

ICT IN A PERSPECTIVE OF INDONESIAN AND RUSSIAN ENGLISH TEACHER

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DOI : <http://dx.doi.org/10.30983/icmie/>

ABSTRACT

The objective of this research is to investigate the Indonesian and Russian English teachers' perspective Abstract on the implementation of ICT. The researchers focused on the implementation, challenges and solution. The researchers employed qualitative research. The informants of this research were two English teachers that are teaching at Kadamjay Semetey High School and MTsN 9 Padang Pariaman. The finding of this research showed a varying degree of integration between technology and English learning in different educational settings. While some schools face challenges such as a lack of equipment and internet connectivity hindering effective technology integration, others, like Kadamjay Semetey High School in Kyrgyzstan and MTsN 9 Padang Pariaman. To address the identified challenges, solutions can be implemented, drawing from existing research. For instance, integrating audio of English songs into lessons has been shown to enhance vocabulary acquisition and student motivation. Additionally, utilizing applications like Quizlet and Babbel can further support vocabulary development and create a more dynamic learning environment.

Keywords: English, ICT, Perspective

INTRODUCTION

The recognition of ICT as a teaching medium is steadily growing (Mullamaa, 2010). ICT plays a crucial role in educational programs, offering teachers a wide array of tools such as programs, applications, and websites to aid learners in acquiring English skills and knowledge. Teachers can design activities that engage learners in reading, responding, and interacting with peers digitally. Schools may also curate learning activities and compile resource lists for learners to utilize beyond the classroom setting (Budiman, 2020).

The realm of language education acknowledges the transformative impact of advancements in information and communication technology (ICT). Progressing from conventional tools to sophisticated digital solutions, this journey has been characterized by ongoing evolution (Novawan et al., 2024). These advancements have not only expanded the resources available to learners and educators but have also fundamentally altered the methodologies of teaching and learning. The integration of multimedia content, real-time feedback, and personalized learning experiences has enhanced engagement and efficacy in language acquisition. Furthermore, the advent of mobile technology and the internet has made language learning more accessible and

flexible, allowing learners to practice and immerse themselves in new languages anytime and anywhere. This shift towards digital solutions continues to drive innovation in pedagogy, fostering a more dynamic, interactive, and inclusive educational environment.

In the 21st century, teachers are characterized by their ready access to copious information and technology. To thrive in this era, those engaged in education must develop a diverse skill set to effectively leverage information, media, and technology. Teachers need the ability to critically assess information and apply it to address various challenges they encounter (Aminullah et al., 2019). This involves not only being proficient in the use of various digital tools and platforms but also understanding how to integrate these resources seamlessly into their curriculum to enhance student learning. Teachers need the ability to critically assess information for accuracy, relevance, and bias, ensuring that they provide students with credible and valuable knowledge. Moreover, they must apply this information creatively and strategically to address the diverse challenges they encounter in the classroom, such as varying learning styles, differentiated instruction, and fostering digital literacy among students. In addition to technical skills, educators must cultivate soft skills like adaptability, problem-solving, and continuous learning to stay abreast of rapidly evolving technological advancements and educational methodologies.

Numerous ICT applications are available for English learning purposes (Tri & Nguyen, 2014). These applications encompass a wide range of functionalities, from vocabulary building to grammar exercises, pronunciation practice, listening comprehension, and interactive language games. Platforms such as Duolingo, Babbel, Rosetta Stone, and Memrise offer comprehensive courses designed to accommodate learners of all levels, from beginners to advanced speakers. Additionally, there are specialized applications focusing on specific skills, such as Anki for spaced repetition learning or FluentU for immersive language practice through authentic videos. With the accessibility of smartphones, tablets, and computers, these ICT applications provide learners with the flexibility to engage in English learning anytime, anywhere, fostering independence and autonomy in their language acquisition journey. Moreover, the interactive nature of these applications enhances engagement and motivation, making the learning process more enjoyable and effective. As technology continues to advance, the landscape of ICT applications for English learning will undoubtedly expand, offering even more innovative and personalized learning experiences for learners worldwide.

It is important to investigate the real condition of the use of ICT in the field, specifically in the English classroom. By examining how ICT tools are integrated into English language instruction, educators can identify areas for improvement and optimize strategies to better meet the needs of diverse learners. Moreover, investigating the real condition of ICT use allows educators to assess whether resources and infrastructure adequately support technology integration.

There are several researches on ICT implementation in teaching English (Hafifah, 2019; Rofi'i et al., 2024; Taufik et al., 2020). Most of the research discussed on the implementation of ICT in Indonesia. The research on implementation of ICT in Indonesia and other countries is still limited.

Based on the background of the problem, the researchers proposed some research questions: 1) What are the ICT tools used by English teachers? 2) What are the challenges faced by English teachers? 3) What are the ICT solutions to overcome the challenges in teaching English?

RESEARCH METHOD

This research was qualitative research. According to Gay et al., (2012), qualitative research involves gathering, analyzing, and interpreting detailed narratives and visual (non-numerical) data to gain understanding and insights into a specific phenomenon of interest. The researchers conducted an interview to collect the data. The interview was conducted by phone on 10th of May 2024. The informants of this interview were two English teachers. The first English teacher is teaching at MTSN 9 Padang Pariaman and the second English teacher is teaching at Kadamjay Semetey High School Kyrgyzstan, Russia. All the informants of this research have their own unique experiences in teaching English in different countries. In analyzing the data from the interview, the researchers used a theory of Miles & Huberman, (1994).

RESULTS AND DISCUSSION

The researcher found that there was an integration between technology and English learning. Based on the interview, the informant said that the technology used at MTsN 9 Padang Pariaman was powerpoint and video. The problems that the English teacher had were lack of equipment, internet connection. On the other hand, students still lack vocabulary so that integrating technology into the learning process is still difficult to do.

The researcher also found integration of technology based on the information of the second informant at Kadamjay Semetey High School, Kyrgyzstan. The teacher used many technological equipment like projects during the learning process. It is because all of the classrooms are equipped with technological equipment. The students felt enthusiastic while the teacher used it in the learning process. The problem that was found by the informant in teaching English was technical problems such as sometimes TV did not work well.

The first solution for the problem in the finding of this research is using audio of English songs to improve students' vocabulary acquisition. A research conducted by Darma, (2018) showed that utilizing music effectively enhanced students' vocabulary acquisition. Music, serving as a medium, proved instrumental in facilitating the teaching and learning process. The diverse selection of songs played a pivotal role in captivating

students' interest in learning. Furthermore, employing songs for vocabulary instruction not only bolstered students' lexical knowledge but also ignited their motivation to learn. Students enthusiastically engaged in activities such as singing, deciphering meanings, identifying, and committing words to memory. Their active participation was evidenced by their commendable performance in assessments, indicating a high level of motivation in learning vocabulary through music. The other technological support that can be provided by teachers is quizlet application (Berliani & Katemba, 2021). Another application that can be a consideration for the teacher is Babbel application (Imran, 2023). Utilizing the Babbel application can serve as a motivational tool for students in vocabulary acquisition, streamlining the process of accessing new vocabulary and bolstering enthusiasm during classroom learning. Given the pervasive integration of technology in daily life, leveraging such tools resonates with students, establishing a relevant connection that enhances the effectiveness of teaching and learning.

Furthermore, the problem of students' listening skill can be solved by Learning Management System (LMS) and Short Video on YouTube (Sunjayanto Masykuri, 2022). LMS platforms offer a structured approach to organizing and delivering course content, including audio materials for listening practice. Teachers can curate or create listening exercises within the LMS environment, providing students with opportunities to engage with authentic audio materials tailored to their proficiency levels. Moreover, short educational videos on YouTube cover a wide range of topics and language levels, making them valuable resources for enhancing listening comprehension. Teachers can select relevant videos aligned with their curriculum objectives and integrate them into their lessons to provide students with authentic listening practice in a variety of contexts. By incorporating these technological tools into language instruction, educators can effectively address the challenge of improving students' listening skills while engaging them in dynamic and interactive learning experiences.

CONCLUSIONS AND SUGGESTIONS

The research findings reveal a varying degree of integration between technology and English learning in different educational settings. While some schools face challenges such as a lack of equipment and internet connectivity hindering effective technology integration, others, like Kadamjay Semetey High School in Kyrgyzstan and MTSN 9 Padang Pariaman, demonstrate successful implementation due to sufficient technological resources and enthusiastic student engagement. To address the identified challenges, solutions can be implemented, drawing from existing research. For instance, integrating audio of English songs into lessons has been shown to enhance vocabulary acquisition and student motivation. Additionally, utilizing applications like Quizlet and Babbel can further support vocabulary development and create a more dynamic learning environment. By leveraging these technological tools, educators can overcome barriers and enhance the effectiveness of English language instruction, ultimately fostering greater student engagement and achievement.

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