


Integrating ICT in English Language Teaching: Enhancing Students' Engagement and Learning Outcomes in the Digital Era

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ABSTRACT

Integrasi Teknologi Informasi dan Komunikasi (TIK) dalam pengajaran Bahasa Inggris (English Language Teaching/ELT) telah mengubah dunia pendidikan menjadi lingkungan belajar yang lebih fleksibel dan menarik. TIK memungkinkan guru dan siswa untuk mengakses informasi, berinteraksi, serta berkolaborasi dengan lebih efektif. Penelitian ini bertujuan untuk mengeksplorasi bagaimana TIK diterapkan dalam pembelajaran Bahasa Inggris, dampaknya terhadap keterlibatan dan hasil belajar siswa, serta tantangan yang dihadapi guru dalam mengimplementasikan pembelajaran berbasis TIK. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian ini melibatkan dua guru Bahasa Inggris dan tiga puluh siswa SMK YPIP Talang Ubi. Data dikumpulkan melalui wawancara, observasi kelas, dan kuesioner. Hasil penelitian menunjukkan bahwa penggunaan TIK membantu meningkatkan motivasi, partisipasi, dan pemahaman siswa, terutama melalui penggunaan alat seperti Google Classroom, YouTube, Quizizz, dan Padlet. Namun, guru masih menghadapi kendala seperti keterbatasan infrastruktur, rendahnya literasi digital, dan akses internet yang tidak stabil. Penelitian ini menyimpulkan bahwa integrasi TIK sangat penting dalam pengajaran Bahasa Inggris modern, namun efektivitasnya bergantung pada pelatihan guru yang memadai, dukungan institusi, dan kesiapan teknologi yang memadai.

The integration of Information and Communication Technology (ICT) into English Language Teaching (ELT) has transformed education into a more flexible and engaging learning environment. ICT enables both teachers and students to access information, interact, and collaborate more effectively. This study explores the ways ICT is applied in English classrooms, its impact on students' engagement and learning outcomes, and the challenges teachers face in implementing ICT-based instruction. Using a qualitative descriptive approach, this research involved two English teachers and thirty vocational students from SMK YPIP Talang Ubi. Data were gathered through interviews, classroom observations, and questionnaires. The findings show that ICT helps increase students' motivation, participation, and comprehension, especially through tools such as Google Classroom, YouTube, Quizizz, and Padlet. However, teachers still struggle with limited infrastructure, low digital literacy, and unstable internet access. The study concludes that ICT integration is essential in modern ELT but requires adequate training, institutional support, and technological readiness to be effective.



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INTRODUCTION

In the 21st century, Information and Communication Technology (ICT) has become an inseparable component of education. The development of digital technology has reshaped how knowledge is delivered and accessed, offering opportunities for innovation and active learning. In English Language Teaching (ELT), ICT is not only a supplementary tool but a core component that promotes communication, collaboration, and learner autonomy. It changes the way English is taught, making the process more engaging and relevant to real-life contexts.

According to Anderson and Dron (2020), ICT transforms classrooms from teacher-centered to learner-centered spaces. Students no longer depend entirely on teachers for information but can explore, analyze, and reflect using digital tools. In ELT, applications such as Google Classroom, YouTube, and Kahoot allow teachers to create authentic learning environments. These platforms support multimodal learning—listening, reading, writing, and speaking through a combination of visual and audio stimuli.

In Indonesia, the government promotes ICT through initiatives such as the Kurikulum Merdeka and the Sekolah Digital program. These efforts encourage teachers to develop digital competencies and integrate technology into their lessons. However, many educators still face barriers, including lack of training, poor infrastructure, and limited access to devices. Yunus and Arifin (2022) emphasize that teachers' digital readiness in Indonesia remains inconsistent, especially in rural and vocational schools.

This study focuses on SMK YPIP Talang Ubi, a vocational school that has begun adopting ICT in English teaching. The objectives are to investigate how ICT is used in the classroom, how it influences students' engagement and learning outcomes, and what challenges teachers encounter during implementation.

METHOD

This study applied a qualitative descriptive research design to explore ICT integration in English teaching and learning at SMK YPIP Talang Ubi.

Participants and Setting

Two English teachers and thirty students from Grade XI participated in this research. The teachers were selected based on their active use of ICT tools, and students were chosen purposively to represent diverse English proficiency levels.

Data Collection Instruments

Data were collected using:

1. Classroom Observation: To examine how ICT tools were applied during lessons.
2. Interviews: Conducted with teachers and students to explore perceptions and experiences.
3. Questionnaires: Distributed to measure engagement, motivation, and ICT familiarity.

Data Analysis

Data were analyzed thematically following Braun and Clarke's (2006) framework: data transcription, coding, categorization, and interpretation. Triangulation and member checking were applied to ensure credibility and trustworthiness.

RESULTS AND DISCUSSION

Overview

This chapter presents the results of the research conducted at SMK YPIP Talang Ubi concerning the integration of Information and Communication Technology (ICT) in English Language Teaching (ELT). The findings are based on classroom observations, semi-structured interviews with two English teachers, and questionnaires administered to thirty Grade XI students.

The data were analyzed thematically to identify patterns related to ICT use, students' engagement, and teachers' perceptions. Five major themes emerged from the data:

1. ICT as a motivational driver;
2. ICT as a scaffold for learning;
3. ICT and student collaboration;
4. Challenges in ICT implementation;

5. Teachers' adaptation and professional reflection.

ICT as a Motivational Driver

One of the most significant findings was that ICT increased students' motivation and enthusiasm for learning English. Both teachers reported that when they incorporated digital tools such as Quizizz, Kahoot!, and YouTube videos, students became more active, competitive, and engaged.

A teacher stated:

"Students become excited when I use online quizzes. They ask me to repeat the activity even after class is finished."

This enthusiasm was also reflected in students' responses in the questionnaire, where 82% agreed that ICT-based lessons were "more interesting than traditional teaching."

The findings support Yunus (2018), who argued that ICT contributes to an enjoyable learning environment that reduces anxiety and promotes active participation. Students at SMK YPIP Talang Ubi showed greater curiosity in vocabulary learning and listening comprehension when lessons involved visual and interactive materials.

ICT as a Scaffold for Learning

ICT provided additional learning support for students to understand difficult English concepts. Teachers utilized Google Classroom and YouTube to upload materials, provide links to grammar tutorials, and assign digital exercises.

One teacher explained:

"I often share YouTube videos about tenses or daily expressions. Students can rewatch them at home if they don't understand during class."

This practice aligns with the principles of constructivism (Vygotsky, 1978), where learners construct meaning through experience and reflection. ICT supports this process by providing multimodal input—text, audio, and visuals—that accommodate various learning styles.

Moreover, students mentioned that technology helped them become more independent. They felt less reliant on teachers and more responsible for reviewing materials, supporting Anderson and Dron's (2020) argument that ICT promotes autonomy and lifelong learning.

ICT and Student Collaboration

Another key theme was the role of ICT in promoting collaboration among students. In group projects, students used Padlet and Google Docs to discuss ideas, share notes, and edit written texts collectively. This digital collaboration encouraged peer learning and communication in English.

A student commented:

"When we use Google Docs, everyone contributes their part. It helps us practice writing and teamwork at the same time."

The use of online platforms enabled students to engage in cooperative learning even outside the classroom. This finding supports Siemens' (2005) Connectivism Theory, emphasizing that learning occurs through connecting information across networks. ICT fosters this connection by linking students to a broader digital learning environment.

Teachers also observed that collaborative ICT activities reduced passive participation. Quieter students, who rarely spoke in class, became more active in online discussions, demonstrating increased confidence in expressing opinions.

Challenges in ICT Implementation

Despite its advantages, ICT integration faced several challenges in the SMK YPIP Talang Ubi context. The main issues included:

1. Limited infrastructure – The school's internet connection was unstable, and some classrooms lacked projectors or speakers.
2. Unequal access to devices – Not all students owned smartphones or laptops.
3. Low digital literacy – Some teachers and students struggled with using applications efficiently.
4. Time management issues – Teachers needed extra time to prepare ICT-based lessons.

One teacher explained:

“Sometimes, I have to delay lessons because the connection is slow or because students can’t open the app. It’s frustrating, especially when time is limited.”

These challenges are consistent with Rahman et al. (2020), who found that technical limitations and lack of teacher training are the most significant barriers to ICT adoption in Indonesia.

However, teachers remained positive, viewing these problems as opportunities to improve. They expressed the need for continuous professional development and technical support from the school administration.

Teachers’ Adaptation and Professional Reflection

Teachers demonstrated adaptability in balancing traditional methods and technology. Rather than fully replacing conventional teaching, ICT was used to complement face-to-face instruction.

Teacher A mentioned:

“I still explain grammar directly, but I use videos or digital slides to support my explanation. It makes learning more dynamic.”

Teacher B added:

“The more I use ICT, the more I realize how much it can help me manage class time effectively and make students interested.”

This adaptation reflects Mishra and Koehler’s (2006) TPACK framework, which emphasizes the integration of technology, pedagogy, and content knowledge. Teachers’ ability to modify their approaches illustrates professional growth and digital competence.

Moreover, teachers reported improved classroom management. ICT tools such as Google Forms were used to collect assignments and quizzes, saving time and providing immediate feedback. This demonstrates ICT’s role not only in instruction but also in assessment and administrative tasks.

Discussion

The findings of this study align with global research highlighting ICT’s positive impact on student engagement and achievement. ICT transforms the learning environment by making it more interactive, collaborative, and autonomous (Wang & Vásquez, 2021).

However, the study also emphasizes that technology alone cannot guarantee success. Effective ICT integration requires teachers’ pedagogical readiness, infrastructure support, and institutional commitment (Rahimi & Fathi, 2021).

In the context of SMK YPIP Talang Ubi, ICT is still in the early stage of adoption. Teachers’ creativity and willingness to experiment with digital tools have become crucial factors in maintaining students’ enthusiasm for learning English.

In conclusion, ICT integration serves as both a driver and a challenge for educational transformation. It motivates learners, enhances collaboration, and supports learning flexibility, but its implementation depends heavily on contextual factors—such as access, resources, and teacher competence.

CONCLUSION

This study investigated the integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) at SMK YPIP Talang Ubi, focusing on how ICT influences students’ engagement and learning outcomes, as well as the challenges faced by teachers. The results revealed that ICT has a strong and positive impact on the English teaching and learning process when implemented effectively and meaningfully.

The integration of ICT creates a more engaging, interactive, and student-centered classroom environment. It enhances students’ motivation and participation through the use of interactive platforms such as Google Classroom, YouTube, Padlet, and Quizizz. These digital tools not only make learning enjoyable but also provide authentic language exposure that improves vocabulary, listening comprehension, and writing accuracy.

Furthermore, ICT supports learners’ autonomy, allowing them to review materials and practice language skills beyond the classroom. It also fosters collaboration among students by facilitating group

work through online platforms. Teachers' roles have evolved from knowledge transmitters to learning facilitators, helping students explore and construct knowledge using digital resources.

However, the study also revealed several challenges. Limited infrastructure, unstable internet access, and uneven digital literacy remain significant barriers to effective ICT integration. Teachers also face difficulties balancing traditional and digital pedagogies due to time constraints and lack of professional development.

In summary, the findings demonstrate that ICT is an essential component of 21st-century English language education. Its success depends not only on the availability of technology but also on teachers' pedagogical creativity, institutional support, and students' readiness to adapt to digital learning.

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