Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback

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Abstract

Indonesia is a vast Southeast Asian country boasting a rich cultural and linguistic heritage, with a staggering 726 local languages. However, English is essential in Indonesian, especially in media, politics, and education. Recognizing its significance, the Indonesian government has incorporated English as a subject in the educational sector and included it in the national examination from elementary to high school levels. Despite these efforts, Indonesia's English Proficiency Index (EPI) remains low, with a score of 469 out of 502 compared to the global average. This paper investigates implementing Information and Communication Technology (ICT) in Indonesian English classes. The authors have explored the perceptions of both teachers and students concerning ICT, how they react to its presence, and the common types of technology used in these classes. The study's participants consisted of university-level students and teachers from the English department in Indonesia. Data collection was carried out through the distribution of questionnaires and conducting interviews with the teachers. The results revealed that incorporating ICT in the classroom benefits teachers and students. Interestingly, despite the technology's benefits, the teachers and students expressed confidence in their ability to perform well even without relying heavily on technology during their lessons.

Keywords: Indonesia, English learning, ICT, Technology, ELT, EFL Classroom.

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   1

Introduction

Indonesia is located in Southeast Asia, comprising more than 17,000 islands (Alcorn & Royo, 2000). With more than 280 million people, it stands as the fourth most populous country in the world. Indonesia boasts a rich cultural and linguistic heritage within this vast population, encompassing over 726 local or traditional languages. It is the second most linguistically diverse country globally, trailing only behind Papua New Guinea (Ridwan, 2018).

Despite Indonesia's immense plurality of languages, English is prominent in the nation. In fact, not only in Indonesia but in most nations, English is a required subject of study, and it is also the most widely used language online (Meirovitz et al., 2022). Various aspects of society, including media, politics, and education, commonly necessitate English usage (Lauder, 2008). Several foreign languages exist in this country despite English. However, the government has officially appointed English as the primary additional language since the decree of Indonesian independence in 1945 (Smith, 1991). Recognizing the significance of English, the Indonesian government has included it as one of the subjects in the educational sector and made it a part of the national examination curriculum, spanning from elementary to high school levels.

However, most students in Indonesia still need help to study English, as revealed by a recent survey conducted by English First. The survey places Indonesia at 81 out of 111 countries globally regarding English proficiency, with an EPI (English Proficiency Index) score of 469, while the global average stands at 502 (English First, 2022). Considering this, the enactment of Information and Communication Technology (ICT) is being explored to enhance English proficiency in Indonesia. Given that ICT is regarded as one of the strategies to promote language learning effectively(Li et al., 2019). Moreover, the use of technology in the classroom is prominent today to enhance the student's creativity (Bereczki & Kárpáti, 2021). Two advantages of technology in the classroom are that it engages pupils and helps them retain material. When ICT is employed in the classroom, students are more engaged. This is so that the same principles

can be taught in a pleasant and exciting way using many techniques thanks to technology engaging pupils and helping them retain material (Wu et al., 2022).

In today's era, every aspect of human life has been integrated by the use of technology, and education is a part of it (Firmin & Genesi, 2013). Almost every modern class they are installed with a smartboard, projector, etc., to support the learning process(Saed et al., 2021). ICT, Ed Tech, or learning technology, refers to the ethical application of facilities that involve creating, using, and managing technology processes for learning to enhance student performance (Kaware & Sain, 2015). Additionally, ICT encompasses various tools and resources for communication, information management, and data storage, such as the Internet, radio, television, and more (Tinio, 2003). Similarly, ICTs refer to equipment that supports and strengthens educational settings to meet society's knowledge demands (Kreijns et al., 2013). Ghavifker and Rosdy (2015) state that education integrated with ICT involves leveraging computer-based information in conjunction with classroom activities. Furthermore, Bindu (2016) notes that ICT includes a wide range of tools, from FM radio to satellite communication, and goes beyond computers and the internet. Therefore, it can be concluded that ICT includes various tools that aid people in their work. It is not restricted solely to using computers, mobile devices, or the internet; it encompasses any equipment supporting human work in communication and information.

On the other hand, despite the advantages of using technology in language learning classrooms, many studies show the need for more impact of using ICT in language learning. Some voices call for reconsidering the integration of various types of technologies into the learning process, and recently, these voices have not only isolated ones (Pikhart, 2021). Some of the reasons that can be considered are the effectiveness of teachers' computer skills or the role that emotions play in accepting computers. Additionally, numerous studies have been conducted on the challenges associated with the introduction and use of computers in the classroom,

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback 3

particularly from the perspective of different expectations and attitudes (Malagón & Pérez, 2017). This paper examines the implementation of ICT in Indonesian English classes. The authors will investigate the teachers' and students' perceptions of ICT, how they react to it, and what technology is commonly used in classes. Next, the data collected is analyzed to see whether the implementation of ICT is an upgrade or a downgrade for both teachers and students.

Literature Review

ICT (Information and Communication Technology)

ICT has significantly altered many sectors of our lives (Tearle, 2003). With its influence, it would be easier for us to organize many things as it has a significant role in various aspects such as business, engineering, banking, education, etc. (Kaware & Sain, 2015). In the realm of education, the implementation of ICT stands out as one of the most significant advancements during the 21st century (Alzaidiyeen & Almwidah, 2012). Specifically, in the EFL or ESL classes, ICT is the integration of various information and communication technologies in order to make use of their ability to design, improve, and maximize better learning environments (Alobaid, 2021). The utilization of ICT in the classroom has become common in schools and other institutional educations. Numerous studies have demonstrated that ICT has brought multiple benefits to teachers and students (Shan Fu, 2013).

Moreover, implementing ICT is considered the most effective and efficient way for teachers to enhance student's learning experience since they can integrate various technologies (Condie & Munroe, 2007). Furthermore, over the past two decades, research studies have consistently shown positive trends toward integrating ICT in class (Cakici, 2016). Padulean and Margan (2009) highlighted that through ICT, students can explore a vast array of information on the internet related to the target language's culture. Additionally, they can access various reference materials, such as online dictionaries and encyclopedias, which enrich their learning experience.

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Language in India www.languageinindia.com **ISSN 1930-2940** **Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   4

During the COVID-19 pandemic, Somer et al. (2021) conducted studies that revealed the crucial role of using ICT in maintaining students' motivation towards their language learning. Incorporating technology during this challenging period proved effective in keeping students engaged and motivated throughout the classes. Furthermore, During the COVID-19 pandemic, technology made it possible to communicate online, and it became crucial to teaching English as a foreign language (EFL) (Bailey et al., 2023). Additionally, the transition from traditional face-to-face classes to distance learning during the COVID-19 period necessitates a mastery of technology tools, the implementation of modified educational approaches, and a high level of student autonomy. In this context, utilizing new ICT in education can enhance in-person instruction and raise student learning standards globally (Outoukarte et al., 2023).

Furthermore, Khojah and Thomas's study on smartphone-mediated EFL reading for female learners in Saudi Arabian classrooms demonstrated a positive attitude toward the reading activity (Khojah & Thomas, 2021). This underscores the potential benefits of integrating ICT into the learning process.

Despite these hopeful results, further research is needed to fully understand how ICT affects both basic and complicated assignments as well as short- and long-term learning outcomes in the classroom (Cox & Marshall, 2007). As mentioned earlier, one of the most influential aspects of ICT lies in education. The following section will explore several benefits of ICT in education.

The Benefits of ICT in Education

With the development and acceptance of ICT over the past two decades, English language learners (EFL) now have chances to use online casual resources and apps to enhance various aspects of their language learning (Naghdipour, 2022). The technology-assisted language learning has brought some features to the traditional classroom that benefit teachers and students.

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   5

It transforms classrooms and makes language materials accessible. Since traditional classrooms are unable to deliver authentic language input, this is especially beneficial for EFL students (Li et al., 2019). Numerous studies have consistently demonstrated the benefits of using ICT for educational purposes. It is believed that the integration of technology can help to improve students' motivation, interest, self-regulation, and collaboration (Bui, 2022). This is exemplified by the study conducted by Khojah and Thomas (2021). In their research, they focused on the application of smartphone-mediated tasks for students' reading activities in Saudi Arabian classrooms. The study participants were divided into three groups: one group was taught using the traditional Presentation-Practise-Production (PPP) method, the second group received a task-based approach, and the last group was exposed to a mobile task approach specially designed for the study.

The study's results revealed that the group exposed to the mobile task approach displayed higher motivation levels and positive trends toward their reading tasks (Khojah & Thomas, 2021). This finding suggests that integrating ICT, specifically through smartphone-mediated tasks, can significantly enhance students' engagement and performance in educational activities. Such research reinforces the importance of incorporating ICT in the educational process, as it not only motivates students but also improves learning outcomes. As technology continues to evolve, it can provide exciting opportunities for educators and students alike.

Another study conducted by Bindu (2016) about the impact of ICT in the educational sector in teaching and learning discussed a few points that the integration of ICT can enhance teaching and learning. Firstly, it has a significant role in ensuring equity in education since it can raise student achievement levels by facilitating a more learner-centered approach than the typical teacher-centered one. Moreover, it facilitates the establishment of knowledge based on contemporary curricula.

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   6

The second benefit he found was that it enhanced the accessibility of learning for every student. Education is not merely the transfer of knowledge from teachers to students inside the classroom within the guidelines of the syllabus or curriculum. It should be broader than that. As a result, there will be a borderless concept in delivering lessons to students using ICT. Because technology makes it possible for teachers to educate at any time and from any place, the third point is that ICT enhances learning motivation and the environment. It means that ICT influences teaching and learning activities by adding an element of vitality to the learning milieu. It provides much information from countless sources and from different perspectives to help promote the learning environment's credibility. Furthermore, if used wisely and effectively, it can boost learners' motivation and involvement by providing interactive task-based activities, and ICT functions as a modulator of cognitive development, enhancing the acquisition of fundamental cognitive competencies that are critical in a knowledge society because it can change learning tasks and difficulty levels.

The connection between ICT implementation and students' academic performances has been discussed in the last two decades. However, there is a lot of belief in ICT that improves students' performances compared to those students who do not use computers in their classes. This happens because of the many technology-provided facilities that can stimulate the learners, such as the use of audiovisuals. Also, by integrating ICT, students can be involved in teaching and learning activities, transforming learning into a learning-centered approach using applications or web-based learning.

The Disadvantages of ICT in Education

A few studies also found the negative aspects of the use of ICT. E-learning still faces some difficulties, even if it is the current trend in the educational sector. These challenges typically arise when the facilities teachers and students utilize are not well supported. The learner and their instructor may encounter the following difficulties when conducting online learning.

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   7

In applying ICT to creating engaging educational activities, sometimes students or teachers might get hooked on the digital aspects rather than the discussed subject (Olaore, 2014). This will be an essential but prominent mistake in the classroom, resulting in the imperfection of knowledge transfer. Furthermore, Talebian, Mohammadi, and Rezvanvar (2014) study exposed some disadvantages of implying ICT in the educational sectors. Those disadvantages, such as access to limitless and countless information, can lead students to access erroneous information that needs to be scientifically proven. At the same time, there will be limited feedback and assessment to the students, especially in an online classroom.

Correspondingly, the study held by Raut and Patil (2016) shows similar issues. They revealed that with the help of digital advances, students will lose their spelling ability since they will always depend on automatic spelling and grammar check software. Then, students will rely more on the internet since it will be easier to get the information with minimal effort. Thus, they can study easily since everything is available online. Besides, the addiction to technology, such as social media, will cause them to lack focus and distract them from doing their task. It will later result in poor academic performance. The use of ICT in the classroom has brought many advantages for teachers and students, and it has been considered a must for the teacher to adapt to the current digital era to fulfill educational demands. Nonetheless, ICT should be applied along with its regulation to maximize its benefits and avoid unnecessary loss.

Concept of Perception

Throughout our daily lives as humans, we learn new things about our surroundings. Since the world we live in is nothing more than a collection of information that pertains to the subject. Hence, we must obtain information from our outer environment wherever we go (Demuth, 2013). We know that we receive some data, either through our visual device or any other cognitive device, but at the same time, we need to find out the process of receiving those data (Ward et al., 2010). Perception is the method through which we classify and analyze the

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   8

information we obtain, as well as how we interpret the information from our external sources (Kondalkar, 2007). Speaking of perception, various experts have put up numerous definitions and theories (Ward et al., 2010). The following definitions of perceptions are provided.

The word "perception" comes from the Latin word "perceptio" or "percipio," which means "to collect," "to receive," or "the act of gaining possession" (Qiong, 2017). Perception is the primary cognitive skill used by humans to interact with the outside environment (Effron, 1968). He believes perception is our fundamental mode of consciousness for establishing contact with the world around us. (Demuth, 2013) is convinced that this world is a collection of information about the topic and is simply a collection of different views, ideas, and emotions. Through the theories of critical philosophy, which he takes to be a reality, he gains this understanding of perception. Additionally, since perception is the process of taking in external stimuli via our senses, it has correlated with external stimuli that one receives from the outside world (Walgito, 2004). The process in which the perception takes place is called the process of sensory.

Furthermore, according to Qiong (2017), perception is the process by which we become aware of or comprehend the data from our senses. According to Agung (2020), on the other hand, perception is an experience of learning about an item, an event, or a connection through summarising and interpreting the message. It will explain what it means to involve memory, hope, motivation, and attention. Additionally, perception occurs when someone experiences or realizes something (Amstrong, 2009).

Several studies included both teachers' and students' perceptions toward the use of technology in language learning classrooms. Yukselir (2016) looked at how teachers felt about utilizing the Internet to teach and learn languages. The researcher made a comparison between university professors and EFL instructors. In this study, 82 instructors and trainers participated.

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   9

Participants provided information on the various Internet resources they utilize in the classroom. Questions regarding the difficulties of using the Internet in the classroom received responses from the participants. The findings demonstrated that participants' opinions towards using the Internet for language teaching and learning are favorable. The candidate, however, was hampered by the time constraints. They also experienced harmful effects from technological facilities. The teachers were pleased, although students needed to have more confidence while accessing the Internet and pointed out the dangers of doing so.

Another study by Semerci and Aydin (2018) investigated whether certain factors, such as gender, age, teaching experience, and ICT skills, might alter teachers' attitudes. The findings demonstrated that the teachers' attitudes towards implementing this instruction in their class's learning process were favorable.

Materials and Methods
Participants

The participants for this study were 41 (forty-one) university-level students and 10 (ten) teachers from the Department of English in two private universities in Indonesia, namely Universitas Bandar Lampung and Universitas Muhammadiyah Kotabumi.

Assessments and Measures

This study used both quantitative and qualitative data collection to explore the teachers' and students' perceptions regarding the use of ICT in Indonesian EFL classrooms. Questionnaires and interviews were used to collect the data from the participants. The Motivated Strategies for Learning Questionnaire (MLSQ) consisted of two forms: students and teachers, and it was modified from the "Technology-Learning Implementation Handbook" by Kirkwood and Price (2016) to evaluate students' and teachers' perceptions toward the use of technology in

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Language in India www.languageinindia.com ISSN 1930-2940 **Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   10

Indonesian EFL classrooms. The items on this questionnaire gauged the participants' degree of agreement on a 5-point Likert-type scale:

"strongly disagree (1)," "disagree (2)," "neutral (3)," "I agree (4)," and "Strongly disagree(5)."

The Statistical Package for the Social Sciences was used to handle and analyze the questionnaire's data (SPSS version 23). In this study, the intrinsic and extrinsic motivation of Papuan students was examined using SPSS.

The students' questionnaire contained twenty questions, while the teachers had ten questions. The students' questionnaire was divided into four consecutive parts: the practicality of technology, the student's motivation, the negative impact of technology, and the students' statements. Each aspect consisted of five questions. The questionnaires were circulated using Google form through a link via WhatsApp Messenger. After completing the questionnaire data collection, a short interview with the teachers was conducted to collect the data. The interview was done with three teachers from two different universities in Indonesia. The interviews were held using the WhatsApp audio call, and they consisted of five questions related to their perceptions of using ICT in the classroom. The results of both interviews and questionnaires were analyzed quantitatively and are discussed in the result/findings section.

Results

Result of Questionnaire

This section presents the quantitative analysis of the student and teacher questionnaire. It also qualitatively analyses the interviews conducted with the teachers.

Figure 1

Students' Perception of the Technology Practicality

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   11
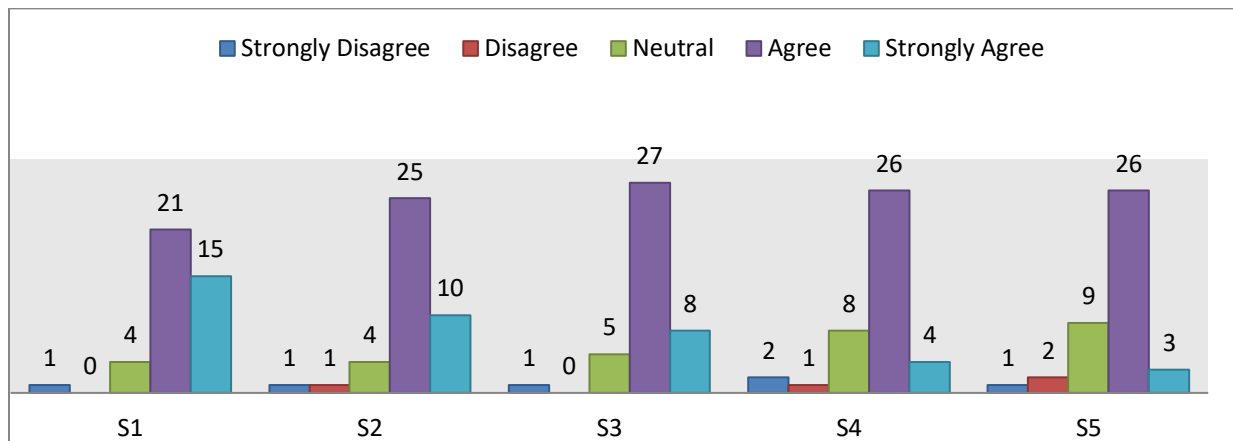
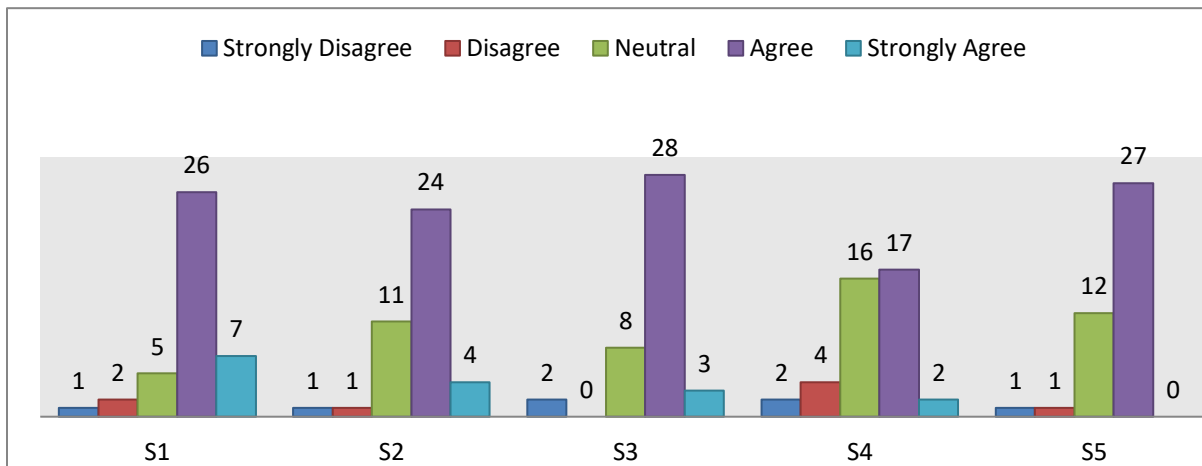|	Questionnaire's item	Mean	STD
S1	It will help me understand the subject more deeply.	4.195	0.8130
S2	It will help me get better results in my subject.	4.024	0.8212
S3	It makes completing work in my subject feel convenient.	4.000	0.7416
S4	Technology makes me feel connected to other students.	3.707	0.8730
S5	Technology makes me feel connected to the teachers.	2.317	0.7886
Valid N (listwise)		3.648	0.4399

The data gathered from the questionnaire showed a positive trend in students' use of ICT in classrooms. The following statements on the practicality of the use of ICT have more than 50% of the respondents strongly agreeing or agreeing with the statements. Only 1–2 students disagreed, and they disagreed strongly. For statements 4 and 5, the number of neutral respondents was 8 and 9, respectively. The data is figuratively represented in Figure 1. For instance, from the total of 41 respondents to the questionnaire, 21 and 15 students agreed and strongly agreed with the statement that technology helps them understand the subject more profoundly. Statement no. 3, which says that technology makes them feel convenient in completing their tasks or assignments, 27 of the students agree with this statement, and 8

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   12

strongly agree. Overall, from the use of technology, the authors can conclude that the use of technology in the classroom brings positivity in terms of practicality.

Figure 2

*The result of the Questionnaire on the Impact of ICT on Their Motivation*

	Questionnaire's item	Mean	STD
S1	It motivates me to explore many topics I may not have seen before.	3.878	0.8425
S2	It will improve my career prospects in the long term.	3.707	0.7824
S3	I got more actively involved in classes that use technology the most.	3.732	0.8070
S4	Technology interferes with my ability to concentrate and think deeply about the subjects I care about.	2.683	0.9066
S5	Using tablets/laptops in class improves my engagement with the course content.	3.585	0.6699
Valid N (listwise)		3.517	0.4471

The result of the questionnaire discusses technology's impact on students' motivation. Like the previous one, this question consists of five statements with five response scales. The next set of statements was on the impact of ICT on students' motivation. For statement (1), we

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   13

find 1 and 2 respondents who strongly disagree and disagree, while five numbers remain neutral. However, the majority of the 33 numbers agreed or strongly agreed. Furthermore, in the third statement, more than half of the respondents responded that they would be more engaged in the classroom where the technology is implemented. As a result, the authors can conclude, based on the questionnaire's outcome, that incorporating technology-assisted learning inside the classroom has a positive impact on student's motivation to learn English. This is supported by their favorable perception that utilizing ICT in the classroom enables them to explore topics of interest, fosters increased engagement, and potentially enhances their future career perspectives.

Figure 3

Students' Responses to the Questionnaire Technological Deterioration Factors
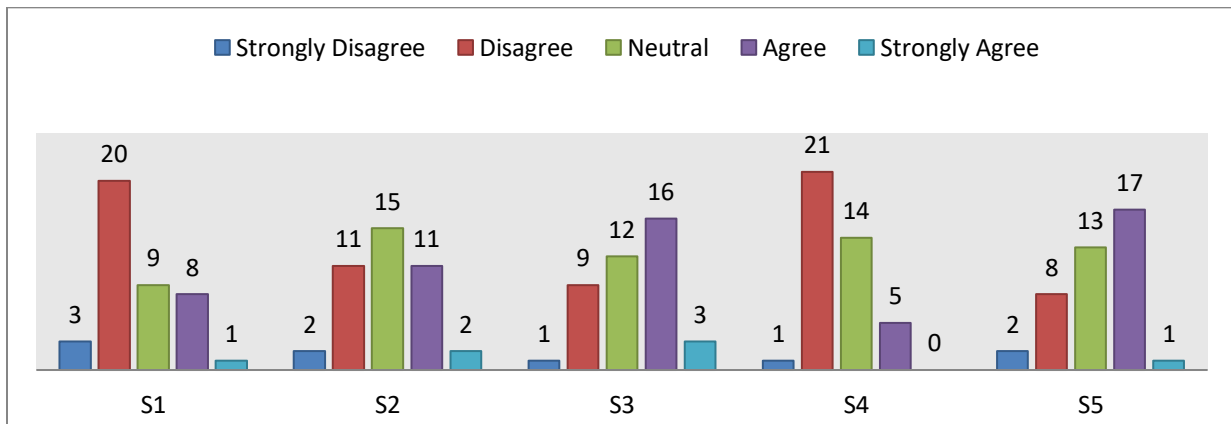
	Questionnaire's item	Mean	STD
S1	I am more likely to skip classes when the materials for lecture courses are available online.	3.341	1.0632
S2	I am concerned that technological advances may increasingly invade my privacy.	3.000	0.9747
S3	I am concerned about cyber security (Password protection and hacking).	3.268	0.9753
S4	In class, the use of mobile devices is distracting me.	3.415	0.7062

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   14

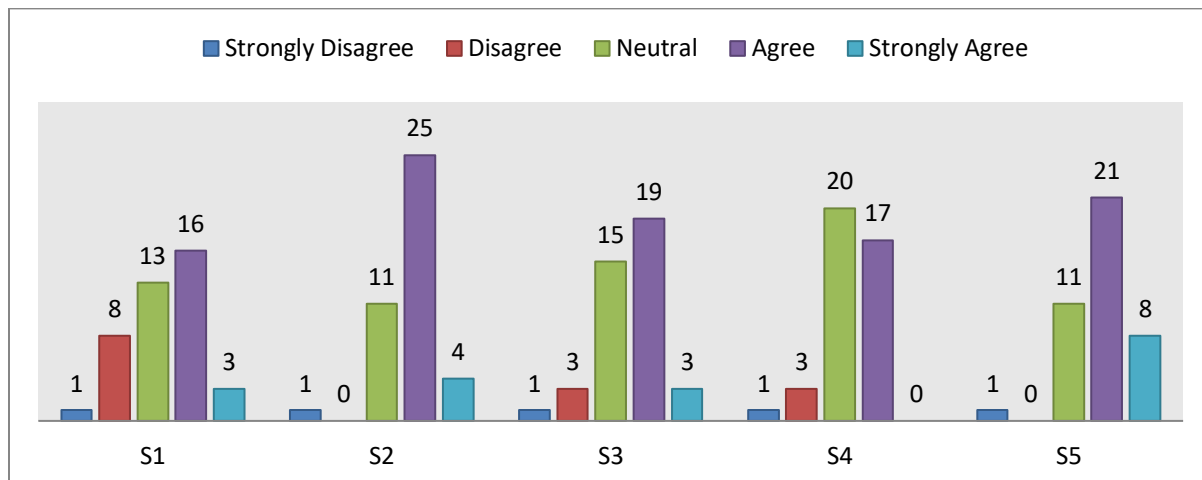| S5	Multitasking with my devices sometimes prevents me from concentrating on or doing more important work.	2.829	0.9461
Valid N (listwise)		3.170	0.4014

While the two previous sets of questionnaires ask about the positivity of using technology for learning, this question explores if there is any adverse or harmful impact that the technology might bring on their studies. Figure 3 shows that the students perceive no significant disadvantages in using ICT in the classroom. For instance, in the statement (1), there are 20 and 3 numbers of participants disagreeing and strongly disagreeing that they may skip the classes if the materials are available online. Then, only 1 in 8 students considered doing so if they could find the learning material online, and nine students remained neutral.

From four out of five statements given to the students, only one number shows the bad aspects of technology use in the classroom, which is the fifth statement. It is about multitasking while using the devices that make concentrating on what they are doing difficult. There are 17 students who agree with this statement, one student strongly agrees with it, and eight numbers stay neutral. This result shows that the improper implementation of technology and the poor management of the devices used in the classroom could badly affect students' learning. It is in line with the previous study (Jhonson et al., 2021; Egemen, 2018) that the excellent management of the use of ICT in the classroom should be well-prepared by the educational stakeholders so that the full potential of the technology can be maximal.

Figure 4

Result of the Students' Perceptions Questionnaire on the Use of ICT

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   15

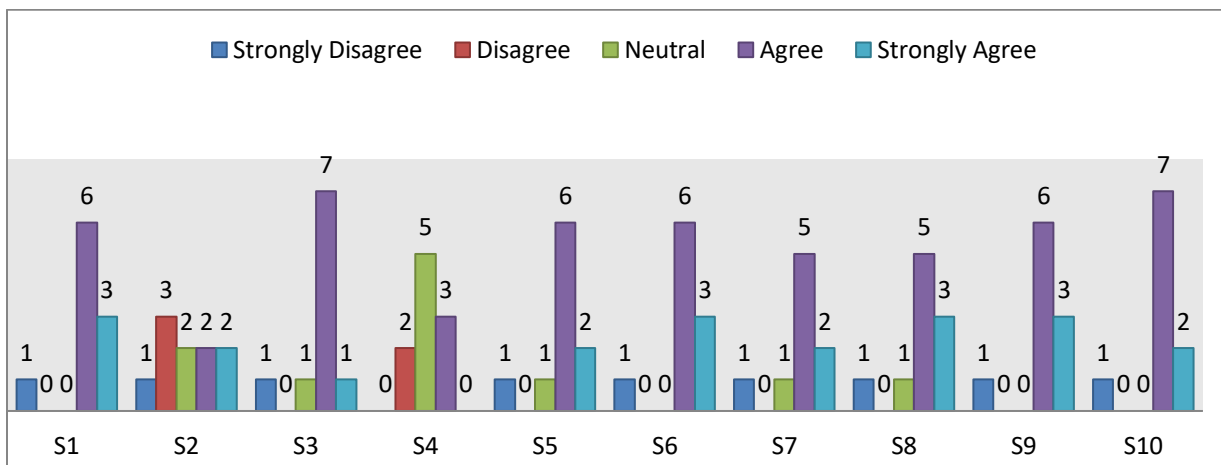|	Questionnaire's item	Mean	STD
S1	Regarding social media, I want to separate my academic and social life	3.293	0.9551
S2	I wish my teachers in the university would use and integrate more technology into their teaching	3.756	0.7342
S3	I can do my tasks well in the classroom despite having no internet	3.488	0.8403
S4	I can perform just as well in class, even without the technology involved	3.293	0.7157
S5	I have a good understanding when it comes to technology	3.854	0.8234
Valid N (listwise)		3.536	0.5682

The last set of questionnaires for students asks their perceptions regarding the application of technology in their learning and for future usage. As for the accessibility of the technology used, such as smartphones, internet, etc., almost all respondents showed that they understand the technology being used. This is in line with the education system in Indonesia, where, nowadays, students are considered natives of device usage. Thus, correctly understanding technology could make its use more efficient and effective. Nonetheless, students' responses show they still can do

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   16

well in the class even though they do not have internet (s3). There are 22 students, more than half of the total respondents, who agree and strongly agree with the statements, while 15 stay neutral. This result reveals that the students do not depend too much on their gadgets since they still can perform as well as without them. In addition, 29 students were asked to have more technological engagement in their classrooms in the future. On the other hand, the integration of technology in exams across Indonesia varies due to factors such as the policies and availability of resources in each institution. Nevertheless, there is a growing trend among educational stakeholders to incorporate Information and Communication Technology (ICT) into both coursework and examinations. This initiative has already commenced for national exams in many high schools across the country.

Figure 5

Results of the Questionnaire for the Teachers

	Questionnaire's item	Mean	STD
S1	I always use technology in my classes	4.000	1.154
S2	I can only perform well in teaching my classes with the technology used	3.100	1.370
S3	I allow students to explore the material using the internet	3.700	1.059

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   17

S4	I allow students to use their gadgets in the classroom	3.100	0.737
S5	Technology enables learning and can solve many problems in the educational field	3.800	1.135
S6	Technology enables learning and will increase my efficiency in teaching	4.000	1.154
S7	Technology enables learning and can engage students more than any other form of learning	3.500	1.433
S8	Technology-enabled learning increases the quality of teaching and learning by integrating all media forms: print, audio, video, and animation	3.900	1.197
S9	Universities should adopt more Technology-Enabled Learning for the benefit of their students	4.000	1.154
S10	Using technologies in my classes engages more students	3.900	1.100
Valid N (listwise)		3.700	1.002

The questionnaire the authors already distributed to the teachers consisted of ten statements and was circulated to various schoolteachers. This questionnaire is about the teachers' perception of the technology used in the classroom. The data collected from the questionnaire reveal the excellent course from the teachers' perceptions. Of the ten respondents, nine responses show that they always use technology while teaching in their classroom. Accordingly, almost all teachers harness technology as a medium to deliver their materials. Nevertheless, in the second statement that asks about the capability of the teachers in teaching without technology, 4 of the respondents agree that they cannot perform as well when they use ICT, four others disagree and strongly disagree, while the two respondents remained neutral. This means that there might be a possibility that teachers depend too much on devices in their teaching. On the other hand, all of the statements show that the use of technology benefits the teachers in the classroom for them to teach.

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   18

Result of Interview

The interviews were done with three teachers from two different universities. It was done online via WhatsApp audio calls since the teachers are all in Indonesia. The description of each question is explained below.

The authors start the interview by questioning how often they use ICT for teaching in their classes. All of the teachers stated that they utilize technology in almost all of their classes, especially those that teach listening skills. The audio speaker and computer help a lot in playing the audio material or conducting the listening test activity.

"*Yes, almost in every class. I usually use systems such as a laptop, projector, audio speaker, and many more to teach my classes, especially in skill classes such as listening and reading classes. Because it helps me to convey my teaching material much better*". Teacher 2.

Only when they teach theory classes sometimes do they not use any gadget as a teaching medium.

"*Yes I do (using the ICT in class), but when I teach in theoretical classes such as the Introduction to Linguistics, etc. I do not think that I need any of that.*" Teacher 3

Moreover, two of them teach in language laboratory classrooms where all the students are occupied with the computers. Furthermore, the authors asked about the ICT they commonly use in the classroom, and the answers were quite similar between the three. They commonly use an LCD projector, laptop, smart TV, and internet connection. Only occasionally do they use the audio speaker in quizzes or assignments related to the English listening skill test.

However, when they were asked if there was a technical problem where they could not use any technology or ICT, would they still be able to teach? The answers vary from three

respondents. One of them argues that it does not affect their teaching ability, but it will be pretty tricky in some classes that depend on technology, such as listening skills classes.

"No, I do not have any issue if the class does not facilitate me any systems to use. For me, those systems are merely tools to complement and facilitate the study, but the most important is the person who uses it." Teacher 2

"……It will be difficult (teaching with no ICT), especially in skill classes such as listening class." Teacher 1

The other teachers admit that they will have no problem regarding the issues since they consider the ICT used in the classroom to be merely a tool for them to teach, but the source of the knowledge is within the person.

Then, they were asked whether they allowed their students to use their gadgets inside the classroom. Two of them allow it with their permission, while the other one only permits her students to use their gadgets for the quizzes or tests since she frequently uses Google Forms to conduct the test. Other than doing tests, they permit their students to use their smartphones to open up the internet to understand better the material given.

"Yes, I permitted them (students to use their gadgets). Because I often gave assignments in Google form so they can do (the assignments) easily……" Teacher 3

Then, they were questioned whether they found their students deviating from their gadgets when permitted to use them or not. All of them responded similarly, saying that finding such students misusing their gadgets in the classroom is like gold dust, meaning the students are rarely.

".....hm, not quite. I sometimes but very rarely find my students use their gadgets in the classroom to do something else (other than to study)...." Teacher 2

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   20

"Yes, there are one or two students that I find open up their social media when I don't give much attention, but it's just very scarce. It's like once or twice in my experience." Teacher 3

Hence, the students realize the usage of ICT in the classroom, and the teachers could continue their students to use their gadgets inside the classroom.

Discussion

In Indonesia, English classes commonly integrate ICT (Information and Communication Technology) to enhance the teaching and learning experience. Various forms of ICT tools and technologies play a pivotal role in this educational setting. Based on the data we have gathered, it is evident that Indonesian classrooms frequently make use of ICT resources such as LCD projectors, laptops, internet connectivity, and audio speaker systems to facilitate effective teaching and learning. Both teachers and students feel the benefits of using technology in their classes. For the teachers, it helps them deliver teaching material to their students, facilitating them with lots of media such as audio, animation, video, etc. Moreover, ICT helps the teachers conduct the quiz with less effort and go paperless, which is a benefit of the internet, and quickly share the result with the whole class. Furthermore, teachers feel they can still perform well in their classes even though no ICT is involved. It means that they do not depend on technology and devices only for them to be able to teach. However, implementing ICT in the classroom needs special attention since there are some events where the teachers find their students playing with their phones without the teachers' consent.

Like the teachers' perception, the students feel that using ICT in the classroom somehow benefits them. In practical ways, ICT helps them explore more material resources through the internet, eBooks, or other digital sources of information. Also, it makes them complete their assignment more conveniently, and they perceive that doing the test using ICT will help them get better results. Then, on the grounds of motivation, students feel more enthusiastic about

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   21

exploring the material on the internet, improving their engagement in their class activity. On the other hand, using ICT unwisely will cause some disadvantages, such as if the students ever try to work on multiple devices at once, it will disturb their concentration, and accessing their social media while in the classroom is another improper thing to do because it may make them miss the material given. Overall, implementing ICT in English classes in Indonesia causes more benefits as a breakthrough rather than deterioration. However, proper usage and surveillance should be used in its implementation to maximize the potential of ICT.

Conclusion

Indonesia is a country that belongs to Southeast Asia. It has more than 700 local languages, making it the world's second most varied language (Ridwan, 2018). Because of historical events and local culture, English is not used in Indonesia, and people consider it a foreign language. However, English has become one of the essential languages in Indonesia because it is attached to many sectors, and the people of Indonesia consider English to be the first foreign language since several foreign languages exist in Indonesia as well (Smith, 1991). Thus, teachers have started to engage in the implementation of ICT in language learning since it has proven to have some advantages for students and teachers (Cakici, 2016). However, after decades of implementation, there are still some unanswered questions regarding how ICT affects learners (Cox & Marshall, 2007). Therefore, this study was conducted to explore the teachers' and students' perceptions regarding the application of ICT in classrooms in Indonesia and what kind of ICT they use to see whether ICT brings a breakthrough or not toward their study.

The results show that the students and teachers benefit from the ICT inside the classroom, such as teachers can efficiently deliver their material and conduct paperless tests or quizzes. Students also feel motivated to explore the material given to gain more understanding and feel more engaged in the ICT-based activity. Furthermore, most of the students argue that the use of ICT makes them score better. However, implementing the ICT should be accompanied by

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   22

proper regulation and observation since teachers admitted that their students misbehave with their devices during the lesson, such as opening their social media.

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Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   23

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Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   24

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Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   25

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 24:4 April 2024**
Adi Nugroho and Prof. Smriti Singh
Exploring the Students' Perception of ICT Integration in Indonesian EFL Classroom: A Game Changer or a Setback   26