

ICT INTEGRATION IN EFL CLASSROOM (MILLENNIAL LECTURER'S ATTITUDE AND EXPECTATIONS)

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Abstract: The use of ICT in education has led in major improvements in learning and many benefits. Regardless of the rapid developments in technology, lecturers have to become familiar with Information, Communication, and Technology. The present teaching strategy may be improved by millennial lecturers who grew up with technology. As a research methodology, in-depth interviews and a questionnaire were employed to investigate the diversity of applications utilized by millennial lecturers in the English Department at Universitas Islam Riau. This article discusses how to use ICT in an EFL classroom. Furthermore, this research aims to learn about the lecturers' expectations and attitudes that will be acquired as a result of the students' use of ICT.

Keywords: Technology, applications. EFL classroom

INTRODUCTION

Use this format for each section. Your full paper should be written in 4 – 5 pages. First-level headings should be written in capital letters. Leave a space between the heading and the first paragraph for that section.

The rapid development of information and communication technology (ICT) is accelerating quickly. ICT is seen to be one type of auxiliary media that can aid teachers of EFL students. ICT is very helpful in giving teachers and students the ability to locate resources for education and learning. People's lives have changed significantly because of recent developments in technology. ICT contributes to creating friendly surroundings and the chance to share knowledge more effectively, both of which help teachers and students exceed their academic horizons. One of the most important goals of teaching using information and communication technology is the development of teaching abilities among educators at all levels (Scholar, B.A & Saxeena, D.2014:pg 453). It is important to highlight that the teaching and learning activities can occur either synchronously or asynchronously, demonstrating how ICT is a platform that satisfies the demands of both educators and learners.

In education, lecturers serve as the link between the English language and its learners, advising on the consistency in use of language learning and Information and Communication Technology (ICT) as a dynamic instrument. According to Erben, T.Ban (2009), "A lecturer is required to change his or her regular methodology whereas employing information and communication technology (ICT) as instructional material. The more lecturers use ICT tools in the classroom, lessons become more student-centered." The use of ICT in language learning is critical and has benefited higher education institutions much, according to past studies. It is clear that any university that rejects ICT is endangering its survival. The process of teaching and learning benefits from the usage of ICT.

As ICT is seen as an excellent tool for modernizing educational practices in many fields, several nations invest in its integration. The effectiveness and relevance of technology, in particular, could improve English teaching and learning. According to Isisag (2012), "ICT presents a powerful learning environment for learners in the classroom". Moreover, Rosnaini Mahmud and Mohd Arif (2008) define ICT integration as figuring out how and where technology fits into an educational teaching and learning atmosphere. Everyone enjoys the chance to use websites from everywhere at any time to utilize the free information provided by the internet.

Several nations invest in ICT integration as it's viewed as an effective tool for renewing educational practice in any field. In particular, the efficacy and relevance of technology might enhance English teaching and learning process. In a very short period, information and communications technologies (ICTs) have evolved into an essential element of the modern industrial civilization. Today, many countries put a high value on mastering information technology and mastering the basic principles and skills related to ICT (Daniels, J.S, 2002).

Making use of technology in university classroom allows the lecturers diversify their way of teaching, display more information and enhance students' learning. It also saves lecture time and energy and enable the lecturer to focus more on the course material. Lecturers as the implementers of innovation and instruction are important to quest the implementation of ICT in Indonesian universities. The knowledge and attitude of lecturers may be critical to the success of any ICT educational program (Yusuf, M.O., 1998).

Unfortunately, there has been less optimal in ICT integration on EFL classroom. There are still many students who are lack of the procedures for using ICT-based applications. They are having difficulties on applying ICT to make some learning media. However, lecturer in English department always encouraged the students to be able in using ICT applications. This is because ICT is now an essential component of the modern learning environment and is no longer just a simple additional tool.

There has been some research on the use of ICT integration in the classroom, particularly in EFL classrooms. Lessons become more engaging rather than routine, increasing student participation. Traditional instruction in traditional settings may benefit with ICT. Lecturers can use ICT to replace boring instructional methods like discussion and explanation with exciting ones. For instance, lecturers might draw students' attention using smartphones and the internet. The lack of technology literacy from students becomes the major reason why a lecturer's teaching method becomes stagnant. This has not had much impact on students. It is necessary for lecturers to have abilities to direct students so that their technology literacy increases.

Because of that, this study focuses on how English lecturers use ICT in EFL classrooms, their attitude and expectations to the students. The following research questions guide this study: 1) How do English lecturers use ICT in the teaching and learning process in EFL Classrooms? 2) What are the benefits of integrating ICT in teaching and learning process? 3) What are the expectations from lecturers after using ICT?

As the following questions mentioned, the hypotheses are formulated as follows:

H1: Lecturers are able to integrate ICT in EFL classroom.

H2: Integrating ICT has many benefits in teaching and learning process and it can help the students.

H3: The students are easily to understand English materials from lecturers through the use of ICT.

The study's objective is to know about the lecturers' attitude toward integrating ICT in EFL classroom and whether it impacts students. To reach specific result, descriptive

quantitative may be used. Hopefully EFL lecturers be inspired, and the result of this research would be implemented to students, so their English ability and technology literacies improved.

METHODS

To demonstrate the lecturer's attitude toward using ICT and the expectations for the students linked to digital literacy in EFL classrooms, this study was conducted using a descriptive quantitative study research design. The purpose is to describe the phenomenon and its interpretation to explain how a person behave at specific time. In order to learn more about lecturers' attitudes toward incorporating ICT in the classroom, this study concentrated on one primary data source, a semi-structured interview.

The questionnaire in this study was divided into two parts, which inquired about: lecturers' attitude (10 items), and expectation (7 items) in ICT use in EFL classroom. The subject of the research includes English Department lecturers in Islamic University of Riau. To strengthen the result, the researcher use in-depth interview.

The present study's participants were EFL lecturers from the Islamic University of Riau. English Department in Islamic University of Riau has 23 lecturers, where 15 of them are millennials. A questionnaire was sent through email and WhatsApp.

FINDINGS AND DISCUSSION

In order to understand the lecturers' attitudes toward the use of ICT in the classroom, the data from the surveys are first exhibited and expanded facing them. A five-type scale is used to express the opinions of the teachers: SD, strongly disagree (1); D, disagree (2); N, neutral (3); A, agree (4); and SA, strongly agree (5). The results of the questionnaire observation can be seen in the table below.

Table 1. Lecturers' attitude through using ICT in EFL classroom

No	Statement	SD	D	N	A	SA
		Responses (%)				
1	I use some applications to keep establish communication with students	0	0	0	67	33
2	I encourage the students to be more independent	0	13	20	67	0
3	I have simple access to the technology I want to utilize.	0	20	0	80	0
4	I am aware of the great opportunities that ICT offers for teaching	0	33	33	34	0
5	I need experts to educate me how to use applications or how to integrate ICT into the teaching and learning process	0	13	20	67	0
6	I need guidance when I run into technical issues.	0	13	20	67	0
7	I have materials using ICT integration to support teaching	0	60	0	40	0
8	Sometimes, I find some applications that can make students' moods better	0	20	0	80	0
9	I create more engaging activities among the students with an application	0	40	0	60	0
10	I make my students more motivated by using online applications.	0	13	0	87	0

From the table above, most of lecturers have good skill of using ICT. Lecturers claimed that "I have simple access to the technology I want to utilize" and "I need guidance when I run into technical issues" means that the lecturers are able to use ICT but, still need some support and help from the expert while facing technical problem. The lecturers' expectations can be shown in the table below:

Table 2. Lecturers' expectations through using ICT in EFL classroom

No	Statement	SD	D	N	A	SA
		Responses (%)				
1	The use of ICT will accelerate the learning process				87	13
2	ICT usage can create collaborative learning environments			13	87	
3	The use of ICT will offer students more helpful and practical knowledge.			7	93	
4	I hope the use of ICT will make my teaching to be more effective.			7	93	
5	It is simple to manage the class by the help of technology		47	27	26	
6	ICT helps me to improve my teaching skills with updated materials.				60	40
7	Students make no effort for their lesson if ICT is used in teaching		40	20	40	

The table above shows that lecturers' expectation through using ICT tends to be high. It can be shown from the obtained data that lecturers said that by using ICT, they could teach more efficiently. In contrast, it is not easy to manage the running class just by relying on an application. The lecturers should be able to gather the class and give clear instructions to students to handle the teaching and learning process. Otherwise, the students will give negative attitude toward ICT use in the classroom.

Interview

The researchers performed an interview to reinforce the findings of this study, and the statements below represent samples of the respondents' responses which can be seen below.

1. "I often use multimedia tools such as video and audio clips. Usually, I use YouTube and Spotify. Unfortunately, the obstacle is the network. Hopefully the campus server can maintain a stronger connection, so that the lecturers and students may be helped and have easier access to the internet. During this time, I prefer to use individual hotspot" (lecturer 1).
2. "I hope that utilizing ICT will improve my teaching performance and make my instruction to be more effective, so the students will understand it. By using Padlet to make interactive board, hopefully they can enjoy my class" (lecturer 2).
 3. "It is difficult for me when I got a technical problem. For example, when I would like to display my PowerPoint slides, my laptop did not match the projector cable. So, I must cancel my presentation, and get into manual teaching" (lecturer 3).
 4. "Hopefully, using ICT will improve my teaching skills, and the students will enhance their ability to use ICT tools. Unfortunately, the projector cable and internet connection often become a serious problem" (lecturer 4).
 5. "Looks like by using ICT, students will be easier to understand the materials in the teaching process" (lecturer 5).

From the interview result, it can be shown that it is line with the previous research (Yeni Fitri, 2020) stated that most of EFL lecturers admit that they had technical issues including slow internet connection and it was such a biggest obstacle that encountered. It should be acknowledged that there are many locations in Indonesia where the internet connection is unreliable.

Discussion

There are several ways that English lecturers can integrate Information, Communication, and Technology into both of teaching and learning process in an EFL classroom. Some examples include:

1. Using multimedia tools: Lecturers can use multimedia tools such as video, audio clips, and images to enhance students' new learning experiences. For example, they can use videos to show students how to pronounce words correctly and audio clips to improve their listening skills.
2. Virtual classrooms: lecturer may deliver the lectures, handle discussions, and assign tasks in these virtual classrooms. Students from anywhere can access the virtual classroom, which can be reached through real-time discussions.
3. Online resources: Learning applications, online learning dictionaries, and grammar checkers. Lecturers can recommend these resources to their students to supplement classroom learning.
4. Collaborative tools such as Padlet and Google Docs might be used for interactive lessons and group projects. These tools allow students to collaborate on a real-time project, even in different lessons.
5. Gamification: Modifying games and quizzes to make the learning process more challenging. Lecturers can use it to create quizzes that students can complete to earn points or badges.

The expectations of lecturers get after using ICT in the classroom:

1. Improved digital literacy: Students are expected to develop skills and competencies in using digital problem-solving tools and applications.
2. Enhanced learning outcomes: ICT is expected to facilitate active, collaborative, and personalized learning experiences to help students achieve better academic performance and high-order thinking skills.
3. Increased motivation and engagement: the students are expected to be interested in learning.
4. Increases efficiency. The lecturers hope their teaching skills will improve and teach more efficiently.
5. Developing 21st-century skills because ICT help students develop critical thinking skills, problem solving, communication, and creativity, which are essential for success.

When compared to multimedia that lecturer usually use, it can save more time in raising students' knowledge of the material. The second argument is that this situation makes students motivated and enthusiastic so they actively participate in the teaching and learning process since a fun learning atmosphere can prevent students from being bored while they are studying. In conclusion, it can be said that using audiovisual tools in the teaching and learning process is advantageous for both teachers and students. The class gets more engaged and productive.

The previous research had proved that integrate the ICT tools into EFL classroom by using collaborative tools such as Padlet can improve students' writing achievement. Students were encouraged to be active in writing because it provides feedback from the lecturer into the students. They were also tried to finish the assignment even though it was difficult (Jong, 2021).

CONCLUSIONS

Based on the findings of this study, there are some similar attitudes and expectations in using ICT by lecturers at the Islamic University of Riau. First, most lecturers viewed that the use of ICT in classroom is important in teaching, improves lecturers' teaching ability, boosts student motivation, and makes learning more enjoyable, captivating, efficient, and varied. Secondly, there are no significant obstacles in the teaching and learning process by using technology other than internet connection and cable projector problems. There were some lecturers said that the projector is broken and limited and should be repaired, and others said

that the internet connection should be improved. Furthermore, the last, all of the lecturers expect that using ICT will enable them to give students more interactive learning opportunities, more interesting and original work and interact with pupils more effectively after the ICT integration. In addition, all the lecturers must improve their skills in using applications and other ICT tools while teaching.

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