

ICT ON SENIOR HIGH SCHOOL: CHALLENGES AND SOLUTION

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ABSTRACT

This research aims to identify the challenges faced by teachers in EFL classrooms and provide solutions to overcome them. This research is qualitative research. The participant in this research was an English teacher at SMAN 1 Sawahlunto. The researchers collected the data from the interview. The researcher's investigation revealed the successful integration of technology, such as projectors, PowerPoint, and videos, into an English classroom, enhancing language assessment through quizzes. Two prominent challenges in English learning were identified: the lack of vocabulary and listening skills. Solutions include utilizing applications such as Memrise, Quizlet, and Duolingo, Cake application and English Listening Test application.

Keywords: English, ICT, Challenges, Solutions

INTRODUCTION

During this age of digital transformation, maximizing the use of information technology, both in terms of resources and organization, stands out as a crucial factor in enhancing the efficiency of teaching and learning. This comprehensive integration ensures that educational endeavors yield favorable outcomes, nurturing students' knowledge, conduct, and competencies (Sova et al., 2022). This comprehensive integration of information technology into education significantly enhances the learning process, resulting in more favorable outcomes. Personalized learning experiences, tailored to individual student needs and preferences, significantly enhance knowledge retention and understanding by making education more relevant and engaging. For example, a student struggling with maths might benefit from adaptive learning software that identifies specific problem areas and provides targeted practice problems and instant feedback. This tailored approach helps the student master difficult concepts at their own pace, improving retention. Similarly, a student interested in history could engage with interactive timelines and primary source documents, which make learning more tangible and memorable. Moreover, incorporating students' interests, such as using examples from their favorite sports or hobbies in physics problems, can make the material more relatable and easier to understand. Furthermore, the use of technology fosters a more interactive and participatory classroom environment, encouraging students to actively engage with the material and with each other. This, in turn, positively influences their conduct and motivation.

In various literature sources, Information and Communication Technology (ICT) has been hailed as one of the most significant innovations across all facets of human existence. Particularly in the realm of education, it is perceived as a catalyst for transforming the learning process for learners (Hidayati, 2018). ICT's transformative potential in education lies in its ability to provide diverse, dynamic, and interactive learning experiences. By incorporating digital tools such as interactive whiteboards, online learning platforms, virtual classrooms, and educational apps, educators can move beyond traditional teaching methods to create more engaging and effective learning environments. These technologies facilitate access to a vast array of resources and information, enabling students to explore topics in greater depth and from multiple perspectives.

In the era of the 4.0 revolution, educational support technology is more commonly referred to as Information and Communication Technology (ICT) (Abdulrahman et al., 2022). Information and Communication Technology (ICT) encompasses a range of tools including computers, the Internet, and electronic delivery systems like radios, televisions, and projectors. These technologies are extensively utilized in contemporary education (Fu, 2013).

The proliferation of the internet, e-commerce, and information and communication technology (ICT) has presented significant opportunities and challenges for societies as well as the learning and teaching communities. ICT, in particular, has had a profound impact on educational practices, serving as a powerful tool that facilitates learning and teaching processes. Today's educational institutions significantly differ from those of past generations, as students now have widespread access to the internet and utilize digital tools, such as PCs, for various educational activities like art lessons. CT has revolutionized education by providing new tools for both teachers and students, expanding access to a wealth of knowledge beyond traditional boundaries and institutional resources. Consequently, educational institutions have adapted to incorporate new methods and technologies into classroom settings, with ICT playing a central role in the teaching and learning process (Kamble, 2014).

Integrating ICT into English teaching and learning enhances the overall quality of the educational experience (Apriani & Handrianto, 2021). By leveraging tools such as computers, the Internet, multimedia presentations, and interactive software, teachers can create more engaging and dynamic lessons that cater to various learning styles. ICT enables the incorporation of diverse resources like online articles, educational videos, and interactive language games, which can make learning more interesting and accessible for students. Additionally, ICT facilitates personalized learning, allowing students to work at their own pace and access materials that target their specific needs and proficiency levels. This technological integration also supports more efficient assessment methods, such as online quizzes and interactive assignments, providing immediate feedback and helping teachers to track students' progress more accurately.

However, there is a need for strategic approaches to assess the effectiveness of ICT in enhancing learning outcomes. Moreover, the importance of English language

proficiency and ICT competency in contemporary society cannot be overstated, as they serve as indispensable tools for navigating various aspects of daily life and communication in a globalized world. For instance, in the job market, proficiency in English often correlates with better employment opportunities and higher salaries (Kamble, 2014). The importance of English language proficiency and ICT competency in contemporary society cannot be overstated. Both skills are vital for individuals to effectively navigate and communicate in a globalized world. English, as the predominant language of international business, science, technology, and diplomacy, opens doors to countless opportunities and resources. Proficiency in English enables individuals to access a vast array of information, collaborate across borders, and participate fully in the global economy.

Advancements in education prompt swift transformations, incorporating the integration of Information and Communication Technology (ICT) within Indonesia (Santosa et al., 2022). As the educational landscape evolves, ICT plays a crucial role in modernizing teaching methods and learning environments. This integration encompasses a wide array of technologies, including computers, the Internet, and digital media, which collectively enhance the accessibility and effectiveness of education. In Indonesia, the adoption of ICT is facilitating more interactive and engaging classroom experiences, enabling educators to use multimedia resources, online platforms, and educational software to enrich their lessons. Moreover, ICT integration supports distance learning and provides students in remote or underserved areas with greater access to quality education. The use of digital tools also allows for more personalized learning experiences, where students can engage with materials at their own pace and according to their individual learning needs.

There were several researches on ICT. The first research conducted by (Wiranda et al., 2020). The aim of this study was to explore the types of ICT tools employed by teachers, their integration into the learning process, challenges encountered, and solutions adopted in teaching at vocational high schools in Sekayu. This research utilized a descriptive qualitative approach, gathering data through questionnaires, interviews, observations, and document reviews. Participants included English teachers, the vice-principal overseeing facility and infrastructure, and students. The study revealed that English teachers at vocational high schools in Sekayu utilized various hardware such as projectors, laptops, speakers, headsets, and smartphones, along with software like internet browsers, dictionary applications, e-books, Microsoft Office, and browsing tools. Discovery learning was the preferred method for incorporating ICT into the instructional framework. The primary challenge identified was the lack of personal ICT devices among students.

Another research conducted by (Nurmaisa et al., 2023). The objectives of this study were to investigate and analyze the perceptions of both students and teachers, along with the challenges and benefits associated with the use of ICT in teaching English at BTA 70 course. Specifically, the research aimed to explore students' perceptions regarding the integration of ICT in their English learning environment. According to the findings, students perceived several positive aspects of ICT use, such as facilitating

information sharing, enhancing learning experiences, and enabling safe experimentation in science. However, they also identified negative aspects, such as the time-consuming nature of online activities and encountering irrelevant information on the internet. Overall, students demonstrated a favorable attitude towards the effectiveness of ICT in learning. Nonetheless, the study highlighted various challenges faced by students, including managing time effectively and navigating through irrelevant information while using ICT for learning purposes.

Another study on ICT, conducted by Saputro, (2022), also focused on exploring students' perceptions of ICT in English learning, utilizing a questionnaire distributed via the Google platform to 26 students at a university in Sorong City. The researcher utilized Likert scales to assess the percentage of students' perceptions, with the questionnaire comprising 20 questions. The majority of students expressed agreement that learning a second language (L2) through ICT enhances enjoyment, cheerfulness, and self-confidence while reducing anxiety. Students are motivated to learn English using applications because they help enhance cognitive skills such as critical thinking, forming opinions, and fostering creativity through technological tools. Additionally, students utilize social media to facilitate English learning, particularly by watching videos related to language acquisition.

In the EFL context of the Indonesian curriculum, there are many benefits and challenges faced by both teachers and students. Among several previous studies found by the researchers, the research on challenges and solutions of ICT in EFL classrooms is still limited. As a result, it is crucial to provide a good solution in teaching English by the help of ICT. This research aimed to figure out the advantages and challenges faced by teachers and students in applying ICT in English classrooms. The researcher proposed some research questions: 1) what are the advantages of ICT in EFL classroom?; 2) What are the challenges in using ICT in EFL classroom?; 3) What are the solutions to overcome the challenges?

RESEARCH METHOD

This research is qualitative research. The collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest is referred to as qualitative research (Gay et al., 2012). The researcher did the interview via online. The interview was conducted on Friday, 11 May 2024. The researcher interviewed an English teacher that is teaching at SMAN 1 Sawahlunto. Sample of this research was an English teacher that is teaching at SMAN 1 Sawahlunto. She has been teaching English for nineteen years. The researchers used a procedure of analysis proposed by Miles & Huberman, (1994) that includes data reduction, data display and drawing conclusion. The researchers first reduced the data that was collected from the informant. Then the researchers display the data by using tables. As the final step, the researchers draw conclusions from the data.

RESULTS AND DISCUSSION

Technology Integration

The researchers discovered that the teacher had effectively incorporated various technological tools into her English classroom. These included the use of a projector to display educational content, PowerPoint presentations to organize and highlight key information, and videos to enhance learning and engagement. Additionally, during language assessments, the teacher utilized interactive quizzes, which not only made the evaluation process more dynamic but also provided a more precise measurement of the students' language competencies. This integration of technology enabled the teacher to create a more interactive and engaging learning environment, ultimately leading to a better understanding of each student's abilities and areas needing improvement.

Challenges in Using ICT in EFL Classroom

The researcher also identified two significant problems in English learning: a lack of vocabulary and weak listening skills. A robust vocabulary is essential for students as it underpins their ability to comprehend texts, articulate thoughts fluently, and engage effectively in both written and verbal communication. Without a sufficient vocabulary, students may find it challenging to understand complex readings, participate in discussions, or write with clarity and precision. Similarly, deficiencies in listening skills pose substantial barriers to learning. Students with poor listening skills often struggle to accurately interpret spoken language, which affects their comprehension of lectures, conversations, and various audio materials such as podcasts and recordings. These challenges underscore the critical need for targeted interventions and effective instructional strategies. Addressing these areas involves implementing vocabulary-building exercises, integrating listening practice into the curriculum, and using multimedia resources to enhance students' exposure to diverse linguistic inputs. By focusing on these key aspects, educators can help students develop the necessary skills to succeed in their English language education.

Solution to Overcome the Challenges

Dealing with the first problem, the teacher can use Memrise and Quizlet (Fadhilawati et al., 2022). Memrise is a free learning program that can assist students in learning languages or others and combine them with enjoyable, fast, and highly popular vocabulary learning. This application utilizes modern cognitive principles that can encourage students to learn up to five times faster than before. Quizlet is an online tool for learning vocabulary. Through Quizlet, we can easily create vocabulary materials for our students. Students can also access vocabulary materials through their smartphones or the web. This application is excellent for helping students learn vocabulary and any knowledge they need through game-based learning resources. Another application to support students' vocabulary is Duolingo (Matra, 2020). Duolingo is a language-learning platform and mobile app that offers interactive lessons in numerous languages. It covers a wide range of language skills, including vocabulary, grammar, listening, and speaking. Duolingo utilizes gamified learning techniques, where users earn points and rewards for completing lessons and progressing through levels. It's known for its engaging interface,

bite-sized lessons, and adaptive learning approach, making it popular among language learners of all ages and proficiency levels.

Students' skill in listening can be improved through Cake application (Putri et al., 2023). The Cake application, developed by Playlist Corporation based in South Korea, was designed to enhance reading, listening, and pronunciation skills. It offered a contemporary approach to learning through short videos, ensuring that students stayed engaged and avoided boredom during their studies. The app provided a variety of topics for listening practice, allowing students to select those of personal interest.

English Listening Test application is also a choice that needs to be considered by teachers in teaching listening (Handayani & Izzah, 2020). The English listening test app is a web-based platform that empowers users to autonomously improve their English language skills. It incorporates various functionalities aimed at making listening exercises engaging and interactive, thereby enhancing the meaningfulness and enjoyment of English language learning in the classroom for students. This application offers tests presented in the form of several monologues, which users must listen to attentively. These monologues typically consist of a brief speech followed by two or three questions. To initiate practice sessions, users are required to carefully listen to the audio, then read the questions and select the most appropriate answer from the provided options. The test formats include listening to prepared media, listening to questions and responses, listening to a brief conversation, and listening to a short monologue.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the researcher's investigation revealed the successful integration of technology, such as projectors, PowerPoint, and videos, into an English classroom, enhancing language assessment through quizzes. However, two prominent challenges in English learning were identified: the lack of vocabulary and listening skills, which can significantly impede language acquisition and proficiency. To address these challenges, targeted interventions and effective instructional strategies are imperative. Solutions include utilizing applications such as Memrise, Quizlet, and Duolingo to improve vocabulary acquisition, and leveraging tools like Cake application and English Listening Test application to enhance listening skills. These applications offer innovative approaches to language learning, incorporating modern cognitive principles and interactive features to engage students effectively. By implementing these solutions, educators can better support students in overcoming barriers to English language proficiency and foster a more meaningful and enjoyable learning experience in the classroom.

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