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## Technology Savvy in ELT at one of the Private Junior High Schools in Cilacap: Is it important or not?

Erlin Satyarini

Universitas Muhammadiyah Purwokerto

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### ARTICLE INFO

#### Article history:

DOI:

[10.30595/pssh.v12i.777](https://doi.org/10.30595/pssh.v12i.777)

Submitted:

May 31, 2023

Accepted:

August 24, 2023

Published:

October 05, 2023

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#### Keywords:

Technology Savvy; ELT; ICT

### ABSTRACT

The use of technology in daily life involves most people worldwide because technology can save time and effort. Technology in education is also critical to facilitating teaching and learning activities. Authentic material delivered with technology in learning can motivate students, one of which is language learning. The foreign language subject studied by junior high school students is English. This study aims to determine the use of information and communication technology (ICT) in teaching English (ELT), the media and applications used in teaching English, and the challenges of using information and communication technology. The research method used in this research is a qualitative approach. Data collection techniques in this study were interviews and questionnaires. The study results are based on consultations that most English teachers use ICT in ELT using a laptop, LCD, projectors, and internet media according to the required standards. Furthermore, the teacher also stated that all teachers had used media or applications to help them deliver learning materials to students so that students could more easily understand them. The teachers noted that these media and applications were instrumental in learning, where the press or applications immensely helped both teachers and students. The obstacle that causes not carrying out ICT-based education is that students cannot use cell phones for English learning media during offline learning at school because school regulations prohibit students from holding cell phones at school because, in reality, they open more to other things such as social media. Compared to the English material recommended by the teacher.

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#### Corresponding Author:

**Erlin Satyarini**

Universitas Muhammadiyah Purwokerto

Jl. KH. Ahmad Dahlan, PO BOX 202 Purwokerto 53182

Email: [erlinsatyarini@gmail.com](mailto:erlinsatyarini@gmail.com)

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### 1. INTRODUCTION

Today's technology continues to develop in all aspects of life [23]. The use of technology in daily life involves most people worldwide because technology can save time and effort. Technology at this time also plays an essential role in human social development. In addition, the role of technology in education is also crucial to facilitate teaching and learning activities. In [10], education is the most vital field because of the changes due to integration with technology. The critical thing to think about is to redevelop the idea of integrating technology into the curriculum to apply technology in learning so that it can support teaching and learning activities.

Utilizing technology in the learning process can affect how students write, think and communicate a[1]. Authentic material delivered with technology in learning can motivate students, one of which is language learning. Language is an essential element that supports international communication activities. In [18], current

technological advances are crucial for foreign language learning activities. The foreign language subject studied by junior high school students is English. English Language Teaching (ELT) uses various listening, speaking, reading, and writing skills [4]. These skills are known to support their proficiency in communication.

In [20], foreign language skills are a must for developing countries because most of the literature or information on the Internet is in English. Learning English can be carried out effectively; the key is qualified teachers. In addition to using information and communication technology, other supports are also needed, such as interactive boards, tablets, mobile phones, the Internet, and computers that can increase student participation in learning [18]. When learning activities are carried out online, most teachers can utilize information technology in learning English. In [16], one of them is e-learning, making learning activities more useful, conducive, and meaningful for students. It is hoped that schools will develop their e-learning platforms.

Some teachers can integrate Information and Communication Technology (ICT) through indirect learning, and some feel that it hinders learning activities because they do not master the use of technology. For teachers who lack ICT knowledge, learning tends to be conventional [10]. In [36], learning English with conventional methods is difficult for students to accept because they are passive recipients of messages. Moreover, students are digital natives, and it is complicated to learn English at the convent [34]. In [15], students feel bored and lose their motivation to know when learning English using the conventional method.

Some teachers use information and communication technology in learning time constraints because they need to create material sources or prepare new technology. High ability in classroom management is required when utilizing technology to be carried out effectively. The use of information and communication technology in learning has obstacles. In [17], not all students have technological tools, schools do not bring cell phones, and students do not study because they check social media too often. Based on this background, research on technology-savvy in ELT at one of the private junior high schools in Cilacap. This study aimed to determine the use ICT in ELT, the media and applications used in teaching English, and the challenges of using ICT.

Therefore, the research question of this study can be formulated as follows:

1. Are all English teachers using ICT in ELT?
2. What media and/or applications are used in ELT by English teachers?
3. What are the challenges found in using ICT in ELT?

## Literature Study

### *Information and Communication Technology (ICT)*

Information and Communications Technology (ICT) or also known as information and communication technology (ICT). ICT or ICT is a broad umbrella term covering all technical equipment for processing and conveying information (UNESCO, 2013). ICT consists of two components: information technology and communication technology. Everything connected to the process, usage as a tool, manipulation, and information management is provided by information technology. Communication technology, on the other hand, is all about the ability to process and send data from one device to another. As a result, information technology and communication technology are inextricably linked ideas.

Another definition presented by the Poverty Reduction Dictionary [29] is “Methods of obtaining, organizing, and presenting or transmitting information. ICT encompasses the manufacture of computers as well as the provision of software, programming, and communication services such as email and the Internet”. In [35], ICT must also understand the essential words of the combination of these words, namely: 1) Information (information) which means the result of processed data and explains something and is helpful for those who know it. 2) Communication is the exchange of messages or news between two or more persons in order for the intended message to be understood. 3) Technology (technology) means technical ability based on exact knowledge based on technical processes.

Based on the definition above, it can be concluded that ICT is extensive. Still, suppose it is related to the world of education. In that case, it includes hardware, software, content, and infrastructure, whose functions are related to decision making: collection (acquisition), processing, storage, dissemination, and presentation of information.

UNESCO [35] states that the integration of ICT in the learning process consists of three main objectives:

1. To build knowledge-based society habits, for example, the ability to solve problems (problem-solving), communicate, search, process, or manage information and transform it into new knowledge and communicate it to others.
2. To deepen and broaden skills in using ICT (ICT literacy).
3. To increase the usability or effectiveness, and efficiency in the learning process.

Some studies used as references research from Ningrum et al., (2018) researching the Use of Information and Communication Technology in Middle School Level Learning in Yogyakarta. The use of ICT

in five districts is due to the prevalence of training held by government institutions, and there is awareness from educators to develop themselves continually and always learn new things; the demands of the times force them to learn about ICT, while there is no difference in terms of supporting facilities for the use of ICT in the five districts. Five districts due to the distribution of assistance in the form of computer laboratories and computer equipment by government agencies as an appreciation of the enthusiasm of educators who are willing to take part in training from government institutions. Learning Resources in the Digital Age. The impact generated by ICT in this study is positive and has a negative effect. However, one of the beneficial effects of ICT in this study is being a learning resource in the digital world. The use of ICT in learning can improve the statement that lifelong learning is possible through distant education and reduce the professional isolation space that is frequently felt in knowledge. The products resulting from ICT that can be used as learning resources are e-learning (electronic learning), e-books (electronic books), e-libraries (electronic libraries), e-modules (electronic modules), online tutorials, and educational television, educational radio, interactive multimedia, and virtual laboratories. So, it can be concluded that ICT can be used as a learning resource in the digital era.

### ***Technology Savvy***

In [37], mobile gadgets, for example, have invaded our daily lives and enabled limitless access to information and communication. In [25], studies on new technologies and mobile learning increase student learning and make higher education more productive. Furthermore, due to technological advancements and the emergence of a more digitally educated generation, the use of cyberspace in nursing education and clinical practice is gaining prominence. In [14], virtual reality technologies that are evolving in education include augmented reality technology and virtual simulation.

Virtual simulations can imitate features of the natural world, providing students with a secure learning environment in which to practice through feedback and self-correction until they reach proficiency [3]. The nature of technology-savvy has a significant positive relationship with customer-oriented behavior.

Technological advancements have strengthened the realism and authenticity of the environment throughout time, resulting in greater reactions, satisfaction, learning attitudes, and cognitive and emotional results among nursing students. (Kim, Park, & Shin, 2016) According to Press & Prytula (2018), students' capacity to combine theory with practice, enhance clinical reasoning, and build professional communication skills is closely tied to simulation exercises. In addition, these technology-based activities can expand access to knowledge beyond the scope of skills [13].

### ***English Language Teaching (ELT)***

In [24], English Language Teaching teaches English with technology that can help teachers give instructions, create materials, make presentations, and others. Education must support an integration process to combine ICT technology with the area of Teaching English (ELT) to create successful planning and collaboration. Teachers and policymakers have a big task in the environment. Learning English must be made aware of the need for successful integration of technology if integrating ICT into ELT is expected to increase the motivation and academic performance of English as a second language (ESL) students. In today's era, many learning media can be accessed using technology, one of which is YouTube.

A suitable reference source for this research is the statement from [22] regarding YouTube as a Media in the Context of Teaching English (ELT): Teaching Procedure Text" indicating that YouTube helps reduce the cognitive load on students and attracts various learning styles.

In addition, the research entitled "Use of Youtube Videos in Teaching English for Foreign Languages in Vocational High Schools" by [11] revealed that students have good opinions about improvement. They suggest that using YouTube can help to decrease tedious teaching and learning. Increase your enthusiasm to study English. This study differs from prior studies in that it examines YouTube as a virtual medium for delivering English lessons to three classes of non-English students at IAIN Salatiga. Furthermore, in [2] previous study (2022) on YouTube as a virtual teaching medium in ELT among non-English students figured out that YouTube positively impacts non-English students in ELT. This finding is supported by analyzing quiz answer sheets from students, surveys of student perceptions, and other comments about the material in the YouTube comments column. Based on the results of a survey, it is possible to infer that YouTube can be an effective virtual learning medium in ELT among non-English students at IAIN Salatiga.

In [27], conducted study on independent online learning of EFL students in expository and analytical writing courses. This study aims to identify the frequency of use of the thinking phase, performance phase, and student self-reflection phase in self-regulated online learning for expository and analytical writing courses. This study indicates that most students apply online self-regulated learning in expository and analytical writing courses. The limitation of this research is that it cannot dig deeper into students' perceptions and actual behavior in carrying out independent online learning. To avoid the drawbacks of the research, a qualitative study should

be used to get in-depth analysis using interviews and the provision of audio, text, or visual files in an online self-study process involving students in expository and analytical writing courses.

Further research can discover autonomous online learning in various language skills and determine the link between the thinking phase and the self-reflection phase in online learning. Furthermore, [7] found the analysis demonstrates that the usage of online learning, particularly Learning Houses, presents different aspects for teachers to consider when delivering material. The first factor is from the technology side; it has several benefits and problems for teachers. The second aspect is the teacher's use of this website. Because this website has addressed the demands of teachers, it may be determined that it is enough to support teachers in carrying out the learning process throughout the pandemic. Still, the school has not clarified key elements that make it difficult for teachers to perform their best. The introduction of Learning Houses throughout the epidemic must include enough training to assist teachers in carrying out instruction during e-learning to the greatest possible extent.

## 2. METHODS

In [31], the method is taken to solve the problem of an object under study. The research method used in this research is a qualitative approach. Qualitative research emphasizes the most important thing about the nature of an item or object. The most important thing about an item or entity in the form of an event/phenomenon/social phenomenon is the meaning behind the incident, which can be used as a valuable lesson for developing a theoretical concept. Qualitative research can be designed to contribute to theory, practice, policy, social issues, and action (Satori & Komariah, 2012).

Meanwhile, in [32], a qualitative research approach is founded on post-positivism philosophy and is used to investigate natural things. The data collection technique was done by triangulation (combined). The name of triangulation is to check the truth of the data that has been obtained by comparing it with data obtained from other sources.

The qualitative research approach that the author uses in this study is to describe the savvy ELT technology in a private junior high school in Cilacap. The data obtained include the results of interviews and the results of questionnaires. Data analysis was carried out by enhancing information, looking for links, comparing, and discovering basic patterns in the original data (not transformed in the form of numbers). A story is used to communicate the outcomes of data analysis in the form of exposure to the scenario under examination. This method makes it possible to answer research problems that require an in-depth understanding of the object under study to produce research conclusions in the context of the time and situation concerned. The instruments used in this study were interviews and questionnaires. The instruments were used to obtain information about savvy ELT technology in private junior high schools in Cilacap. Data collection techniques are essential in research because the primary purpose is to get data. Data collection techniques used in this study were interview techniques and questionnaires.

## 3. RESULTS AND DISCUSSION

The information of research data in interview answers and open questionnaires will be presented in the following table (Table 1).

Table 1. Research data

Question	Answer
Do you use technology devices/media when teaching in the class?	Sometimes they use media/ technology devices. They use a Laptop, LCD, Projector, Internet, Cell phone, and Speaker. Still, the standard needs to visualize the material.
Have you ever used applications that support the teaching and learning process in the classroom?	Once. They use the application more often when online. In the actual class, it's just not as often as online.
What applications have you used, and what are the benefits of learning?	They are Google classroom, Google forms, Quizzes, Kahoot, Wordwall, Liveworksheet, Youtube, Zoom and Whatsapp, Jam board, Edmodo, Quipper, and others. The benefits of the application in learning are making it easier for educators/teachers to convey material information to students and generating motivation to learn because all they know is modules, printed books, and worksheets. Those who usually rarely or never collect assignments are diligent in collecting terms. When the program is shown, users are excited and eager about how to use it or perform its functions. In addition, the

Question	Answer
	benefits can also give information as needed; the data can be repeated and updated as needed.
Have you ever used a game application in the learning process? How did the students respond at that time?	Once. The students were pleased, enthusiastic, excited, interested, challenged, and not bored in class to learn English. They tend to want to try the application again to learn because they get conventional material and get deeper into it in an exciting way. Wordwall presents many modern models and forms of exercise, such as visual games that most children play.
What tools/media do you use for teaching?	Using Textbooks, LKS, and Practice questions
Which is more frequent? Teaching using technology devices/media Teaching without using technology devices/media	They often do not use technology media because the class programs taught are not only ICT classes; most of the unique and regular class programs do not use laptops. So actually, the technical facilities for preparing for all class programs are the same, but from the side of students who actively use technology directly, only IT classes. There are a lot of teaching hours because it doesn't only teach English. And a plan to use a specific method is not always doable. Unless the device/media needed in a subject matter is easy to prepare, it will use the device/media technology. However, if you require complicated devices/media, I decided to use a textbook/LKS.
Are there certain obstacles when using technology tools/media when teaching?	<ol style="list-style-type: none"> <li>1. There is a regulation from the school which states that students are not allowed to bring cell phones</li> <li>2. There is a program for ICT class students who do not have or do not bring laptops to use in the learning process.</li> <li>3. When allowed to bring cell phones, they open other applications besides the material presented</li> <li>4. Teachers are not proficient in making learning videos and learning video media facilities are still lacking.</li> <li>5. Requires a data plan</li> <li>6. Internet connection is only for certain classes, such as the ICT class program.</li> <li>7. In some classrooms, the connection between the laptop and the projector is insufficient due to projector damage. LCDs occasionally fail to function properly, and learning to use existing tools might take hours.</li> <li>8. A large number of teaching hours, so it takes one week to prepare plans, media, and methods that will be applied in class. So, you can't immediately plan and execute on the same day.</li> <li>9. The age factor and adjustment to an increasingly sophisticated learning era is one of the obstacles to fighting technology.</li> </ol>
Are there certain obstacles when deciding not to use technology devices/media when teaching? (Specify more than 1)	The problem is the lack of time because every time students discuss the material, students must record the material points first and distribute the worksheet first, write on the answer sheet, and pause to discuss questions. Wasting time borrowing books from the library and looking up the meaning in a dictionary. Children are not orderly and bring books/LKS to be used in learning.
How important is technology in teaching English? The reason?	Very important. Now is the era of technology, and we have to keep up with the times; if we cannot get technology, we will be left behind. English is also very close to technology, media, and applications for us to present material that is easier for students to understand. Learning by using technology will attract students' attention to foster motivation, and lessons will also have a more explicit meaning. In addition, teaching methods will be more varied because Generation Z is already familiar with the technology. If we do not provide teaching with qualified technology, it will surely make them bored in class quickly. So, technology is essential and can provide additional skills for children. In the future, children will not only have skills in



Question	Answer
	English lessons but also have the skills to operate advanced technology.
Do you agree that age is an obstacle to understanding/literate technology?	Some chose to agree, and some did not. Agree because old teachers find it difficult to follow the application's language and are also not familiar with the latest applications. People who are elderly/senior usually have a different grasping power and memory from those who are young who are in direct contact with current technology. Because the instructions vary with various forms of language, they must be digested first to understand them. If you are forced and accompanied, you can do it. So, the age factor is not an obstacle, just getting used to it and not getting used to it. Many people are of advanced age but have good technical skills, but they are not as fast/sophisticated as their younger counterparts when they operate it. But basically, the main factor is desire. When his passion is not vital to learning technology, he will not be able to. But if the desire is strong and willing to learn with anyone, they will be able to follow the current situation, which is close and close to technology.
Do you agree that time is an obstacle to understanding/literate technology? Because many teachers have other activities besides teaching.	In fact, from a "professional" point of view, the issue of age and time cannot be used as an excuse to prepare for teaching using technology on the pretext of running out of time to prepare materials, tools/media, and others. Despite the reality, age and time affect the preparation of the learning process. Because many teachers are already married, finding extras outside of school is a significant duty, thus their time is split. As a teacher, you have to give your best and excel in class. Things at home, with partners, with the environment, and others have become part of the life of someone who works. Because it is our decision, we must be responsible. No matter how the changes, the important thing is that there are always future developments for technology literacy.
How do students respond when teaching using/without technological devices/media? The reason?	Students' responses when I use technology media are more active, and it is like the class is livelier. However, the active students are essentially the ordinarily active students plus a few more persons, while the passive students stay inactive. Only the point is livelier when using technology and not monotonous. When you don't use the media, your students will be bored. The atmosphere in the class was gloomy and unpleasant. However, it is different when using media. Students are hypnotized and motivated to pay attention because of the exciting visualization of what is shown or presented. When using media, learning technology is more interactive.

### 1. Are all English teachers using ICT in ELT?

Based on the research results from several English teachers, most of them have used technology such as laptops, LCDs, projectors, and the Internet according to the standards needed to visualize the material. However, 4 out of 5 teachers revealed that they teach more often without using technological devices/media. This means that English teachers still face challenges utilizing ICT in their teaching [28]. English teachers still need to adapt to learning with ICT. Many factors influence it. They start from the problem of facilities where the class programs taught are not only IT classes, and most of the unique and regular class programs do not use laptops. Due to the different class programs, not all students have the same facilities as using laptops in IT classes; even in IT classes, there are still those who do not have laptops. School regulations that prohibit students from bringing cell phones are also one of the causes. The prohibition on getting a cell phone is used to open other applications that are not the material presented when it is allowed to carry it. On the other hand [5], the penetration of electronic devices in learning such as laptops, mobile phones, and tablets, and the availability

of devices for students can facilitate their learning abilities. Then in terms of the students themselves, the only ones who actively use technology directly are ICT classes.

Internet facilities are also one of the contributing factors; when the application used by the teacher to teach requires an internet connection, the teacher must look for a class that has a good internet connection, and there are some classes with poor internet connection. And in terms of the teachers themselves, they are still adjusting to using technology, especially senior teachers. In [30], the emphasis on teaching with technology reflects the level of teacher readiness that is increasing the use of technology in education today. The number of teaching hours for each teacher also affects it; the dense number of teaching hours causes the lack of preparation of plans, media, and methods to be applied in the classroom because the use of media cannot immediately plan and execute on the same day.

Not all teachers use ICT due to age, ability to use ICT tools, and limited time to prepare media presented in the learning process. Teachers who use ICT are only limited to teachers ready to adapt to the 21st century. Some believe that they are more comfortable with traditional learning models since they are accustomed to them and do not have time to learn how to handle ICT devices or supply IT-based learning media in their learning process. From a "professional" standpoint, age and time cannot be used as an excuse to prepare for teaching using technology on the pretence of running out of time to prepare materials, tools/media, and others as a teacher should deliver the best and great in class, particularly in time management. Things at home, with partners, with the environment, and others have become part of the life of someone who works. Because it has become a decision to become a teacher means that you have to be responsible. Especially now that the students they are dealing with are Generation Z and already familiar with the technology. In [6], students rapidly use digital technology in the classroom and their personal lives. If we do not provide teaching with qualified technology, it will surely make them bored in class quickly. The integration of ICT into the language classroom has far-reaching consequences for curriculum reform, education, and student learning. In [12], the advancement of information and communication technology (ICT) is said to have significantly supported learners in using English in a highly natural, honest, conversational, and stress-free language classroom situation.

## **2. What media and/or applications are used in ELT by English teachers?**

Based on the results of interviews with 5 English teachers, data were obtained that all teachers had used media or applications to help them deliver learning materials to students to understand them more easily. The data also received information that most teachers stated that the press they generally use in class is laptops, LCD projectors (Liquid Crystal Display), speakers, and the internet. At the same time, the media in the form of applications used by teachers to teach are Google Classroom, Google Forms, Quizzes, Wordwall, Liveworksheet, Kahoot, WhatsApp, jam board, Edmodo, and Quipper.

The teachers/respondents stated that this media and application were very useful in learning, where this media and application greatly helped both teachers and students. According to the teachers' statements, one of the benefits of media and technology-based learning applications in ELT is that learning time becomes more efficient for students understanding to become more relaxed or enjoy the learning process. Because when teachers do not use ICT, most of the learning time is spent through student activities to record learning materials. Another advantage is that it raises students' motivation and enthusiasm for learning, where students become more active in learning English when compared to not using ICT. Students also become more diligent in collecting assignments given by the teacher when using ICT-based media and applications. This statement is from previous research [16], which states that ICT-based learning can make students more active in education, such as actively participating in discussions.

Although these media are very useful for teaching and learning English, not all of the press mentioned are used by the respondents' teachers. One of them is that one teacher only uses speakers in the classroom for education. This incident exists because not all schools provide speakers to assist the learning process. If holding speakers in class, the teacher must give them himself. This is very unfortunate considering that one of the important English skills for students is listening. In [33], listening skills have a very important role for students because they are related to learning. They must interpret what they know and hear and then apply linguistic knowledge to understand the message. This means that so that students can easily understand the English subject matter given by the teacher, they must be able to understand what the teacher says in English.

Then from the several applications mentioned, google classroom and google Forms are applications used by almost all five teachers who are research respondents in facilitating the teaching and learning process of English. According to previous research, this application can make students more diligent in collecting assignments on time, getting feedback from assigned assignments, and organizing learning materials. This can happen because Google Classroom and Google Forms are applications that are easy to apply and use. In addition [26], students are also very familiar with these two applications, so when used, it does not take much time to introduce or adapt to these applications.

Some teachers also use game applications in the ELT process. This game application is in the form of Kahoot, Quizzes, and Wordwall. The teachers stated that using game applications in ELT can make learning more enjoyable. Students are very enthusiastic about taking ELT because they get conventional material and deepen their learning material exciting and fun. This is because game applications such as Wordwall can present many modern models and forms of exercise and beautiful visuals like the visual games played by most children. In addition, when using these game applications in this ELT, students become very happy/happy so that the learning process is not tedious. This increases the learning motivation of students to take part in learning. English teaching and learning activities like this are needed so that learning becomes more varied and not monotonous so that students like English learners. These statements are in line with previous research [19], which showed that game-integrated English learning improved learning outcomes and motivation and created a relaxed and comfortable learning environment.

### 3. What are the challenges found in using ICT in ELT?

The use of ICT in learning English does have many benefits. However, in fact (based on the results of teacher interviews in Table 1), four out of five teachers more often conduct conventional or non-ICT-assisted learning. According to the teachers' statements, ICT-based English learning is more often used when teaching and learning English is carried out online during the COVID-19 pandemic. This statement is by previous research [8], which showed that during the COVID-19 pandemic, the entire student teaching and learning process was carried out online. Meanwhile, when the pandemic has started to end, and offline learning is being held, most teachers are starting to leave ICT-based English learning. Face-to-face learning after the pandemic carried out by these teachers often utilizes learning media in textbooks, textbooks, and LKS (Student Worksheets). Although using these media requires quite a lot of learning time, teachers have no other choice but to use them because several obstacles prevent them from implementing ICT-based learning.

Generally, teachers state that the main obstacle is the availability of technological media used by students. Students cannot use cell phones for English learning media during offline learning at school because school regulations or regulations prohibit students from bringing cell phones to school. One teacher had tried to ask students to bring cell phones to school as a learning medium, but in fact, students were more open to other things such as social media than the English material recommended by the teacher. This incident is similar to previous studies that during online learning. In [9], students will usually often open social media. The result is that many students do not focus on receiving learning materials. This incident can be solved if the school provides technological media such as computers, tablets, or substitute mobile phones used explicitly for the learning process. Still, the school does not provide these media, so ICT-based learning cannot be implemented.

The same statement was expressed in one study [21] that one of the obstacles in implementing ICT-based or online learning is the limited or poor internet connection when learning takes place. The internet connection in each class is mostly not good or inadequate, making it impossible to carry out ICT-based learning. Another obstacle is an inadequate internet connection which requires more spending on data packages for both students and teachers. Another condition that hinders the use of ICT in the teaching and learning process of English in schools is a large number of teaching hours. One respondent revealed that he did not have time to prepare learning materials through ICT-based media because of the busy teaching hours. This teacher stated that if he wanted to conduct ICT-based learning, he needed one whole week to prepare learning materials and technology media. These constraints have caused teachers to decide not to carry out ICT-based teaching and learning frequently.

The age factor can also be the cause of the lack of use of ICT in learning. This is expressed by almost all teachers, that teachers who have an advanced age are less able to understand the application language and have difficulty operating technology media. For example, the respondent's teacher, who is quite advanced in age, states that he has not been able to make English learning videos. However, the respondent's teachers revealed that this could be overcome if these elderly teachers had a great willingness to learn to be patiently trained by someone more skilled because some teachers are old but can still use ICT-based learning. This means that it is true that age can affect the lack of use of ICT in learning English, but if they are willing to learn, then this can be overcome.

Regarding one research question, "is time an obstacle to understanding/technology literacy?" respondent teachers generally disagree. Although many teachers are out there who state that they do not have time to study or prepare for ICT-based learning, the respondent teachers express their disagreement. Because according to them, a teacher must be professional. No matter how much work the teacher has, he should be able to manage his time well so that teachers can keep up with the times to learn to use technology-based media. In addition, professional teachers must also manage their time well so that they can prepare learning materials through ICT media. They are considering the many benefits offered by ICT-based English learning media.

The statement in previous research [9] that the thing that needs to be considered when implementing ICT-based or online learning is good time management. A teacher's time management must be good because a



teacher must give the best and be excellent in class no matter what happens. Things at home, with a partner, the environment, and others have become part of the life of someone who works. Because when you decide to become a teacher, you have to be responsible. No matter how changing times, it is essential that there is always self-development in the future to be technologically literate. In addition, technology is inherent in the daily life of teachers today, so teachers feel they can keep up with the times and are pretty technologically literate. The teacher revealed that they only needed to increase their knowledge about it to be included in learning English with the students.

#### 4. CONCLUSION

Based on the research results show that not all teachers use ICT. They are more comfortable using conventional media than ICT. But if the common media such as laptops, LCD projectors (Liquid Crystal Display), speakers, and the internet of course have been used in class. While the media in the form of applications that have been used by teachers to teach are Google Classroom, Google Forms, Quizzes, Wordwall, Liveworksheet, Kahoot, WhatsApp, Jam board, Edmodo, and Quipper. Of the several applications mentioned, not all teachers use it. Only a few teachers are actively using ICT-based learning media in learning English. This means that English teachers still need to adapt to learning with ICT. Many factors influence it, including facilities, internet, age, and time management.

The limitations of the problems studied in this study are the use of ICT and the challenges that English teachers confront when integrating it into ELT. More research, however, is required to advance and deepen the study that has previously been undertaken. Therefore, the recommendations for further researchers are as follows:

1. The scope of this research is still limited to teachers from one of the private junior high schools in Cilacap. Therefore, it is still open for research to be carried out by taking samples from students who are in urban areas or in other areas.
2. The scope of this research is only at the junior high school level, so it is still open for further research related to higher or lower levels of education.
3. Additional research on learning models that can influence English learning is required by broadening the field of research to include psychological, science and technology, social and cultural factors, in order to obtain the desired results.

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