



**THE ADVANTAGES AND DISADVANTAGES OF USING ICT IN EFL CLASSROOM:
PERCEPTION OF TEACHERS AND STUDENTS IN SMAN 1 CICALENGKA**

Dedi Sulaeman¹, R. Medina Kusumah P.², Siti Maemunah³

^{1,2,3} UIN Sunan Gunung Djati Bandung

Correspondence Email: ¹dedi4548@uinsgd.ac.id, ²rmedinakusumahp@gmail.com,
³sitimaemunahpbi18@gmail.com

ABSTRACT

The information and communication technology (ICT) in teaching and learning is one of the discussions in the field of education. After the pandemic Covid-19 era, teachers and students must be accustomed to using technology in the teaching learning process. It is important for every school to know how to integrate ICT in teaching learning process in this era. However, the effective way is still under development and it is important to know the recent progress and perception of those who are directly involved in the educational environment itself. Thus, this study aims to analyze the advantages and disadvantages of using ICT in learning EFL from teachers' and students' perception in SMAN 1 Cicalengka, Bandung. The school is known for being already in the process of integrating ICT in its teaching learning process. The study uses qualitative method. The respondents are from the vice principal, two English teachers and sixty students in SMAN 1 Cicalengka. The respondents are selected using convenience sampling. The data collection uses observation, questionnaire and interview. The results show that there are various perceptions of advantages and disadvantages of using ICT in EFL classroom based on teachers' and students'

experience and understanding.

Key words: *Advantages, Disadvantages, EFL, ICT, Student's Perception, Teacher's Perception*

A. INTRODUCTION

After the pandemic of covid-19, the use of Information, Communication and Technology (ICT) is getting broader. When almost all students required to stay at home in order to take care of their health, the teaching and learning process had to find its way. Thus, the applications such as Zoom meeting, Google meet, Google classroom, Quizziz etc began to widely play their roles in supporting education.

Now a days, integrating technology or ICT can make students control their learning and also more engaged in class. ICT has important role in learning. Many people believe that ICT will make learning process more fun and interesting, but learning activities with technology is one of new challenges in higher education because many teachers should struggle to integrate it for several reasons (Sihombing; Mukminin; Rotni, 2022).

Perez (2015) moreover expressed that it is since they are not fulfilled with the viability of computerized apparatuses and have challenges to execute it. Agreeing to Cox (2009) executing classroom innovation in school is required since it can offer assistance understudies to get ready for long term and as we are within the advanced time which makes us ought to know how to utilize it properly (Sihombing et al, 2022).

According to Shah (2022), the issue of ICT integration in schools, specifically in the classroom, is critical since pupils are comfortable with technology and would study better in a technology-based setting. This is due to the fact that the use of technology in education adds significantly to the pedagogical aspects in which the application of ICT will lead to successful learning with the help and support of ICT elements and components. It is correct to state that practically all disciplines, beginning with mathematics, physics, languages, arts, humanities, and other key fields, can be learnt more successfully using technology-based tools and equipment.

ICT may be utilized in a variety of ways to assist teachers as well as students in learning about their respective topic areas. Technology-based teaching and learning provide a variety of

engaging methods such as educational videos, stimulation, data storage, database use, mind-mapping, guided discovery, brainstorming, music, and the World Wide Web (www) that will make the learning process more fulfilling and meaningful (Ghavifekr & Rosdy, 2015 cited in Shah, 2022).

This study focuses on the use of ICT in education, specifically in EFL classrooms in higher education. This study was undertaken at SMAN 1 Cicalengka with the goal of investigating the benefits and drawbacks of using ICT in English as a Foreign Language classrooms from the perspectives of teachers and students. This study looked at how ICT was used from the standpoint of a vice principal in general, two English instructors, and the students they teach in their EFL courses.

B. LITERATURE REVIEW

1. ICT in Education

Traditional learning procedure that included the use of chalk and board as a media in learning activities. How technology has advanced the teaching and learning process in the twenty-first century by utilizing ICT-based methods. As a result, the use of ICT in education plays a vital role in making the teaching and learning process more successful (Ozah; Jubaedah; Kodir; Syarifah, 2019) “ICT-aided teaching is believed to create more liveliness an interaction in the EFL classroom” (Azmi, 2017; Ozah, 2019).

ICT fosters digital literacy abilities in students and teachers, preparing them to tackle the educational framework of 21st century teaching and learning. It provides more teaching-learning material resources for teachers and students while also increasing students' motivation, attentiveness, confidence, and love of learning. ICT promotes pupils' critical thinking and linguistic performance. ICT allows for collaborative and autonomous learning, as well as broadening students' learning perspectives and providing flexibility and portability in teaching and learning activities. The most essential aspect is that it improves instructors' and students' attitudes toward technology application and prepares them for the digital era of education (Hafifah, 2019).

Earle (2001), Zhao and Frank (2003), and McKenzie (2004), as referenced in Khohkhar and

Javaid (2016), identified four primary goals for teachers' use of technology: (1) preparing material for classroom teaching (e.g., classroom presentations); (2) doing administrative work (e.g., compiling student data, typing assessment tasks and feedback, etc.); (3) facilitating students' learning in a classroom; and (4) teacher-directed use of ICT to complete assigned tasks.

Perbawaningsih (2017) cites In Indonesia, one determinant for assessing educational quality is the use of ICT, particularly Information Technology (IT). The Republic of Indonesia's Ministry of Information and Communications and Ministry of National Education define seven strategic roles for IT usage: (1) as a repository of knowledge, (2) as a learning tool, (3) educational facilities, (4) the standard of competence, (5) supporting educational administration, (6) management tool, and (7) education infrastructure (Indrajit and Djokopranoto, 2006:375-388). The seven strategic responsibilities of IT can be divided into two categories: (1) management/administration functions (back office activities) and (2) learning functions (front office functions) (Perbawaningsih, 2017; Indrajit and Djokopranoto, 2006:343).

According to Khokhar and Javaid (2016), teachers as well as students used ICT in their daily life for both academic and non-academic objectives. The majority of students and teachers have access to a personal ICT device with internet connectivity, which they utilize for a variety of functions ranging from connecting with others to completing prescribed tasks by their teachers. The study also discovered that both students and teachers thought ICT was an important tool for maximizing learning in classrooms, but students thought their teachers' use of ICT was the least creative, and students wanted their teachers to go beyond PowerPoint presentations and showing videos in the classroom, that is, to use ICT to create authentic teaching and learning classroom experiences.

Mayisela (2013) discovered that mobile technology has the potential to enable blended learning outside of classrooms and computer centers in another study. The framework of ICT access indicated that mobile technology enhanced students' access to courseware and Facebook. The findings also demonstrated that social networks like Facebook boosted online communication and encouraged involvement and collaboration outside of the computer center. The notion that access to courseware, as well as communication and collaboration via social networks, boosted

learning in the course warrants additional investigation.

Yundanami and Gunawan (2012) conducted research and found that a big proportion of students loved learning English on a computer because it was engaging and interesting. Despite the fact that they had to share one computer with the rest of the class, they enjoyed learning with their pals. The computer could be used to supplement learning. Furthermore, the teachers enjoyed teaching English using a computer since it allowed them to try out new teaching methods. Furthermore, the usage of computers may encourage teachers to be more innovative. The teachers have numerous opportunity to thoroughly prepare the content. Furthermore, the computer made learning enjoyable for the pupils and inspired them to learn more effectively.

According to Kokhar and Javaid (2016), studies undertaken in Europe (Huang & Liaw, 2005; Korte & Hüsing, 2007; Becta, 2008) have revealed different perspectives of teachers regarding the usefulness of ICT in making teaching learning exciting and classroom constructivist teaching and learning settings. Some teachers stated that the usage of ICT had a good impact on students' and their own learning; that it assisted in individualizing learning and in improving the relationship between classroom learning and learning outside of the classroom. However, evidence from these studies suggests that some teachers believe the benefits of ICT are not obvious in students' performance.

According to a study conducted by van Braak, Tondeur, and Valcke (2008), teachers' positive attitudes about new technology breakthroughs would boost their incorporation in classroom teaching and evaluation procedures. Woodrow (1992) advocated for a constructive approach toward educational innovation in order to successfully transform educational practices and settings. (Khokar and Javaid, 2016).

In another study, Shah (2022) discovered that integrating ICT to aid teachers to the global requirement to replace traditional teaching techniques with technology-based teaching and learning tools and facilities in a study. This study examines teachers' perspectives of the usefulness of ICT integration in the classroom to help the teaching and learning process. The findings demonstrate that ICT integration benefits both teachers and pupils. According to the findings, one of the most important variables in the effectiveness of technology-based teaching and learning is

instructors' well-equipped preparation with ICT tools and facilities. Professional development training programs for instructors were also important in improving students' learning quality.

2. ICT in Teaching and Learning English

In this day and age. Technology is an element of the human experience. It indicates that we are now living in a globalized world, and the usage of English has grown in popularity. We all know that in order to teach pupils in the present world, we must be certified teachers. English language teaching has been around for a long time, and its importance is growing, thanks in part to the Internet (Paramitasari, 2020).

The educational and tutoring support available in language teaching can be used to create e-learning environments for teaching general language courses in different languages at different levels; for learning terminology, and ESP (English for Specific Purposes) in various fields of specialisation. At the same time, ICT helps us to promote student-centered learning, individualization, and the development of a sense of belonging to a community. We'd like to share some of our experiences in the following article. (Mullamaa, 2010).

According to Mullamaa (2010), ICT complements modern principles of learning and language acquisition. Individualization, interaction, and student motivation, which are frequently emphasized in modern educational theories, are unavoidable components of the ICT process. According to Theobald (2006: 1), some students require extrinsic aids to improve their motivation. However, intrinsic motivation is "the ultimate goal of educators for their students" (ibid.).

Students will be able to feel the above and remain motivated throughout the learning process if the ITC environment is well-balanced. Motivation, individualization, learning in context, and learner activation – all buzzwords in current education – are frequently components of a successful ICT assistance (Mullamaa, 2010).

According to Mullamaa (2010), ICT and web-based learning solutions provide learners with opportunities to make the learning process more exciting and difficult. Some of the capabilities presented here are appealing and enthralling, even resembling what has been described as the

educational reserve of video games. According to J P Gee (2009), as stated in Mullamaa (2010), the ideals they adhere to are frequently related to the ideas of supporting active learning. We correlate ICT with the following capabilities that Gee associates with positive learning processes in video games (Gee 2009: 22): interactivity, adaptability, a progressive increase in difficulty, and adhering to the "cycle of expertise" principle.

According to Graddol's (2000) research, there were approximately a billion English learners in the year 2000, but the number more than doubled a decade later. The prognosis predicts an increase in English learning, which peaked in 2010. According to the same report, almost 80% of information stored on the internet is in English. For the first time, there are more non-native users of the language than native users, and variety of context in terms of learners, ege, nationality, learning history, and so on has become a defining feature of ELT today. (Paramitasari, 2020; Solanki D.Shyamlee and M.Phill, 2012).

In ELT, ICT can be used to support reading, speaking, writing, and listening abilities (Ozah et al. 2019). Yunandami and Gunawan (2012), referenced in Ozah et al (2019), agree that multimedia can help pupils learn to learn and develop language skills. Language laboratories and other applications are commonly utilized in EFL classrooms. The requirement for using ICT as a media to enhance the teaching and learning process has compelled schools to finish their ICT facilities.

With the rapid advancement of science and technology, the growing and evolving multimedia technology and its application to learning, featuring audio, visual, and animation effects, comes into full play in English class teaching and sets the stage for exploration of the English teaching model in the new era. It has been demonstrated that multimedia technology influences learner education in the activities of learning and student initiatives, as well as the teaching effect in English class. It is reasonable to argue that the expansion of the internet has aided the evolution of the English language (Paramitasari, 2020).

Meanwhile, educational outcomes in Indonesia are inadequate. This is shown in assessments from numerous international entities regarding the level of competitiveness of Indonesian human resources in comparison to other countries. According to a UNDP assessment from 2006, Indonesia ranks 108th out of 177 nations in terms of HDI. Then, in 2015, Indonesia is in the 113th

year (Fauzi:2017, CNN Indonesia). Education reform in Indonesia should continue. Furthermore, it is vital to plan for quality and continual education structuring that is adaptable to changing times (Paramitasari, 2020).

In her work, Paramitasari (2020) noted that the low quality of Indonesian human resources is indeed inextricably linked to the outcomes of Indonesian education thus far, and it must be accepted that there are still many issues confronting the world of Indonesian education. Today's technological and artistic breakthroughs can be held in the hands of kids without a second thought. Learning English gets more engaging through cyberspace (the internet). As a result, it is taking steps to innovate ICT-based English learning in order to improve Indonesian education quality.

Aside from the ICT facilities that are required, teachers should arm themselves with ICT knowledge, mastery, and comprehension, particularly in ELT. The use of ICT in EFL is critical since the government policy has determined to prioritize ICT in teaching and learning activities (Ozah, et al. 2019). According to PERMENDIKNAS No. 16 in 2007, "one of the competencies that teachers must possess is the use of ICT for the importance of learning." As a result, while ICT-based methods may be difficult for certain teachers, they must be proficient in them. Mastering technologies in ELT is critical for teachers, particularly EFL teachers (Ozah, et al. 2019).

According to Hakim (2021), participants in the current study strongly agreed on the favorable benefits of ICT integration on 4,444 different areas of language learning. This leads to the conclusion and idea that ICT integration is a beneficial method for developing positive attitudes and has the ability to considerably improve the learning process. Appropriate use of ICT in the learning process, such as lesson preparation, teaching, error correction, and feedback procedures, increases teacher and learner motivation, facilitates access to learning materials, and fosters positive group dynamics. This results in more dedicated leadership skills among teachers while also positively impacting learner motivation. This complete situation contributes to better changing the learners' attitudes.

In a 2013 study, Yunus, Nordin, Salehi, Sun, and Embi, the teachers listed four advantages of utilizing ICT to teach reading skills. It was first claimed that utilizing ICT assisted in grabbing children's attention. It was noted that pupils were more engaged in the classroom when ICT was

used. Second, it has been proposed that adopting ICT could help teachers meet their learning objectives since it makes teaching easier. The third advantage was that kids could use ICT to learn new words and get definitions for things they read in books. This may occur when students use an online dictionary to look for definitions for words they are unfamiliar with after reading a particular article online.

According to research by Azmi (2017), the majority of reviewed studies show and prove that using information technology in the language classroom appropriately fosters learning, improves interaction and communication, increases autonomous learning, maximizes desired outcomes, inspires students, and helps them perform better in EFL classes. The EFL classroom can then benefit from the application of suitable pedagogies and techniques, which can also transform classrooms into transparent digital learning spaces.

C. RESEARCH QUESTIONS

In particular, the use of ICT in higher education EFL classes is the main emphasis of this study. Investigating the advantages and disadvantages of ICT use in English as a Foreign Language classrooms from the viewpoints of teachers and students was the aim of this study conducted at SMAN 1 Cicalengka. The vice principal in general, two English teachers, and the students they taught in their EFL classes examined how ICT was employed in this study. Thus, the research questions of this study were: (1) What are the teachers' perspective of advantages and disadvantages of using ICT in EFL classroom? (2) What are the students' perspective of advantages and disadvantages of using ICT in EFL classroom?

D. METHOD

Because this study's goal is to describe teachers' and students' viewpoints, the researcher believes that a descriptive qualitative design is the best way to collect data. According to Creswell (2007), qualitative research focuses on the phenomena that generates data in the form of written words from individuals. This means that qualitative research is data that explains with descriptive

data from people in the form of written words. This method was chosen since the analysis of this research is not numerical, and the researcher can better describe all of the phenomena that exist in the community qualitatively. The data were gathered through the interview since it is the most compatible way to obtain more full data than the other techniques, so the questions will be flexible and not based on the text but on the vice principal's and teachers' responses. Questionnaires were also distributed to students in order to collect responses from students from various classes. It was simpler, more effective, and efficient to administer a questionnaire.

This study was carried out at SMAN 1 Cicalengka in Bandung. This study included 60 students from SMAN 1 Cicalengka, Bandung, based on the class that the teachers questioned. Purposive sampling was utilized in this study, with the following sample selection categories: 1) Students at SMAN 1 Cicalengka taught by the teachers we interviewed in class X, and 2) Students at SMAN 1 Cicalengka taught by the instructors we interviewed in class XI. 15 students from one English teacher became participants in class X-4 and 15 students from another English instructor became participants in class XI-IPS-2.

The researcher employed interviews to acquire data. Participants in this study (Vice Principals and English Teachers) were interviewed in Bahasa Indonesia. Before conducting the interview, the researcher prepared questions. During the interview, the researcher recorded all of the responses that were given, and then the researcher The interview lasted between 30 and 60 minutes. The interview took place at SMAN 1 Cicalengka because the researcher was visiting the school and was permitted to conduct the interview with the participants there. After obtaining permission from the English teachers, the questionnaires were distributed to the students, who completed them in their classrooms and collected them once they were completed.

The data was analyzed using thematic analysis. In this study, thematic analysis is required to investigate or obtain more specific information in order to answer the research question. This analysis was completed in five stages: transcription of the interview, pre-coding and coding, theme and sub-themes, drawing conclusions, and adding descriptions and details.

E. FINDINGS AND DISCUSSIONS

Teacher's Perception

This section discusses teachers' perceptions regarding the use of ICT in English as a foreign language classes. The results of this interview are interviews with one deputy principal for curriculum and two English teachers.

Based on interviews with the school's deputy principal of curriculum, it is known that the curriculum employed at SMAN 1 Cicalengka is Merdeka curriculum in compliance with the current curriculum in Indonesia. However, there are modifications in curriculum implementation, with classes 11 and 12 using IKM (Independent Curriculum Implementation) 1, which means independent learning, while the curriculum structure remains the same as in 2013. Meanwhile, for class 10, IKM 2 is employed, specifically independent change, which means that the curriculum structure in class 10 will follow the independent curriculum beginning in July 2023.

For information and communication technology used in the learning process, the deputy principal explained that among the facilities provided by the school are laptops and facilities that support listening activities, then in focus and more on the teachers depending on what the teacher uses as innovation in teaching. There is a language laboratory, but it is rarely used now since the national exam policy was abolished. so that for listening activities or any learning in class it is returned to the creativity of each English teacher.

There is currently no special training from the school, but for English teachers they do PKB (continuous professional development). Yesterday, for 4 days, teacher T1 attended the English MGMP. There is also training for students such as digital training and special English language training.

For sound system facilities, the effectiveness of use and maintenance is related to maintenance. In this case, there are borrowing rules and there must be care and security for students when using these facilities. There has been a non-compliance with the rules such as it should only be used for studying but students use it for watching so usually we have separate rules.

Regarding obstacles in using the facilities, the tools have a time to use them and sometimes there are technical problems such as when they are damaged and when some are damaged but there

are classes that need them, you have to take turns and see which one is more urgent.

There is no policy for e-learning yet, but in the past, during the pandemic, we were faced with online learning, so we didn't use Google Meet or Classroom for LMS. And For the technology used by schools for data collection, there are special applications related to administration, but not everything is completely digital yet.

In general, teachers here are active in using infrastructure that supports learning and they are also good at maintaining them. Maybe what needs to be improved is supervision, for example, sometimes when it is used in class the teacher suddenly has a sudden meeting, it needs more attention.

Schools need to create IHT programs for teachers, workshops, training, where the material is directly about how teachers use learning technology. Maybe some teachers are not familiar with the learning technology that is widely used today. but now it is often explained in IHT about technology in learning.

The negative impact of technology, actually if it is used according to the rules and objectives, it will have more benefits. but when it is used there is a lack of supervision which is a concern. For example, assessment activities are good, but if technology is used in learning without the teacher closely monitoring it, there is concern that students will do something other than that.

When commenting about a quote “from easy to being lazy”, the deputy principal said that he thought there is some truth to it. especially now that everything is cellphones and gadgets, all the questions can be searched on Google, especially since there is AI, so for some students who lack motivation to learn, it can be a shortcut for them, the only thing that is lacking is critical thinking, soul searching, discover learning, these things become less, because it's easy to find answers without thinking first. The sequence in mathematics is chronological, while in this case it is not in that order.

To talk about how to overcome this requires various parties, from the teacher's side they have to monitor intensely, awareness of the students is also needed, there is a role for parents who also have to take part in directing because teachers only have a few hours, including the

government also has to issue supporting policies such as communication and information by blocking sites that are not Good. Even though it has been done now, today's children are smarter. The deputy principal sees that today's children are smart on gadgets, but their willingness to learn and think about the process seems lacking. I don't know about other places, but in my class, some are like that.

For the advantages of using ICT, the deputy principal stated that ICT is facilitating the transfer of knowledge and how it becomes a learning resource, so students and teachers have richer learning resources so they don't just use textbooks but can use learning technology to learn.

English Teachers

T1

Teacher T1 uses some kind of application or technology in her EFL classroom such as WhatsApp, YouTube, links that are connected to online tests such as British Council, Kahoot, Quizziz, piglet tests (rarely), the easiest is Google Classroom, Google Drive, Gmeet is often used but in high school it is rarely used unless there is an absence, there was once in this semester using Gmeet, there was a class that lagged behind the material because there were several activities in one day, so the lagging class was held using Google Meet in class X-5. If at SMAN 1 Cicalengka it is more offline, not online but offline, it is almost 100% not hybrid but if there is a class that is behind and needs additional material and I myself am busy, the term asks for other time too (difficult, so online via Gmeet). If at PT, it's easy to have an LMS, if at school we use Kahoot, quizzes most often, then WA groups, Canva.

When it comes to the implementation to make the learning process is conducive, Teacher T1 stated that by using WA group, the benefit of the WA group is that we can give instructions beforehand, "today we will use in focus, please provide in focus first" so that when she enters, for example, the children are ready with in focus because preparing in focus takes time. Moreover, here (the use) of in focus is a turn so it must be fast, so if it is not fast enough, it cannot be obtained. So it is indeed delegated first, there is an order first. There are those for attendance in WA too.

There are 4 themes/topics for this semester: descriptive, narrative, recount text and procedure text. And for assignments there are those that use google drive. So she suggested the class leader to create a google drive link and create individual and group folders, then inside there are folders of student names.

Google drive for assignment collection with the assignment folder divided into individual and group assignment folders. The reason for not using google classroom is because she had made it in google classroom and the email is full, you can imagine for 36 classes and many assignments, in one material there are at least 4 speaking writing reading listening assignments, so I moved to google drive which was made by the head of each class. 14 classes taught and that makes the email full. Voice notes in the WA group are also used for students' speaking assignments.

Facilities provided by the school: in focus, speakers. There are also speakers that have their own and those that are contributed by students. From the school there are also terminals, cables and wifi, but for teachers it is more often hotspot or tethering. It depends on each policy.

T1 Teacher has strategy for sending assignments that the students can make it be photographed, then create assignments using the Canva application. There is Different speed for each class but same assignment. Archives for tasks are stored on Google Drive. An example of this assignment is an example of recount text: this assignment requires students to search individually, creatively. Before the assignment is given, the teacher asks each class whether they want individual or group assignments so it depends on the agreement.

According to T1, the advantages of using ICT in EFL Classroom are: It is easier because students learn by themselves, Teachers just provide samples or examples first then followed by also present. YouTube link used: story telling given transcript. And the other things perceived as benefits of technology are it is easy to use and help the time effectiveness.

While the disadvantages of using ICT in EFL classroom are: Intact students are different, Different student backgrounds: some already know some don't yet. When covid 2 years, full online, teachers do not know whether students understand the concept or not, etc. such as Examples of assignments: done by previous parents, in previous schools some were taught ICT and some were not, at SMAN 1 Cicalengka thank God it was taught, but the previous school was not necessarily

taught so students had more difficulty. The link used for learning: tolearnenglish.com, can be done directly in class and there is a link.

Solution to the obstacles is by using a package system, so no one should be left behind, even though in the Merdeka curriculum the important thing is to be able to but in the package system everything must be the same. Holding a remedial review. The students being asked / repeated because there are those who look smart but when asked immediately do not understand. Placement test can be in *tolearnenglish*. Then another disadvantage is that Commands are sometimes not read by students

Among the things that help the use of information and communication technology is that there is a creative teacher community. From this group, various recommended applications are known, such as Padlet, Quizziz, Kahoot, Spin Wheel for Group or Theme Division. The learn british council site can also be used with displayed in focus discussed together. YouTube channels that can be used also include TV Movie: learn English with TV, for Ice Breaking you can watch the Wiggles. then for giving quizzes there is a simple quiz: 10 English quizzes. for short songs there are Super simple sings: rain rain go away. Lastly, there is a YouTube channel that is also used which discusses Fable for kids.

English Teacher

T2

T2 uses several kinds of application for teaching English in her class. She stated that so far the ones used are Google Forms, the Quizziz application, Power Point, not too many because I happen to not be updated myself. Quizziz is used to test students' abilities, in the past they used paper and were checked one by one, but now with quizziz it is even easier, because apart from the fact that the questions can be made in installments at any time, the assessment also has direct results from top to bottom. The result is shared with children via the class WA group. And to deliver material, YouTube, Power Point and Google Forms are more often used.

The facilities provided by the school are in focus, speakers and wifi. Not everyone can use

WiFi, only those close to the teacher's room and library. For unreachable classes, use a personal quota. The school facilities to support learning are good, there is no fuss about the information provided, WiFi is also provided, for me who rarely uses it, it is fulfilled.

How often do you use technology? Teacher T2 use ICT for power points for each lesson, while quizziz is only for evaluating student ability tests. PowerPoint is almost every day because we no longer write manuals, or YouTube, videos from YouTube are also used so that children know native speakers too. In her opinion, using technology is difficult because she doesn't use it enough, so she only uses Power Point, YouTube and Canva. She want all technology to be used in learning but have limited time to study it, one may be lazy, two is time.

There is training once a year or twice a year, but it is more about the learning curriculum. As for technology, it was from Quipper but that was because it was a paid promotion so we didn't use it. but I went back to the teacher, because some of them were old so not everyone used them, because the training was once a year but they had to use a lot. So there's a lack of training and it's not mandatory either, for me I don't use technology much but for young teachers maybe a lot.

Teacher T2 also shared her first experience using zoom during a pandemic, for her it was hard at first but then she learnt how make preparation. She then first learn how to change background and share screen.

According to Teacher T2, the advantages of using ICT in EFL classroom are that the benefits are very great, especially if explored, it seems to be easier to learn.

And for the disadvantages of using ICT in EFL classroom, based on T2 experience are: students have difficulty preparing in focus so the teacher intervenes to prepare in focus before learning begins. Then if a power outage occurs, you have to go back to manual teaching by writing on the whiteboard. Then regarding power point material shared with students then students see on cell phones, but when sharing, some students do not have a quota so they are given a hotspot. Apart from that, if there is an online meeting without class: only some children are focused. For test evaluation, if you use Google Form, the cheating rate is high, whereas if you test using Quizziz: can't open other websites, less chance of cheating. Then solution when there is cheating: students

are warned, if still, then told to stop. Sometimes if a child gets a score above 95 but is suspicious, they are retested. plus now there is AI: chat gpt, google translate, so it becomes an opportunity for cheating, then when students bring cellphones but instead use them to play games, their cellphones are taken. The solution, based on her opinion is that we have to manage the class, don't get managed by the class

Student's Perception

This section discusses students' perceptions regarding the use of ICT in English as a foreign language classes. The results of filling out this questionnaire are the answers filled in by 60 students from classes taught by two different teachers.

A. ICT can help students in English learning activities

X-6: 14 agree

X-4: 15 agree

XI IPS 2: 17 agree

46 out of 60 students agreed that ICT can help students in English learning activities

B. Do you know ICT

12 agree

15 agree

21 agree

48 out of 60 students agree that they know ICT.

C. The school provides ICT facilities

9 agree

14 agree

18 agree

41 out of 60 students agree that The school provides ICT facilities.

D. The school uses ICT facilities

12 agree

14 agree

18 agree

44 out of 60 students agree that the school uses ICT facilities.

E. I prefer to study using books rather than using ICT

11 neutral

11 neutral

18 neutral

40 out of 60 have no preference regarding using books or ICT.

F. I often study English using ICT

8 neutral

14 agree

15 neutral

Most students have no preference regarding study English using ICT. And the rest is agree and disagree.

G. ICT makes it easier for students to make conclusions from the material provided by the teacher

10 agree

13 agree

20 agree

43 out of 60 students agreed that ICT makes it easier for students to make conclusions from the material provided by the teacher.

H. ICT makes it difficult for students to get feedback from the teacher

8 neutral

8 agree

16 disagree

There are various opinions regarding the difficulties from different classes.

I. ICT makes it easier for students to understand and do assignments

8 agree

14 agree

18 agree

40 out of 60 students agreed that ICT makes it easier for students to understand and do assignments .

J. Students do not understand the material if English learning is done online

9 agree

7 neutral

20 neutral

27 students have no opinion while 9 students agree that students do not understand the material if English learning is done online.

K. ICT can improve the quality of interaction between teachers and students

9 neutral

8 agree

13 agree

Various opinions from different classes are found in this statement.

L. ICT helps in optimizing learning

9 neutral

14 agree

15 agree

19 out of 60 students agree that ICT helps in optimizing learning
M. ICT increases learning motivation

8 agree

14 agree

16 agree

38 ut of 60 students agree that ICT increases learning motivation.

N. ICT can reduce students' social skills

9 neutral

14 agree

17 agree

31 out of 60 students agree that ICT can reduce students' social skills

While the rest are neutral and disagree.

O. Learning is less effective if there are obstacles in the network

13 agree

12 disagree

12 disagree

19 out of 60 students disagreed that Learning is less effective if there are obstacles in the network.

P. I really enjoy doing language assignments English that uses ICT

11 neutral

12 agree

17 agree

19 out of 60 students agree that they really enjoy doing language assignments English that uses ICT while the rest are neutral and disagree.

Q. IT makes things difficult for students who don't understand technology

8 agree

11 agree

13 neutral

19 out of 60 agree that IT makes things difficult for students who don't understand technology.

R. Students can search for wider information through ICT

14 agree

8 agree

14 neutral

22 students agree and 14 have no opinion while the rest opinions are vary.

Students' perception

In this part will be discussed about the students' perception about the use of ICT in EFL classroom in more detailed.

Essay 1: 1. What is your view regarding the use of information and communication technology in the English language learning process?

Class: X-6

- In my opinion, maybe this learning process will be effective and ineffective, why? Because not everyone can understand English, but yes, there are advantages too
- I think it's a little difficult
- It makes it very easy for students to learn, how to translate English into Indonesian
- It's quite easy to help with learning
- Good, because we can find out unknown information
- Very exciting
- Agree because it can make learning easier
- Makes it easier to find information if you don't understand
- Can help students with translation
- Can help students who don't understand what is being explained and ICT can help

- Very nice and helpful
- Very nice and helpful
- Makes it easier for students to do assignments, but requires little understanding
- It can also make studying easier, but many people prefer to read/study on the internet rather than in books
- Helping students to be more creative in their assignments
- X-4
- Technology provides interesting lessons, providing many options
- In my opinion, ITC really helps the learning process, especially English
- I think ITC helps me especially in learning English
- Using ITC makes it easier to find material and learn English
- In my opinion, technology plays a very important role in the future, because it is very useful to make it easier for people to do or search for something.
- We can find material more easily
- In my opinion, ICT makes the English language process easier because we can search from various sources for learning
- Can help and improve the quality of learning other than books
- It can really help students in English lessons because English can be learned not only at school but also from social media, films, music, etc.
- In my opinion, technology plays an important role in the current era, one of which is in learning English, this can help and make things easier because students just watch & listen, they don't need to read.
- Helps learning
- I found the use of ICT as a support for students in learning English. With ICT students can access learning materials to broaden their knowledge
- I think ITC is very helpful in the English learning process, but of course there are several obstacles
- It's easier to understand the material
- Makes it easier to find material

Class: XI IPS 2

- It's good that students understand and understand technology more easily and can access various knowledge easily
- It's easy for students to understand and understand technology more easily
- Very good
- Easy to get lesson information
- Makes it easier for students to find information about broader lessons
- Very exciting and easy for students
- Making learning easier can increase work productivity
- Yes, like that
- My view very much agrees, because the use of information and communication technology in learning can improve and simplify the learning process
- It really made me understand what was being said better
- It's easy but there are obstacles too
- It's good because it makes the learning process easier
- Very good, because it makes learning easier both from English lessons and other subjects
- Good for enthusiasm for learning, can broaden your outlook
- That's fine
- Using technology is easier than books
- -
- In my opinion, it is easier to search for material that I cannot understand
- The use of learning technology is good but I slightly disagree. Why? Because on average not everyone will have a cellphone to learn to use technology, and there are many obstacles such as signal networks and quotas.
- Can help make it easier for students in the English learning process
- NEUTRAL
- Just the same
- It makes it easier for the rest to understand the material, even though the teacher said it was cool, like Mis Chae
- Make it easier for students to carry out activities
- Not bad, but (complicated) :)

- Very helpful to students
- Very good
- It makes it easier and easier for us to look for things we don't know

Essay 2: 2. What are your obstacles in using information and communication technology and the English language learning process?

Class : X-4

- Not everyone can use English well, and neither can the teacher
- Not being able to understand, either the account is not being able to absorb or the explanation is not easy to understand
- Unstable data/network usage
- No internet access
- Network not supported
- Network not supported
- The internet runs out & sometimes the signal is difficult
- Ran out of quota and signal
- Disturb lost signal
- Signal and electricity problems if there is a power outage and also battery problems
- So far it's just networking
- So far it's just networking
- HP quota and HP memory constraints
- An unstable network can hinder learning
- If the internet/electricity goes down

Class: X-6

- Not everyone can use English well, and neither can the teacher
- Not being able to understand, either the account is not being able to absorb or the explanation is not easy to understand

- Unstable data/network usage
- No internet access
- Network not supported
- Network not supported
- The internet runs out & sometimes the signal is difficult
- Ran out of quota and signal
- Disturb lost signal
- Signal and electricity problems if there is a power outage and also battery problems
- So far it's just networking
- So far it's just networking
- HP quota and HP memory constraints
- An unstable network can hinder learning
- If the internet/electricity goes down

XI IPS 2

- Cellphones that are not iPhones sometimes lose network, be grateful for what you have
- IMEI is blocked so there is no signal or can't turn on cellular data
- Network and can't ask directly
- Learning becomes less effective because of the network
- Learning becomes less effective because network problems often occur
- Learning becomes less effective because of the network
- Lack of access, lack of these facilities
- Out of battery
- The biggest obstacle we experience is that if we use a cellphone and there is no network, the learning process will be disrupted
- Quota/network and friends being stingy in asking for hotspots
- Learning becomes less effective because network problems often occur
- Often there is no quota, network is often difficult
- just network
- Lack of internet lag, plus the school does not provide free internet for all students

- I don't understand, it's better to explain directly
- Often hampered by the internet network
- Difficult internet network
- Networks and quotas hinder it
- signal/network quota and cellphone condition
- When there are problems in the network
- THERE IS NO QUOTA
- There isn't any
- maybe if the network is bad
- signal
- There isn't any
- The main thing is that the network sometimes lags
- Network and can't ask directly
- In learning using technology, the problem is the network and it is more difficult to understand what the teacher is giving and it is difficult to ask about problems only through messages

Essay 3: 3. What positive impacts do you feel after using information and communication technology in the English language learning process?

Class: X-6

- We can know a lot about technology and can understand a little bit of English
- Makes it easy to translate
- Expand knowledge and make learning easier
- Makes the learning process easier and increases students' knowledge in learning
- Makes it easy to find information about English
- Know how to use information & communication technology
- Understand learning better because you can search from various sources
- Provides more understanding between English conversations
- Understand more about adverbs and verbs

- Increasingly understand between knowledge in English and verbs
- Can understand more quickly
- Can understand better
- For me it is very easy to use for learning
- Maybe it can expand the lessons we get, especially on the internet, knowledge is wider
- It's easier because it's paperless & easy to store

Class: X-4

- Speed up and simplify communication and work
- What I feel is that it makes it easier for me to learn English and more broadly just by reading books
- The positive impact is that I can search for English on the internet and in my opinion it is faster and more efficient
- What I feel is that it makes it easier to learn English, it's easier to find material to study
- It's easier to work on and more effective
- Gain broader knowledge of English
- Can expand more knowledge about English
- It's easier to understand the material
- You can learn English not only from school
- More relaxed and more practical
- More knowledge
- The positive impact that I felt was getting learning materials that were not taught in school
- The positive impact that I feel is that the time used is faster so that time is not wasted
- The impact is that I know more quickly & can understand the material better
- More practical and broader knowledge

Class: XI IPS 2

- Easy to find information about lessons
- Easy to find information about lessons or communicate
- Help more

- Technology can help optimize lessons
- Technology can help optimize lessons, making it easier for students to access all information regarding the learning
- Technology can help optimize learning
- Makes obtaining various learning information easier, more effective and efficient
- Easy
- Can speed up and make learning and completing assignments easier
- Better understand what the teacher is saying
- Helps learn in searching for information, and helps increase knowledge via the internet
- Understand better because I often use illustrations from the internet
- You can understand the meaning of English such as "it's okay" which means (no what)
- The positive impact that I felt was that I could more easily see the learning
- It becomes easier to find answers
- The positive impact is that it makes it easier for us to do our tasks
- -
- There are many new things & vusa million try to do it for our creativity
- exciting. Because we can increase our knowledge on cellphones
- Can increase learning motivation, make it easier to understand the material, get broader information
- STRESS
- Yes, like that
- So you know better that technology can also be used for learning, not just playing on social media
- "-can make it easier to do the task
- -get the answer key from searching"
- Just the same
- Better understand how to learn to use ICT
- Helps to gain more vocabulary
- It's definitely easy to find information and understand English slang via the internet and be able to talk to foreigners through technology.

4. What negative impacts do you feel after using information and communication technology in the English language learning process?

Class: X-6

- There really isn't any negative impact, it seems
- Cheat, don't understand the lesson, it's not fun because everyone is doing their own thing, whereas I want to be able to use my English while chatting or playing.
- Too much focus on gadgets, so students become less literate and use gadgets more often
- It's quite influential because it makes you more anxious to open your gadget
- Limited internet access, reduced interaction between teachers and students
- Difficult to understand
- Just normal
- Often you don't focus on studying due to advertising or other distractions
- Easily distracted for long
- Sometimes when you are bored, you can change applications to play games and don't pay attention
- Makes your eyes hurt, because of the light from your cellphone
- Makes the eye sick because of the light from the cellphone
- Not always able to understand all the material
- It's not really understood, because if you just explain it directly, sometimes you don't understand
- Looking at your cellphone/laptop more often & making your eyes tired

Class: X-4

- Lazy to read English books, lazy to write down material in books
- In my opinion, there is no negative impact on learning English
- Nothing, in my opinion
- The eyes become tired and irritated because of the brightness, and if you play on your cellphone too often you become bored
- Makes you lazy to write

- The eyes become tired and irritated because of the brightness, and if you play on your cellphone too often you become bored
- Maybe there are problems with facilities such as quotas that have to be purchased and if you play on your cellphone for too long you will get dizzy
- Nothing, in my opinion
- Hana depends on that alone, and makes people lazy about writing
- You are stuck with electricity, network/signal, quota and other equipment
- Cell phone storage is decreasing
- Interaction between students and teachers is reduced
- In my opinion there is no negative impact
- Ultraviolet exposure directly into the eyes can damage the eyes
- Damages the eyes / makes the eyes tired

Class: XI IPS 2

- Become a little lazy because everything is so easy
- It can decrease social skills because you lose track of time on the gadgets you use
- "Children spend more time playing on cellphones, rather than studying or playing sports.
- -Losing the ability to blend in with society tends to be comfortable with online life"
- I don't know, there's a "maybe"
- The negative impact experienced may be because if we use information and communication technology in the learning process, we may reduce physical and social activity.
- None
- There isn't any
- There isn't any
- It is possible that the information or translation obtained is different from that in the English dictionary
- The negative impact makes me lazy in doing my assignments
- I still don't understand because explaining directly is easier to understand than in technology

- The negative impact is if we choose the wrong answer
- -
- Students who are too focused on playing with their cellphones may end up forgetting the teacher and not listening to the students. Lots
- Run out of Quota:) <3 <3 <3
- Makes it difficult for students to get feedback from teachers
- SAME ANSWER NUMBER 3.
- Don't know
- So I don't chat with friends anymore, I focus on playing on my cellphone
- "-unstable signal
- -lack of written space for understanding and can hinder learning"
- don't know
- There's no way, you just have to fill the quota
- Lack of supervision and also lack of discussion methods
- difficult to understand

5. Is there an application/web/social media account that is used to help students' independent learning in English? Please state and explain what your experience was when using it?

Class: X-6

- There are many social media applications used, for example Duolingo. I often use it when I have free time
- Nothing, don't know
- In my opinion, it is not optimal if learning is sent via the web/social media, because not all students understand what is sent
- Google. Makes it easy to translate things we don't know
- Duolingo. After using the application, my vocabulary increased
- Google Translate

- WhatsApp, Canva, Google Classroom, and Chrome
- YouTube & Google. We can understand better if we don't understand lessons so we can review lessons we don't understand
- YouTube. Can get a clear explanation
- YouTube and Duolingo applications. I understand it a little and the explanations and can be said rubbish understanding will be learned
- I have never tried any web/application/account
- I have never tried any web/application/account
- Nothing, it's just that maybe there is when I'm opening social media and an English lesson appears on the home page
- Nothing, I prefer to learn using books, or maybe even using Google Translate
- Canva. Makes it easier for me to do assignments & design things

Class: X-4

- Yes, Duolingo and Memrise
- I use the Duolingo apk to learn English, I also use Netflix to learn English by watching films
- I use the Google application to find out about English/practice English
- What I have used is a website to learn English. What I feel is that when I use to learn English I understand the meaning of the English language better
- Google. My experience using Google, its very practical use and complete features make it easier for me to do things
- To Learn English. Experience: easier to take the test
- Duolingo, various games, animated films, here I can learn a little bit to get vocabulary and various other films to understand a new language
- Spotify, listen to English songs and translate them
- There are, namely Brainly and Google because Brainly is very practical. If no one understands, just search for it and an explanation will be given
- I used the Co.Learn website to search for mathematical answers. I also use YouTube for

English & biology subjects

- Twitter, TikTok and Google. When using the application I get new vocabulary
- YouTube, usually I use YouTube to practice my listening and speaking and I always feel happy when I get or know something new
- Web To Learn English. Experience: enjoyable because there is an explanation and we can find out the correct answer

Class: XI IPS 2

- Duolingo / Ruangguru
- Ruangguru can make it easier for those who don't understand at school to understand the material thanks to this website/application
- Quizziz, easier to test, not complicated
- G, y, okay
- Of course, there are many Apks used, such as YouTube, Robo Guru, Ruang Guru, Quiziz, etc. Where with this apk we are greatly helped in learning
- English score, teacher's room. According to me, Ruangguru is a good experience because Ruangguru is fun and simple learning for understanding, English learning and the Ruangguru application is a good one in my opinion :)
- Ruangguru, English score, because I can find out to what extent I have potential in English
- English score, so you know the extent of your competency in speaking English, you know more vocabulary, your pronunciation of vocabulary becomes better
- Apk/web/account doesn't seem like it, because I learn English through games & music. But when I have work to do, I usually use Google. Learning through games/music is fun because we can relax and learn English at the same time :) <3
- Brainly, type what you need into Google, then press brainly or you can also type translate if you want a translator
- Yes, English Score and Quiziz
- I like using Google because it is very easy to use and very easy
- -

- There are lots of social media accounts that we can use, when I use them it's fun, I can understand them a little better
- quizziz, ppt(canva)
- Duolingo, fun because you learn while playing
- Y
- Don't know
- english score
- "name of the English Score application
- -Can increase our relationships/insights as students
- -can practice our skills"
- I don't know, I don't know
- The first is to use quizziz, this website is very simple to use and doesn't make it too confusing for students to use
- The English language apk is very helpful and fun and many social media accounts post about English lessons so learning is more fun
- Yes, once I used the application and there I met a lot of foreigners and spoke English, I felt happy being able to answer/talk to these foreigners

F. CONCLUSION

For the advantages of using ICT, the deputy principal stated that ICT is facilitating the transfer of knowledge and how it becomes a learning resource, so students and teachers have richer learning resources so they don't just use textbooks but can use learning technology to learn. According to T1, the advantages of using ICT in EFL Classroom are: It is easier because students learn by themselves, Teachers just provide samples or examples first then followed by also present. YouTube link used: story telling given transcript. And the other things perceived as benefits of technology are it is easy to use and help the time effectiveness. According to Teacher T2, the advantages of using ICT in EFL classroom are that the benefits are very great, especially if explored, it seems to be easier to learn.

For the disadvantages of using ICT in EFL classroom, actually if it is used according to the rules and objectives, it will have more benefits. but when it is used there is a lack of supervision which is a concern. For example, assessment activities are good, but if technology is used in learning without the teacher closely monitoring it, there is concern that students will do something other than that. When commenting about a quote “from easy to being lazy”, the deputy principal said that he thought there is some truth to it. especially now that everything is cellphones and gadgets, all the questions can be searched on Google, especially since there is AI, so for some students who lack motivation to learn, it can be a shortcut for them, the only thing that is lacking is critical thinking, soul searching, discover learning, these things become less, because it's easy to find answers without thinking first. The sequence in mathematics is chronological, while in this case it is not in that order.

And to talk about how to overcome this requires various parties, from the teacher's side they have to monitor intensely, awareness of the students is also needed, there is a role for parents who also have to take part in directing because teachers only have a few hours, including the government also has to issue supporting policies such as communication and information by blocking sites that are not Good. Even though it has been done now, today's children are smarter. Th deputy principal see that today's children are smart on gadgets, but their willingness to learn and think about the process seems lacking. I don't know about other places, but in my class, some are like that.

While the disadvantages of using ICT in EFL classroom according to T1 perception, there are: Intact students are different, Different student backgrounds: some already know some don't yet. When covid 2 years, full online, teachers do not know whether students understand the concept or not, etc. such as Examples of assignments: done by previous parents, in previous schools some were taught ICT and some were not, at SMAN 1 Cicalengka thank God it was taught, but the previous school was not necessarily taught so students had more difficulty. The link used for learning: [tolearnenglish.com](https://www.tolearnenglish.com), can be done directly in class and there is a link.

Solution to the obstacles is by using a package system, so no one should be left behind, even though in the Merdeka curriculum the important thing is to be able to but in the package

system everything must be the same. Holding a remedial review. The students being asked / repeated because there are those who look smart but when asked immediately do not understand. Placement test can be in *tolearnenglish*. Then another disadvantage is that Commands are sometimes not read by students

And for the disadvantages of using ICT in EFL classroom, based on T2 experience are: students have difficulty preparing in focus so the teacher intervenes to prepare in focus before learning begins. Then if a power outage occurs, you have to go back to manual teaching by writing on the whiteboard. Then regarding power point material shared with students then students see on cell phones, but when sharing, some students do not have a quota so they are given a hotspot. Apart from that, if there is an online meeting without class: only some children are focused. For test evaluation, if you use Google Form, the cheating rate is high, whereas if you test using Quizziz: can't open other websites, less chance of cheating. Then solution when there is cheating: students are warned, if still, then told to stop. Sometimes if a child gets a score above 95 but is suspicious, they are retested. plus now there is AI: chat gpt, google translate, so it becomes an opportunity for cheating, then when students bring cellphones but instead use them to play games, their cellphones are taken. The solution, based on her opinion is that we have to manage the class, don't get managed by the class.

For the students' perception regarding the advantages and disadvantages of using in ICT, there are various statement such as: it makes it very easy for students to learn, how to translate. It's quite easy to help with learning. Then it is good because we can find out unknown information. It's very exciting, because it can make learning easier and to find information if you don't understand. It can help students who don't understand what is being explained by the teacher or in the books. It also makes it easier for students to do assignments, but requires little understanding. Helping students to be more creative in their assignments. Technology provides interesting lessons, providing many options. ITC really helps the learning process, especially English.

The disadvantages of using ICT are stated as follows: that using ICT is a little difficult. The negative impact makes student lazy in doing assignments. It is possible that the information or translation obtained is different from that in the English dictionary. The student still don't

understand the materials because listening to the explanation directly is easier to understand than in technology. The negative impact experienced may be because if the student use information and communication technology in the learning process, they may reduce physical and social activity. It can decrease social skills because you lose track of time on the gadgets you use. Ultraviolet exposure directly into the eyes can damage the eyes or makes the eyes tired. And the students are stuck with electricity, network/signal, quota and other equipment.

G. REFERENCES

- Sihombing, Lamhot Tri Tua; Mukminin, Amirul; Rotni, Masbiro. *Advantages And Disadvantages Of Using Google Classroom During Covid-19 Pandemic At One Pesantren At Muaro Jambi*. *Langue (Journal of Language and Education)* Vol 1 No 1 Desember 2022. DOI: <https://doi.org/10.22437/langue.v1i1.22086> <https://online-journal.unja.ac.id/langue>
- Ozah, Faoziah; Jubaedah, Siti; Kodir, Ida Abdul; Syarifah, Eva Fitriani. *The Use Of Ict In The EFL Classroom*. *Journal of English Language Learning (JELL)* vol. 3, no. 1, 2019. ISSN 2599-1019
- Ashar, J Khokhar and Sharoon, Javaid. (2016). *Students and Teachers Perceptions of ICT Use in Classroom: Pakistani Classrooms*. *The Asian Conference on Technology Official Conference Proceedings*.
- Mayisela, Tabisa. (2013). *The potential use of mobile technology: enhancing accessibility and communication in a blended learning course*. *South African Journal of Education*; 2013; 33(1) 1. <http://www.sajournalofeducation.co.za>
- Yunandami, A. K. & Gunawan, M. H. (2012). *The students and teachers' perception on the use of computer in EFL classroom*, *English Review: journal of English Education*,1(1), 71-79.
- Hafifah, Gusti Nur. (2019). *Information and Communication Technology (ICT) in English Language Teaching*. *Proceedings of MELTC (Muhammadiyah English Language*

Teaching Conference) 21st April 2019.

Paramitasari, Ayu. (2020). *The Advantages And Disadvantages Of Using Ict In English Language Teaching*. Vol 1 No 1 (2020): ENRICH JURNAL : Jurnal Pendidikan, Bahasa, Sastra dan Linguistik. 2020-12-02 DOI: <https://doi.org/10.36546/pbi.v3i2.604>

Perbawaningsih, Yudi. (2013). Plus Minus of ICT Usage in Higher Education Students. *Procedia - Social and Behavioral Sciences*. 103. 717-724. 10.1016/j.sbspro.2013.10.392.

Shah, Swarali Sanjay. (2022). *Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools*. Indonesian Journal of Educational Research and Technology 2(2) (2022) 133-140. Journal homepage: <http://ejournal.upi.edu/index.php/IJERT/>

Hakim, Badia. (2021). *Role Of ICT In The Process Of EFL Teaching And Learning In An Arab Context*. Humanities and Social Sciences Letters 2021 Vol. 9, No. 1, pp. 58-71. Conscientia Beam. ISSN(e): 2312-4318 ISSN(p): 2312-5659 DOI: 10.18488/journal.73.2021.91.58.71

Yunus, Melor Md; Nordin, Norazah; Salehi, Hadi; Sun, Choo Hui & Embi, Mohamed Amin. (2013). *Pros and Cons of Using ICT in Teaching ESL Reading and Writing*. International Education Studies; Vol. 6, No. 7; 2013. Published by Canadian Center of Science and Education. ISSN 1913-9020 E-ISSN 1913-9039

Azmi, Nouredine. (2017). *The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges*. Journal of Educational and Social Research Vol. 7 No.1 MCSER Publishing, Rome-Italy. ISSN 2239-978X ISSN 2240-0524