

The Use of Information and Communication Technology as Learning Sources in English Language Learning



Yulian Purnama

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

ABSTRACT: The internet undoubtedly saves time and effort, with motivation playing a critical influence in the successful status of advanced English learning. This is carried out through the crucial role of information and communication technology in English language education. Therefore, this study aims to analyze the utilization of information and communication technology as learning resources for English language education. The utilized analytical methods were obtained from a literature review on the relevant sources observed through Google Scholar. The results showed that technology carried out the following, (1) promoted teacher-student interaction, (2) provided understandable input and output, (3) helped develop critical thinking skills, (4) enabled more students' learning and teaching processes, (5) encouraged and built autonomy and self-confidence, and (6) increased students' motivation to successfully learn English language.

KEYWORDS: information, communication, English language learning

INTRODUCTION

The rate of Indonesian internet users is one of the highest in the world, with a total of 204.7 million users recorded for January 2022, according to the "We Are Social" study. This is slightly increased by 1.03%, compared to the previous year, where 202.6 million users were observed in January 2021. Based on these conditions, Indonesia has observed a steady increase in the number of internet users over the past five years, with the present population elevated by 54.25%, compared to 2018. Approximately 73.7% of these users were also digitally active at the beginning of 2022, with the country's population in January observed at 277.7 million people (Databoks, 2022).

The internet undeniably helps in saving both time and effort, as online education aids language learning, especially English, without abandoning a specific location. This indicates that students are capable of digitally learning English at any time, location, and alacrity. The internet also provides them with immediate feedback, subsequently improving their learning experience (Ammanni & Aparanjani, 2016). Besides the important roles of information and communication technology as learning sources, motivation is also a crucial aspect in determining the success levels of complex English education. According to a literature review, motivation also played a critical role in successfully learning English as a foreign or second language (Al Othman & Shuqair, 2016). Therefore, this study aims to examine The Use of Information and Communication Technology as Learning Sources in the English Language.

METHODS

The utilized methods were obtained from a relevant literature review derived through Google Scholar. This review is a thorough, systematic, and repetitive approach to locating, assessing, and interpreting existing recorded documents. In this report, the publications between January 2016 and April 2019 were adopted for utilization.

RESULTS

No	Author, Year	Journal	RESULTS
1	(Dos Santos, 2019)	Global Journal of Engineering Education	The adoption of a VOVTS (visual-only video teaching strategy) was examined as a teaching and learning tool for English language education. The results showed that highly positive judgments were possessed by the educational personnel, regarding a

The Use of Information and Communication Technology as Learning Sources in English Language Learning

No	Author, Year	Journal	RESULTS
			semester-long freshman English class for ELL engineering students. This emphasized the teaching technique utilizing a social media learning platform. Based on these results, more understanding of the alternate teaching tactics was provided for the engineering students' learning classrooms, using social media educational platforms.
2	(Ammanni & Aparanjani, 2016)	International Journal of Scientific & Engineering Research	Every field is extensively involved in English language learning, including health, engineering, education, the arts and sciences, law, and music. This is necessary for the global alignment of linguistic acquisition adaptation, although the confluence of globalization, English distribution, and technological advancement has fundamentally transformed the educational patterns of this language as a second option. Science, technology, and information also play an important role in every element of human life, with technological advancements launching a new chapter in the educational sphere. Moreover, the students are not significantly impacted by conventional instructional strategies, with the evolution of technology use encouraging creativity as a source of learning motivation.
3	(Kaceti & Klímová, 2019)	Education Science	The results showed that mobile learning was important and educationally developing, leading to the provision of a fantastic chance for language acquisition. Some of its main advantages included the following, (1) The development of the student's cognitive abilities, (2) The motivation to study in formal and informal settings, autonomy, and confidence, and (3) The promotion of individualized learning, which aids low-performing students in accomplishing their academic objectives. Despite the general success of mobile learning, cautious development, planning, and implementation were still advisable according to the student's needs. It also provided different language skills in subsequent genuine learning situations.

DISCUSSION

Technology is a useful tool for students, with its utilization observed to be very important in the learning process. In this case, teachers need to demonstrate its utilization patterns in the enhancement of the curriculum. This highly emphasizes its frequent utilization, for students to improve their language abilities. Technology also promotes student cooperation towards the collaborative design of projects and work comprehension, for the exchange and sharing of knowledge (Mohammad, 2018). Furthermore, language education has advanced to the forefront of mobile learning innovations, due to the plethora of free and inexpensive mobile apps (applications) available in different specialized web shops, including Apple, BlackBerry, Google, Nokia, etc. The significant global demand from developing economies has also been a very supportive influence, where language learning is considered a process of increasing employment and trade (Kukulka-Hulme, 2012).

In this technological era, most students own Android sets and mobile phones, which are used for several purposes. The most common application for these phones often emphasizes vocabulary learning, enabling users to directly download any appropriate dictionary from the internet into their private devices. This is specifically beneficial when determining and learning new words through English activities. Using a mobile device, students were capable of submitting brief questions, with teachers responding through the Short Message Service (SMS). In addition, mobile phones are specifically useful for exchanging voice messages, emails, and the mini web pages used to perform exercises (Aziz et al., 2018).

According to Ammanni & Aparanjani (2016), the use of ICT enhanced the teaching and learning of the English language. Using this technological tool, the following data were obtained:

1. The needed information was obtained in a split second.
2. E-learning encouraged learners to be more creative.

The Use of Information and Communication Technology as Learning Sources in English Language Learning

3. ICT provided students with access to useful competitive information in this cutthroat environment.
4. The use of English multimedia tools effectively motivated students and provided them with engaging new learning opportunities.
5. The ICT encouraged teachers and students to use up-to-date, reliable sources.
6. The ICT improved students' verbalization, interaction, and participation in group collaborative learning.
7. Learners are capable of working individually.
8. Pictorial descriptions are provided with ICT.

Irrespective of these advantages, the technological resources were still unable to ensure the learning and teaching successes of students and teachers, respectively. In this case, the benefits and utility of technology should be demonstrated to teachers, for the enhancement of education. To incorporate technology into language learning, they also need to obtain adequate support and training. According to the review, teachers and students highly benefited from technology when it is appropriately handled. This was due to being a useful tool for students, regarding its assistance in resolving learning issues, as well as effectively and meaningfully determining different modes of knowledge application (Mohammad, 2018).

CONCLUSION

Based on the results, technology had the following advantages, (1) Fostered the interaction between teachers and students, (2) Provided understandable input and output, (3) Assisted the development of critical thinking skills, (4) Highly enabled student-centred educational processes, (5) Encouraged and developed autonomy and self-confidence, and (6) Improved students' motivation to successfully learn English language.

REFERENCES

- 1) Al Othman, F. H. M., & Shuqair, K. M. (2016). The Impact of Motivation on English Language Learning in the Gulf States. *International Journal of Research in English Education*, 2(4), 11–15. <https://doi.org/10.5430/ijhe.v2n4p123>
- 2) Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific and Engineering Research*, 7(7), 1–7. <https://bit.ly/33z74fD>
- 3) Aziz, A. A., Hassan, M. U., Dzakiria, H., & Mahmood, Q. (2018). Growing Trends of Using Mobile in English Language Learning. *Mediterranean Journal of Social Sciences*, 9(4), 235–239. <https://doi.org/10.2478/mjss-2018-0132>
- 4) Databoks. (2022). *Ada 204,7 Juta Pengguna Internet di Indonesia Awal 2022*. KataData. <https://databoks.katadata.co.id/datapublish/2022/03/23/ada-2047-juta-pengguna-internet-di-indonesia-awal-2022>
- 5) Dos Santos, L. M. (2019). English language learning for engineering students: Application of a visual-only video teaching strategy. *Global Journal of Engineering Education*, 21(1), 37–44.
- 6) Kacetl, J., & Klímová, B. (2019). Use of smartphone applications in english language learning—A challenge for foreign language education. *Education Sciences*, 9(3), 1–9. <https://doi.org/10.3390/educsci9030179>
- 7) Kukulska-Hulme, A. (2012). Chapter one: Language learning defined by time and place: A framework for next generation designs. *Innovation and Leadership in English Language Teaching*, 6(September), 3–20. [https://doi.org/10.1108/S2041-272X\(2012\)0000006004](https://doi.org/10.1108/S2041-272X(2012)0000006004)
- 8) Mohammad, R. (2018). The use of technology in English language learning. *International Journal of Research in English Education (IJREE)*, 3(2), 115–125. <http://ijreeonline.com/>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.