THE INEVITABILITY OF ICT TOOLS IN THE PRACTICES OF ELT: AN OVERVIEW IN INDONESIA

Sarlita D. Matra

Universitas Pekalongan, Indonesia

starlighta_unique@yahoo.com

Abstract

The study is to investigate the use of Information and Communication Technology (ICT) tools and multimedia to carry out discovery, discussions and instructions to change the role of teacher in teaching and arrange students to participate appropriately. The study is conducted through mini survey given to some preservice teachers who enrolled in ICT and ELT subject to grasp their own perspectives to the experiences in ELT practices using ICT as the tools. The main finding of the study aims to promote interaction between teachers and students by having the ICT tools so that educator's mindset could change from the messenger of informational instruction to the operator of instruction. The study explains the challenges and opportunities of using ICT tools in teaching English language in implementation. Moreover, the study wants to show some English students attitude towards the ICT in language teaching approach. Finally, the conclusion is drawn as per the review of literature indicated.

Keywords: ELT, ICT tools, Teaching Practices

Introduction

English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. Another current isuues that teaching English nowadays must be adaptable with the development of learners' characteristics. It may bring the challenges as well as opportunities in giving them real teaching and learning experience that is more effective, innovative, creative and interesting. There are some characters that should be paid attention carefully by the teacher in teaching Gen Z, as follow.

1. Gen Z will be engaged and at the same time bored with technology.
2. Gen Z will learn more effectively if they are left to solve problems and find solutions.
3. Gen Z can intuitively use a wide range of technology and are very comfortable with all sort of digital

devices.

Those characters lead to the other generation which may contribute in the newest ELT concerns, that is alpha generation. Slightly different with the Gen Z, gen alpha has some important characters that should be understood by the future English teacher to prepare the best method in teaching them. They are: focus on skills-not content, so that as a teacher we need to provide learning with flexibility and a greater purpose; gen alpha love to work on team rather that individually, so that the teacher need some plans for collaboration activities. It will make the students be more potentials to cultivate Soft skills.

Sulistyo (2016) states that the policies developed by the Indonesian government seek to address the shortage of qualified teachers, and propose a set of professional competencies. There are three parties involved in this policy implementation process: the government as policymaker, teachers as the actors to be improved, and teacher education institutions as implementers of the policy. Therefore, teacher education programs must use these policies to ensure that their curriculum can meet the demand for high-quality teachers in Indonesia. Teachers must undertake pedagogical tasks, such as designing and planning teaching and learning activities using various approaches and strategies—including information and communication technology (ICT)—to support student learning. Teachers must be able to use various techniques and approaches to enable students to learn independently and cooperatively within the dynamics and challenges of contemporary classrooms (Australian Institute for Teaching and School Leadership, 2011).

Figure 1. The Education of 4.0

The Overview of ELT in Indonesia

The typical characteristic of Indonesian ELT is the traditional teacher-centred style of teaching. Moreover, students are often passive and rarely involved in learning activities. The integration of ICT is promising for changing and improving the effectiveness of the current Indonesian ELT condition. Tamarhana (2015) ...with the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English teaching class and sets a favourable platform to reform and to explore on English teaching model in the new era. Another study conducted by Matra (2017) ...with the continuous development of ICT tools lead to significant benefits. It would become an assessable part of the educational process, lend itself to coordination between subjects, and be a common denominator across all education undergraduate studies. By employing ICT, teachers could vary their teaching and learning activities. It could assist them to gradually change their teaching style from teacher-centered to learner-centered, giving the learners the chance to have an active role in the learning process. In addition, the rich multimedia facilities of ICT could offer a huge range of authentic materials as well as opportunities to have direct contact with either native speakers of English or English language learners from different regions or countries, enabling teachers to be more confident with CLT. Moreover, there are some Influences of ICT in ELT:

1. ICT helps to provide interactive learning experiences.
2. ICT stimulates and motivates students to learn.
3. ICT provides comfortable learning .
4. ICT aids in the understanding of difficult concepts and processes.
5. ICT caters to different learning styles.
6. ICT helps students to gain valuable computer skills.

7. ICT aids in collaboration and group work.

Tamarhana (2015) also states that Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the multimedia has facilitated the growth of the English language to a large extent. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. As a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment or the software and to have full knowledge of what is available in any given situation. Although nothing can fully replace an experienced teacher, technology has done much to assist teachers in their efforts in the classroom.

Methodology

The study employ mini survey as the research design due to the limitation of the time given, therefore there are only three basic questions raised to 29 participants from sixth semester English Language Education department of Pekalongan University students who enrolled in ICT in ELT subject. The discussion only gained information and interpretations toward the participants' responses and analyzed descriptively from some fields note during the teaching and learning process of ICT in ELT subject.

Discussion

The mini survey conducted to know their own perspectives suitable with their basic ability in the use of ICT tools. There are only three main questions gathered as shown in the following figures completed with the percentage of the participants' responses.

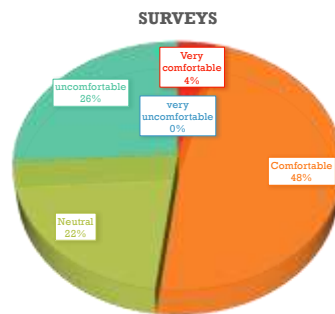Figure 2. How would you rate your ability to work with ICT

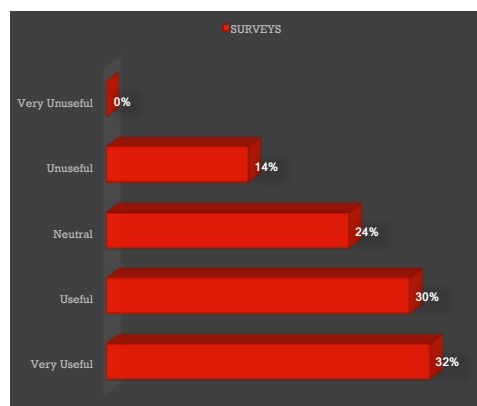Figure 3. How comfortable are you with the idea of using ICT

Figure 4. What value do you place on the ICT tools to your learning experience

The example of student's positive comments: *"in my opinion, the use of ICT in ELT is better since* *it can be accessed everywhere with computer or smartphone, it also may be valuable for people who looking*

for digital reference in making lesson plan or media, moreover it is paperless". The example of some critique from the student: *"the big problem in using ICT is the trouble in internet connection, not all students have internet access at home, the internet in campus is not sufficient enough, too slow".*

Conclusion

Although the students responded positively and found the new ways of learning with technology engaging, they felt these new ways were not easy, at least, at the initial stage. The teacher's readiness to deal with the digital classroom is an important factor. One of the concerns being raised is the support for and professional development of the teacher. Sufficient ICT equipment and resources are, in fact, another significant constraint. Evidently, English language teachers in developing countries are convinced that ICT can change their ELT practices but their enthusiasm only lasts a short time. There must be an adequate supply of and access for

teachers to ICT hardware and software in schools and teaching classrooms. It is important that lecturers or teachers are ready to work with ICT. There needs to be some changes made in the curriculum and assessment system. alternative assessment practices need to be developed to adequately to address the integrated nature of student's English language and ICT learning.

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