

## **THE PERCEPTION ON THE IMPLEMENTATION OF ICT BASED MEDIA IN TEACHING ENGLISH AT BTA 70 COURSE**

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### **ABSTRACT**

Teachers and students play a key role in the successful integration of ICT into learning English. ICT-based learning will only succeed if teachers and students have a positive attitude towards practice. In this context, an empirical picture of teacher-student perceptions is essential as a basis for integrating ICT into the learning process. The aims of this study are to explore and analyse students' and teachers' perceptions, students and teachers' challenges, and benefits for teaching and learning toward the use of ICT in Teaching English at BTA 70 course To explore and analyse students' perceptions toward the use of ICT in Teaching English at BTA 70 course. This study was mixed method study. This study used survey research in conducting the research exactly cross-sectional survey. There are 416 students and 15 teachers who became samples in this study and to get the sample The writer used purposive random sampling. The writer used a questionnaire for collecting the data. They are closed ended questionnaires adopted in Chainda A. M (2011). The results of this research, the students' perception showed there positive aspects for students such as making students can share information, enhance students' learning, and doing science experiments safely, for negative aspects consuming students' time and irrelevant information which students got on the internet. The students' attitude showed that students agree the use of ICT is effective in learning. Then, The use of ICT gave students obstacles where the obstacles became the challenges for students itself. The challenges for the students themselves, irrelevant information and time management are challenges for the students in learning by using ICT. It can be concluded if there are benefits of ICT in the learning process. For example, ICT helps the students improve, and the students can also learn individually.

**Keywords:** Benefits, BTA 70, Challenges, ICT Media, Perception

## **INTRODUCTION**

ICT (Information and Communication Technology) is defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. In education, ICT has been an important medium in class in teaching and learning process. Now technology has increasingly become a vital element for firms to compete and develop. According to Valk, Rashid and Elder (2010), ICT can deepen teacher and students relationship in a class by facilitating communication and interaction, offering new modes of delivery, and generally transforming teaching and learning processes. Because of that, there are many teachers in a school and course who have used technology as their media in their teaching and learning process.

The use of ICT-based media in the teaching and learning process is uncommon in Indonesia. Only a few schools in larger cities easily access and use ICT-based media facilities, according to Silviyanti and Yusuf (2015:29), because many teachers still think writing on a white board is more effective than using ICT-based media. The utilisation of it during the learning process is very rare. Less than half of the schools were unprepared to use ICT in public school teaching and learning processes as a result of financial hardships, a lack of human resources, and a lack of government support (Maulida and Lo, 2013). As a result, students only learn a small portion of their lesson in class because their teacher is only able to put a restricted amount of material on the white board. In addition, a small number of students prefer to study from home, particularly while studying the English language..

Teaching English in Indonesia is an additional subject. English is learned as a supporting subject for students to develop their creativity, especially in language learning. However, English is an additional subject. But English is important, besides to increasing their skill language in speaking a foreign languages, it also useful for students in their learning, such as the use of computer by students in their learning, such browsing a task like in this pandemic era. It happens because almost of everything on computer are used English. Alfitri in Reddy (2016) stated that A exploration proved that on the internet, more than 80 of the spots use English as the medium language while 20 of the rest use other languages similar as Indonesian, Chinese, and the other It indicates that if people don't learn English as their alternate language they will only acquire lower than 20 of the new knowledge, for currently new knowledge is substantially participated through the internet because of this epidemic. Because in this period, to partake in materials directly is hard to do for people.

Due to the importance of English, that condition makes many parents take their children on a course to get more knowledge and information about English. In

the course, parents hope their children get additional lessons and information which is not available in their school. Because their parents will do anything to make their children understand. On the other hand, on the course the students will do face-to-face learning, so that the students can ask something about their difficulties.

## **LITERATURE REVIEW**

Courses are one of the alternatives that can help students to study more. According to UUD number 20 point 3, courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, independent business, and or continue education to a higher level. In the course, they learn about what they will learn in school. They will learn about it in depth. So, they will get more knowledge on the course than they just learned in school without joining the course, especially in English subjects.

In the course, it is not just learning in depth. But there, students will also be given by a teacher the fun learning process, so that they are not bored when in the class. In the course, they will get an easy formula and it can make them remember it easily. The students will get an easy formula for understanding the lesson. On the other hand, the limited time at course makes the teacher or tutor on course not share all of the material. It caused almost all teachers to just use a whiteboard and marker to explain the material. So, they need a long time to write and draw the material. As a result, the teacher can just explain a little material to their students. And the material will be explained again by the teacher in the next meeting. That's why the students will forget about their teacher's explanation because of the limited time for explaining all materials.

Based on the writers' observation on February 16<sup>th</sup>- February 19<sup>th</sup> 2022 at BTA 70 Course Lubuklinggau, the writer found that almost all of the teachers used ICT when they were teaching. They used projectors, PPT, computers, even an application for teaching and learning. On the BTA 70 course, each session is only limited to 90 minutes. At that time, it included ice breaking, explaining materials and asking a sum or a question. In teachers' opinion, to share all materials, 90 minutes is not enough. That is why the teachers need things that can help them to share all of the materials in a short time.

The use of ICT in a class is an effective way to help the teacher to share the equipment. Such as the use of projectors, computers to share the equipment. According to Fu (2013:112), the term "information and communication technology" (ICT) refers to electronic delivery systems like radios, televisions, and projectors, as well as computers and the Internet that are widely used in today's education field. Besides that, the use of technology can also help teachers have a lot of time to do interaction with the students in the class. Then, the use of ICT can also stimulate students to be more active, and the learning process is more

interesting. On the other hand, ICT can also encourage students to develop their critical thinking (Higher-Order).

ICT, as described by Koc in Fu (2013:2), enables students to collaborate, share, and communicate from any location at any time. For instance, a teleconferencing classroom could invite students to congregate concurrently for a topic debate from all around the world. They might have the chance to develop notions, examine ideas, and assess issues. They might assess ICT-based learning options further. Along with learning together, students also share a variety of learning experiences with one another in order to express themselves and think back on what they have learned..

The use of ICT is considered effective by BTA parties to solve the students' learning style in the classroom. But, sometimes the teachers say not all materials can be shared by using ICT, it causes students to not understand the material well. Sometimes, the students need explanation from the teacher, not just explanation by media ICT such as ppt they serve. The students also need the teachers to write and explain more about the material. Besides that, the ppt is used by the teacher and is also not interesting because the teacher writes their materials in ppt with many writings, not a point. It makes students bored looking them up. As directly involved parties in learning, teachers and students play a key role in the successful integration of ICT into learning. Learning can be improved when both sides commit to using this powerful tool. (Helly Fitriyadi, 2013). Therefore, ICT-based learning will only succeed if teachers and students have a positive attitude towards practice. In this context, an empirical picture of teacher-student perceptions is essential as a basis for integrating ICT into the learning process.

Technology plays an important role in supporting effective learning in the classroom when both students and teachers are able to use it appropriately. Technology is modernising previously traditional learning systems and methods, making them more innovative, coupled with the creativity of teachers who teach students in the classroom. This is consistent with the current situation where students are increasingly accessing technology in their learning activities. This is why it is so important to examine student and teachers perceptions of the use of ICT in English learning. This is because the success of using ICT to improve a student's EFL skills depends on the student's own skills and policies in using the technology available inside and outside the school. ICT supports the teaching and learning activities of students and teachers, helps teachers prepare teaching materials to make classes more engaging, and explores innovations related to education. Students use technology to delve deeper into knowledge related to the subjects they study. This is because ICT can help improve teaching skills, innovative teaching, classroom preparation, student assessment and classroom effectiveness (Deb & Bhattacharjee, 2016).

## METHOD

This study was mixed method study. Creswell and Plano Clark (2011), a mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. This study used survey research in conducting the research exactly cross-sectional survey. In this research the participants involved 15 teachers and 416 students of senior high school in BTA 70 course Lubuklinggau. They were chosen by using purposive sampling. Purposive sampling is a method for selecting research samples with specific considerations in order to ensure that the resulting data are more representative, and the total of samples are 416 students of BTA 70.

In this research, the writer used techniques to collect the data. It is a questionnaire. The writer used closed ended type of a question for students' questionnaire that contains multiple-choice questions which allows a respondent to select respondents' answer from a number of options which used to measure opinions, attitudes, or knowledge (Fraenkel & Wallen, 2009). The questionnaire contains 14 statements on the students perceptions about the use of media based on ICT. For each question, an assortment of answers is offered and to get the information toward the students' perception, the writer adopted the questions from Chainda, A.M (2011).

**Table 1. Questionnaire Drill**

No	Variable	Indicator variable	Item numbers
1	The students' perceptions toward the use of media based on ICT	1. Positive aspect of ICT 2. Negative aspect of ICT 3. Students attitude	9,13,14 10,11 1,2,3,4,56,7,12

To analyse the data the writer used primary simple basic statistical technique was percentage and the primary task of data reduction was coding, that was assigning a code of number to each answer to a survey question. The formula used to calculate the statistical descriptive was the percentage.

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Number of answer by respondents

N = Number of respondents

**Adopted from Ridwan and Sunarto (2012)**

Then, researchers interpret the result. To get the interpretation results, it is necessary to first know the highest score (X) and the lowest number (Y) for the assessment item with the following formula:

$Y = \text{Highest Likert score} \times \text{number of respondents (highest number 4)}$

$Y = 4 \times 399 = 1.596$

$X = \text{lowest Likert score} \times \text{number of respondents (lowest number 1)}$

$X = 1 \times 399 = 399$

Index formula % = Total score / Y × 100 and for the result will be category in :

**Table 2. Categorical value (percentage)**

Percent	Category
0%-19.99%	Strongly disagree
20%-39.99%	Disagree
40%-59.99%	Neutral
60%-79.99%	Agree
80%-100%	Strongly agree

## **FINDINGS**

This chapter presents data analysis and discussion of findings in order to answer the questions in research about students' perceptions, the students toward the use of ICT in teaching English at BTA 70 course, and also the benefits in learning toward the use of ICT in Teaching English at BTA 70 course. The writer has stated that the data is taken from students' and teachers' questionnaires at BTA 70 course Lubuklinggau.

### **Students' perceptions on the implementation of ICT in teaching English at BTA 70 course.**

The writer adopted the questionnaire from chainda (2011) where those statements consist of four answer options. point number 4 is the student's answer that strongly agrees, point number 3 is for answers that agree, 2 for those who disagree, and 1 for those who strongly disagree. The writer analysed students' perceptions toward the use of media based on ICT. Below are the results of this research:

#### **Positive aspect of ICT**

Positive aspect of ICT is presented about the benefit of ICT when the students use in a class. there were three statements about positive aspect of ICT in the learning process. Below are the tables of students responses in Positive Aspect of ICT.

**Table 3. Students' Perception in Positive Aspect of ICT**

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Score	Interpretation
1	ICT allows for effective sharing of information.	740	582	28	6	84.96	STRONGLY AGREE
2	In general, availability and access to ICT provide more opportunities to enhance my learning.	556	456	130	43	74.24	AGREE
3	I can do science experiments with ICT without handling toxic chemicals.	548	378	158	56	71.42	AGREE

From the data above, the students' perception strongly agrees if the use of ICT in a class gave them an easier access to share the information to the others. ICT gives the students opportunities to enhance their learning process. The students agree with the statement. And last statement, ICT made the students could do an experiment without handling toxic chemicals. It was also agreed by students. It can be concluded in the positive aspect of ICT, the students agreed if ICT gave the positive aspect for them.

### Negative Aspect of ICT

A Negative Aspect of ICT is presented about the weakness toward the use of ICT in a class. There were two statements about the negative aspects of ICT itself. below are the findings:

**Table 4. Students' Perception in Negative Aspect of ICT**

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Score	Interpretation
1	In general, learning with ICT is time consuming.	276	279	282	95	58.39	NEUTRAL
2	Information that I find on the internet is irrelevant.	240	252	234	138	54.13	NEUTRAL

The first statement in negative about the use of ICT in class consumed the students' time. The interpretation of this statement is neutral. It means the students had two perceptions between agree and disagree with this statement. The use of ICT in class sometimes makes students forget about their time in study. For example, in the BTA 70 course they have limited time in study of 90 minutes. Because of it, some students think that in their limited time they made use of ICT. And also, the neutral interpretation answer is similar to the second statement. There are a lot of students who agree that the information on the internet is irrelevant. The easy access of many people on the internet makes it possible for people to share anything they have. It made there a lot of information the students got on the internet. Because of that, the students sometimes get irrelevant information.

### Students' Attitude

Students' attitudes were present about students' emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Below are the result :

**Table 5. Students' Attitudes**

No	Statements	SA (4)	A (3)	D (2)	SD (1)	Score	Interpretation
1	Learning with ICT requires highly developed study skills and strategies.	644	678	22	1	84,27	STRONGLY AGREE
2	I would like to study with a computer even if it is complicated.	776	540	32	7	84,89	STRONGLY AGREE
3	I think audio materials can improve my learning.	764	543	38	8	84,71	STRONGLY AGREE
4	I think video materials can improve my learning.	740	567	28	10	84,27	STRONGLY AGREE
5	I prefer to study with traditional education methods rather than with ICT.	592	516	136	8	78,44	AGREE
6	Learning via the internet alone is acceptable to me.	664	342	152	43	75,25	AGREE
7	I think ICT can improve my learning.	728	546	46	10	83,33	STRONGLY AGREE
8	I like to learn with ICT because it brings reality to the classroom.	704	570	52	5	83,39	STRONGLY AGREE
9	I prefer to learn alone even if I use educational software.	604	396	140	45	74,24	AGREE

The results showed the students perspective toward the item of questions above. The students' perspective is varian. All items are not agreed by the students because of their perspective. For instance, first statement showed if the students strongly agree if when they were learning with ICT they need skill and strategies to comprehend the material was explained by their teacher. High skill and strategies is based on the development of ICT itself.

The second statement showed if the students strongly agree if they would study with a computer although the use of the computer itself is complicated. The students' perception toward this item showed if the use of computers is important for them especially in this era. After that, the students also gave the same interpretation answer for the third statement toward audio materials that can improve their learning. For example, music CDs, literature and others made their class become interesting. It also applied in video materials and was strongly agreed by the students. The students believe the video material is interesting. The video material gives the reality of their learning so that they can imagine what they were learning.

It was different from the fifth statement. The students just agree with the statement. The students agree that traditional educational methods are more interesting than the use of ICT in class. In the BTA 70 course, the students need a



traditional method because the traditional method made the students get information in detail and accurately. Then, the students also agreed that they could study alone by using the internet. By using the internet the students could search what material they wanted to learn and it had an explanation about the material. After that, the students give a strongly agreed attitude in the seventh statement toward ICT that can improve their learning. ICT helps them get an increasing experience such that they can search material by themselves without the teachers' help.

ICT also brought a reality in the classroom. In this statement, the students also strongly agree in interpretation. The students believe in the use of ICT. The students can see a reality that is shown by ICT tools such as projector, ppt to show the video. For instance, the video of making a sandwich, ICT can give them the reality about how to make it so that the students feel real. And the last statement, the students interpretation answer, agreed with the statement. The students would like to learn alone when using ICT. The development of technology makes it possible for children to learn alone. It can be concluded, if the students had a positive attitude toward the use of ICT in a class.

### **The students' challenges toward the use of ICT in Teaching English at BTA 70 course**

The use of ICT in the learning process gave some problems to the students where the problems also become the challenges for students in their learning process. Challenges are things or objects that inspire determination to improve problem-solving skills. Exemplified as a stimulus to work harder and so on. Challenges are things or objects that need to be overcome (Djunaedi :2003). Here are the challenges of students in learning by using ICT at BTA 70 course;

### **Learning with ICT requires highly developed study skills and strategies.**

Learning process with ICT makes students have highly developed study skills. It is needed by the students so that the students can join the learning process well. According to students' perception toward the use of media based on ICT, the students' response showed that learning with ICT gives them challenges to develop study skills.

### **Time management in learning with ICT**

Time management is needed by students when they are in the learning process with ICT. Effective time management allows students to learn more confidently, organizedly and efficiently. Effective time management is especially important for high school students who have to deal with more subjects, tests, assignments, and extracurricular activities.

There are some students who give a perception if the use of ICT in learning English is time consuming. Although, not all students agree with that statement. But, that problem has become a challenge for some students to manage their time effectively.

Almost a half of the students strongly agree and agree that using ICT in learning consumes their time. In the sum up, time management became a students' challenge in learning by using ICT.

### **Irrelevant Information on the internet**

The disconcrete information on the internet made students ask their teacher whether the information is correct or not. The situation made the students should have higher thinking and comprehension toward the information. Sometimes, it also made the students compare the information from the internet with the information they got from the teacher. According to the perceptions of students, if the result showed the irrelevant information on the internet became their challenges when they were learning with ICT. B

The result of the students' response above is not explained if all the students agree if irrelevant information becomes the challenge. But, for some students, irrelevant information on the internet becomes a challenge for them in learning English with ICT.

### **The benefits for learning toward the use of ICT in Teaching English at BTA 70 course**

The use of media in teaching and learning gave the benefits for teachers and students itself. The benefits are hoped to contribute to teachers and students' development in teaching and learning. benefits are anything that produces a good or useful result or effect or promotes well-being.

The benefits in teaching mean the media could help the teacher to improve the ability in teaching, help the teacher to manage class well, and make the class be more active. Beside it, the benefits in learning is the use of media gives the students comprehension toward the material, and makes them enthusiastic. Here are the benefits of the use of ICT in teaching English at BTA 70 course in teaching and learning.

### **DISCUSSION**

The discussion below is presented based on the findings before. In the discussion below is discussed the students' and teachers' perception, The students and teachers' challenges, and also the benefits for teaching and learning toward the use of ICT in Teaching English at BTA 70 course.

### **Students' perceptions on the implementation of ICT in teaching English at BTA 70 course.**

Students have given their perception about the implementation of ICT in teaching English at BTA 70 course. Davidoff (1987) revealed that perception is the process of organising and interpreting incoming sensory data to develop an awareness of surroundings and self. Based on the findings of this research that the writer has analysed, almost all of the students did not give a positive perception toward the implementation of ICT in teaching English at BTA 70. For instance, ICT needs highly developed study skills and strategies. The students believed if ICT in learning made them develop study skills and strategies.

Traditional method is more preferable than using ICT. It also showed that traditional methods were interesting for students. Although, applying traditional methods made students not creative. According to Pei (2006) Traditional teaching methods fully play the leading role for teachers and help students acquire more knowledge. However, with this teaching method, students lose their motivation to learn and their creativity at the same time. It caused the teacher to be more active than the students.

Then, some students also agreed if ICT need long time in learning process. It caused a lot of things can interest students while they are study. The internet results in an addiction or addiction. Internet can bad if used irresponsibly. Many kids who are addicted or addicted to the internet so they feel at home for long on in front of the computer so that they forget their more important obligations, namely learn, they get a new experience and they get convenience, as well as getting something they don't get in terms of learn (Setiawan, 2009:33). After that, the data or information from the internet is also irrelevant although there are many students agreed with that statement, it caused sometimes when students search their task on the internet is differences between their teacher explanation. And the information they have gotten is also incorrect. For instance when they search about the answerings in learning application not all answers can be accepted by students.

The positive perception is also shown by students in these findings. Many students agree if they are taught by their teachers by using ICT. There are positive statements in the questionnaires that almost all students agree with. For instance, ICT can improve my learning. In these statements, almost a half of students agree that ICT helps them improve their learning. When ICT is integrated into lessons, students become more involved in their work. Indeed, technology offers different possibilities to make teaching the same thing in different ways more fun and enjoyable. Due to this increased participation, it is said that they will be able to memorise knowledge more efficiently and effectively. (Febryanto, 2021)

This reason is supported by the statement that ICT provides more opportunities to enhance their learning in statement number thirteen. Lowther et al.

(2008) states that three important characteristics are necessary to develop quality teaching and learning with ICT: autonomy, competence and creativity. Autonomy means that students take control of their own learning through the use of ICT. This way, they can work more alone and with others. Teachers can also allow students to complete certain tasks with friends or in groups. Through collaborative learning with ICT, students have more opportunities to build new knowledge on top of their own knowledge base and become more confident to take risks and learn from mistakes.

ICT allows for effective sharing of information, this statement is also agreed by students if the use of ICT makes them able to share the information effectively. Nugroho (2006: 25) mentions that The internet is made up of interconnected computer networks one another. Each network may link dozens, hundreds, to thousands of computers, that allow those computers to share data and information with each other throughout the world. Besides that, they also like to learn with ICT because it brings reality to the classroom. It is because when they are in the learning process the teachers can show the reality examples to them so that they can know the material itself.

From the explanation above, the statement about the use of ICT is not fully approved by students. There are a lot thinks about the use of ICT such as time consuming, skills and strategies, even method should be consider by the teachers before teach by using ICT in a class, although when applying ICT also give benefits such as enhance students learning, can sharing information effectively, bring the reality in the classroom so that the students can comprehend. It also cannot be said that the use of ICT is quite effective.

### **The students' challenges toward the use of ICT in Teaching English at BTA 70 course**

The use of ICT in learning gave some challenges for students. Yarif (2004) A challenge describes a situation that is perceived as difficult to overcome. students should solve the challenges that became their difficulties or problems in the process of learning. According to the findings, there are three challenges faced by the teachers.

The use of ICT at the BTA 70 course gave the challenges also for the students. They need highly skilled study and strategies, time management when studying, and irrelevant information on the internet. In the learning process, the skill study and strategies are needed to be successful in the process. Alci (2015) Study skills are a set of skills that address the process of organising and assimilating new information, retaining information, or making decisions. They are typically discrete techniques that can be learned quickly and applied to all or most areas of research. Almost all students agree that using ICT means they need skill and strategies to

comprehend. There were some developing skills that students should have in learning, such as active listening, reading comprehension, note taking, stress management, time management, test taking, and memorization.

The student study skills were needed by students to improve their skill. The study skills help the students to solve their problems in their life. Good study skills can boost a student's confidence, competence and self-esteem. The student can also reduce anxiety about tests and deadlines. By developing effective study skills, students may be able to spend less time studying and more time doing other things in their lives (Alci:2015). It can be concluded that students should have study skills to help them in their learning.

The strategies were also needed by the students beside the students' study skill in learning. A learning strategy is a way of organising and using specific skills to learn content and perform other tasks more effectively and efficiently both inside and outside of school (Schumaker & Deshler, 1992). The importance of strategy in learning because Strategies help students understand the learning process. Strategies help students overcome their weaknesses and work at the level they can. Strategies encourage flexible thinking and teach students the importance of changing how they approach different challenges.

Time management is also a challenge for students in the learning process. According to Atkinson (1990) Time management is defined as a type of skill related to all forms of efforts and actions of an individual that are carried out in a planned manner so that the individual can make the best use of his time. Consuming time in learning with ICT made students manage the time effectively. So that the students can do their activities, doing a task without feeling rushed.

Last challenge for students is irrelevant information on the internet. The irrelevant information made students search for other information not only on the internet. Disjointed, unnecessary, and redundant data in the steps to solving a problem is called irrelevant information and is considered a barrier to problem solving. That is why the children have challenges to solve that. Such as ask their teachers, read a book, compare with other references. It helps the students to solve that problem.

### **The benefits for learning toward the use of ICT in Teaching English at BTA 70 course**

The use of ICT also gave the benefits for teaching and learning at the BTA 70 course itself. The benefits are hoped to give the improvement to students' skill in teaching and learning process. According to what the researcher got in the finding about the benefits of ICT are :

Motivation for students is necessary for students. Motivation is not only important in and of itself. It is also an important predictor of learning and

performance. Students who are highly motivated to learn persist longer, put in more quality effort, learn more, and perform better in classes and standardised tests.

Then, the benefits of ICT in the learning process of BTA 70 course are ICT improves students' learning and ICT makes students learn individually. ICT improves students' learning because of the much information they get about the material. It broadens their thinking, knowledge and enables them to perform various educational activities in the educational sector. Various kinds of technologies both hardware and software, make the teaching-learning process more interesting. That is why the students became active in class, and it can help them to improve.

After that, the ICT made students learn independently. The improvement of technology has allowed students to access a lot of information on the internet. Access can be obtained anytime and anywhere (Sari,2016). The students can access it easier so students can learn by themselves at home. That is why it gives a positive impact for the improvement of students' learning.

According to discussion above, the use of ICT in teaching English at BTA 70 course gave positive perception both teachers and students. Beside it, this research gave the researcher a new thing if in teaching process not only teachers need a skill and strategy but also the students need highly development skill and strategy.

## **CONCLUSION**

The conclusions are : The students' perception toward the use of teaching English at BTA 70 course is strongly positive with the calculation 77,27%. The students gave good responses, and supported the use of ICT in teaching English, it could be seen in three aspects of perception in the students' questionnaire, they are positive aspects, negative aspects, and students' attitudes. The teachers have positive perceptions of the implementation of ICT media in teaching English at the BTA 70 Course. This is shown by the result of teachers' responses, who agree that information and communication technology are essential in teaching English. The use of ICT gave challenges for the teachers and students. According to the data of teachers' responses, the challenges for the teachers such limited accessibility network connection, limited technical support at BTA 70 course, and lack of teachers' competency in using ICT tools, and the challenges made the teachers were difficult. Then, the students' challenge is limited time. The limited time in learning at BTA 70 course made students should manage their time in learning English by using ICT. Based on the results of this research, it can be concluded that there are benefits of ICT in the teaching and learning process. Such as ICT helped the teacher has many methods of teaching, and could motivate students in learning. for students itself, the benefits are that students can be improved, and also the students can learn individually.

Here are the suggestions according to this research; For students, sometimes, your learning style and also your needed is difference, so that, you should tell your needed and your difficulties in a class to your teacher. Because, it can help you to decreased your difficulties. The use of media based on ICT gave many benefits for students when they are learning in class. So that, the teacher should give an interested media in learning like the use of media based on ICT. So that, the students can be enthusiasm to learn. The researcher has done this research, and the researcher also found the limitations of this research, the limitations of this research are the informations are gotten to the students by using questionnaires, not give a detail information about what they felt when they were learning by using ICT.

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