

Teacher's Reinforcements Affecting Students' Willingness to Communicate (WTC): A Photovoice in EFL Classroom

Siti Jayanti Rahma

Master's Degree in English Education, Sriwijaya University

e-mail: sitijayantirahma@gmail.com

Bambang A. Loeneto

Master's Degree in English Education, Sriwijaya University

e-mail: loenetobambang@gmail.com

Soni Mirizon

Master's Degree in English Education, Sriwijaya University

e-mail: smirizon@unsri.ac.id

Abstract:

In a globalization era, everything depends on technology. Technology has been developing in the role of teaching and learning process. This study aimed to find out: (1) the teachers' perception of ICT use in their teaching and learning process; (2) to evaluate the progress of ICT integration program during the last five years at the school; (3) the problems faced by the teacher and students in using the ICT in the classroom; and (4) effects of using ICT in teaching and learning process. Twelve students and two teachers of English were chosen using purposive sampling as the respondents. Method of the study was descriptive qualitative research. The questionnaire, interview, observation, and documentation were used to collect the data. The results of the study showed that first, the teachers had positive attitude toward the use of ICT; second, the integration of ICT was found from the school's facilities, the teachers' participation in attending seminar and trainings, and the use of

ICT for assignments in and outside the classrooms; third, the number of computers and a power blackout were the problems faced by both teachers and students; and fourth, from the questionnaires and interview, the teachers and students claimed that the ICT had great influence in teaching and learning process.

Keywords: *ICT, integration of ICT, teaching and learning English*

1. INTRODUCTION

Information communication and technology (ICT) nowadays is incredibly necessary in education. ICT is outlined as any reasonably technology used to urge, manipulate, store, exchange, and give information (Hoque & Alam, 2010). In teaching and learning context, the ICT refers to computer and internet-based technologies used by the teachers and students to assist to achieve the intended learning outcomes (Tri & Nguyen, 2015). It is believed that the utilization of ICT in education will increase access to learning opportunities and challenges. It might facilitate to boost the standard of education with advanced teaching ways, improve learning outcomes, and alter to reform or higher management of the education system. The integration of ICT as a learning concept is one of the concerns in 2013 curriculum in Indonesia. ICT in education has become the attention of its importance in Indonesian educational system. It is currently a part of the curriculum program; however, it has not totally enforced in primary education. It has been allocated in secondary level for two hours per week (BNSP, 2006). It has also become the critical medium of learning with the establishment of e-learning, online courses, online tutorials, and electronic libraries through government cooperation with private sectors. Yet, the teacher's perception of the attitude toward its implementation still lends not to have linearity with the purpose due to lack of qualifications, readiness, and resources to employ the new concept in the learning process (Hidayati, 2016). Ghee and Heng (2008) state that the rapid development in Information Technology and Communication (ICT) and the use of computers in education had made it easier for users to access, deliver and store knowledge. In relation to the importance of ICT in education, the teachers and the school should have knowledge and system of the ICT and skills to integrate in their teaching practice.

Warschauer (1996) points out that within the last fifteen years, the effective teaching and learning could be promoted by using the computer as the source of material for education. Computer-assisted teaching and learning becomes increasingly indispensable components of mainstream education. This is particularly true for language teaching and learning. With the recent advances of computer technology, especially in terms of the internet, authentic target language is no more than a click away. The internet offers a large amount of authentic language in many languages. Given the improved accessibility of the online materials, language learners all around

the world now have better choices as to what language to study, what language material to focus on, and how to individualize progress.

ICT integration in teaching and learning English is important for some reasons. The first one is the advances of technology in teaching and learning process. Cahyani and Cahyono (2012) in their study state that students are getting more familiar with technology and teachers need to keep up with it. It is explained that teachers need to stay even with the development of technology and utilize it in the classroom. Second is the use of internet as a medium in teaching and learning English (Soboleva & Tronenko, 2002). Internet is the biggest source of knowledge and many authentic sources can be found there especially for language learning. The more authentic the material is the more comprehend the students about the language. Third is the simple access to learning (Inderawati, Sofendi, Purnomo, Vianty & Suhendi, 2019). The learning process can be easily access everywhere and every time.

In Indonesia, ICT for education was first introduced at the end of 1990. Indonesia was considered to be late to utilize the technology, especially if compared to other countries in South East Asia. Its human resources were facing many more basic problems such as English which was widely used in computer technology, not to mention some adequate skills and knowledge on basic computers. This was the hardest homework to begin integrating the ICT in education (Belawati, 2005).

In relation to the teacher's skill and knowledge in ICT, UNESCO (2016) stated that there are five competencies for teachers in the 21st century and one of them is the ability to use ICT in learning process. Therefore, it is now the responsibility of all Indonesian's educators including the teachers of English to increase the level into the level of using ICT to learn. As one of the programs of the government related to *Bantuan Operasional Sekolah* funding, the Government already supports the school by providing the facility of the computer, LCD, and digital library (computer in the library).

A number of related studies of the integration of ICT in English language teaching have been conducted in local and global area. First, the study conducted by Kencana (2010) entitled *The Implementation of ICT Integration in Teaching English by High School Teachers in Kota Bengkulu* concerning their students' English achievement aimed to review study on the challenges of implementing ICT Integration. The method used in this study was a qualitative case design. This study was conducted for the teacher to understand whether or not the implementation of ICT integration in teaching English by high school teachers was influenced by the students' English achievements. The samples of this study were teachers of English in Bengkulu. The findings showed that the use of ICT started but still in the level of less favorable in all phases of instructional cycles (planning, implementing, evaluating and reflecting). There were many problems faced by the teachers in ICT integration in the school such as internal problem of school policy and teacher's understanding of ICT.

Second, the study conducted by Hidayati (2016) entitled *Integrating ICT in English Language Teaching and Learning in Indonesia* aimed to see the benefits and challenges of integrating ICT in Language Teaching and Learning. The integration of ICT would enable teachers to vary teaching and learning activities, to gradually change the teaching style to be more students centered, to train students to have a more active role in learning, and to access a huge range of authentic learning materials. The samples of this study were teachers of English and students in Meulaboh, Aceh. The findings showed that the participants agreed the integrating of the ICT in English Language Teaching was important and helpful in teaching and learning media.

Third, the study conducted by Oboko (2013) entitled *A Monitoring and Evaluation Framework for the Integration of ICTs in Teaching and Learning in senior high Schools in Kenya* was concerned about the evaluation and monitoring of the use of ICT Integration in teaching and learning. The samples of this study were teachers of senior high schools in Kenya. The findings showed that 75.7 percent of the teachers who participated in the study were trained in ICT while 18.9 percent did not have any training in ICT. At the same time, only 32.4 percent of the head teachers were established to be trained in ICT, whereas at a higher percentage, 64.7 percent were not trained in ICT. This exclaimed that the majority of the head teachers do not have adequate knowledge to manage the processes of ICTs integration in teaching and learning.

Fourth, the study conducted by Asnawi and Yunisrina (2017) was entitled *Perception and barriers to ICT use among English Teachers in Indonesia*. The study was conducted in Mahasaraswati Denpasar University and Universitas Negeri Malang. The study made use of qualitative study design and the result showed based on the results of the study on English teachers' perceptions and challenges to the implementation of ICT in ELT classrooms; the English teachers involved in this study had positive perceptions of the implementation of ICT in the ELT classroom. The samples of this study were English teachers in Banda Aceh, Indonesia. This study demonstrates that teachers have three major challenges in using ICT. Insufficient number of ICT tools and low Internet connection at schools are the dominant challenges. The teachers have to share the tools with other teachers and this wastes time to wait for their turn to use ICT. The last challenge is that the lack of information and training experience that the teachers have. The teachers have issues integrating ICT and need to be taught more to enhance their knowledge and skills.

Those previous related studies revealed that ICT is integrated in teaching and learning, such as the students' need to use ICT and the teachers should know about how to integrate ICT because ICT provides better access to education and using ICT meets the challenges of the information.

The study entitled "ICT Integration in Learning English of Senior High School Students in Palembang" aimed to find out the following research questions:

- (1) What are the teachers' perceptions of ICT use in their teaching and learning process?
- (2) What is the progress of ICT integration program during the last five years?
- (3) What are the problems faced by the teachers and students in using the ICT in the classroom?
- (4) What are the effects of using the ICT in teaching and learning process?

2. LITERATURE REVIEW

The concept of Information and Communication Technology (ICT) is central to this study and as such, it is necessary to explain how it is understood and used in this study. On the issue of ICT in the curriculum, Webb (2002) stated that three separate aspects can be identified: learning ICT (as a subject) learning through ICT and using ICT as a tool for learning. In South Africa, Information Technology (IT) is learned as a subject in both the primary and lower secondary school years (grades R-9) and the upper secondary school years (grades 10-12). The curricula are presented in the Revised National Curriculum Statements (RNCS) as Technology for grades R to 9 and as Computer Applications Technology (CAT) (Doe, 2003) for grades 10 to 12, and are examinable subjects. Learning through ICT describes situations where the ICT facility becomes the whole learning environment, providing learning materials and acting as the tutor and the assessor. This is typical of distance education using ICT where little or no contact with a teacher is provided.

The other aspect, using ICT such as computers and networked communication to support teaching and learning, includes a wide range of applications of ICT as a tool for learning e.g. using a word processor, and running simulation tests in science and is the kind of integration of ICT into classroom-based learning envisaged by the government's e-Education policy (Doe, 2004). ICT has two categories which are old or traditional. Traditional includes radio and television and new or modern consists of Internet and telecommunications (UNESCO, 2001). Creativity in using ICT in teaching and learning process is essential to make it more effective (Rovin, 2004).

The consistency of the use of ICT in education makes positive effects on performances in all subjects (Becta, 2003). According to Becta (2003), the use of ICT in education encourages deeper learning and supports the school better to the diverging students' needs. The basic forms of technology have been integrated into language teaching. CDs and DVDs have been in regular use in all languages, learning environments in many countries in the world. ICT as a resource gives an authentic, easily managed encounter with the language. It can provide a variety resource of basic skills such as vocabulary acquisition and practice in using tenses and grammatical structures.

Teachers can use multimedia technology to introduce and engage authentic situations in the classrooms. Use of authentic language materials from YouTube, videos, captions, animation and among others can provide domain support in receptive skills for language learners. Computer-Assisted Language Learning (CALL) software programs have been developed on CDs, DVDs and the Internet and can be used in

language teaching and learning to enhance interaction and motivation. Resources from Internet or other multimedia can be used to show learners the cultural context within which they are learning a language they are learning. ICT if integrated well in the teaching and learning process can assist the learner to gather more knowledge which is important in discovering and solving daily life issues (Clark & Mayer, 2003). ICT is used in various ways to enhance the teaching and learning process of a language. Teachers and learners integrate power point presentations by creating their materials such as essays and presentations and also incorporate a video clip into it. Audio and video recordings downloaded from the web are integrated into teaching various aspects of a language.

3. RESEARCH METHODOLOGY

This study was conducted in Public Senior High School Number 11 Palembang. The school was chosen because it has ICT's facilities such as computers, LCDs and internet facilities from the government. The respondents of this study, who were chosen by using purposive sampling technique, consisted of 12 students and two teachers of English who have been teaching for more than five years.

In collecting the data, four instruments were used. The instruments included interview, questionnaires, observation and documentation. Ready-made questionnaires were adopted from the study of Loeneto, Nurma, and Mardianto (2019). The questionnaires were analyzed by simple statistical analysis and the results were transcribed descriptively. The interview was transcribed as well to find the problem faced and the integration of ICT by both the teachers and students.

This study was a descriptive qualitative research which was done by giving questionnaires, doing interview, doing observation and taking documentation to find out the teachers' perception of the use of ICT, the progress of integration ICT, the problems faced by both the teachers and students and the effect of the use of ICT in teaching and learning process. The data of the questionnaire were analyzed using descriptive statistics to find out the result of participants use of ICT and the result of interview was transcribed and analyzed to answer the research questions.

4. FINDINGS

4.1 Result of Questionnaires

Table 1 Result of Teacher's Questionnaire

Respondent	The use of Internet	Hardware and software use	Instructional skills	Administrative Skills	Influence of computer use	Attitude toward the use of ICT
Teacher 1	Familiar	21/50 (intermediate)	23/44 (intermediate)	20/40 (intermediate)	54/60 (Good)	100/115 (Positive)
Teacher 2	Familiar	50/50 (Advance)	41/44 (Advance)	37/40 (Advance)	60/60 (Good)	103/115 (Positive)

Table 1 shows the results of teachers' questionnaire. First, both teachers were familiar with the use of internet. Teacher 1 (T1) was categorized into an intermediate level for hardware and software use, instructional and administrative skills while Teacher 2 (T2) was categorized into an advance level. Furthermore, both of them had positive attitude towards the use of ICT and believed that ICT had good influence in teaching and learning process. From the above table, the scores of T1 and T2 were different, one higher than the other. Since both of them were difference in gender T1 (female) and T2 (male), the result might have been caused by the gender difference.

Table 2 Result of Student's Questionnaire

Influence of the use of ICT Category	N	% of total N
No influence	0	0%
Good Influence	0	0%
Great Influence	12	100%

Table 2 showed the results of students' questionnaire about the influence of ICT used in the classroom to their learning process. Surprisingly, all of the respondents agreed that it had a great influence in their learning. The result of interview therefore had been coded so that it could be analyzed.

4.2 Results of Interviews

From the analysis of the interview, the teachers, generally, had a good attitude toward the use of ICT in teaching and learning process. One of them perceived that the ICT was really positive in teaching and learning process, while the other believed that it was good for teaching and learning process.

These statements were supported by both respondents' answers of the following question.

Researcher: "Is there any positive effect of studying by using ICT?"

T1: "Oh that is really positive; the students become more interested to learn English. As they know that leaning English is not easy, so the use of ICT is really helpful to make the learning more attractive and not boring."

T2 "It's good. I saw some students has improved in their progress in English cause there are many ways by using ICT to learn English such as the music, the caption or the video channel. They imitate their idol when speaking, pronounce the words or write in English sentence."

On the other hand, even though they believed that ICT could bring positive impact on teaching and learning process, there was an insufficient number of computers provided by the school. Somehow, the number of computers was limited as mention in the interview. Thus, if they needed the computers, they were in the ICT Laboratory.

However, the school provided each classroom with some supportive hardware, for example, Teacher 1 says, “a speaker is available in the classroom”.

The teachers were asked the following question.

Researcher: “Does school facilitate the media for ICT integration in this school?”

T1: “The school does not provide laptop for the teacher, yet if you want to use computer, it is available.”

T2: “We just have computers to use in the school, but if it is at home we have to prepare by ourselves.”

As the teachers believed that ICT was important for teaching and learning process, some trainings and workshops have been done by the teachers. Somehow, the trainings and workshops are only burdened to the senior teachers. This could be implied that the purpose of those programs was to develop teachers’ ability to use ICT for teaching and learning purposes, so that they can create an active and creative atmosphere.

Researcher: Have you ever joined any workshops or training to use ICT?

T1: “I have joined workshops for several times and the workshops were about the use of ICT, how to make teaching and learning material that is more engaging.”

T1: added that, “The training and workshop were specialized for the certified and full-time teachers”

Regarding the use of ICT for teaching and learning purpose, the teachers agreed that the ICT could bring positive effect to the learning process. First of all, they believed that the ICT might be an alternative for assignment. It was due to the fact that some teachers have utilized internet facility to give students an assessment. Teacher 1 said that she usually gave students assignment through internet” then she added that she usually used some media platform such as “Instagram or Facebook”.

Furthermore, the ICT was not only good as the mean of assessment for students, but it also could alter students’ interest in learning English. The teachers explained that students were more engaged when the teachers utilized technology in learning process.

5. DISCUSSION

5.1 Teachers’ perceptions of ICT use in their teaching and learning process

Based on the result of the questionnaire the teacher perception of ICT showed in their attitude toward it. Additionally, it showed that both teachers had a positive attitude toward ICT use and it is also in line with the analysis of their interview. They said that it had positive impact which it could attract the students to study and made the process more interesting rather than boring and it was good. Therefore, the teachers’ perception of the ICT use in SMA N 11 Palembang was really good and they made the

ICT useful in attracting students' interest. Inayati and Emaliana (2017) found out that there was a positive relationship between language learning and ICT integration. This result was in line with study conducted by Kung and Chuo in 2002 who stated that both teachers and students had positive attitude towards the use of ICT in EFL classroom. In addition, a study by Aminullah, Loeneto and Vianty in 2019 showed that the attitudes of the teachers towards the use of ICT in all aspects from planning, teaching process, evaluation and reflection were all positive. This result is also in line with study of Cahyani and Cahyono (2012) and Zhang (2013) that mentioned teachers have positive attitude towards the use of ICT in the classroom. ICT has important role in improving their language skill. It can be justified that teachers are aware of the importance of ICT integration in the classroom and that they should apply it in their teaching and learning process.

5.2 The progress of ICT integration program in the last five years

The writer interviewed and collected the data from two teachers who had been teaching for more than five years to examine the integration of ICT in the last five years. They claimed that the school provided computers and speakers to be used in teaching and learning process and could only be used at school. Ghavifekr and Rosdy (2015) state that ICT tools and facilities are one of the main factors on the success of integrating ICT at schools. The integration cannot be counted on the facilities only but also on how well the teachers know how to operate them. Trucano (2005) explains that the integration will not happen instantly, it needs collaboration of all teachers, IT coordinators and whole school community. Therefore, the teachers said that they attended some seminars and trainings about teachers' qualities and lesson plans as well as the better use of ICT which sometimes came from the school or government. The teachers also added that permanent or senior teacher were asked to implement the ICT in their teaching and learning process in the classroom. Elliot (2004) points out that teachers' readiness of using ICT is not about having the device at home and be able to operate it but also keeping up with the technology the students use. Lam and Lawrence (2002) state that the lack of expertise of teachers in using ICT can be terrifying for them and they are afraid to look foolish in front of their students. Therefore, Hidayati (2016) states that training for professional development is required for teachers. Other integration can be conducted such as by involving students in the teaching and learning process such as giving assignment online through Facebook or Instagram applications in the form of text or video in English. The use of social media also helps students to be more engaged and understand about the learning material. Inderawati (2017) in her study mentions that the use of Facebook both enhances language capability and builds positive feelings of the students. Seemed like it had been integrated well, looked at the facilities, trainings and integration in teaching and learning process through ICT. Contrary to the students' responses on the integration of ICT use, the school provided insufficient number of computer, therefore students who have their own personal computers prefer to bring them. In Addition, the teachers were used ICT such as in power point or video form to explain the material and most assignment they hand in

using ICT. The students also added that not all teachers integrated it; some of them still used a manual way in teaching, so it was not always integrated in the classroom. Cahyani and Cahyono (2012) point out that some teachers have not fully utilized ICT because of lack of exposure and trainings on how to use it in the classroom. Yusri and Goodwin (2013) assert that trainings for ICT use especially web-based trainings are given to permanent and senior teachers. Therefore, there is lack opportunity for the teachers who are neither permanent nor senior teachers. The lack of opportunities might cause some teachers has not fully integrated ICT in the classroom.

5.3 The problems faced by the teachers and students in using ICT in the classroom

Using ICT may or may not flow smoothly. Therefore, the teachers were asked whether they faced any problem on integrating the ICT in the classroom or not. They claimed that the problem was only when there was black out and there was no real problem other than that. Additionally, as the students said previously, they had limited number of computers in schools so that they had to bring their own personal computers. It could be one of the problems when they didn't have their own at home. Nevertheless, integrating ICT needs sufficient amount of equipment and resources (Hu & McGratch, 2011); Samuel & Abu Bakar, 2005). This is quite different from the previous study which declared that the problems were usually low internet connection and lack of knowledge of the teachers and students (Asnawi & Yunisrina, 2017). Chouit, Nfissi, and Laabidi (2017) revealed in their study that insufficient support from the institution was correlated with the ICT use of teachers in the classroom. The support includes the computers and the training to use the ICT. Problem might occur during the integration of ICT therefore governments, schools and teachers must have second plan if the first plan does not work well. Furthermore, it is expected that school can provide sufficient number of equipment and ICT access in the classroom.

5.4 Effect of using ICT in teaching and learning process

Using ICT in the classroom is not a common activity in the classroom and many teachers had applied it. According to UNESCO (2005), Indonesia was in the level of learning to use ICT, not in the level of Using ICT to learn. However, the results of both questionnaires for teachers and students, showed that ICT has good and great influence respectively for the teaching and learning process. Consequently, the teachers and students now had used ICT to learn not learning to use it anymore. As the data revealed from the interview both to teachers and students, one of the teachers expressed that it was really positive and students were really fascinated in learning English. According to the students, English was a difficult subject, but the use of ICT made them more paying attention to what their teachers' explanation. Hidayati (2006) states that students agreed the implementations of ICT in English Language Teaching are helpful in teaching and learning as media. The teachers also claimed that students learn faster and more understand using ICT, they also become more active and engaged in learning English. Another teacher claimed that the student's performances

were better compared to who are not taught by using ICT. Cahyani and Cahyono also claimed that ICT is effective to improve language learning and students have better achievement than before. The students also added that the teachers became more creative and the learning process was more attractive and not boring. Hidayati (2016) stated that ICT helps teachers vary their teaching and learning activities and uses more learning styles. Yang and Chen (2007) also stated that students enjoyed the new experience of learning with technology. Additionally, it is also stated that ICT can assist learners to gather more knowledge if it is integrated well in teaching and learning process (Clerk & Meyer, 2003). Al-Arif (2019) discovered that students perceived ICT to make the learning become more effective and it improves their learning achievement. Well integrated ICT in the classroom will make the process of learning better and enhance students' understanding and achievement. Therefore, in conclusion it is believed that ICT has given influence to the process and performance of the students in learning English.

6. CONCLUSION

This study investigated the integration of ICT in English Language Teaching. Teachers' perception of ICT use in teaching and learning process was positively good and it claimed to help both the teachers and students to learn easily since the material is easy access through the internet. The integration of ICT has been done in some ways, the teachers have joined trainings and workshops and they have used ICT such as computers, LCDs and media from internet in teaching and learning process by giving and sharing assignment online through social media. Nevertheless, insufficient number of computer and the electricity if there is black out were some of the problem faced in integrating ICT in the classroom. Additionally, teaching and learning using the ICT was more attractive and it was also claimed that students learned faster and performed better. The results also give information that there was a different ability of ICT integration between the two teachers which might be caused by gender and the extent of how far ICT could improve students' English abilities are concerned as further research opportunity. The investigation of teachers' trainings from government also needs serious consideration for future research.

7. REFERENCES

- Al-Arif, T.Z.Z. (2019). Indonesian university students' perception and expectation towards ICT use in learning English as a foreign language. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 133-145. <http://dx.doi.org/10.21093/ijeltal.v4i1.348>
- Aminullah, A., Loeneto, B.A., & Vianty, M. (2019). Teachers' attitudes and problems of using ICT in teaching EFL. *English Review. Journal of English Education*, 8(1), 147-156. doi: 10.25134/erjee.v8i1.2324

- Asnawi and Yunisrina (2017). Perception and barriers to ICT use among English Teachers in Indonesia. *Teaching English with Technology*, 18(1), 3-23. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1170638.pdf>
- Belawati, T. (2005). Vietnam ICT use in education. Retrieved from http://www.unescobkk.org/fileadmin/user_upload/ict/Metasurvey/VIETNAM.PDF
- BNSP. (2006). *Standar isi untuk satuan pendidikan dasar dan menengah; Standar kompetensi dan kompetensi dasar SMA/MA*. Jakarta.
- Cahyani, H., & Cahyono, B.Y. (2012). Teachers' attitudes and technology use in Indonesia EFL classrooms. *TEFLIN Journal*, 23(2), 130-144.
- Chouit, D. Nfissi. A. & Laabidi, H. (2017). Exploring the correlation between professors' use of ICT in teaching and the levels of institutional support. *Journal of English Language Teaching and Linguistic*.2(1), 47-63
- Esther, A. F. (2013). Information and communication technology as teaching and learning space for teachers English language in schools'. *Journal of Emerging Trends in Educational Study and Policy Research*, 5(1), 100-107
- Ghavifeks, S. & Rosdy, W. A. W.(2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175-191
- Ghee,T.T. & Heng, L. T. (2008). Efficacy of multimedia teaching instruction in elementary mandarin class. *Media in Foreign Language Teaching and learning*, 6(1), 686. Retrieved from <http://www.fle.conference.org/fie97/papers/1193.pdf>. college of engineering.university of Oklahoma.
- Hidayati. (2016). Integrating ICT in English Language Teaching and Learning in Indonesia. *JEELS*, 3 (1), 38-62
- Hoque, S. M. S. & Alam, S. M. S. (2010). The role of information and communication technologies (ICTs) in delivering higher education: A case of Bangladesh. *CCSENET, International Education Studies*, 3(2), 97-106
- Hu, Z. & McGrath, I. (2001). Innovation in higher education in China: are teachers ready to integrate ICT in English language teaching. *Technology Pedagogy and Education* 20(1), 41-59
- Inayati, D. & Emaliana, I. (2017). The relationship among pre-service EFL teachers' belief about language learning, pedagogical beliefs, and beliefs about ICT integration. *Dinamika ilmu*, 17(1), 83-99. doi: <http://dx.doi.org/10.21093/di.v17i1.638>
- Inderawati, R. (2017). The dynamics of EFL teaching in Indonesia: Be innovative teachers through social media. *English Language Teaching and Research*, 1(1). 29-37
- Inderawati, R. Sofendi. Purnomo. M. E. Vianty, M. & Suhendi, D. (2019). Students' engagement in utilizing technology for learning support. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 3 (2), 181-195
- Kencana, N. (2010). The implementation of ICT integration in teaching English by high schools teachers in relation to their students' English achievement in Kota

- Bengkulu. Retrieved from <https://journals.unihaz.ac.id/index.php/education/article/view/253>
- Kung, S. C. & Chuoo, T. W. (2002). Students' Perceptions of English Learning through ESL/EFL Websites. *Teaching TESL-EJ*, 6(1)
- Loeneto, B.A., Nurma, S. & Mardianto. (2019). Evaluation of Competencies of English Teachers and Students of Public Senior High Schools in Palembang City Using Information and Communication Technology. *International Conference on Progressive Education (ICOPE 2019)*, 198-204.
- Lam, Y. & Lawrence, G. (2002). Teacher-Student Role Redefinition During a Computer-Based Second Language Project: Are Computers Catalysts for Empowering Change?. *Computer Assisted Language Learning*, 15(3), 295-315
- Oboko. (2013). A Monitoring and Evaluation Framework for the Integration of ICTs in Teaching and Learning in Primary Schools in Kenya. Retrieved from <https://www.semanticscholar.org/paper/A-Monitoring-and-Evaluation-Framework-for-the-of-in-Njagi-Oboko/97645d81d65869b0de1cd491f64410342c306045>
- Samuel, R.J. & Abu Bakar, Z. (2005). The utilization an integration of ICT tools in promoting English language teaching and learning: reflections from English language option teachers in Kuala Langat district, Malaysia. *IJEDICT* 2(2), 4-14.
- Soboleva, A. and Troneko, M.(2002). *The Use of Visual Representations to Enhance Vocabulary Learning*. Boston: Heinle & Heinle Publisher.
- Tri, D. H. & Nguyen, N. H. T. (2015). An exploratory study of ICT use in English language learning among EFL university students. *Teaching English with Technology*, 14(4), 32-46
- Trucano, M. (2005). Knowledge Maps. ICT in Education. Washington D.C.
- UNESCO, (2016). *Preparing and supporting teachers to meet the global challenges of 21st century learning in Asia- Pacific*. Bangkok: Education Sector.
- Warschauer, M. (1996). *Computer assisted language learning: an introduction*. In S. Foto (Ed.), *Multimedia language teaching*. Tokyo: Logos International.
- Yang, S. C., & Chen, Y. J. (2007). Technology enhanced learning; A case study. *Computers in Human Behavior*, 23, 860-879
- Yusri, I. K., & Goodwin, R. (2013). Mobile learning for ICT training: Enhancing ICT skill of teachers in Indonesia. *International Journal of e-Education, e-Business, e- Management and e-Learning*, 3 (4)
- Zhang, C. (2013). A study of internet use in EFL teaching and learning in Northwest China. *Asian Social Science*, 9(2), 48-52