



## ICT FOR LEARNING AND TEACHING ENGLISH

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### Abstract

*This study aims to analyze ICT use in learning and teaching English. The purpose of this study was to find the effectiveness of ICT usage in learning and teaching English easier and more fun. ICT drives towards greater use of technology in education is changing at modernizing polytechnic and equipping the students of today with skills that will make them able to use such technology. Other state goals have been to reduce lecturer work-load by making planning and resources available over the internet. This study focuses on: (1). What are advantages and disadvantages that ICT can have positive impact on students' learning in English language? (2). Can ICT help the lecturers and students give better ambience for learning process? (3). What are tools of technologies that can be used in learning and teaching English? The data for this study was taken from the students in Health department especially Medical Records class. The implementation of such technologies for learning and teaching English can encourage students to become more independent and more responsible for their learning process in education environments.*

*Keywords: ICT, learning, teaching, English.*



## **I. Introduction**

The development of communication and information of technology is growing so fast and rapidly. The fast development of this coupled with the new media presence for education, including learning and teaching facilities are competing to make the process of knowledge transferring easier and simpler. Technology has an important role in the process and practice of education that is being helped into information needs. The digital impact has influenced the most of part in human lives activities.

Learning and teaching a foreign language in this era needs to adopt and use technology information to make learners interest for learning. In the new digital environment, we as the teachers have to provide the teaching materials in ICT concept. ICT has been publicized as potentially powerful enabling tools of facilities for education world and has been used from low level education through high level education in learning and teaching process. Hartoyo (2008) explained that, a computer is global tool and medium that facilities people in learning a language, although the effectiveness of learning depends on the users. The technology moves and develops massively and rapidly, the innovation of technology bring us the users to use the technology for contributing in learning and teaching language. There are so many types of application that teacher can use in the classroom to improve the material. Instruction focus on English consists of, grammatical rules, reading, speaking, writing, and listening. Integration between ICT and language are two aspects which support each other like two sides of the coin inseparable (Hartoyo, 2010).

All students now days are very skillful to use the modern technology. It is possible that the students can interact with the technology easy. As a possibility of integrating the technology that “support real models and context through which students can be actively improve their listening, speaking, vocabulary, and writing abilities”, (Torres, 2012). The potential of new technology can take a long time to have an impact in classroom practice.

## **II. Objectives of Study**

The fast improvement of technology information and communication (ICT) has made the powerful and potential contributions for English language education process. We cannot avoid fact, the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use (Kramsch & Thorne, 2002). For instance, they can use Skype Chat for interaction (Dalton, 2011), or social networking sites such as Facebook or Twitter for writing practice (Cheng, 2012). In addition, multimedia facilities in each school can be the good booster for learners. Innovation in technology builds benefits in learning process, for example English learning although it spends high investment. Based on the use of ICT can be applied in three different scopes such as: curriculum, topics, and teaching eye. ICT also in terms of finding learning materials from original sources and recognized. In finding articles from



international journals, the students can get it just by sitting in front of computers connected to the Internet network. All information about science can be presented in a short time just by using the Internet. Learning materials that have been obtained and copied and transferred to the USB, it can also be printed directly so that it can be used as learning materials. At the recent time teaching and learning are facilitated by computer has been the demand.

This study focuses on:

- (1). What are advantages and disadvantages that ICT can have positive impact on students' learning in English language?
- (2). Can ICT help the lecturers and students give better ambience for learning process?
- (3). What are tools of technologies that can be used in learning and teaching English?

At the latest decades, technology becomes the most important things in which many people regard technology as the result of science. Since, the objective of this study is to describe ICT, the benefits of ICT, and explain how significant is the use of ICT in English language teaching and learning is making the difficult to be the easy done, people are helped to solve their problem.

### **III. Materials and Methods**

English language is a necessity of for most people in today's world, while technology development always has a very high and also contributed towards the development of education, especially English. As English is one of difficult lessons, teacher has to create interactive teaching and learning to make students interest. In the history of the development of education, information technology is part of the medium used to convey the message of science to many people, ranging from printing technology a few centuries ago, such as printed books, such as telecommunications to media, voice recorded on tape, video, television, and CD. According to Kent "ICT in education point of view refers to "information and communication Technology (ICT) such as computers, communications facilities and features that variously support teaching, learning and a range of activities in education (QCA Schemes of Work for ICT in Kent Country Council. 2004).

#### **A. ICT as an effective tool**

The old-school learning and teaching process can be replaced by ICT. It can help the teachers and students to be more creative for the process. Use of ICT in a Class room:

1. To provide highly motivational activities for students
2. To provide computer-based activities that give stimulus to creative learning
3. To have more opportunities for student teacher interaction
4. To access update information such as learning materials

The technological areas that potentially contribute to the field of education as follows. The first one is called Extended Learning, in which traditional teaching and



learning is enhanced through new communication tools or social networking sites such as *Facebook*, *Twitter*, blogs, wikis, and instant messaging. In other words, the process of teaching and learning is not confined to the classroom setting any longer, it is enhanced beyond the classroom via these social networking sites where learners can engage in a communicative platform that “facilitate collaborative discussion, exchange of opinions, and critical thinking” (Cheng, 2012, p.2). The second area is called Ubiquitous Wireless, which deals with the “the rapid penetration of wireless networks” (Jung, 2006, p.29), fostering students’ flexibility in learning via the use of their portable or mobile devices including laptops, tablets, smartphones, and so on. Intelligent Searching, which is the third area, enables learners to search, organize and retrieve data in a more effective way. The fourth category is Educational Gaming, made up of games and simulations, is deemed as a learning tool to have beneficial effects on motivation, communication, critical thinking, and problem-solving skills (Jung, 2006).

In addition to the fact that technology can be motivating, it offers the possibility to work autonomously or interact and collaborate with others. Technology also provides instant feedback on language performance in various tasks and exercises. Technology can also be an extension of the classroom and can be time saving. Finally, technology can promote language learning with fresh authentic and motivating materials directly usable from the Internet. Using blended learning, which they define as “a language course that combines a face-to-face classroom component with an appropriate use of technology”, Pete Sharma and Barney Barret (2007: 7) suggest that “positive learning outcomes are most apparent when clear roles are assigned to the teacher and to the technology.”

### **B. Methodology**

This study used a convenience sample of 23 Medical Record students (19 female students and 4 male students) from Health Faculty in Piksi Ganesha Polytechnic. All of the subjects were the second-year students who were taking the courses of Professional English. The questionnaires were administered to the students during the break time with the assistance of the teachers who were in charge of these classes. The primary instrument that was used to collect data in this current study was the questionnaire. The section questionnaire was designed dealt with hours spent on using ICT to learn English with eight options. The final section consisted of the items in the close-ended format on a five points Liker scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) to investigate students’ perceptions and expectations of the use of ICT in English language learning.

## **IV. Result and Discussion**

One of the use of ICT activities for English learning process, the writer found that the purpose are what stands out from this Table is that the most frequent usage was for



using online dictionaries had 19 students (97.3%), and listening practice 17 students (96.1%), followed by searching for English materials on the Internet 9 students (90.5%), searching video English materials 7 students (89.2%), and using *Google translate* 7 students (89.2%). The majority of the participants used ICT to practice their language skills including speaking with 83.9%, writing with 81.9%, and reading with 73.3%.

Table 1. ICT Activities for English Learning Process

Activities	Percentage Response
Using dictionaries online	97,3%
Using google translate	89,2%
Listening practice	96,1%
Speaking practice	97,3%
Writing practice	96,1%
Reading practice	89,2%
Searching online materials	90,5%
Searching video materials	89,2%

## V. Conclusion and Recommendation

Based on the findings benefits of ICTs in English learning, the majority of the students indicated positive attitudes. According to the data, it can be concluded that there was a perception among the participants that the use of ICTs in language education can improve listening, speaking, reading, writing skills, grammar, and vocabulary. In addition, most of the learners perceived that ICT. Application will make language learning more fun. This could be explained that multimedia technology including visual aids, sounds, video clips, animations, and so on.

The findings in this research study highlighted that the majority of the students give the positive respond for using ICT in learning process. Also, they showed strong positive attitudes towards the benefits of technology to English language learning and expected that ICTs should be used more frequently in English teaching and learning. These research results carry three implications as follows:

1. First and foremost, the most of advantages in ICT is helping the students for making the materials easy and make the learning situation fun.
2. Secondly, the teachers can develop the source of learning materials from the Internet.
3. Thirdly, the technologies that can be used in learning and teaching is internet, there are google translate, online dictionaries, video in YouTube.



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