because the development of ICT cannot be separated from teacher's lives. They get a lot of positive benefits that bring a more active and conducive learning atmosphere in the classroom. And the last conclusion is the teacher has positive perception on the use of ICT at English language teaching in terms of the teachers practice in the class. All the subjects feel that ICT is a learning media that is easy to use and have easily accessible anytime and anywhere. ICT also offers a variety of methods and sources of teaching materials that can be used when teaching in the classroom. Almost all classroom activities use ICT media, so they highly recommend holding ICT training so that they can use ICT more optimally in the classroom.

To sum up, the teachers' have positive perceptions on the use of Information Communication and Technology (ICT) at English language teaching, both in term of the effectiveness and the practice in the classroom. This statemants is correlated with research findings which show they have applied ICT in teaching activities and have received many positive benefits from ICT. All the teachers feel that the existence of ICT can increase students motivation, make learning more fun and interesting, and can improve teacher teaching skills in the classroom.

According to the findings of the researcher investigation, The schools are expected to provide adequate facilities for the use of ICT in the learning process. it aims to support teachers to improve their teaching skills in the class. If the schools provides adequate ICT facilities, then the teacher will find it easier to use and implement ICT when teaching in the class. Schools should be expected to have ICT tools that can support the learning process in the classroom. The schools are also advised to conduct ICT training for the teachers. ICT has many positive impacts in teaching and learning activity. And ICT training will motivate them to use and apply ICT

more optimally in the classroom. For teachers, this research is expected to encourage them to apply ICT optimally as a learning medium that helps teachers apply appropriate learning methods, understand students needs, design and implement the learning process, and develop students skill. ICT has many benefits in the learning process. this will greatly assist the teacher in finding and applying the right method. moreover, ICT offers easy access anytime and anywhere. For further researchers, this study has limitations in the subjects used. To get more in-depth findings, further research is suggested to involve more subject in interviews. This is done with the aim of obtaining more comprehensive data so that it can be generalized to all EFL teachers

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