

CHAPTER II

LITERATURE REVIEW

A. Definition of ICT

According to Sumintono et al. (2012), the use of technology for education is transforming the teachers' role as knowledge distributors into learning facilitators. Teaching and learning necessitate students' ability to use information communication and technology (ICT). Meanwhile according to Victoria (2002), ICT is defined as technological tools and resources used to communicate, create, store, and share or transmit and exchange information. Similarly, Asabere and Enguah (2012) defined ICT as a facility, tool or equipment that provides services to process, store and disseminate information in all forms including voice, text, data, graphics and video to everyone.

Meanwhile, According to Ghasemi and Hashemi (2011), ICT is a various of technological tools and resources used to create, to communicate, to store, to manage, and to share information. ICT is a tool, which can be hardware (such as ICTs, digital cameras), software (such as Excel, discussion forums), or both (Agal, 2013). In short, the writer defines ICT as a technology that can be hardware or software to communicate.

ICT is a kind of technology that allows people to access information, store data, and share that data with others internationally over the internet, according to the explanation provided above. As previously mentioned, the two technologies that people use most frequently are computers and the internet. Put differently, information to support the teaching of the new digital literacy in the classroom can be obtained from anywhere and through group computer and internet use. ICT can also be utilized as a teaching tool to engage students and improve their learning outcomes. Finding out which learning resources the students choose is important because it influences their capacity to understand the subject matter. Challenges and limitations associated use ICT Particularly when it comes to entertainment, technology can easily divert students. Unsupervised internet browsing by underage students might have negative consequences and pose a risk to their safety. Digital native students typically spend the bulk of their time on social media. Social media platforms like Facebook and Instagram have the potential to divert pupils from their assigned tasks. ICT can also be used as a teaching tool to make learning for students interesting and beneficial. Determining the

students' preferred learning tools is crucial since it affects their ability to master the material. Technology-enhanced classrooms encouraged language proficiency, helped to create a welcoming and stimulating environment for learning, encouraged active engagement, and assisted pre-service instructors in adapting their teachings to the needs and interests of their students. This study identified several challenges, including a lack of ICT facilities, low-quality ICT devices, a shortage of ICT experts, difficulty matching students with the right ICT, time constraints, and teachers' disapproval of using ICT for language learning.

B. ICT Tools in Learning English

ICT has recently become recognized as one of the potential learning aids, along with the advancement of technology. ICT apps for learning English come in many different forms. Dang Hang (2014) specified categorize of ICT applications into three groups, namely “learning resources” including educational software, online resources, and video resources, “learning organization” referring to software and technological tools for classroom lectures, and “communication” which consists of from email systems, and websites that offer communication options.

Nabbaz (2017) showed that the use of ICTs reduced the time that is necessary for achieving information for students. They can access and disseminate electronic information like ebooks, e-journals and can improve their learning by using different modern ICTs in form of wireless networks, internet, search engines, databases, websites and web 2.0 Technologies. Meanwhile Abidin stated that the use of ICT and the integration of ICT in the learning process can bring positive results for both teachers and students because it can produce effective learning.

Within the somewhat limited confines of this study, ICT is defined in relation to education. ICT is divided into two categories: internet-based technology and computer-based technology. Computer-based technology includes, among other things, computer networks, multimedia, and telecommunications technologies. Furthermore, internet-based technology can be divided into three categories: applications, online libraries, and social media. ICT use in instruction can improve academic performance because it fosters student motivation and participation in the classroom.

The conclusion is that the internet is a transformation tool that also shifts learning from being teacher-centered to being student-centered.

Among these technologies is:

1. Internet based technology

Internet-based technology is a type of Internet-based ICT. includes all forms of internet-based technology. Online libraries, social media, and applications are the three divisions of internet-based technology.

Ulla at al. (2020) states that Internet-based applications make their ELT classroom more convenient, exciting, and fluid. Implications for ELT are discussed in light of the findings, and recommendations for future research are offered. Social media is one of the technological developments and a type of ICT. Different types of Internet-based technologies include:

a. Social Media

Kaplan and Haenlein (2020) explained that social media is a collection of internet applications that allow the creation of various content in the world. Interactivity, platform quality, knowledge sharing mechanisms are characteristics of social media. In summary, it can be said that social media is one of the ICT (information and communication technology) platforms that people use to communicate with one another online.

Meanwhile quoted in Tubagus (2019) stated that this kind of social media is often used by the public, especially students because it is an entertaining thing for them. One of the well-known platforms used by many people worldwide, from students to parents, is social media. In the past ten years, a variety of social media platforms have emerged, including Facebook, Twitter, Instagram, YouTube, WhatsApp, weblogs, and others.

b. Digital Library

Datrao (2023) A digital library is an assembled of digital computing, storage and communication machinery together with the content and software needed to reproduce, emulate and extend the services provided by conventional libraries based on paper and other material means of colleting, cataloging, finding and disseminating information. A full-service digital library must accomplish all essential services of traditional libraries and also exploit the well-known advantage of digital storage, searching and communication. It provides access to part of or all its collection, such as plain texts, images, graphics, audio and video materials and other library items that have been electronically converted, via the internet and www.

Li and Furht, (2019) commonly accepted architecture of digital library is based on digital objects and handle system and common repository access interface (RAP).

Handle is a general-purpose unique identifier for Internet resources, including digital objects. Handle system is a distributed system that manages handles. Access and deposit of digital objects is conducted according to Repository Access Protocol (RAP).

c. Application

One aspect of internet-based technology is application. An application is a software program or piece of code created and produced to serve a specific purpose for the user. Many different applications have been launched in the educational setting. There are Thesaurus, Zoom, Duo Lingo, and application.

d. Youtube

Karamina and Sunarjan (2020) claimed that YouTube is one of the most useful educational platforms that provide millions of educational channels for different fields. It is also considered an active technological tool that helps raise student achievement. YouTube videos can be included in the teaching and learning processes.

Hussein and Haider (2021) agreed that YouTube gives EFL learners access to brief content using videos, which allows them to understand language effectively by providing different channels providing useful guidelines and explanations.

e. Google Form

Google Forms is the application provided google which can be used for various needs, such as surveys, online data collection, making quizzes, tests, etc. Google Forms are tools that allow gathering information from users through personalized surveys or quizzes. Pormes and Utomo (2015), Google docs is a word processing service, spreadsheet, presentation, form, and data storage based free web from Google services developed to help document management, which is based on the cloud.

Meanwhile Purwati and Nugroho (2018) concluded that Google Forms is part of the Google Docs component provided by the technology giant Google. The software is accessible for free and quite easy to operate.

f. Google Classroom

Albashtawi and Bataineh (2020), Google Classroom improved the reading and writing performance of Syrian students. Students showed positive attitudes toward using Google Classroom in terms of its ease of use, usefulness, and accessibility. Future studies should analyze the effectiveness of Google Classroom with respect to other contexts.

Meanwhile Northey el al. (2015) Google Classroom is very helpful and

effective and presents newer challenges in continuing education in different ways for both teachers and learners. First, it is available to anyone around the world with tools and applications that make up a package called Google Apps for Education. The tools include Gmail, Drive, and Docs.

2. Interactive Multimedia

Referring to Ammanni and Aparanjani (2016) in their journal entitled “The Role of ICT in English Language Teaching and Learning”, there are some kinds of technology that can be used to teach English, such as; CALL (Computer Assisted Language Learning), E-books, Interactive White Board, Mobile Apps, Audio-Visual aids, Overhead Projector, Mobile phone, and Language laboratory.

Any method that uses a computer to help learners become more proficient in a language is known as computer-assisted language learning, or CALL. For those who read best on a screen, e-books are starting to become popular. Using an e-book has several advantages over a traditional book, including being relatively simple and portable. We are limited to bringing a laptop or smartphone with a large number of books on it. An interactive whiteboard is a sizable interactive screen that links a computer and a projector. The user can control the computer by touching the interactive whiteboard's screen with their finger, a special pen, or another instrument. Software created specifically for mobile devices, such tablets and smartphones, is known as a mobile application (app). Several popular mobile applications to learn English are Duolingo, Memrise, Busuu, etc. Another ICT use to teach English is Audio-Visual Aids.

According to Ernawati et al. (2023), Interactive multimedia based on Power Point for science learning developed in 5 stages. The validation experts gave a validity rating of 73.14% and were declared eligible for use. Limited testing indicates the validity assessment at 79.09% with decent criteria. The principal test generates 98% excellent response.

While the research conducted by Cahyani and Cahyono (2012) showed that there are two types of technologies used in the classroom. He found and defined them as non web-based and web-based. Non web-based includes tape recorder, compact disk, video/television, notebook/computer, radio, mp3, digital camera, multimedia. Then webbased are e-mail, websites, weblog, and virtual forum. According to Alkamel and Chouthaiwale (2018), ICT tools are divided into two types, which are non-web-based

and web-based learning tools. Tools that conclude in Non-web-based learning are Radio, Television, Films, Language lab, and Overhead Projectors.

C. Benefit of Using ICT Tools in Learning English

ICT has several benefits for learning English. Students are in charge of their education and have access to resources that professors do not have. ICT plays an essential role in boosting student activities and has a considerable impact on teachers' teaching methods. Information and communication technologies have significantly affected online, blended, and remote education programs' learning programs. Meanwhile according to Cakici (2016), the availability of materials such as visuals, animations, audio, and video to help present and practice a language makes it easier for both teachers and students to learn the language. According to Dedja (2015), the use of ICT in language teaching and learning seems to have become a prerequisite to the modernization of the education system and learning methods. Using authentic material provided by the internet helps students to be better in communication and to be in contact with the culture of the country and people whose language they study.

A considerable amount of literature has highlighted the benefits of ICT in language learning. Houcine listed four impacts the use of ICT on learners and various aspects of the learning process as follows: First, developing English skills. Second, promoting creativity and enhancing critical thinking of the students. Third, increase learners' motivation and making students become independent learning. Fourth, providing communicative and interactive environment in class. This statement was supported by Nabaaz Noori Kareem (2017) he states the benefits of ICT for EFL learners are: Developing English skill, promoting creativity and enhancing critical thinking of the students, increase learners' motivation and making students become independent learning, provide communicative and interactive environment.

Then, an internet connection enables students to access a wealth of real-world resources to make learning English more pleasant. As a result, using the tools that are available online for both inside and outside of the classroom activities can help students become more proficient in speaking, listening, reading, and writing.

D. Previous Studies

Investigations into the use of ICT tools in EFL (English as a Foreign Language) classes have been conducted to explore their impact on language learning outcomes and student engagement. Here are a few examples of previous studies in this area:

Hafifah (2019), with the title "Information and Communication Technology (ICT) in English Language Teaching," Based on the result, ICT has a significant role and impact on current language teaching. ICT has been the basic requirement and essential aspect of education in the global context nowadays. ICT in digital literacy becomes one of the skills that students must acquire besides words and numerical literacy in the 21st era of learning.

On the other hand, Maghfirah (2019) Based on the results of the analysis of teachers' perspectives about the use of Information and Communication Technology (ICT) in teaching English, we can be seen that all participants have substantial beliefs about the use of Information and Communication Technology in English teaching English.

And the last, Rahim (2015) The thesis, titled "Integration of Integrated Information and Communication Technology in Motivating Students," was stated. It was found that adopting technology integration based on the following concepts yielded the following results from four separate meetings: Educators throughout the 8 world are increasingly incorporating Technology into the teaching and learning process.

The researcher finds some similarities and differences between this study and other previously reported studies. ICT is employed in the classroom if, as the data suggests, it is used both online and offline. On the other hand, this study aims to gain further insight into the ways in which educators use ICT and what their thoughts are about its use in the classroom.