



Teaching strategies used by outstanding teacher in utilizing ICT in teaching English Language Learning

Irene Riskiana Vionaui Sinaga
University of Bengkulu
riskianaviona22@gmail.com

Syafryadin
University of Bengkulu
syafryadin@unib.ac.id

Corresponding email: riskianaviona22@gmail.com

Abstract

Information and communication technology is a key element in the digital era of Industrial Revolution 5.0. The use of information and communication technology affects numerous domains, including education. This study explores innovative ICT-based teaching strategies in English language learning, highlighting their positive impact on student engagement and learning outcomes". Tools for interviews and questionnaires were used in this descriptive-qualitative investigation. The interview aspects include assessment, obstacles, rejection, self-acceptance, and spontaneity. The study's results demonstrated that a remarkable and innovative teacher is very encouraging and has incorporated information and communication technology into English language training by combining Communicative, Problem-Based, and Project-Based learning methods. The tools used are like flashcards, videos, and snakes and ladders, technology-based learning truly inspires children to study both inside and outside of the classroom. The findings conclude that students are encouraged to learn more actively and interactively through the use of technology, which has favorable effects on education.

Keywords: *English language; information and communication technology; teaching strategy*

Introduction

The use of technology can use various media such as computers, smartphones, television or radio which can facilitate technical equipment, tools, manipulation in providing information. Poverty Reduction Dictionary defined that information and communication technology (ICT) is the process of locating, obtaining, and modifying data before presenting or sharing it. This includes building computers, offering software, programming, and communication services like email and the internet (Seafeld Research and Development, 2012). ICT includes aspects of information technology and communication technology. The usage of computer technology and communication media is included in the ICT component. Tri and Nguyen (2015) stated that ICT is the term used to describe computer and internet-based tools that educators and students use to accomplish the desired learning objective.

The usage of ICT is also present in language instruction. These days, a variety of teaching apps, including Canva, Quizizz, Kahoot, Microsoft PowerPoint, Microsoft Teams, Google Classroom, Google Meet, and Zoom, can facilitate teaching and learning activities. These various applications are examples of the use of technology in teaching and can be used by educators as references for more effective and interesting teaching strategies. Academic

institutions have begun incorporating diverse ICT resources and platforms into their pedagogical practices (Harrison et al., 2018; Wang & Zhao, 2020). The presence of these applications indicates that the utilization of ICT has resulted in a significant transformation of numerous advantageous endeavors (Duta & Martinez-Rivera, 2015). This can be seen in terms of learning effectiveness and flexibility. Effectiveness and easier understanding of material from various sources, as well as unlimited space and time in accessing material. Therefore, by using these various applications, students can understand learning material easily, especially implementing reading, writing, listening and speaking skills. So, the implementation of ICT is clearly very beneficial in the learning process for students and also teaching for educators, especially in the language aspect.

Improving the quality of education is significantly aided by the integration of ICT into the teaching and learning process. This is evident from a number of studies that have been done on the application of ICT to English language instruction. The first, a study conducted by Dali and Sharma (2018) entitled “Language as Resource: Language Strategies Used by New Zealand Teachers Working in an International Multilingual Setting”. The findings suggested that teachers can find it challenging to assist language learners since they often lack experience working with language learners in classrooms and might think that speaking in their mother tongue hinders language learners' capacity to learn. The results demonstrated the use of and observation of a variety of tactics, such as paralinguistic cues, translation, encouraging the use of home languages, and code switching, to maximize communication in the multilingual situation. The second, a study conducted by “Mc Bean (2022) entitled “Assessment Tools and Strategies Used by Jamaican Secondary School Teachers”. Based on the subject the teachers taught, the results showed statistically significant variations in the frequency of use of standard and alternative evaluation instruments and strategies. It was suggested that in order to optimize the use of assessment to enhance learning, school administrators should put supporting policies in place at the school level and exhibit good attitudes toward alternative assessments. The third, a study conducted by Koroglu and Balci (2022) entitled “Strategies Used by Turkish Teachers in Teaching Comprehension (Reading) in Turkish Lesson Teaching Process”. The results showed that, when it came to teaching comprehension in Turkish lesson learning-teaching procedures, the study's participating teachers most commonly used the question-answer technique.

Based on the results of previous studies which showed that there are difficulties for teachers in adapting teaching strategies and also involvement in the use of appropriate assessment. The study will next concentrate on instructional strategies that use the Inclusive Classroom theoretical framework, as put forward by Ticha, Abery, and Johstone (2019), in the process of teaching and learning English as a foreign language. This maintains to the application of ICT. These strategies include Active Learning, Peer-Tutoring, Cooperative Learning, and Direct Instruction. The next section discusses the application of ICT in education using Rusman's (2012) theoretical framework, which categorizes the many media types utilized in education into groups such as Presenter Media Group, Object Media, Audio-Visual Media, Visual Media, and Computer-Based Interactive Media.

In reality, there are still a number of reasons why teachers are not fully using information and communication technology, one of which is that they are not using ICT media. However, this research will investigate the strategies used by exceptional teacher in Bengkulu City in teaching regarding to the use of ICT. The research questions of this research are:

- (1) What teaching strategies do teachers use in implementing ICT-based teaching in English Language Learning?
- (2) How is the implementation of the use of ICT in English Language Learning?

Research Methodology

This study used a qualitative-descriptive method. Creswell (2016) qualitative research delves into the significance of many persons or a group of individuals who are the source of a societal problem. This approach used to examine the strategies and difficulties the exceptional teacher encountered when integrating ICT into the teaching and learning process. The research subject was an accomplished English teacher who taught at a junior high school in Bengkulu City. In selecting participants, this study uses a purposive sampling technique that is indicated by factors as outstanding teacher and has many teaching works related to the use of technology as a teaching medium. In collecting data, the instruments used in this research were questionnaires and interviews. In this research, the questionnaires used a Guttman Scale by using adapted technique from a research conducted by Kusuma (2019) and has distributed through Google Form. There are a total of 32 statements in the questionnaire, divided into 4 aspects: computer technology (eight statements), multimedia technology (eight statements), telecommunication technology (seven statements), computer network technology (nine statements), and multimedia technology (seven statements about using ICT media for learning).

The interview tool is then developed by incorporating elements of Jersild's theory into an already-existing one (see Melinda, 2013). These components include (a) self-evaluation and attitude toward appearance; (b) ability to recognize and accept one's own and others' shortcomings; (c) ability to take criticism and rejection from others; (d) acceptance of oneself and others; and (e) spontaneity, self-acceptance, and enjoyment of life. The interview questions will be adjusted to research needs and the results of the questionnaire collected first.

To analyze the research data, this study used the theory from B. Milles and Huberman, (2014), namely data reduction, data presentation, and conclusion. To make the study easier for readers to understand, the data were searched, organized, and presented in a more methodical and conclusive manner.

Findings and Discussion

Findings

Research data is explained in the form of a data table. The data table is explained in relation to the research question. In this research, the data display is explained based on the questionnaire and interview. The data was then analyzed using Microsoft Excel for the questionnaire instrument and coded the data for the interview instrument.

Teaching Strategies in Implementing ICT-based in English Language Learning

Teaching strategies can be seen through percentages per component based on the Guttman Scale questionnaire (Kusuma, 2019).

Table 1
Summary of Questionnaire Aspects

NO	Aspects	Percentage	Category
1	Computer Technology	100%	Positive
2	Multimedia Technology	100%	Positive
3	Telecommunication Technology	100%	Positive
4	Computer-Network Technology	100%	Positive

The data obtained from the questionnaire revealed that all aspects of the components of the use of computer, multimedia, telecommunication, and computer network technology in ICT-based English language learning showed positive results, with a positive indicator from the respondent's response with a percentage of 100%. Regarding computer technology, it showed that the respondent used Microsoft Office, Powerpoint, DVDs, and CDs along with other resources to learn English on a computer. The educational activities also made use of audio, instructional videos, cameras, video editors, and school multimedia resources. In terms of communication, it also made use of smartphone applications and internet-based media for information access, knowledge growth, and fostering student independence in their English language studies.

Implementation of the use of ICT in English Language Learning

This study used interviewing techniques to both deepen the answers from the questionnaire data and address the second research question, which asked how to use ICT in the English learning process. The interview technique used purposive sampling by interviewing one innovative teacher at one of the Junior High School institutions in Bengkulu City. This study used an interview instrument with aspects of Jersild's theory (in Melinda, 2013) and adapted to research needs. Here are the responses related to the matter.

Response 1

"Since I was a teacher, I implemented the use of ICT based-technology like powerpoint as the learning media. I use teaching media in using ICT during the teaching process like computer, powerpoint, canva, learning video on youtube, and blog."

Response 2

"One of my teaching strategies is known as communicative learning, and I'll be using the Problem and Project Based Learning methodology with joyful learning. I create the innovation that belongs to *Si Lincah*, the innovation that belongs to the Snake and Ladder, the Flash Card, and the Video. Before putting ICT into practice, I conduct learning-based pre-training by observing platforms like *Merdeka Mengajar*, YouTube, Instagram, and TikTok in order to locate creative media."

Response 3

"Sir Riki and I collaborate in the classroom when we talk about anything related to ICT. Several things need to be improved, like the reliable wifi connection and possibly university workshops to encourage teacher creativity in ICT-based instruction. Lesson plans tailored to the seventh grade should also be implemented to follow the Merdeka curriculum."

Response 4

"My abilities in using ICT such as editing video, google classroom, google form, canva, zoom, and powerpoint. We have also begun utilizing ICT applications during COVID, such as Google Forms for assessments. It will take me approximately five years to get used to using ICT in the classroom."

Response 5

"The difficult thing in implementing ICT is changing the mindset about the use of technology in learning, especially for senior teachers."

Response 6

"I motivate the teachers to engage themselves to the use of ICT during learning process. To overcome the problem of an unstable connection, I ask the children or their teachers to download the material they will study first. I make an effort to

provide pupils with good guidance by demonstrating how to utilize the computer or the program we are studying. I occasionally do tutorials for instructors, explaining things like how to utilize Google Forms or make video calls on WhatsApp.”

Based on the findings of the coding interviews, it was discovered that a remarkable and creative teacher is very encouraging and has successfully implemented ICT-based learning using a variety of mass media applications, including computer, multimedia, and network features. The data showed that respondents had implemented ICT by using teaching strategies using computers, PowerPoint, Canva, learning videos on YouTube, and blogs.

Then, respondents also collaborated on Communicative Learning, Problem Based Learning, and Project Based Learning methods with the concept of happy learning and *Si Lincah* innovation (snake and ladder, flash cards, and videos). Then, as a form of evaluation and improvement of learning, respondents collaborated with young teachers regarding the use of ICT. There were several obstacles experienced, such as unstable internet connections, limited mindsets of senior teachers and weak use of technology, so to overcome them, respondent patiently motivated and provided tutorials on using mass media applications, such as Google Forms. Besides, respondent also provided direction for students regarding the use of computers or applications that would be used during the learning process.

Discussion

The objective of the study is to determine the effects of using creative teachers to integrate technology-based English learning in junior high schools in Bengkulu City. This research used questionnaires and interviews related to technology-based English teaching strategies.

In terms of computer technology, educators have utilized laptops, computer hardware, Windows Office (including Powerpoint), DVDs and CDs, a range of programs, including Canva, YouTube educational videos, blogs, and school computers. Even additional evidence that using technology in school is advantageous comes from teachers disclosing that they have attended seminars or training sessions on computer-based learning resources. This demonstrates the widespread application of computer media in ICT-based learning.

The respondent's experience attending multimedia technology training seminars supports the teacher's application of technology through the use of music, video, digital cameras, and multimedia facilities in the multimedia technology element. This demonstrates the beneficial application of multimedia in ICT-based learning.

Regarding technology, teachers used video calls, cellphones, messaging apps like WhatsApp, and training focused on telecommunications. This claims that teachers employed telecommunication technology in their ICT-based lessons. Teachers' use of computer networks and the internet to access resources that would foster students' independence, creativity, and capacity to delve further into subjects serves as further evidence of this. This shows that having an internet connection affects how effective the ICT-based learning process is.

Furthermore, Communicative Learning, Problem Based Learning, and Project Based Learning approaches are the results of the teacher's applied teaching strategies. This suggests that ICT learning necessitates problem solving, creativity, active and communicative learning, and output that is derived from student creations. The concept of happy learning is the guiding principle, and learning is not just limited to indoor spaces. The teacher also produced the innovations in *Si Lincah*, such as the snake and ladder, flash cards, and movies. As a result, students' motivation to learn increases with a fun and interesting learning process.

Then, in order to optimize the process of learning that adjusts to the needs of the students, educators conduct teacher evaluations in order to obtain input on the process that has been put into place. Teaching tactics must be modified to meet the demands of the students. For example, grade 7 children are more interested in using Canva, whereas grade 9 students are more interested in creating videos. In the meantime, the instructor posted all of the student work completed during the ICT-based learning process on teacher's personal blog website or to the Ministry's Merdeka Mengajar Platform as proof of work.

In the implementation, students' and senior teachers' complaints about inadequate knowledge and the use of technology in the classroom are among the difficulties and problems encountered. In order to address this shortcoming, teachers should implement the strategy of having students download the materials ahead of time. This allows students to get ready to comprehend the lesson content on their own, and teachers can also use this strategy to mentor other educators on how to use various media that can enhance the learning process.

The study's findings demonstrate that one of Bengkulu City's exceptional and creative teachers employs an ICT-based teaching strategy that is consistent with theory, specifically the Active Learning Strategy and Cooperative Learning Strategy approach (Ticha, Abery, and Johstone, 2019) that motivate students to participate actively in their education and work together with peers or teachers. Then, interactive computer-based media and audio-visual media (Rusman, 2012) are used to support the implementation of strategies and media. Thus, while adopting ICT-based learning, instructors and researchers can use these ideas and media as reference materials.

Based on the research results, the Ministry immediately recognized an outstanding and innovative teacher at a junior high school in Bengkulu City. This teacher also genuinely supported and implemented ICT-based learning for all courses, including English. This affects how motivated students are to participate actively in both solo and group learning activities as well as to be inventive and creative. Encouraging teachers to be creative in their selection and application of ICT media in digital age learning is extremely important.

Conclusion and Suggestion

Based on the results of research using questionnaires and interviews, the ICT-based teaching strategy for English learning implemented by creative teachers in one of the junior high school institutions in Bengkulu City is utilizing the Communicative Learning, Problem Based Learning, and Project method strategies. based learning with the Si Lincah learning concept (snake and ladder, flash cards, and movies) and happy learning environments. Teacher employed a variety of mass media applications as teaching tools, such as Canva, Microsoft Powerpoint, learning videos, Google Classroom, Google Form, and the Ministry's Merdeka Mengajar program. The educator works closely with other teachers to assess teaching effectiveness as well as with the parents of the students to encourage the usage of technology through gadgets.

As a result, teachers use computer, multimedia, telecommunication, and computer network technology as teaching strategies. The study's findings have an impact on instructional strategies that educators might use to include ICT into their English language instruction.

The results of the study are useful for following up on the development of human resources in teaching and education on technology as a teaching medium. This can be a reference for improvement and evaluation for the government, stakeholders, and teachers in integrating technology in the teaching process. However, given the constraints placed on the research participants, it is expected that future investigations will be able to broaden the scope of the

research subject in order to examine the implications in greater depth and can see the impact of technology-based teaching through student outcomes.

REFERENCES

- Ahiskali, E. E., İnnali, H. Ö., & Aydin, İ. S. (2022). Coping strategies used by pre-service teachers to overcome writing challenges. *International Online Journal of Primary Education*, 11(2), 426–446. <https://doi.org/10.55020/iojpe.1060603>
- Arif Noor, F. (2020). The key to successful early childhood educators: performance study of the raudhatul athfal (RA) teacher in Yogyakarta. *Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal)*, 5(1), 32–51. <https://doi.org/10.24269/jin.v5n1.2020.pp32-51>
- Daly, N., & Sharma, S. (2018). Language-as-resource: language strategies used by New Zealand teachers working in an international multilingual setting. *Australian Journal of Teacher Education*, 43(8), 15–29. <https://doi.org/10.14221/ajte.2018v43n8.2>
- Gunu, M. (2022). Assessing information and communication technology (ICT) integration into the curriculum of ghanaian pre-tertiary schools: A case study of sagnerigu municipality. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 18(1), 253–263.
- Hunduma, C. M., & Mekuria, Y. S. (2023). Constraints hindering ICT integration in ethiopian public secondary schools: A literature review. *International Journal of Membrane Science and Technology*, 10(2), 691–702. <https://doi.org/10.15379/ijmst.v10i2.1271>
- Jita, T., & Sintema, E. J. (2022). Pre-service teachers' self-concept and views toward using ICT for teaching science. *Eurasia Journal of Mathematics, Science and Technology Education*, 18(9). <https://doi.org/10.29333/EJMSTE/12396>
- Köroğlu, M., & Balcı, A. (2022). Strategies used by turkish teachers in teaching comprehension (Reading) in turkish lesson teaching process. *International Journal of Progressive Education*, 18(5), 18–31. <https://doi.org/10.29329/ijpe.2022.467.2>
- Molotsi, A. R. (2022). The use of ICT resources to transform teaching at secondary schools in the Bojanala district, Northwest province. *South African Journal of Education*, 42(December), 1–10. <https://doi.org/10.15700/saje.v42ns1a2098>
- Nguyen, N., Williams, J., & Nguyen, T. (2012). The use of ICT in teaching physics: Technology and pedagogy. *Asia-Pacific Forum on Science Teaching and Learning*, 13(2), 1-19
- Nguyen, L. T. H. (2021). Teachers' perception of ICT integration in English language teaching at vietnamese tertiary level. *European Journal of Contemporary Education*, 10(3), 697–710. <https://doi.org/10.13187/ejced.2021.3.697>
- Nugraha, F. F. (2017). Interactive multimedia use of games model on Ips school study list. *PrimaryEdu - Journal of Primary Education*, 1(1), 17. <https://doi.org/10.22460/pej.v1i1.421>
- Rana, K., & Rana, K. (2020). ICT integration in teaching and learning activities in higher education: A case study of Nepal's teacher education. *Malaysian Online Journal of Educational Technology*, 8(1), 36–47. <https://doi.org/10.17220/mojet.2020.01.003>
- Rohmatullaili, S. (2023). Teaching Strategies in teaching English at inclusive classroom. *English Language Education*, 4(2), 7–34.
- Šabić, J., Baranović, B., & Rogošić, S. (2022). Teachers' self-efficacy for using information and communication technology: the interaction effect of gender and age. *Informatics in Education*, 21(2), 353–373. <https://doi.org/10.15388/infedu.2022.11>

- Samoylenko, N., Zharko, L., & Glotova, A. (2022). Designing online learning environment: Ict tools and teaching strategies. *Athens Journal of Education*, 9(1), 49–62. <https://doi.org/10.30958/AJE.9-1-4>
- Souheyla, B., & Nassima, B. (2022). Taking the wave of digitalization: reflection on the psychological readiness of teachers in using information and communication technologies. *Arab World English Journal*, (8), 121–135. <https://doi.org/10.24093/awej/call8.8>
- Topuzkanamış, E. (2019). Investigation of reading and writing strategies used by future teachers: Do good readers write well? *Advances in Language and Literary Studies*, 10(3), 89. <https://doi.org/10.7575/aiac.all.v.10n.3p.89>
- Williams-MCbean, C. (2022). Assessment tools and strategies used by Jamaican secondary school teachers. *International Journal of Assessment Tools in Education*, 9(4), 883–905. <https://doi.org/10.21449/ijate.980870>