



## THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES FOR TEACHING ENGLISH BY PRE-SERVICE TEACHERS

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### A B S T R A C T

*The use of ICT devices for teaching English is much needed right now, because it can attract students' motivation in learning. It is very helpful especially for pre-service teachers, the novice teachers. The aims of this research were to investigate the use of ICT devices for teaching English by Pre-service teachers, describe the ICT devices frequently used for teaching English by pre-service teachers, find out students' perceptions towards the use of ICT devices for teaching English by pre-service teachers. This research was employed through a mixed-methods approach that integrated qualitative and quantitative research design. The data handled quantitatively were gathered via the online questionnaire, and qualitative data were collected via the semi-structured interviews and observation to the 24 pre-service teachers. The result of research showed that there were three ways in using ICT devices in teaching English during teaching practice program. First, most of pre-service teachers always used ICT devices as the source of teaching material. Second, most of them often used ICT devices as the instructional teaching. The last most of pre-service teachers always used ICT devices as the communication tools. The ICT devices frequently used during teaching English were smartphone, computer, and in focus. Most students absolutely agree if pre-services teachers use ICT devices for teaching English because it was advantageous toward students' English competences. It can be concluded that there were three ways of pre-service teachers used ICT devices during teaching practice program; mostly as the source of teaching materials, as the instructional teaching, and as the communication tools. Three ICT devices frequently used by pre-service teachers during teaching practice program were smartphone, computer, and in focus. Students absolutely agree towards the use of ICT devices by pre-service teachers in teaching English.*

## INTRODUCTION

Teaching training program is a program provided for students of teacher training and education faculty to prepare them before becoming a professional teacher including for English study program students. In this program, English students (pre-service teachers) have direct educational experience in the field so that they are ready when entering into professional educators which include aspects of knowledge, attitudes and skills, social skills to be carried out by carrying out all teaching responsibilities and activities outside of teaching. Moreover, by following this program, the pre-service teacher is expected to have a holistic learning experience as well as to engage with the whole context of the school community which would later strengthen and enrich their experiences on becoming novice- teachers (Afrianto, 2017).

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In addition, the duties of a pre-service teacher are almost similar to a teacher such as making lesson plans, following school programs, participating in extracurricular activities, etc. Because it is a new experience for them, the pre-service teachers will be struggling to find meaning or to make sense of their journey to become new teachers. Often, Achinstein (2006) calls this stage a realistic shock in which these initial teachers find a discrepancy between their ideal vision of what it means to be a teacher and the fact they face when they begin their first job. One of the difficulties usually faced by pre-service teachers is the use of teaching media.

Before practising in school, they have learned theories related to their major and pedagogic competences. In addition, they have also practised teaching in the microteaching subject. However, one weakness of pre-service teachers is they are lack in teaching experience. Based on the experience of the previous practice teaching program, the pre-service teacher also cannot implement the appropriate teaching media in teaching. Indeed, for teaching English subjects, choosing exciting teaching media can help them to attract students. One of the impressive media is ICT devices.

In millennia era, everyone can easily connect with ICT devices. They can get information and knowledge and improve their English skills. As inexperienced teachers, pre-service teachers are required to follow these phenomena. They must be able to use ICT for teaching English. Tinio (2002) argues that in the teaching-learning process, ICT can increase the learner's motivation and engagement in classroom learning. It equips learners with digital-age literacy, inventive thinking, higher-order thinking and sound reasoning, effective communication, and high productivity. In other words, they are required to follow students' needs by using ICT devices for teaching English. ICT can be in the form of software, games and computer simulations, digital books, *wireless* technology, and *mobile computing, internet, TV, Radio and others*.

From the above explanation, it can be concluded that ICT is very useful implemented in teaching English, especially for pre-service teachers. However, until now, there is no any research dealing with the use of ICT devices by English pre-service teachers. The research questions were formulated in these following purposes of the research that want to be investigated: First, how is the use of ICT devices for teaching English by Pre-service teacher of the University of Pasir Pengaraian?; Second, what kinds of ICT devices frequently used for teaching English by pre-service teachers of the University of Pasir Pengaraian?; Third, What is students' perception towards the use of ICT devices for teaching English by pre-service teachers?

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## RESEARCH METHOD

The researchers employed a mixed-methods approach that integrated qualitative and quantitative research design. The data handled quantitatively were gathered via the online questionnaire, and qualitative data were collected via the semi-structured interviews and observation. By using the mixed method, it is expected that the researchers achieved a clear description of the observed phenomena on the use of ICT devices for teaching English by pre-service teachers.

The sources of data in this study were participants, events, and documents. The participants involve twenty-four, pre-service teachers. Events in this research are the teaching and learning process conducted by pre-service teachers. The setting of the research was the school where the participants did teaching practice program. They were some junior and senior high schools in Rokan Hulu regency. Documents involve any set of papers that were analyzed in this research such as lesson plan, field notes of observation and interview draft.

In doing this research, the first, researcher arranged the schedule of taking the data. Then the researchers did observation to schools where pre-service teachers took teaching practice. During observation, researchers observed how the pre-service teachers taught using ICT devices and how the students' responds towards teaching using ICT devices. After that, researchers distributed questionnaire to pre-service teachers about the use of ICT devices in teaching English and to so students about their perception towards the use of ICT devices. To strengthen the data, the researchers interviewed pre-service teachers and students. After collecting the data, researchers analysed the data based on the questionnaire, field note of observation and interview.

In analysing the data, first, researcher tabulated the score of questionnaires about the use of ICT devices in teaching English, the ICT devices used in teaching and students' perception towards the use of ICT devices into some tables. Then, researcher described the result of research based on the data in tabulation, field notes of observation and the result of interview. The last, researcher compared between the findings of research and the previous research and theories related to this research.



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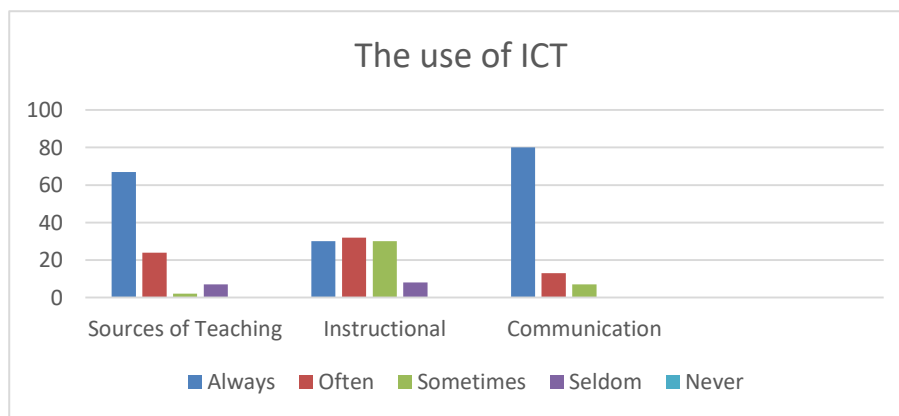


## RESULTS AND DISCUSSION

To answer the research questions, the researchers did some steps in doing this research. There are three purposes of the research. First, it is to describe how the use of ICT devices by pre-service teachers in teaching English; Second, to find out the ICT devices frequently used by pre-service teachers in teaching English; Third, to describe students' perception towards the use of ICT tools in teaching English. The researcher presents the results of the research based on the data collected through classroom observation, questionnaire and interview with the respondents.

### 1. The Use of ICT Devices in Teaching English.

Researchers used the concept of Collis and Moonen (2001), which categorises the use of ICT in three types to analyse the use of ICT for teaching English: ICT as teaching resources, ICT as teaching instruction and ICT for communication. The results of the research description for the use of ICT are shown in Figure 1.



**Figure 1. The Use of ICT**

Figure 1 shows how ICT devices are used as a source of teaching English. Most of the pre-service teachers answered that they used to use ICT devices for teaching English. The results of the interview with students who regularly used the ICT in teaching English revealed that they used these applications such as finding the meaning of English vocabulary from an online dictionary. The data also mentioned that pre-service teachers often used online resources from the internet as the enrichment material in teaching English. They also searched the explanation that they did not understand from their teaching materials. Moreover, they argued that online resources were quickly available to them than printed ones. The last one is they used ICT devices as teaching media such as pictures, video, and some reading passages.



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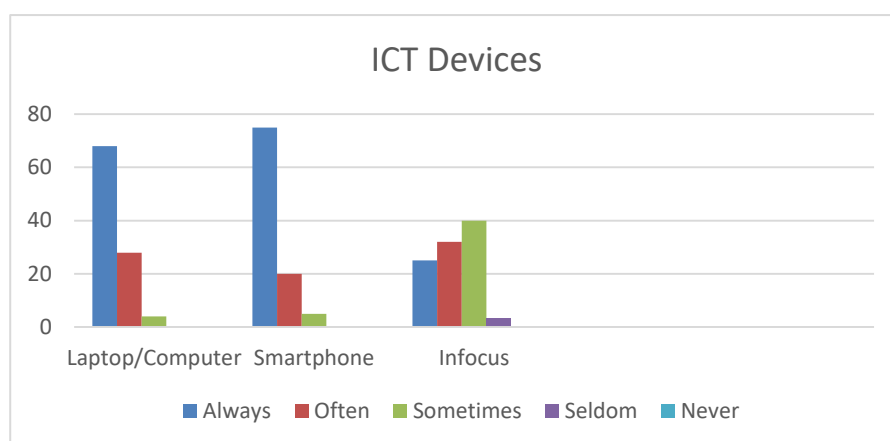


Figure 1 also shows the use of ICT devices as instructional teaching. It means that ICT devices were used to assist pre-service teachers in teaching English. The frequency of respondents in always use, often use and sometimes use were almost equal. In other words, some pre-service teachers said that they used ICT devices as instructional teaching, some others answered usually use ICT devices, and the rest of them answered sometimes. They argued that they used ICT devices for typing the teaching administrations such as making lesson plans, processing the data of students' examination, and preparing the teaching materials.

During the teaching practise program, pre-service teachers used to communicate with students. Communication can be in the form of calling, sending messages, giving the announcement, sharing information, and doing discussion. The data displayed in this finding was about what kinds of communication applications used by pre-service teachers during teaching English. Figure 1. showed five communication applications mostly used by pre-service teachers during teaching English. They are e-mail, Facebook, WhatsApp, SMS, and Instagram. Among all applications, WhatsApp is the most frequently used by pre-service teachers. They also made a WhatsApp group (WAG) for discussion. This application is beneficial while teaching English.

**2. The ICT Tools Used in Teaching by Pre-Service Teachers**

To investigate the ICT tools mostly used during teaching English, researchers distributed questionnaire and interviewed students. The result was shown in the figure 2.



The figure 2 displays that pre-service teachers mostly used the smartphone in teaching English. They used a smartphone for finding teaching materials, teaching media, video, and communication. They thought that smartphone is beneficial in teaching English because it is



capable of performing many of the computer's functions, typically with a relatively large screen and an operating system capable of running applications for general use.

Moreover, by using a smartphone they also can watch and download video from Youtube.com. There are many useful videos available on this web-based video. Students had fun watching the English learning video, although they did not understand what the actors were saying. Student English skills can also be enhanced by watching the video, especially speaking and listening. Another ICT device that was frequently used by pre-service teachers was a laptop or a computer. This device is beneficial not only as of the teaching media but also as the tool of writing teaching administration. The terminal equipment mostly used for teaching English was in focus. However, not all pre-service teachers used this equipment because of the lack of infrastructure in the school.

### 3. Students' Perception of The Use of ICT Devices

To find out students' perception towards the use of ICT devices by English pre-service teachers, the researchers distributed questionnaires to students from the schools where the pre-service teachers practised teaching. The result of the survey is displayed in table 1.

**Table 1. Students Perception Towards the Use of ICT devices**

No	Statements	Very Agree	Agree	Neutral	Disagree	Very Disagree
		Percentage (%)				
1	Teaching English more effectively	45	36	10	9	0
2	Improving Students English skills	42	32	15	11	0
3	Help students mastering grammar competence	25	40	12	13	10
4	Enables students to acquire vocabulary better	36	38	10	10	6
5	Teaching can be more fun	45	36	12	7	0
6	Teachers used updated materials on the internet for teaching	32	38	20	6	4
7	A right way for teachers and students to communicate	70	12	10	8	0
8	I don't want English teachers to use many ICT applications for teaching.	3	10	18	30	39

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From the data of students' opinion about the use of ICT devices by pre-service teachers, most students very agree that this teaching way was advantageous toward their English competences. Here are the descriptions of students' opinion about the use of ICT devices by pre-service teachers. The first question given to students was about the effectiveness of teaching English by ICT devices. 45 % of students very agreed with this statement. No one answered if it was ineffective. Next, 42 % of students very agreed with the statement if the use of ICT can improve students' English skills. The third, when the researchers asked about teaching English using ICT devices towards students' grammar competence, most students (40 %) agree with this statement. The fourth, 38% of students agreed that using ICT devices in teaching English could enhance students' vocabulary. The fifth, 45 % of students very agreed that the use of ICT devices could make learning more fun. The sixth statement was about teachers used updated materials on the internet for teaching. 38 % of students agreed with this statement. The seventh, 70 % very agreed that using ICT devices reveals the right way for teachers and students to communicate. The last, researchers asked students if English teachers do not use many ICT applications to teach anymore. 39 % of students very disagreed. It means they still want teachers used ICT devices in teaching English.

### Discussion

Considering to the result of data analysis, it showed that the use of ICT devices for teaching English by pre-service teachers were beneficial for teaching learning activities. The data shows that pre-service teachers have used ICT devices for teaching English during teaching practice program. They used these tools as the source of teaching materials. They took some teaching material from internet. Pre-service teachers were assisted by using ICT devices because they got the new teaching material or knowledge that they shared in the classroom. Gonzalez (2011) said that ICT resources for learning offer the possibility of acquiring knowledge, attitudes and procedures during the teaching process. ICT resources offer various forms of work with content and activities. In addition, for improving students' speaking, listening and pronunciation pre-service teachers often downloaded from Youtube.com. This web was very helpful for them. Moreover, the students were more interested and fun taught using video from Youtube.com. YouTube is overwhelming and according to YouTube statistics, YouTube is the largest Video portal and the second largest video search engine with such a variety of videos available on all topics and in plenty of languages (Brünner, 2013).

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This research also found the fact that smartphone was an important device for pre-service teachers in teaching English. They argued that there are many applications can be downloaded to support their teaching. This argument is in line with Jati (2018) proposes that there are many Apps and websites accessible through mobile phones which can be utilized for teaching and learning purposes. One of useful application is electronic dictionary. This was the most downloaded application by pre-service teachers because It has substituted the printed dictionary functions. Another ICT device mostly used by pre-service teachers was computer or laptop. Similar to smartphone, computer or laptop is the famous ICT devices for college students (pre-service teachers). Besides as an administrative tool, computer also influence to language learning. A research finding towards using Microsoft office in learning English was done by Salehi, Hadi & Amir (2019). This study found that Microsoft Word seemed to have positive impact on grammar and spelling ability enhancement of Iranian teachers and students.

This research also showed a fact that ICT devices are also important as a communication tool during teaching practice program. The pre-service teachers created a group discussion in a social media to discuss anything related to the English lesson. This group also functioned as the bridge of communication between teachers and students in informal situation. One of the famous social media was Whatsapp. Kheryadi (2017) also did a research about the use of Whatsapp for communication in teaching English language. The findings show that Whatsapp was the most familiar tool as all of subject had used the application for communication. Rolfe (2013) argues that most users choose and use Whatsapp because it allows to the send message one another with a low cost. Users are not only able to send text message, but they can also post image, video, and audio media messages as well as their location using integrated mapping features. Those features, therefore, offer a great opportunity for people, including students, to express their feelings, thoughts, ideas, or events with other more easily and efficiently. It means that Whatsapp is a good application for teaching English.

In this research, researchers also found some factors influencing the use of ICT in teaching English by pre-service teachers. First is the pre-service teachers' competence. Teachers' readiness and skills in using ICT are playing an essential role in the use of ICT in education. Teachers need sufficient ICT skills to implement the technology and to have a certain high level to use it in a classroom setting. Besides, teachers require insight into the pedagogical role of ICT, to use it meaningfully in their instructional process (Hennessy et al., 2005). The second factor is school



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readiness. Researchers found that some schools are lack of ICT devices. Agbatogun (2012) argues that the factors enabling the use of ICT in classroom teaching and learning are beginning with policy, followed by the addition of all ICT hardware and software facilities, continued willingness and skills of the teacher to integrate it into the pedagogical process. The next factor is about pre-service teachers' acceptance of ICT usage in the classrooms. Some pre-service teacher still preferred using conventional method than using ICT devices in teaching English. Some research found that the correlation of teachers' belief and the use of ICT are high (Cassim & Obono, 2011) and it shows that the teachers' thinking was the primary barrier to the implementation of ICT because the teachers are the person who implements the change in their teaching and learning process. (Capan, 2012).

Viewed from students' perspective, they tend to agree with the use of ICT for teaching English. Research by Chien, Wu and Hsu (2014) has shown that students in school are having high expectation on ICT integration in the classroom. In Indonesia context, teachers who teach with and about ICT were viewed as knowing about the development of technology and having many skills/competencies with ICT (Relmasira and Thrupp, 2016). It can be summed that considering the advantages of ICT devices for teaching English, students argued that they wanted pre-service teachers use ICT devices during teaching English. They thought that ICT devices made the teaching more effective, fun, and understandable. Moreover, they felt that ICT devices could improve their English skills, grammar and vocabulary.

## CONCLUSION

There were three ways of pre-service teachers used ICT devices during teaching practice program. First, they used ICT devices as the source of teaching materials. Most of students said that they always used ICT devices in teaching English. The second, most of pre-service teacher often used ICT devices as the instructional teaching. The last, they always used ICT devices as the communication tools. The findings of the research also showed three ICT devices frequently used by pre-service teachers during teaching practice program. They were smartphone, computer, and in focus. From the students' opinion about the use of ICT devices by pre-service teachers, most of students very agree. They thought that this way was advantageous toward the improvement of their English competences. Besides, this made teaching learning more effective and fun.



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