

To cite this article: Andi Sri Atira, Andi Tenri Ampa and St. Asriati (2025). THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING ENGLISH, International Journal of Education and Social Science Research (IJESSR) 8 (5): 01-15 Article No. 1131, Sub Id 1756

## THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING ENGLISH

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DOI : <https://doi.org/10.37500/IJESSR.2025.8501>

### ABSTRACT

This study aimed to identify the kinds of Information and Communication Technology (ICT) tools used by English teachers at SMP Al Fatih Makassar and to describe the process of applying ICT by teachers in teaching English at SMP Al Fatih Makassar. The research used a qualitative method. Collecting data through two instruments, the observation checklist and the interview. The subjects of this research are two teachers who taught in the seventh and eighth grades. The study revealed that both English teachers at SMP Al Fatih Makassar effectively integrated ICT tools to support lesson objectives and enhance the teaching and learning process. Commonly used tools included laptops, LCD projectors, speakers, YouTube, and mobile phones, which collectively improved student engagement, attentiveness, and motivation. However, differences emerged in the scope of ICT application: Teacher 1 utilized a wider range of tools, creating a multimedia learning environment that combined visual, auditory, reading, and interactive elements. Teacher 2 applied a more limited set of visual and auditory resources but still maintained effective classroom engagement. These results suggest that broader and more varied ICT integration can enrich the learning experience and foster higher levels of active student participation.

**KEYWORDS:** ICT Tools, English Teaching, Motivation

### 1. INTRODUCTION

In the 21st century, the rapid advancement of technology, particularly in the field of Information and Communication Technology (ICT), has profoundly transformed nearly every aspect of human life, including education. Consequently, this digital shift has reshaped how knowledge is delivered, accessed, and experienced. ICT enables the creation of dynamic, multimedia-rich learning environments that enhance not only accessibility but also the quality of education, thereby making teaching and learning more interactive, engaging, and meaningful. Moreover, by integrating various

tools and platforms, ICT has the potential to transform traditional classrooms into student-centered spaces that foster collaboration, creativity, and critical thinking.

Information and Communication Technology (ICT) comprise a diverse set of tools and resources such as computers, projectors, interactive whiteboards, online learning platforms, and multimedia applications. In particular, in language education, these technologies provide learners with authentic language exposure, opportunities for real-time interaction, and engaging exercises that extend beyond traditional textbook methods. Numerous studies have demonstrated the advantages of ICT in enhancing language learning. For example, in junior high school settings, digital platforms like Quizzes, Pad-let, YouTube, and Word-wall have been shown to increase interactivity, improve comprehension, and boost student motivation in English classes (Damayanti et al., 2025).

Similarly, (Kibar et al., 2023) found that the integration of projectors, PowerPoint presentations, and audiovisual media significantly elevates student engagement and learning outcomes in English as a Foreign Language (EFL) context. Furthermore, in Islamic educational institutions, particularly Madrasahs, the adoption of ICT has shown promising outcomes; however, several obstacles persist. Research reveals that while ICT has the potential to enhance student learning, its impact is often hindered by factors such as insufficient teacher preparedness, limited access to professional development, and inadequate technological infrastructure. For instance, (Agustini et al., 2024) emphasize that the use of ICT-based interactive videos can significantly boost student engagement and writing proficiency, underscoring the critical role of thoughtfully designed digital learning materials.

(Haleem et al., 2022) highlight the positive impact of technology integration in education, emphasizing that it enhances student engagement and interest in learning. By incorporating tools like projectors, computers, and other modern technologies, the learning environment becomes more interactive and captivating, thus making it easier for students to focus and stay motivated. This aligns with the idea that technology can transform traditional classroom experiences into dynamic, stimulating environments that support deeper learning and sustained attention. ICT plays a significant role in education by empowering students to explore knowledge independently. Specifically, it provides a wide range of tools and resources for self-study, enabling students to learn at their own pace and engage with content in a more interactive and dynamic way. Digital platforms, educational apps, and online resources allow students to access information and materials that might not be available in traditional classrooms, thereby fostering a more personalized and flexible learning experience. Kingsley (2019) highlights the importance of ICT in enhancing the learning process, particularly in facilitating self-directed learning and promoting student engagement with the content.

On the other hand, teachers play a crucial role in guiding students toward effective learning. By motivating students and adapting their teaching methods to incorporate available technologies, educators can create more dynamic, engaging, and personalized learning experiences. Technology can be a powerful tool for supporting various learning styles, enabling interactive content, fostering collaboration, and providing instant access to information. Teachers who are open to integrating

technology not only enhance the learning process but also help students develop critical digital literacy skills that are essential for success in today's world.

The successful integration of ICT relies not only on the availability of technological tools but also on teachers' ability to employ them in designing engaging and meaningful learning experiences. Specifically, teachers' creativity, pedagogical innovation, and capacity to connect content with students' interests are vital in maximizing ICT's educational benefits. Otherwise, without such thoughtful integration, the full potential of ICT to enhance motivation and achievement often remains unrealized (Thi Hang & Minh Ngoc, 2023).

Based on the observations and interviews conducted with grade VII and VIII teachers at SMP Islam Terpadu Al Fatih Makassar on September 8, 2023, it is clear that the school has integrated information and communication technology (ICT) into the learning process. This integration has made it easier for both teachers and students to engage in the educational experience. Nevertheless, it has also been highlighted that teachers need to enhance their skills in innovation and creativity when applying ICT in their teaching. Improving these skills would help make lessons more engaging, increasing students' enthusiasm and motivation to learn.

Research on the implementation of ICT in English language teaching within Islamic junior high schools remains relatively limited. Islamic schools possess distinctive cultural, institutional, and infrastructural characteristics that may influence both the effectiveness of ICT integration and students' responses. Moreover, there is still little research addressing how teachers' creativity and innovation in utilizing ICT can play a role in enhancing students' learning motivation in Islamic educational contexts.

Recognizing this gap, the present study titled "The Implementation of Information and Communication Technology (ICT) in Teaching English at Al Fatih Islamic School of Makassar" seeks to investigate how ICT is applied in English teaching at an Islamic junior high school. Specifically, it aims to explore the types of ICT tools used, the challenges teachers face, and the role of creativity and innovation in enhancing student motivation and engagement. By doing so, this research is expected to provide valuable insights for improving ICT-based English instruction in similar educational contexts, offering guidance for both policymakers and practitioners to optimize technology use in language learning.

## **2. LITERATURE REVIEW**

### ***2.1 Definition of ICT***

Information and Communication Technology (ICT) is a broad and rapidly evolving field that integrates technologies used for collecting, processing, storing, and communicating information. It represents the convergence of hardware, software, networking, and media technologies that facilitate digital communication and access to knowledge. Originally rooted in the development of information systems and telecommunications, the scope of ICT has expanded significantly to include a variety of tools and platforms from basic computing devices to complex digital learning environments. According to Hawkrigde (1990), ICT encompasses data processing technologies, communication tools, and

computer-based systems, all of which play a crucial role in transforming how information is managed and shared. UNESCO (2007) adds that ICT includes technologies such as the internet, radio, television, and mobile devices, all of which support the transmission of data over long distances and enhance human interaction. These technologies are increasingly embedded in daily life, particularly in sectors like education, where they support new forms of teaching, learning, and administrative efficiency.

In educational settings, ICT has redefined the way learning is delivered and experienced. It enables access to diverse educational content, supports differentiated instruction, and encourages collaboration among students and teachers beyond the physical classroom. Tinio (2003) notes that ICT not only enhances learning through interactive and multimedia-rich environments but also supports school management and decision-making. Learning platforms, digital libraries, and online classrooms now supplement traditional instruction, making education more accessible and inclusive. Students in remote or underserved areas can engage in distance learning, overcoming geographical and social barriers. ICT tools also empower educators to design more engaging and responsive learning experiences, using simulations, animations, and real-time feedback to accommodate different learning styles and paces.

Furthermore, ICT contributes significantly to educational equity by closing the gap between those with access to quality education and those without. Charlotte Amalie (2023) highlights that when ICT is effectively integrated, it promotes lifelong learning, reduces disparities in access to resources, and fosters student engagement. The global shift to remote learning during the COVID-19 pandemic further emphasized the indispensable role of ICT in sustaining educational continuity. Technologies such as Learning Management Systems (LMS), video conferencing tools, and collaborative platforms became essential for instruction, assessment, and communication. However, this shift also revealed critical challenges, including the digital divide, lack of digital literacy, and limited infrastructure in some regions. Addressing these issues requires not only technical solutions but also strategic investments in teacher training, curriculum redesign, and sustainable policy support.

Zuppo (2012) conceptualizes ICT as a layered system starting with basic communication infrastructure and extending to advanced applications like artificial intelligence, data analytics, and cybersecurity. In this framework, ICT is not just a tool but a strategic enabler that supports educational innovation and institutional transformation. Heemskerk et al. (2005) emphasize the integrative nature of ICT, which combines physical infrastructure with digital content and applications to create more connected, efficient, and collaborative learning environments. As digital literacy becomes a core competency for both learners and educators, the role of ICT in developing 21st-century skills such as critical thinking, problem-solving, and digital communication becomes increasingly important.

Moreover, the use of ICT in education supports data-driven practices and evidence-based policy-making. Through educational data management systems, institutions can track student performance, monitor learning outcomes, and evaluate program effectiveness in real time. This enables timely interventions, personalized learning pathways, and improved resource allocation. However, the successful integration of ICT depends on several critical factors: availability of infrastructure,

institutional readiness, teacher competence, and alignment with curricular goals. Yusuf (2005) emphasizes that without adequate training and policy frameworks, ICT initiatives may fail to achieve their intended impact. Similarly, Day (2019) and Karimikia (2021) warn against the overuse of technology, which may lead to distraction, fatigue, and reduced human interaction in educational settings.

In addition to its instructional and managerial applications, ICT promotes global citizenship and intercultural understanding by exposing learners to diverse perspectives and collaborative opportunities. It enables participation in global learning networks, access to international resources, and communication with peers across borders. Ruben et al. (2021) stresses the role of ICT in facilitating intercultural dialogue, while Ratheeswari (2018) observes that ICT enhances social interaction and expands educational horizons. By supporting both synchronous and asynchronous learning modes, ICT fosters flexibility and autonomy in the learning process. Students can learn at their own pace, revisit materials, and engage in reflective learning, all of which are essential for deep understanding and skill mastery.

In conclusion, ICT is more than a technological advancement, it is a catalyst for educational transformation. It enhances access, equity, efficiency, and quality in education while preparing learners for participation in a digital society. However, realizing the full benefits of ICT requires a comprehensive and inclusive approach that addresses technical, pedagogical, and policy dimensions. With proper planning, investment, and support, ICT can drive meaningful and lasting improvements in teaching and learning, making education more responsive to the needs of the 21st century.

Narrative text is a kind of text that talk about a story that is based on some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Schweiker (2002:2) Narrative writing related a series of events of an actual occurrence or a proposed occurrence at a particular time and in a particular place. It requires writers to closely observe, explore and reflect upon a wide range of experiences. Bleiman and Webster (2009:50) Described types of narrative text, there are adventure, mystery, detective, fantasy, war, romance, family saga, thriller, novel of ideas, science fiction, gothic horror, coming-of-age. Meyers (2005) defined that narration is telling a story which tell about an event. It should be detailed and clear with events arranged in the order in which they happened or in some other effective way.

According to Anderson in Jafar (2017) narrative is a piece of text which tells a story and, in doing so entertains or informs the reader or listener. Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narratives deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Narratives can be in the form of a legend, fables, fairy tales, etc.

Drajati (2009) stated that narrative text that talks about a sequence of event. There were two kinds of narrative, short story and autobiography/ recount. Pardiyono in Jafar (2017) had opinion that a narrative was one the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. Based on the definition above, it can be concluded that narrative text is a text which tells a story of an event and usually arranged in a chronological, in the order in which they occurred in time.

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## ***2.2 ICT in Education***

Information and Communication Technology (ICT) has become an indispensable part of modern education, fundamentally transforming how knowledge is accessed, delivered, and managed. Experts widely recognize ICT as a powerful tool that not only facilitates the teaching and learning process but also improves educational management by providing tools to streamline administration and support data-driven decision-making (Tinio, 2003). This leads to more efficient educational institutions capable of meeting the diverse needs of learners. UNESCO (2007) further highlights how ICT breaks down traditional barriers to education by offering remote access to quality learning materials through various media such as computers, the internet, radio, and television, thus helping to reduce geographical and socioeconomic inequalities.

Moreover, ICT fosters collaboration and innovation in educational settings by enabling real-time communication and interactive learning, which shifts students' roles from passive recipients to active participants (Laudon and Laudon, 2015). ICT is seen as an integrated infrastructure comprising hardware, software, and multimedia resources that support engagement and cooperative learning, encouraging students to construct knowledge rather than memorize content (Heemskerk et al., 2005). Successful ICT integration, however, depends not only on the availability of technology but also on comprehensive policies, sustained funding, and ongoing professional development for teachers to ensure effective use and sustainability (Charlotte Amalie, 2023). Yusuf (2005) stresses that equitable access remains a critical challenge that must be addressed to fully harness the potential of ICT in education.

The impact of ICT on education extends to rethinking the roles of educational institutions, administrators, and teachers. Saravanakumar (2018) points out that ICTs are powerful tools for extending educational opportunities in both formal and non-formal settings. These technologies accelerate, enrich, and deepen skills, motivate and engage students, and strengthen teaching practices (Ul Amin, 2018). By providing access to a vast array of resources, ICT breaks down traditional barriers related to geography, finance, and infrastructure. Students gain opportunities to learn from diverse sources, connect with peers globally, and enjoy personalized learning experiences through digital platforms such as educational apps, online courses, and virtual classrooms. Teachers benefit from

digital tools that enhance lesson delivery, boost student engagement, and enable real-time progress tracking. ICT also promotes inclusivity by supporting students with disabilities through assistive technologies and by offering learning materials in various accessible formats.

Beyond access, ICT tools enable students to develop important 21st-century skills such as analysis, synthesis, problem-solving, time management, and creativity. Knowledge exchange through collaborative work fosters critical thinking by encouraging students to express justified ideas and propose innovative solutions to problems. Calderon (2020) found that students tend to have more positive attitudes toward learning with ICT tools compared to traditional methods. These tools provide more engaging, personalized, and accessible learning experiences, which often result in greater motivation and improved academic performance. By integrating ICT into education, teachers can make learning more interactive and relevant in the digital age.

The role of teachers is central to the successful implementation of ICT in education. UNESCO, as cited in Ratheeswari (2018), emphasizes that ICT is not just about tools but also about how they are applied, considering social, economic, and cultural implications. Teachers act as facilitators who help students navigate digital resources, foster a technology-friendly learning environment, and guide critical thinking and problem-solving. Continuous professional development is essential for teachers to build the technological competencies needed to integrate ICT effectively into curricula. This not only improves access to resources but also prepares students for future digital challenges.

Using ICT in classrooms empowers students by providing interactive, engaging, and personalized learning experiences. For teachers, it offers tools for more efficient content management and better assessment capabilities. Importantly, ICT helps bridge educational equity gaps by enabling remote learning in areas lacking traditional infrastructure. Despite these benefits, technology cannot replace the unique human qualities teachers bring to education, such as emotional support, student relationships, and role modelling. Challenges remain, including teacher familiarity with ICT tools and resource limitations, but these are gradually being overcome as technology becomes more accessible and user-friendly.

In language learning, ICT plays a growing role in enhancing students' effectiveness. Amrullah (2023) highlights how digital tools like educational apps, interactive platforms, and authentic materials such as podcasts and videos expose learners to natural language use and diverse accents, improving comprehension. Gamification and instant feedback embedded in these tools make language learning engaging and dynamic, motivating students to practice regularly. ICT resources support active learning by providing various formats quizzes, exercises, and virtual conversations that help develop speaking, listening, reading, and writing skills, ultimately boosting proficiency and confidence.

Overall, ICT acts as a powerful enabler of educational quality, inclusive, and innovation. It prepares learners to thrive in an increasingly digital and interconnected world by transforming teaching and learning processes, fostering collaboration, and making education more accessible and personalized

for all.

Receptive skills refer to the abilities that enable individuals to understand and interpret meaning in spoken or written language. These skills primarily include listening and reading, which are crucial in language learning and comprehension processes. Harmer (2007) defines receptive skills as those used for understanding and processing input from the language, including listening and reading. According to Harmer, these skills involve extracting meaning from discourse, where listening allows individuals to interpret spoken language, and reading helps interpret written texts. Both are considered passive skills, as they require absorbing information rather than producing it (Harmer, 2007). Brown (2004) explains that receptive skills are foundational to effective communication because they allow learners to decode language input and respond appropriately. Brown emphasizes that these skills are essential for learners to interpret contextual meaning in language, a fundamental aspect of language acquisition and comprehension. Brown points out that receptive skills are not passive; they require active cognitive processing where the learner must not only recognize vocabulary and structure but also interpret meaning based on context, such as cultural nuances or situational cues. This interpretative ability is key to language comprehension, as it ensures that learners do not just understand individual words or phrases but grasp the intended message or emotion conveyed by the speaker or writer. This understanding supports language development by reinforcing vocabulary, improving listening and reading proficiency, and fostering more fluent, nuanced communication.

However, the current research is concerned with the receptive skills. Listening is the first receptive skill and considered the basic source of language input. It provides the learners with the information they need to construct the necessary knowledge for using the language. It is a complex process which requires more than listening to what is said. According to (Nunan, 1997: 5), listening is a constructive process through which active listeners make sense of what is said by drawing connections on what they already know to make use of new knowledge. The second receptive skill is reading. According to (Grabe & Stoller, 2011: 3), reading is the ability to understand meaning and interpret what is read appropriately from the printed page. This means that reading is not just about recognizing words on a page but involves understanding their meaning in context and interpreting the message or ideas conveyed by the writer. It requires the reader to engage actively with the text, understand its meaning, and make sense of the ideas presented within a given context.

### ***3.3 The Implementation of ICT***

In recent years, the integration of ICT in education has become increasingly essential due to the rapid advancement of digital technologies and the evolving needs of 21st-century learners. As outlined by Zhao and Frank (2003), the successful implementation of ICT is an ecological process, influenced by multiple interconnected factors including the teacher's beliefs, the school environment, policy support, and the availability of technological resources. Teachers serve as the central agents in ICT

implementation, and their attitudes, confidence, and willingness to innovate strongly impact how effectively technology is used in the classroom. In the context of English language teaching, this means teachers must not only be technically skilled but also pedagogically prepared to integrate ICT in ways that enhance language instruction.

Furthermore, the communicative nature of language learning aligns well with ICT supported instruction. As Grabe and Stoller (2002) suggest, language acquisition is greatly facilitated when learners are actively involved in meaningful communication. ICT tools such as blogs, forums, podcasts, and real-time video chat platforms like Zoom or Skype allow students to engage in authentic language use beyond the classroom. These tools also foster collaborative learning environments where students can practice speaking, writing, and listening in context. For example, using tools like Padlet or Flipgrid, students can share opinions, respond to prompts, and reflect on their learning experiences in English.

Another important theoretical basis is the TPACK framework (Technological Pedagogical Content Knowledge) developed by Mishra and Koehler (2006), which explains that effective ICT implementation requires the integration of three key components: content knowledge, pedagogical knowledge, and technological knowledge. English teachers need to understand not only the subject matter (e.g., grammar, vocabulary) and how to teach it, but also how to apply appropriate technologies in ways that support those instructional goals. For instance, a teacher teaching narrative writing might use Google Docs for collaborative writing, Grammarly for language support, and Canva for digital storytelling.

Moreover, ICT supports differentiated instruction by allowing teachers to accommodate diverse learners' needs, preferences, and paces. According to Egbert and Hanson-Smith (2007), technology can help create flexible learning environments where students can access resources, practice skills, and receive feedback tailored to their levels. For example, English learners with lower proficiency can use interactive vocabulary apps or captioned videos, while advanced students can engage in online debates or read current articles through platforms like Breaking News English.

Nonetheless, studies also show that the presence of ICT alone does not guarantee improved learning outcomes. As Higgins, Xiao, and Katsipatakis (2012) report, technology must be used as a tool to support effective teaching practices rather than simply as a means to deliver content. The value of ICT lies in how it is implemented whether it promotes active learning, supports formative assessment, and aligns with the intended learning objectives. Teachers must therefore receive ongoing support, training, and opportunities to reflect on their practice in order to maximize the impact of ICT in English language education.

Digital literature is the term of literature occurred in digital era. In addition, Koskimaa (2007) claims that digital literature can motivate student in learning. Therefore, it can be concluded that digital literature is beneficial in educational environment. Besides, Digital literature can become a tool for teaching and learning, it can also motivate students in learning English. Digital literature

also is one of media to be read on a computer.

In his book *Electronic Literature*, Rettberg & Pascual, (2015) defines digital literature as “literary works created primarily by computer and accessed through digital devices.” This includes forms like hypertext fiction, digital poetry, interactive fiction, and multimedia- based narratives that rely on digital platforms to be experienced. Scott Rettberg’s definition of digital literature emphasizes that it is not merely literature presented on screens, but rather literature that exists because of and within digital technology. He also describes that digital literature as literary work that is "created primarily by computer" and need digital devices to be accessed and fully experienced. This definition highlights that digital literature often incorporates interactive elements, such as hypertext fiction and multimedia integration, that aren't feasible in traditional print media.

Anastasia Salter discusses digital literature as immersive narratives that integrate textual, visual, and interactive elements, allowing for a multimedia experience that transforms the role of the reader into that of an active participant (Salter, 2022). Anastasia Salter’s concept of digital literature focuses on the interactive and immersive nature of storytelling on digital platforms. In her view, digital literature integrates textual, visual, and interactive components, transforming the reader from a passive recipient into an active participant in the story. This immersive approach not only enhances engagement but also allows the narrative to be experienced in layers, combining elements like images, animations, and interactive choices alongside text.

### 3. RESEARCH METHOD

This study employed a descriptive research design with a qualitative approach. According to Creswell & Poth (2018), qualitative research is a method for exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. This approach involves emerging questions and procedures, data typically collected in the participants’ natural setting, inductive data analysis that builds from specific details to general themes, and the researcher making interpretations of the meaning of the data.

This study examined the implementation of information and communication technology (ICT) in English teaching, focusing on the challenges teachers encountered in its application and how it influenced students’ learning motivation. The researcher collected data through a classroom observation checklist and interviews, and applied a relevant frame of reference to analyze and interpret the findings. The subjects of this research were two English teachers at Al Fatih Islamic School Makassar. They were chosen because they were the only English teachers in the school, which made them directly relevant to the focus of this study. By involving both teachers, the researcher was able to comprehensively explore the implementation of Information and Communication Technology (ICT) in English language teaching.

This research used two types of techniques in collecting the data, they are classroom observation, to gather in-depth data and observe the process of Information and communication technology used by the English teacher in the class and interview, to find out what kind of Information and Communication Technology used by the English teacher. The type of interview will be a semi-structured interview

After collecting the data, the writer will analyze the data by using the qualitative method. The qualitative research described characteristics by describing and interpret the result of data as follows data reduction, a report, classification, and interpretation were used to analyze the data from the classroom observations. First, after making each observation, a report is created using the field notes. The date, time, location, and an explanation of the actions involved in the teaching and learning process are all spoken on field notes. In addition, field notes acted as a tool for memory retention and as documentation of observations. After every observation, a brief interview was also required to elucidate some incidents. After that, information gleaned from the interview is compiled and written down. Additionally, information from papers was gathered for some data requirements. Subsequently, the acquired information was classified and coded according to each connected theory's indicator.

Then data display which to compile arranged information into a compact, easily readable style so that the writer may observe the situation and reach a well-founded judgement. It indicates that the author condensed difficult information into a clear, concise, or selective form for ease of understanding. After that conclusion, drawing conclusions or validating them in light of regularities, patterns, justifications, potential configurations, causal processes, and propositions was the final step. Drawing field note record data and comparing the data was the next stage.

#### **4. RESULTS**

##### **The Process of Applying ICT by Teachers at SMP IT Al Fatih Makassar**

An observation was conducted to investigate how teachers integrated Information and Communication Technology (ICT) in teaching English at SMP IT Al-Fatih Makassar. The subjects were two English teachers teaching seventh and eighth grades. Each teacher was observed during two teaching sessions, with the support of an observation checklist that focused on the types of ICT tools used, the manner of their integration, and student interaction with the tools. Prior to the classroom visits, the teachers' lesson plans were reviewed to align the checklist with the lesson objectives. The observations revealed variations in how ICT tools were utilized, which are categorized into hardware, software, and online resources.

##### **Hardware Tools**

Both teachers employed hardware tools such as laptops and LCD projectors to support their teaching. Teacher 1 used a laptop to prepare and present slides, which were projected for the whole class to see. This setup was primarily applied to the teaching of grammar, particularly the present continuous tense. Meanwhile, Teacher 2 not only relied on a laptop and projector but also integrated mobile devices into classroom activities. In one observed session, Teacher 2 prepared a game using the Wordwall application and shared the access link with students, who then participated in groups using their

phones. This practice encouraged collaboration, engagement, and active participation. These findings suggest that while both teachers used hardware for presentation purposes, Teacher 2 expanded its function to promote interactivity and learner-centered activities.

### **Software and Applications**

The observations indicated that both teachers used digital applications, but with different emphases. Teacher 1 employed PowerPoint to present grammatical structures and integrated Wordwall games to reinforce vocabulary learning. This combination provided clarity in explanation and enhanced participation through gamification. On the other hand, Teacher 2 diversified the software used by combining PowerPoint presentations with Canva, which was employed to design visually appealing learning media. Additionally, Teacher 2 integrated Kahoot and Wordwall for interactive games, with students playing collaboratively in groups. The broader use of applications by Teacher 2 reflected an effort to create a more dynamic and interactive classroom environment.

### **Internet and Online Resources**

Both teachers made use of internet-based resources to enrich their lessons. Teacher 1 incorporated a YouTube video illustrating daily activities, which students observed and discussed. When unfamiliar vocabulary emerged, students were guided to use online dictionaries via laptops to discover meanings independently. This activity not only enhanced vocabulary acquisition but also fostered critical thinking and learner autonomy. Teacher 2 also utilized YouTube, but with a different focus: students watched a video containing sentences in the past tense and were tasked to identify regular and irregular verb forms. This approach emphasized grammar in context and improved students' recognition of verb usage. Additionally, Teacher 2 combined these online resources with Canva, Kahoot, and Wordwall to further engage learners.

Overall, the integration of ICT tools by both teachers demonstrated the potential of technology to support and enrich English language learning. Teacher 1 focused on combining PowerPoint, Word wall, and YouTube with vocabulary practice and grammar explanation, while Teacher 2 adopted a wider range of applications including Canva, Kahoot, and mobile devices to create highly interactive and student-centered lessons. These practices revealed that ICT not only facilitated students' understanding of language structures but also increased their motivation, engagement, and participation in classroom activities.

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