EFL TEACHERS' PERCEPTION ON USING ICT TOOLS POST PANDEMIC ERA

THESIS

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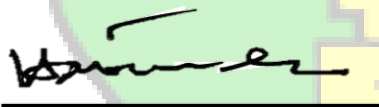
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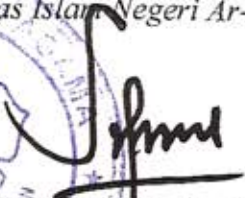Member,   Member,

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SURAT PERNYATAAN KEASLIAN
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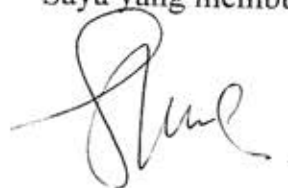
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

EFL Teachers' Perception on Using ICT Tools after Pandemic

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya,maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 April 2024

Saya yang membuat pernyataan

SITI SARAH

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ABSTRACT

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Thesis Working Tittle	: EFL Teachers' Perception on Using ICT Tools after Pandemic
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This study investigates EFL (English as a Foreign Language) teachers' perceptions regarding the use of Information and Communication Technology (ICT) tools in their teaching practices following the COVID-19 pandemic. Employing a qualitative research methodology, data were collected through interviews and observation with a purposive sample of several EFL teachers from SMAN 7 Banda Aceh, SMKN 1 Almubarkeya, and MAN 1 Banda Aceh. The findings reveal a predominantly positive perception among the teachers towards integrating ICT tools into their teaching. Teachers acknowledged the benefits of ICT in improving efficiency in teaching learning process, increasing language learning's interest and effectiveness, enhancing student motivation and experience in the classroom, and fit the needs of language learning activity in the classroom. However, some concerns were also expressed regarding technological challenges, limited ICT Facilities and poor accessory, low quality devices, controlling student behavior on using ICT tools outside class hours, determining appropriate tools and content for teaching students. Overall, the study underscores the importance of supporting EFL teachers in effectively utilizing ICT tools to adapt to the evolving educational landscape post-pandemic.

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Nowadays technology has been widely used in the entire region on earth. The flexibility of integration towards many parts of things, made this fancy word become a solution for various problems. Information and Communication Technology (ICT) has been defined as a kind of technological tools and resources that are usually used for transmitting, storing, creating, sharing and exchanging information (UNESCO Institute for Statistics, 2009).

ICT contributes significantly for human activities, including as an essential element of teaching language and the most up-to-date educational tool in this globalization era. The implementation of technology in various English Language Teaching (ELT) contexts has developed for the past ten years through the transformation from common informative resources to many kinds of communicative tools that also offer numerous functions in education. Multimedia technologies like CD-ROMs, the Internet, and the World Wide Web (www) offer a wealth of new resources and materials to enrich education. The Information and Communication Technology (ICT) that has evolved in recent times plays a crucial role in globalization, blurring national borders through instant interaction, communication, and information exchange (Habiburrahim, 2016).

Current technology also requires teachers to adopt digitalization teaching patterns in order to organize the modernization process and the quality of learning. Teachers have always been looking for alternative, creative,

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innovative and efficient methods and techniques for teaching at the same time. They also have been applying all possibilities of technological innovations in the teaching process to make it more effective and interesting in order to gain students' motivation and to improve the learning process.

Fauzia et al., (2021) mentioned some ICT tools that can be used for teaching in the classroom are laptop, projector, handphone and also internet. The use of the internet and multimedia proved that technology is able to change the delivery method of knowledge and can be an alternative learning carried out in an offline classroom.

ICT in Indonesia is not optimally used by English Foreign Language (EFL) teachers in their ELT process because not all of them are willing to use ICT despite its possibilities of providing massive resources to their teaching practice. When the researcher experienced the senior high school year some teachers still preferred the traditional ways in their teaching (e.g. text book) rather than being quite familiar with the Internet. The researcher has observed in various schools that ICT tools are rarely used in the classroom, sometimes computer laboratories are only used when the student cannot access the internet when their phone does not work as well.

As a member of the third world, Indonesia developed ICT sector slowly but steadily over the previous ten years, the World Wide Web is now accessible to more educators and students, who may access a wealth of knowledge, however most of EFL teacher doesn't effort to be familiar with using ICT tools in teaching learning process (Silviyanti & Yusuf, 2015).

In 2020 the Indonesian government instructed the public to stay at home and conduct self-quarantining until the condition improves due to the COVID-19 .

This pandemic also affected all activities in educational sectors by holding the distancing teaching and learning process, Including all schools and universities in Aceh. They must decide how to continue their teaching and learning activity from home. As a result, many teachers, including EFL teachers, are intensely pressured to provide manageable yet effective teaching methods that are appropriate and suitable for the current situation in a very limited time. EFL teachers have to use ICT tools for conducting teaching learning processes within online classrooms (Utami et al., 2021). There were better and cheaper ways to provide education through online teaching and learning via Zoom, Google meet, Canvas,etc (Fitri & Putro, 2021).

The previous study revealed the impact of the pandemic has brought change, shaping new environment by contributing to the greater use of ICT in teaching and learning which changed among the teachers and student, not only offering the easiest way for teacher, the use of ICT during this pandemic also simplifies EFL students to obtain rich information, knowledge, and other additional learning resources through diverse websites. This will be an alternative for them to use the potentials of ICT for their learning improvement. By doing so, they will be more motivated in learning English because what they want to know is available on the internet. If they feel motivated, they will become more responsible learners during this pandemic (Fitri & Putro, 2021).

Hence, Covid-19 was over in the past three years, after facing the pandemic the schools experienced a new normal era and conducted face to face teaching learning process, away from online classroom to offline

classroom. While offline classroom is a traditional way in conducting teaching and learning process, both student and teacher have face to face interaction in classroom. Astuti, (2021) revealed that using ICT in the classroom has brought positive impact, ICT helps teachers in facilitating more interactive and collaborative teaching learning process, also providing a lot of information.

Otherwise, the teachers have the opportunity to obtain teaching and learning processes in an offline classroom using ICT tools with their previous knowledge they had. So, there is a need to understand these teachers' perceptions, whether they still use ICT tools to conduct teaching and learning process after pandemic or not, based on their experiences of the current use of ICT tools in their ELT during pandemic.

Accordingly, this research needs to explore EFL teachers' perception from various senior high schools in Banda Aceh. This research aims to answer the couple of following questions: What are the EFL teachers' perceptions on the use of ICT tools in their ELT after a pandemic? What are the challenges faced by EFL teachers on the use of ICT tools in offline classrooms?

B. Research Questions

1. What are the EFL teacher' perceptions on the use of ICT tools after pandemic?

2. What are the challenges faced by EFL teachers on the use of ICT tool in offline classroom?

C. Research Aims

1. This research aims to know the perception of EFL teachers on using ICT tools after pandemic.

2. To explore the challenges faced by EFL teachers on using ICT in offline classroom.

D. Significant of The Study

1. To The Teacher

   This study will give new insight to EFL teachers of the utilization ICT tools and help teachers to gain student motivation by giving them new experiences by using ICT tools in ELT.

2. To The Student

   This study can motivate student to use the opportunity of ICT in their learning activity maximally.

3. To Further Researcher

   This study will increase the insight of the researcher in developing new research about teacher perception on using ICT tools in the future.

E. Limitation of The Research

   The research is limited to investigated the EFL teachers' perception in language teaching post pandemic by the number of EFL teachers in MAN 1 Banda Aceh, SMKN Al-Mubarkeya and SMAN 7 Banda Aceh. It also investigated the challenges faced by EFL teachers on using ICT tools in their language teaching in offline classroom. The data is collected through some interviews with EFL teachers of MAN 1 Banda Aceh, SMKN Al-Mubarkeya and

SMAN 7 Banda Aceh particularly the one who has been conducting the online classroom and teaching English using ICT while pandemic of COVID-19 spread out.

F. Terminology

1. *Teachers' Perception*

Mcdonald, (2012) stated that perception is the way of how someone sees the world. Beside that perception also known as intuition, way of seeing, observing result, mental image, feelings, and experiences that response physically.

Démuth & Marián Špajdel, (2012) talked about perception that refers to how somebody recognize and understand something through their senses. The senses that used for stimulus the thought are sight, hearing and touch. Perception processed when the sense sees and tries to understand an object then it called a sensation. Sensation also becomes a part of perception. The result of the process are meaningfully experiences which go along with our knowledge.

In another hand teachers are mentioned as a professional educator that led the student in formal or informal education. The teachers have some principal duty: to teach, to guide, to educate, to train, to direct, and to asses student (Riyanto & Sayer, 2022). The teachers that researcher means that a number of EFL teachers especially in MAN 1 Banda Aceh, SMKN Al-Mubarkeya and SMAN 7 Banda Aceh. The teachers' perception in this research is refers to how the teachers see the issues of the utilization of ICT

tools for their language teaching in offline classroom by their knowledge based on their last experiences when they were conducting teaching learning activities in online classroom with ICT tools.

2. *English as a Foreign Language (EFL)*

Nura Safarina, (2023) EFL refers to somebody that learning English in a country that does not using English as a primary or secondary language, and does not use English for daily activities for the communication. For example: in Indonesia, China and South Korea. The children of those countries that mention above learning in their school do not use English as a language that present the subject in their classroom so teachers do. The teachers were delivering the subject used their first language. English usually use for integrating the business matters with native speakers, reading news or journals, and others.

3. *Integration of Computer and Technology (ICT)*

Matra, (2022) Technology has developed for very long term in educational sector. for the past decade technology has biggest impact for teaching and learning process. The utilization of technology in the classroom refers to the use of computer-based on teaching learning activities which well known as Information and Communication Technology (ICT). The term of ICT refers to the technology used for changing the information by electronic tools. The latest equipment that used for integrating the ICT are television, tape recorder, and mobile phone. nowadays ICT has the potential to complete the facilitation in language teaching for teacher. in case using Power Point or

YouTube Video for classroom activity can give students new insight to understand the material. ICT also mentioned as crucial part to build new interesting method for presenting the material in classroom through visual and auditory learning, besides that ICT also present many sources for teacher to give more interesting experiences in teaching and learn activities.

According to Alobaid, (2020) language learners obtain unlimited resources from ICT, teaching activities that providing within computer-based activity can encourage student motivation on learning due to the changing of language teaching method. In other hand, teacher has important roles to be used to access the ICT for conducting the teaching learning process in the classroom, teacher also required to be able to create opportunity in their teaching troughs integrating the ICT. Thus, providing a high-quality education can be reached by teacher performance in maintaining the ICT use in classroom.

4. *Offline Classroom*

According to Yuniastari & Da Silva, (2022) offline classroom is a conventional way to conduct teaching and learning process with face to face interaction, teacher and student were having and giving feedback directly in the classroom. For decades, language teachers were having traditional way to teach the student however the last 4 years teachers were forced to have online classes due to Covid-19 out breaking around the world. This situation brought new insight to the teachers for having the solution on how to keep teaching and learning process in, but there were boundaries when online classroom is

being integrated. Otherwise, online classroom is over, teachers are having the opportunity to create teaching and learning process become more effective and attractive in the future.

CHAPTER II

LITERATURE REVIEW

A. **The Concept of Perception**

1. *Definition of Perception*

Maulana, (2020) explained the perception is a process to recognize, to organize and to explicate the information that came from human sensory. In line with perception is a result of the stimulus responses when it applied by humans. In another hand people are able to see and to feel the world around them using their sense, therefore the interpretation of individual perception would be different. Meanwhile teachers' perception mentioned as a personal thought or idea of the teachers about an aspect that resulted by their experiences and their background knowledge.

It can be concluded that perception is a response of individual views after seeing and understanding about an object, in addition every individual's perception are influenced by their own views and experiences.

2. *Factors that Determine Perception*

Diki (2022) there are two factors that determine the individual perception:

a. Structural Factors

Structural factors or external factors appear exclusively from the environment and affect physical stimuli and nerve system of human individuals.

b. Functional Factors

Functional factors also known as internal factors that obtains from learning process, ability of thinking, experiences, and knowledge.

3. *Principal of Perception*

Every individual's perception can be different based on the principal, there are several principals of perception explained by Slameto (2010).

a. Perception is Relative not Absolute

Some factors that determined in perception are need, suitability, feeling, experiences, though and knowledge. The different result of each person perception depends on those factors. If a factor changes then the person perception will be change as well.

b. Selective

Perception is resulted by individual though who has chosen an aspect to be focus on for obtain the attention.

c. Arrangement

Perception has arrangement for the reason an individual is receiving stimulus in the form of relation and group.

d. Influenced Expectation and Readiness

Someone expectation and readiness become an aspect that determine a selected message for being admit and interpret.

e. Differences on Perception

The result of each person and each group perception are different, the differences can be differed by attitude, personality and motivation.

4. *Positive and Negative Perception*

According to (Lindawati et al., 2022) perception mentioned as two parts:

a. Positive Perception

When an individual evaluates a particular thing from a positive view then the individual result will show a positive perception. Besides that, a good perception also accordance to the person own's complacency toward an object.

b. Negative Perception

When people perceived bad experiences with an object, they definitely will judge the object negatively. Those experiences will be source for their perception as a dissatisfaction toward the certain object.

B. **The Concept of EFL Teacher**

Richard (2020) mentioned that English foreign language as a term that used to explain English as a subject that learned by non-native speaker in a country whereas English is not being as a dominant language.

Including in Indonesia EFL now days becomes a required subject in the school, for the reason Indonesia adopted English not as second language, but foreign language which is English only being taught for variety of reason such as business inquiries, career development, and education development. meanwhile In Indonesia, English is not everyday language spoken. In educational area English being taught from kinder garden and elementary school but only as local content subject, English being required subject when the learners reach junior high school and senior high school level. Some countries that also implemented English as foreign language are south Korea, Japan, China, and UEA.

1. Definition of EFL Teacher

Arkam (2015) explained an EFL teacher is a person who has received training and qualification as an English teacher from educational institution. Otherwise, the person also has certified in appropriate teaching certificate as an English foreign language teacher. In addition, Brosh (1996) explained EFL teachers are those who comprehend the command in English, arranged the interesting teaching material, influenced student ability, and well-interacted with every student in the classroom. Meanwhile in Indonesia most of EFL teachers are not native speaker so they find some difficulties to figure out how native speaker-like. However Successful EFL teachers take the time and effort required to develop lessons and evaluate homework because they appreciate their students. They should not simply prepare for a speech or read an essay that a student spent several hours and a lot of effort creating before the course starts. EFL teachers who are successful know how to include humorous into their sessions. Humor in a

number of educational situations, both intentional and unexpected, is useful. Instructors may encourage learners, keep their attention, and help them feel less stressed by utilizing humor to foster a positive environment. Comedy can be created through a variety of methods, including funny pICTures, funny stories, and witty asides

2. *Characteristic of EFL Teacher*

a. Instructional Competence

According to (Al-Mahrooqi et al., 2015) Instructional competence is including the ability of the teacher to build a student-centered classroom, have adequate awareness of the material and maintain a professional attitude. It is also the highly three valued of the three categories of learners.

b. Personality

(Al-Mahrooqi et al., 2015) explained that the personality of the teacher is related to the traits that the teacher brings to the classroom, and the understanding, the warmth of the display, their willingness to get to know their learners, etc.

c. Teacher-student Relationship

Teacher personality is an important factor of the teacher – student relationship. Interpersonal relationships in the classroom are considered more important than the nature of instruction itself. argue that this relationship will contribute directly to the learning and achievement of the students. Al-Mahrooqi et al., (2015) build on these three categories of

teacher characteristics by asserting the most of the characterizations of a good teacher tend to contains related to the areas of "knowledge, skills and attitudes towards learners". Within these areas, Borg offers a range of common attributes of EFL teachers, such as the design of interesting lessons, good pronunciation, offering concise explanations and good English speaking. Additionally, activities such as being nice, giving excellent notes, conducting games, using humor, and not pressuring students who fall behind the rest of the class will complement these characteristics.

C. The Concept of Information and Communication Technology (ICT)

1. *Definition of ICT*

According to Wang and Woo (2007), ICTs are generally devices, they can be hardware like computers, projectors, digital cameras, etc., and they can also be software like Microsoft Word, PowerPoint, and so on. ICT is acronym for Information and Communication Technology. It includes digital devices and hardware such as smartphones, laptops, pads or tablets, as well as other technologies such as audio-visual equipment, projectors, smartboards and various technologies for use in education, development, information, travel, and business. It also includes internet, blended learning, online learning, social media, cloud computing, flipped classroom, learning management systems, email, and outline learning opportunities (Merillo & Domingo, 2019).

The ICT tools has changed the mode of teaching and learning (Y. Peng et al., 2023). Misut & Pokorny, (2015) stated in a study that new information and communication technology device has the ability to improve the teaching and learning process. In this era of globalization, the development of technology is very rapid at this time. As educators cannot avoid this situation. It doesn't mean we have to be silent in responding to this situation, but we have to be creative and innovative in utilizing technology so that learning is no longer monotonous and conservative.

Utilization of ICT for 21st-century learning must be optimal and needs to be developed further. With the presence of Information and Communication providing challenges in the world of education, students are more likely to be interested in learning Information and Communication Technology (ICT) than other learning materials (C. Peng & Liu, 2021). The application of Information and Communication Technology (ICT) in the teaching and learning process improves students' understanding of subjects and topics. The teaching-learning process becomes easy and improves the quality of learning outcomes, and the ease and breadth of various kinds of pedagogy and Information (Kumbar et al., 2018). In this technological age, everyone is experiencing the effects of Information and Communication Technology (ICT) especially since it has more potential for instructors to improve the teaching-learning methodology. The use of ICT also improves the educational system of a country (Mubinakhon & Anaskhon, 2021)

2. ***The Use of Information and Communication Technology (ICT) Tools***

Today ICT is being used as a tool for improving the quality of life. Different language institutions all over the globe have already realized the importance of ICT in the teaching-learning process. However, ICT plays the lion's role in communicating, establishing, and managing information. ICT has proved effective in delivering learning all over the world and to those people who are unable to move from their places and cannot move their limbs and hardly utter words. It becomes possible for them to enhance their education due to ICT. Ghavifekr et al., (2006) There are many different ICT tools that can be

used in teaching and learning. These tools can be applied in different educational fields. There are several tools in learning;

a. Television

Television is a useful tool for language learning. Television provides a full audio-visual simulation, dynamic, attains a higher degree of realism, and provides linguistic expression along with facial expressions.

b. Language Lab

Language lab is one of the modern technological teaching aids. The language lab has multi-faceted students who can listen to the audio and understand the different accents used, speak, and even record their voices. Students' pronunciation level could be improved by listening to standardized materials. Language labs are exclusively result-oriented and enrich the English language-learning process. In recent trends, not only audio but also videos, flash-based games, and the Internet are included in lab materials. Language labs create an easier atmosphere than traditional classroom

c. E-mail

Students can correspond with native speakers of the target language using e-mail by creating a personal email account (g-mail, yahoo, Hotmail, etc.) that is free. The students can mail their homework to the teachers concerned, and get it corrected in turn. The teacher can also provide revisions, feedback, and suggestions for the betterment of every task and send them back.

d. Blog

A blog is a general or professional journal that is frequently updated for public consumption. The blogs enable uploading and linking files that are well suited to serve as online personal journals for students.

3. **The positive impact of Using Information and Communication Technology (ICT) Tools**

When technology is integrated into lessons, students are expected to be more interested in the subjects they are learning. Technology provides different opportunities to make learning more enjoyable by teaching the same things in new ways. For example, inviting students to learn using other online sources. Moreover, according to Bosamia, (2018) technology can encourage more activity in the learning process, which is difficult to achieve in traditional lecture environments.

a. Motivational Factor: For many students, the Internet can function as a motivating tool. Young people are enthralled to use technology. To improve learning, educators need to capitalize on curiosity, excitement, and enthusiasm regarding the Internet. The Internet helps provide them with additional learning opportunities that are not readily available in the classroom for enthusiastic learners.

b. Cooperative learning: The Internet promotes collaborative learning, fosters discussions, and creates a more interactive classroom.

c. Fast communication: The Internet has reported higher geographical communication. Your students can join collaborative projects

involving students from different countries, continents, or states. Before the Internet, this type of learning experience was impossible. This unique learning experience is very important for each of our students since the world is becoming a large community.

d. Collaborative Research: The distance-free and boundless existence of the Internet has empowered collaborative research among researchers/academics living and working on far-flung continents. Collaborative research between African scholars and scholars living outside the continent is now possible. Similarly, scholars conduct transnational partnerships within the region and within the African continent, involving nationals from different countries. This brings to bear the results of such studies' robustness, freshness, and diversity of thoughts, opinions, and perspectives. Through such collaborations, international intelligentsia will also pay greater attention to research from the continent and use these materials to further extend the borders of the global knowledge pool.

D. The Concept of Language Teaching

1. Definition of English Language Teaching and Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Webster's Thirds New International dictionary of English Language (1961) in Brown from (Semester, 2006) Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

a. Language is systematic.

b. Language is a set of arbitrary symbols.

c. Those symbols are primary vocal, but may also be visual.

d. The symbols have conventionalized meanings to which they refer.

e. Language is used for communication.

f. Language operates in a speech community or culture.

g. Language is essentially human, although possible not limited to human.

h. Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a

language which is not his native one. In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Maulana, 2020)

Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which can enhance the teaching and learning process. In some cases, many teachers do not think their objectives in relation to the situation in which they are teaching and to the goals of the students in their classes. They teach without thinking about the appropriate materials, methods, and techniques. In consequence, their students do not find particularly exciting lessons. Thus, it is important for the teachers to know the objectives of their teaching. Rivers, (1981) proposes the objective of teaching as follows:

a. To develop the student's intellectual powers through the study of another language.

b. To increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key.

c. To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their own language.

d. To teach students to read another language with comprehension so that they may keep abreast of modern writing, research, and information.

e. To give students the experience of expressing themselves within another framework, linguistically, kinetically, and culturally.

f. To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.

g. To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career contexts, with the speakers of another language and with people of other nationalities who have also learned this language. Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

E. The Concept of Offline Classroom

1. Definition Offline Classroom

Offline learning is commonly known as traditional learning that provides a face to-face learning activity in a conventional face to-face classroom setting Traditional learning employs zero online technology used whose learning content is provided in writing and orally such as lectures and textbooks, offline learning also requires students to travel to the teaching places, e.g., a classroom or lecture hall, and learning period is usually during office hours which makes little flexibility to students or teachers. However, it is more convenient to confirm

whether or not students pay attention to the learning process in offline learning.(Yusny et al., 2021).

Offline learning refers to traditional education that allows students to have face-to-face interactions with teachers and peer groups. Although online teaching and learning are considered to be the future of education, they cannot replace offline education in every aspect. Compared to online learning, offline learning is not disturbed by any technical issues. The traditional offline classroom also helps students improve their teamwork and interactive skills as they have to work in the same classroom collaborating with peers.

    a. Help student for more understand

    b. Can understand about material

    c. Direct interaction in class

Students' reasons who were agree and strongly agree for the effectiveness offline learning are listed below;

    a. Can easy to understand and interact with our lecture.

    b. Because attendance is important.

    c. More communication

    d. Active to ask.

    e. Lecture/teacher can analysis, when student don't understand.

    f. Make student active during the class.

    g. We can ask easier when we feel don't understand.

    h. Guided directly and easier to understand.

    i. Make student more concentration.

    j.   Face to face class easier.

    k.   The student can ask about the material specifically

    l.   Make student focus during the class.

F.   Technology Acceptance Model (TAM)

The Conceptual Framework for the purpose of this study in light of ICT integration to enhance a quality teaching and learning experience in schools, Technology Acceptance Model (TAM) by Davis (2003), has been identified and adapted to the research setting as the conceptual framework for this research.
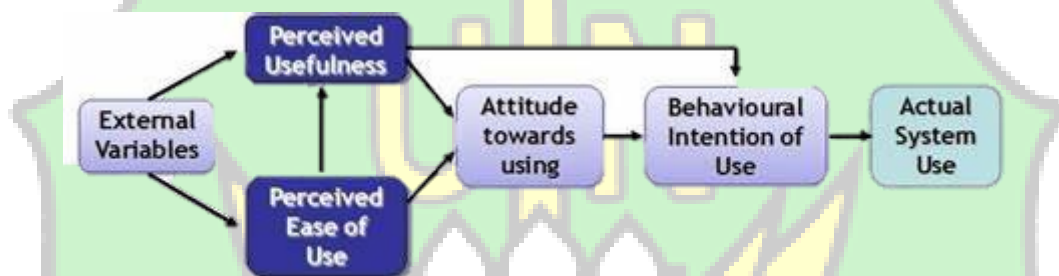
Figure 2.1 Conceptual framework of study (Davis, 2003)

The TAM theory comprises of various parts which is representing the process of ICT acceptance by the users including; behavioral intension, perceived usefulness and perceived ease of use. While, perceived usefulness refers to the degree to which person believes on the benefit from the use of a particular technology by improving the job performance, perceived ease of use refers to the importance of a technology in being user friendly for the users.

Generally, TAM theory was developed to measure the effectiveness or success of a technology in helping understanding the value and efficacy of a particular system. It is also considered as one of the most influential theories in

contemporary information systems research. However, the theory has evolved with more specific variables explaining how a user can accept a technology over the years. The proposed framework includes various factors directly associated with the core aim of the study that explains how knowledge and perceptions will affect the perceived usefulness and ease of use of ICT integration.

The factors embedded in the conceptual framework have been meticulously interlaced, so that the interrelationship among them constitutes to measure their effectiveness on ICT integration by teachers. However, intension to integrate ICT by teachers is the main variable that supports the key elements in the above framework such as ease-of-use, functionality, flexibility, accessibility and integration. In addition, the intention of teachers to use the technology is strongly influenced by their perceptions on usefulness of the system as well as perceived ease of use and determines their actual use of ICT. The proposed framework has guided this research in investigating the factors affecting the technology integration by school teachers.

G. Relevant Studies

(Maulana, 2020) revealed in his study that the number of the teachers have used ICT in their language teaching, they also feel comfortable to use ICT in their daily life. The data from his research shows that ICT improving the efficiency and the effectiveness of language teaching, increasing the enthusiasm of student language learning, improving student achievement, creating more creative lesson and highly needed in language learning.

Farhan et al., (2021) in their research shows that teachers had positive perception on the use ICT in the classroom, they supported the existence of ICT and used the similar ICT tools in the classroom for example laptop, projector, handphone, also internet.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Study

This study used qualitative approach based on the characteristics of having a natural setting, researcher as the key instrument, dealing with data that are in the form of words rather than numbers and statistics, concerning with process, and analyzing the data inductively as cited from Bogdan & Biklen (1982). (Ishtiaq, 2019) explained that: "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data." In addition, (Maulana, 2020) explained that Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings.

Concerning to the research objectives which where to know teachers' perceptions on the use of ICT in language learning and to find out teachers' challenges on the use of ICT in language learning, the researcher had designed the study in descriptive qualitative research. Issac & Michael (1984) stated that descriptive research is the kind of research to describe systematically the situation and facts of a given population and accurately.

The data collected are the participant experiences and perspectives and the qualitative researcher seeks to obtain a rich description of the individuals, objects, events, places, conversations, etc (Ary et al., 2009). Furthermore, the aim is a holistic picture and understanding depth rather than a numerical analysis of the results. The qualitative inquirer treats data in the form of words or pictures, rather than numbers and figures. The results of this study are presented using data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications.

B. Research Setting

1. Research Location

This research conducted in three senior high schools in Banda Aceh, those are MAN 1 Banda Aceh, SMKN 1 Al-Mubarkeya and SMAN 7 Banda Aceh.

2. Research Subject

(Hell & Root, 2007) defines research subjects as individuals, objects, or things that are connected to study variables. According to Sugiyono (2013) in qualitative research the term population by Spradley is called "social situation" or a social situation consisting of three elements, namely: place, actors, and activities that interact synergistically.

Sampling is carried out both before and throughout the study process in qualitative research (Sugiyono 2013). In order to accomplish this, researchers select particular people who are thought to be able to provide the required data. Additionally, based on the data or information obtained from the sample,

researchers can determine other samples that are considered to provide more complete data.

According to Spradley (Sugiyono,2013), the criteria for selecting samples as data sources or as informants are as follows:

a. Subjects who have been long enough and intensively integrated with the activities or activities that become informants, but also live seriously as a result of their long involvement with the environment or activities concerned.

b. Subjects who are actively involved in the environment or activities under study.

c. Subjects who have enough time to be asked for information.

d. Subjects who do the online teaching learning process while pandemic.

It can be concluded that the subject of the research with the assumption this subject knows best the information needed by the researcher. By paying attention to the various informant criteria, the research subjects in this study are:

a. English teachers at SMAN 7 Banda Aceh

b. English teachers of SMKN 1 Almubarkeya Aceh Besar

c. English teacher of MAN 1 Banda Aceh

C. Data Sources

The source of data in qualitative research can come from many sources such as interviews, observations, documents and audiovisual information (Ishtiaq, 2019). There are two kinds of data sources (Ajayi, 2017), as follows:

1. Primary data is an original and unique data, which is directly collected by the researcher from a source such as survey, observations, experiments, questionnaire, personal interview etc. The researcher interview and observation results from EFL teachers among high schools in Banda Aceh as primary data of this research.

2. Secondary data means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these data for some other purposes and at different time in the past. If the researcher uses the data, then these become secondary data for the current user. Secondary data are government publications, websites, books, journal articles etc.

D. Technique of Data Collections

Creswell (2014) explains that the data collection steps in qualitative research include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. In this research, the researcher used interview, and observation to collect the data.

1. Interview

Interview was conducted to follow up and give more depth information from the questionnaire. Esterberg (2002) defined interview as "a meeting of two persons to exchange information and idea through question

and responses, resulting in communication and joint construction of meaning about a particular topic". Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.

An interview has the advantage of supplying large volumes of in-depth data rather quickly. Interviews provide insight on participants' perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. Interviews allow immediate follow-up and clarification of participants' responses. There are three kinds of interview; structured (standardized) interview, semi structured interview and unstructured interview. In this study, the researcher used semi structured interview. The researcher had list of questions for the subject but still be able to ask other questions which were not provided in the list. The researcher also would provide both face-to-face and nonface-to-face interview.

The reason why the researcher provided nonface-to-face interview was that non-face-to-face interview providing more flexible and comfortable way considering the time, place and schedule and in case, the subject might be prefer doing non-face-to face interview because of covid-19 pandemic. Moreover, with the rapid growth of technology nowadays, it gives impact in

qualitative research. Redlich-Amirav & Higginbottom (2014) explained that the most affected area of qualitative research has been the collection of data.

Furthermore, they stated that internet interview often include text which is rare face to face interview, and which can change many aspects of data collection and analysis. For non-face-to-face interview, researcher used WhatsApp application that provides recorded voices, text messages or even a call or video call features to the user. In the other hand, for the face-to-face interview, the researcher used phone recorder and took some notes to record the participants answer.

2. Observation

According to Creswell (2009) observation is the process of gathering open-ended information by observing people and places at a research field. It means that observation was needed to collect the data about Scientific Approach applied in English teaching and learning process.

According to Nasution (Sugiyono, 2013), observation is the foundation of all scientific knowledge. The method of data gathering used passive participatory observation, which involves directly observing individuals as they went through everyday tasks and typically participating in their activities.

The researcher did not involve directly in the classroom activity, in this case observation happened during the teaching learning process. This observation was used observation sheet and taking picture for the references.

E. **Research Instrument**

1. **Interviews**

The researcher used one to one type interview, this technique had been used to get the data from EFL teachers about their perception on using ICT tools in their teaching after pandemic. The researcher was using this this technique in the field when conducting the research. Furthermore, this interview aims to make sure about the result of the observation and to get more data related to the research. The topics of the interview can be described as follows:

a. EFL teachers' perception on using ICT tools after pandemic era

b. Student experiences and motivation when using ICT after pandemic

c. The challenges face by teacher when using ICT tools after pandemic

2. **Observation**

Manual observation was used in this research, the researcher had been prepared before about how the EFL teachers conducted the teaching learning process using ICT tool. The aspect of teaching learning process by using ICT tools are as follows.

F. **Technique of Analyzing Data**

Sugiyono (2015) stated that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others". In short, data analysis is systematically process to analyze data which have been collected. In this research,

the researcher analyzed the data using three concurrent flows including data reduction, data display and drawing conclusion/verification.
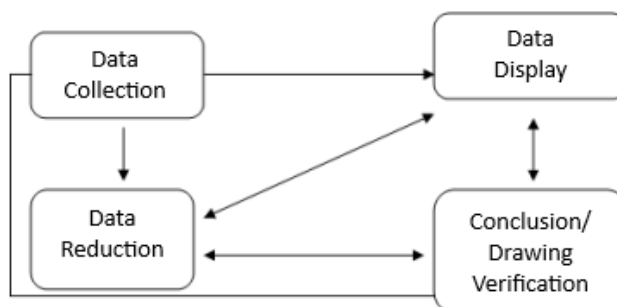
Figure 3.1 Interactive Model of Data Analysis according to (Miles & Hubberman, 1994).

1. **Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription (Miles & Hubberman, 1994). The purpose of data reduction is to simplify the data obtained during data collection in the field. In this research, the researcher collected the data about EFL teachers' perceptions and challenge on the use of ICT in language learning through interview and documentation and then transcribed the data. The irrelevant data which were not related to research questions were discharged. Then, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. **Data Display**

After reducing the data, the next step is displaying the data. According to Miles & Hubberman (1994) data presentation is a collection of organized

information that gives the possibility of drawing conclusions. This step was done by presenting a set of information that is structured and possibility of drawing conclusion, because the data obtained during the process of qualitative research usually in form of narrative, thus requiring simplification without reducing its contents.

3. Conclusion Drawing/Verification

Conclusion or verification is the final stage in the data analysis process. In qualitative research the conclusion characteristic is temporary. It can change if the researcher does not find strong evidence to support the next collecting data. Therefore, "Final" conclusion may not appear until the data collection is over (Miles & Hubberman, 1994) However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher made conclusion from the data display.

G. Trustworthiness of the Data

In qualitative studies, ensuring the reliability of data is crucial. For this study, the researcher employed triangulation technique to validate the data. According to Cresswel (2009), triangulation was achieved by gathering data from various sources. This approach means that the researcher used different data sources, multiple observers, and varied methods to confirm the consistency of the collected data.

In a practical context, the researcher utilized technique triangulation to verify the accuracy of the data. A diverse set of methods was used to gather data,

indicating that the researchers ensured data validity by not only conducting interviews but also by observing. By employing these methods, the researcher could cross-reference and compare the outcomes, ensuring that the data gathered through all three methods remained consistent.

Triangulation is a multifaceted strategy for data collection employed by researchers to deepen the understanding of research topics and attain a higher level of accuracy and reliability. Otherwise, It indicates that triangulation is a mix methods for measuring phenomena from various points of view or perspectives in order to verify the data truth or information obtained by the researcher from various perspectives to decrease bias in data collection and analysis.

Qualitative researchers across different fields often use Norman K. Denzin's approach to triangulation. Denzin outlines four key steps: (1) method triangulation, (2) researcher triangulation (when research is conducted in groups), (3) data source triangulation, and (4) theory triangulation. In this study, two types of triangulation were employed to validate the data: method triangulation and data source triangulation**.**

1. **Triangulation Method**

   The study utilized the triangulation approach by cross-referencing information/data through multiple methods. Interviews, and observations, were employed to ensure the accuracy and reliability of the collected data at SMAN 7 Banda Aceh, SMK 1 Almubarkeeya and MAN 1 Banda Aceh.

2. **Triangulation of Data Sources**

In this study, the researcher employed a diverse range of methods and data sources to explore the information. Alongside interviews and observations, and visual images were also utilized. These different approaches generated unique datasets, offering varied insights into the observed behaviors. The researcher observed the EFL teachers in the classroom activity which provided diverse insights into the phenomenon under study. As a result of these numerous points of view, information was gained in order to attain reliable truth.

CHAPTER IV

FINDING AND DISCUSSION

A. Research finding

The finding of the study consisted of two parts, the first part is EFL teachers responses in interviews. The second part is observation result. The finding of this study was discussed below:

1. Interview Result

The researcher found out that the EFL teachers' perceptions on using ICT tools after pandemic and got some additional and supporting information about the research question by conducting the interview. In addition the interview was conducted in march $27^{th} - 31^{st}$ 2024. The teachers were marked as following table below:

Tabel 4.1 Respondent list

No	Initial	Code
1	IR	P1
2	RN	P2
3	MA	P3
4	NH	P4
5	NS	P5
6	KW	P6

The following data is the result from all the teachers answer from three schools on the interview section. In presenting the data the researcher used codes as follow:

Q   = stand for the question of interview

AW = stand for the answer of the interview

P   = stand for participant

The topicts researcher want to explore are about:

a.   EFL teachers' perception on using ICT tools in their learning

Some questions and answers from the interviews reagarding to EFL teachers' perception on the use of ICT tools in their teaching are presented below:

Q1: do you currently teaching English using ICT tools when conducting online classroom in pandemic era?

AW1 from EFL teachers at SMAN 7 Banda Aceh

P1: *"If we at SMA 7 are conditioned during the pandemic to collaborate with quipper. Quipper application, yes, there is a fee It is facilitated by the school to use quipper."*

P2: *"When I was in the pandemic, I continued to use the link with Quipper. For us teachers, it also helps, because when students do the assignment, we check directly, after that we can context students who have not done it, why they don't do it. Maybe the obstacle, students cannot ask if they don't understand the material.")*

AW1 from the EFL teachers at SMKN 1 Mubarkeeya

P3: "Especially during the pandemic, we can't teach. So, we usually send assignments to students, also through ICT too."

P4: "I use ICT tools like Google Classroom, and our school also have the application learning at that time. We call it Moodle and then mentimeter."

AW1 from the EFL teachers at MAN 1 Banda Aceh

P5: "At that time I didn't use much else except through WA. Then we have e-learning specifically for Man 1Banda Aceh. There is its own application made by the madrasah. So we teach online through the e-learning application during the pandemic."

P6: "yes, I did because when pandemic the teaching learning process was done online at all."

It can be concluded when pandemic occurred that all the teachers had knowledge about some ICT tool and used it as well, the reasearcher also found that ICT tools very helpful to conduct online learning.

Q2: what do you think of using ICT tools for teaching English after pandemic?

AW2 from EFL teachers at SMA 7 Banda Aceh

P1: *"I think when teaching using ICT tools in the class, the teacher relaxes but surely, the teacher tries to create a situation of comfortable conditions,*

which is fun, happy and enjoy. So the teacher also enjoys dealing with students and doesn't feel overwhelmed."

P2: *"I personally was greatly helped by the use of ICT tools in class earlier because for us to get students' attention or students focus, it might be more interesting. Because students today, according to their age, they prefer to use it. Especially what we displayed, they were more interested in seeing through the PTT that we made."*

AW2 from EFL Teachers at SMKN 1 Almubarkeeya

P3: *Actually, we have to use ICT. Alhamdulillah, because this is an IT school, so i was obliged to master IT and currently still using it.''*

P4: *"using ICT actually fit the need of teaching and learning process it can be for ice breaking or for having fun that also be okay but if the teacher and the student can do learning process using ICT tools will be more effective for right now."*

AW2 from EFL Teachers at MAN 1 Banda Aceh

P5: *"We have used the ICT tool. Because in this school, even before the pandemic, almost every class had an infocus installed. So we are used to using ICT because yes, we follow the development of technology and the needs of the times and indeed using ICT tools can be very helpful as an interesting teaching media."*

P6: *"I personally have been teaching at man 1 since before the pandemic using ICT tools such as ppt, video, and audio for listening. The use of ICT tools makes it very easy for me to teach."*

It may be inferred that most of the teachers mentioned above believed that ICTs were helpful tools that were very supportive of English language development. ICTs can significantly increase students motivation, interest and achievement. ICTs encourage creativity in the classroom. The teachers are also pleased and enthusiastic when they utilize ICTs in the classroom.

Q3: Could you provide examples of specific ICT tools you commonly use in your lessons

AW3 from EFL Teachers at SMA 7

P1: *"ICT tools in the classroom for me, which is often Infocus, I download videos, I put them through PPT."*

P2: *"Only in class, for us there is a Google Form, we use Google Form, but more often we use infocus. Because the class is also provided with this, so we can connect directly by bringing a laptop. We just prepare the PTT."*

AW3 from EFL Teachers' at SMKN 1 Almubarkeeya

P3: *" Laptop and infocus, sometimes we also give a link from Youtube, so everyone can see together also through a laptop or through a cellphone."*

P4: *"Only infocus when I want to teach them about listening. OK, when I want to focus on listening. So I need to use the infocus or the video or to show them a short conversation. That's it."*

AW3 from EFL Teachers at MAN 1 Banda Aceh

P5: "*Yes, using powerpoint. Then the infocus is used and the children can directly look at the infocus screen*".

P6: "*ppt, audio untuk listening". (ppt, audio for listening")*.

In conclusion the ICT tools that the teacher commonly use are infocus, speaker, laptop, mobile phone, and powerpoint. The tools found very helpful and since the students are able to focus. ICTs add fun to the lesson. It is adaptable and simplifies teacher to teach.

Q4: In your opinion, what are the main advantages of incorporating ICT tools into EFL instruction?

AW4 from EFL Teachers at SMKN 7 Banda Aceh

P1: *"According to me, the benefits of using ICT it doesn't take much time but students are active, communicative So by using it they explore by forming groups, cooperation Moreover, there is a Pancasila profile One of them is working together in groups If individual, independently Think critically for example, we show our teaching materials through ICT earlier Then there is an LKPD."*

P2: *"That may be the benefit for us to get the attention of students or the focus of students, it may be more interesting. Because students today, according to*

their age, they prefer to use it, yes. Especially what we show, they are more interested in seeing through the PPT that we make."

AW4 from EFL Teachers at SMKN 1 Almubarkeeya

P3: *"Oh, very much. Especially during the pandemic, we can't teach. So, we usually send assignments to students, also through, this is also included in the ICT tool, yes. Then, laptops too, the use of our laptops is sometimes what's the name, there is online learning, using laptops."*

P4: *"How to say studying and learning process using the ICT tools, It will be more effective for right now. there are many advantages. They like Everything in digital when teaching using ICT tools, they are interested rather the teacher only talk a lot, That's not interesting anymore either."*

AW4 from EFL Teachers at MAN 1 Banda Aceh

P5: *"The benefits are clear: it shortens time, saves paper, and makes it easier for teachers and students to learn. Because if we want to explain something, give pictures, videos, it's already faster than we photocopy, we distribute it to students. We photocopy pictures or paper, we distribute them one by one to students. But if we use ICT, it's easier and the children are more interested because they can see the movements directly in the video. Sound, hearing the voice directly from the native, for example, is more focused on the children in paying attention to the learning."*

P6: *"For ppt, it is very helpful for PBM because the essence of the learning material is fixed and concise so that it makes it easier for teachers in PBM, and the same thing is also felt by students because they do not need to record all the material in the printed book."*

As it shows the advantages where the teachers can achieve, it is worth to look that ICT could provide essential benefit as additional tool for learning program. Shorten time for explaining the material. ICTs offer instructional resources that enhance student in learning English. Engaging students in activities via digital and interactive technologies also improves their focus.

Q5: Have you received any training or professional development on integrating ICT tools into language teaching?

AW5 from the EFL Teachers at SMA 7 Banda Aceh

P1: *"For example, there is training at the school in the afternoon, afternoon to evening after school, for example how to insert videos into PPT, taking from the internet, the materials."*

P2: *"During the workshop, there was. But to be practiced directly using ICT is not. But, if we use it, we have seen it from daily experience, we just try it ourselves. That means there is an improvement. For us, previously there was training on the basics. But the application is more, during Covid, and after Covid, we just apply it ourselves. Most of the positions that we don't know, we just asking friends who are experts. Especially in an era like me.")*

AW5 from the EFL Teachers at SMKN 1 Almubarkeeya

P3: *"There was a time when we made training first. That means before the pandemic, because this is an IT school, so i was required to master IT."*

P4: *"We join with some Webinar telling us how to use queezes. I doing some trainings how to use ICT tools during pandemic. When you teach the student they are trying to introduce how tou use quezzes and mentimeter, that kind of the application''.*

AW5 from EFL Teachers at MAN 1 Banda Aceh

P5: *"there was no special training".*

P6: *I never joined."*

It can be stated that some of the teachers had joined basic training for using ICT before pandemic however some of them who had not join the training before, also had practicing directly when pandemic era.

b. Student learning motivation and experiences using ICT tools

Q6: How do you think ICT tools enhance students' language learning motivation and experiences?

AW6 from EFL Teachers at SMA 7 Banda Aceh

P1: *"In the learning process, we motivate students by using ICT It does not take much time but students are active, communicative So by using it they explore by forming groups, cooperation Moreover, there is a profile of Pancasila If the curriculum is independent, there is a profile of Pancasila*

One of them is to work together in groups If individual, independently think critically for example, we show our teaching materials through ICT earlier then there is an LKPD."

P2: *"For students, yes, they are motivated. As for the improvement, it also depends on the absorption of the students themselves. Not 100 percent from the use of ICT, it is just a tool.")*

AW6 from EFL Teachers at SMKN 1 Almubarkeeya

P3: *"ofcourse their audio-visual are working."*

P4: *"Yes, of course, because, our students nowadays how to say the z generation".*

AW6 from EFL Teachers at MAN 1 Banda Aceh

P5*: "Children's motivation may be higher by using ICT. But we still modify it. Because if ICT continues, the teacher will also be less active, less moving. So the children might get bored too. That was one of the obstacles when teaching online yesterday."*

P6: *"in my opinion it depends on the students, because there is a class which can accept the learning process with ICT and there is not effective for another class."*

In conclusion student are motivated in learning using ICT tools because ICT tools help students to get meaningful learning experiences such

as seeing interesting video displays and hearing direct examples from native speakers, however the improvement of student learning outcomes from teachers answers it all depends on the capabilities of the students themselves because ICT tools are only a media.

c. EFL Teachers' challenging when using ICT tools

Q7: What challenges or obstacles do you encounter when using ICT tools in your EFL classes?

AW7 from EFL Teachers at SMA 7 Banda Aceh

P1: "*Sometimes our wifi, sometimes it's an error If it's an error, we are confused, we automatically have to be ready with our data. There are times when it also errors, whether it's the cable, whether it's the infocs itself. Or suddenly the power goes out.*"

P2: "*The obstacle is mostly the lack of wire sometimes most people use infocus.*")

AW7 from EFL Teachers at SMKN 1 Almubarkeeya

P3: "*The equipment is in short supply. Then for the students, the students seem to be what, the challenge. It depends on the material we give. If the material is boring, so they are not interested in seeing it. So the teacher, the challenge may be to prepare the material well so that the children can see and watch in an interesting display, it is even more interesting.*"

P4*: "I found some obstacle because the student, we do not allow the student to use mobile phone in the school so. When we want to use that kind of that tools, that kind of ICT tools so we have to ask the student to bring their mobile phone, but then when they have the mobile phone with them, they don't have the data. So we cannot connect with the games. We still have a few Infocuses, so we have to make it in turn with another teachers. Or we invite children to open one application together but simultaneously When the teacher does not control the use of the cellphone effectively during learning or afterwards because the cellphone is at the students. There is a change of lesson hours When the change of lesson hours the cellphone is not collected or they have no place or container to collect or no one controls it, that is the danger, one of which is not the main one")*

AW7 from EFL Teachers at MAN 1 Banda Aceh

P5: *"The obstacle is obvious because not all classes have the equipment installed. So we have to bring it ourselves. Sometimes even the number of infocuses available at the school is still somewhat lacking. Because many of the old ones are broken. So we have to queue to use it so that it is also an obstacle. If we provide it independently, it is not yet."*

P6: *"so far there have been no significant obstacles except when the power suddenly go out".*

In conclusion, some obstacles that teachers experienced when implementing ICTs was a lack of appropriate ICT tools in the classroom, teachers' motivation on creating and preparing best material.

Q8: How do you address these challenges, or what support would you find helpful?

AW8 from EFL Teachers at SMAN 7 Banda Aceh

P1 : "*If it's an error, we are confused Automatically we have to be ready with our data We have to be ready, don't fail This is today's lesson so when the wifi goes wrong we are not ready with our quota It will fail So it's annoying, our plans are not delivered, our planning for today is not up to date, so we have to be ready for things that we don't expect to happen Then.*"

P2: "*Maybe we have to provide the tools ourselves. But if it's a good class, it's already prepared in the classroom, it's already there, we just have to use it.*"

AW from EFL Teachers at SMKN 1 Almubarkeeya

P3: "*Improving on the good material. For example, from the lack of tools earlier or we usually see that there is no competition with others. So when they want to use ICT tools, for example, there are three here, so they can take turns using the infocus.*"

P4: *"I need to show them something and then I asked them to open their mobile phone if they have. If they don't have packet data then I will share my Wi-fi".*

AW8 from EFL Teachers at MAN 1 Banda Aceh

P5:*"For me, when I want to use ICT, I immediately report to the facility that provides it. That I will use it tomorrow. So please prepare one for me. So there is no scramble because I registered yesterday.")*

P6: (not responded)

For the last question of the interview above we can conclude that teachers must have good preparation before entering the classroom to teach with ICT tools so that learning continues even though there are sudden obstacles during the learning process.

B. Discussion

1. EFL teachers' perception on using ICT tools after pandemic

Teachers' opinions of the use of ICT in language learning were generally positive. Based on the results of the interviews, it was evident that all of the teachers had used ICTs in the classroom and in their daily lives, and that they all felt enjoy while utilizing ICT tools for teaching English.

Additionally, the responses they provided based on the data result would be described in the sections that follow.

a. Improving Efficiency in teaching learning process

According to the results of the interviews, the majority of the teachers believed that ICTs were helpful tools and highly supporting for teaching english. ICT supports teacher in conducting learning activities in EFL classrooms, according to those teachers' reasons. When teachers present the content to the class or set an assignment, it is more efficient and faster. When ICT is used in an EFL classroom, it can be shorthen time consuming both when the teacher explains and when the teacher gives assignments, besides that the use of ICT tools can also save the use of paper both by teachers and students. in accordance with the teacher's opinion below:

P5*: "The benefits are clear: it shortens time, saves paper, and makes it easier for teachers and students to learn. Because if we want to explain something, give pICTures, videos, it's already faster than we photocopy, we distribute it to students. We photocopy pICTures or paper, we distribute them one by one to students. But if we use ICT, it's easier and the children are more interested because they can see the movements directly in the video. Sound, hearing the voice directly from the native, for example, is more focused on the children in paying attention to the learning.")*

In line with Ikramova (2021) explanation for ICT saves time by rationally managing and controlling the learning process, shortens the preparation process for lessons, and makes the learning process more

interesting for students. Today, involving students as active participants in the lesson, encouraging them to take action, is yielding very good results.

b. Increasing Language Learning's Interest and Effectiveness

ICT tools supported students' acquisition of English and were useful in their teaching and learning activities. P1 argued that using ICT tools made teaching learning process more interesting and enjoyable. The statements made by the teachers below provide proof that integrating ICT into language instruction can enhance both the effectiveness and students interest of the teaching materials for some reason students are able to focus when teacher display the material throught ICT tools.

P2 said : *I personally was greatly helped by the use of ICT tools in class earlier because for us to get students' attention or students focus, it might be more interesting. Because students today, according to their age, they prefer to use it`. Especially what we displayed, they were more interested in seeing through the PTT that we made.")*

From the teachers' arguments, ICT tools helps the teachers to do teaching learning activities in the EFL Classroom easily. With the presence of ICT in the EFL Classroom, it gives advantage to the class becoming more effective because the students could easily understand the material. Besides of that, it is efficient for language learning because the things that usually the teachers do it manually could be replaced by using ICT. Using ICT makes the learning more interesting

Furthermore, it is effective for language learning because ICT can replace tasks that teachers typically complete by hand. Learning is more productive when ICT is used.

This conclusion is strengthened even more by Qin and Shuo (2011), who contend that ICT deployment might result in a variety in the English language learning environment in terms of situations, pedagogical approaches, and content. ICT also makes the English language environment more dynamic, adaptable, and creative.

c. Enhance student motivation and experience in the classroom

ICT has a positive impact on students' motivation for language study as well. Students' motivation and interest in studying can be increased by using ICT in language instruction. This statement was admitted by P5.

P5: *"Children's motivation may be higher by using ICT. But we still modify it. Because if ICT continues, the teacher will also be less active, less moving. So the children might get bored too. That was one of the obstacles when teaching online yesterday."*

Meanwhile P3 said: *offcourse their audio-visual are working."*

From the statement we can conclude that ICT tools also give meaningful experiences for student in learning language, it can be inferred that when teacher used appropriate ICT tools like video from youtube or slides for presenting the material student are able to listen and

see the interesting material that can help student understand and learn easily. These results support to what Houcine (2012) suggested on the impacts of using effective ICT in the classroom that enhances students' motivation, self-directed learning, achievement, and outcomes.

d. fit the needs of language learning activity in the classroom

P4 said that *"using ICT actually fit the need of teaching and learning process it can be for ice breaking or for having fun, that also be okay but if the teacher and the student can do learning process using ICT tools it will be more effective for right now."*

Using ICT tools, not only offered teachers and students access to educational resources that supported in the learning language, it also can be used as advanced tools for creating enjoyable atmosphere in the classroom. Furthermore, Regarding the positive effects and advantages that teachers can provide for students in learning language by using ICTs Teachers need to be knowledgeable about technology and have experience in utilizing the tools in the classroom, particularly when teaching language. It can be stated that some of the teachesr had joined basic training for using ICT before pandemic however some of them who had not join the training before,also had practicing directly when pandemic era. According to the P2 statement

"During the workshop, there was. But to be practiced directly using ICT is not. But, if we use it, we have seen it from daily experience, we just try it ourselves. That means there is an improvement. For us,

previously there was training on the basics. But the application is more, during Covid, and after Covid, we just apply it ourselves. Most of the positions that we don't know, we just asking friends who are experts. Especially in an era like me."

In addition Wallen and Millum (2011) explained, teaching English to students with technology is not an uncommon idea that used by educators worldwide. Thus, teachers must become proficient in using the ICT tools in order to successfully employ it in their teachings.

2. **EFL teachers' challenges faced on the use of ICT tools after pandemic**

Generally, the researcher found out several challenges that the EFL teacher faced when they were applying ICT tools in the classroom as follow:

a. Limited ICT Facilities and Poor Accessory

Based on the result of the interview most of the teachers had been facing the same challenges on using ICT tools, one of them was a lack of equipment that available in the school. Along with P2 statement :

"*The obstacle is mostly the lack of wire sometimes most people use infocus.''*

P3, and P4 also mentioned that in their schools there were limited infocus availability when they want to use the infocus they have to make sure that infocus available in that time so they didn't not compete with other teachers. These results were in line with the findings

presented by Oktalia et al. (2018), who contended that ICT will not be beneficial if the facilities supported by are not properly supplied and if there is an imbalance between the number of students and the number of facilities or ICT tools.

b. Low quality devices

P1 said : "*Sometimes our wifi, sometimes it's an error If it's an error, we are confused, we automatically have to be ready with our data. There are times when it also errors, whether it's the cable, whether it's the infocus itself. Or suddenly the power goes out.")*

Sometimes they were an error when Teachers used the ICTs These arguments provided evidence that inaccessible WiFi is a problem associated with low-quality IT devices. The teacher argued that although the school had WiFi, the network connectivity is still restricted. The slow network connection caused an extended connection time when many students were attempting to connect to the WIFI network.

Similar troubles with a WIFI connection, other devices sometimes had issues when being used by the teacher. For example, when the teacher used the projector in the English lesson, the teacher discovered that there was a problem with the device. As a result it take more time to fix it so the learning activity can be delayed if the teacher does not another option. The lack of WIFI accessibility and projector errors in the EFL classroom emerged as the primary challenges faced

by EFL teachers on using technology for English language instruction in this particular case.(Maulana, 2020)

c. Determining appropriate tools and content for teaching student

The researcher discovered that teachers often struggle to select the right ICT tools for their students. They find it challenging to choose tools or resources that are both easy for their students to use and suitable for their abilities, while also capturing their interest. This difficulty was also admitted by P3 from SMKN 1 Almubarkeeya:

P3: "*for the students, the challenge. It depends on the material we give. If the material is boring, so they are not interested in seeing it. So the teacher challenge may be to prepare the material well so that the children can see and watch in an interesting display, it is even more interesting.*")

The same case also faced by P6 from MAN 1 Banda Aceh that explained the effective use of ICT tools also depends on the content that the teacher will provide to their students because there are classes that can easily learn using ICT tools, while others cannot. In addition, Maulana (2020) in his finding also determined that the teacher may find difficulty on controlling student and choosing the material for teaching. On the other hand, student feels struggle to measure how far they understand the material that given by teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher study findings, it's evident that English as a Foreign Language (EFL) teachers have a positive perception towards integrating Information and Communication Technology (ICT) tools into their teaching practices. This favorable attitude suggests that EFL teachers recognize the potential benefits of ICT in enhancing language learning experiences for their students.

This conclusion implies a willingness among EFL educators to embrace technological tools and platforms as valuable resources for improving language instruction and fostering student engagement. Moreover, the positive perception of ICT among EFL teachers highlights an opportunity for further exploration and implementation of innovative teaching strategies that leverage technology to support language acquisition and proficiency development.

Moreover, teachers' perception toward using ICT tools accordance to Theory Acceptant Model (Davis et al., 2023) teachers who have knowledge about the procedures for using ict tools and have applied them both before the pandemic and after the pandemic they are still using the ICT tool because they have benefited from it.

The researcher also found the positive impact brought by using ICT tools in the classroom after pandemic regarding EFL Teachers' perception from SMAN 7, SMKN 1 Almubarkeeya and MAN 1 Banda Aceh as presented below:

1. EFL Teachers' Perception on using ICT tools after pandemic

    a. improving Efficiency in teaching learning process

    b. Increasing Language Learning's Interest and Effectiveness

    c. Enhance student motivation and experience in the classroom

    d. Fit the needs of language learning activity in the classroom

Moreover, the researcher also found some challenges that EFL teachers faced when they were teaching in the classroom using the ICT tools as follow:

2. EFL teachers' challenges faced when the use ICT tool in their learning activity

    a. Limited ICT Facilities and Poor Accessory

    b. Low quality devices

    c. Controlling student behavior on using ICT tools outside class hours

    d. Determining appropriate tools and content for teaching student

B. **Suggestion**

Accordance to the result study, the researcher would like to suggest as follows:

1. For the EFL Teachers

Teachers need to expand their knowledge of ICT and understand how to select the right technology tools for students, and integrating them into English instruction. This not only enhances their skills and competencies but also

contributes to their professional growth. Consequently, they can fully leverage the benefits of ICT in language education.

In addition, the teachers have the opportunity to maximally using ICT tools in the classroom after pandemic for the reason they can use the technology both when they also can give directly feedback for the student in the classroom. Thus, this could be best choices in teaching learning activity for achieving better education throught utilizing the ICT tools.

2. For the schools

The school need to complete the availibity of various ICT tools that are sufficient and easily accessible to assist teachers in classroom instruction. Additionally, schools need to enhance current ICT infrastructure, such as improving WIFI speed and maintaining ICT equipment to prevent issues during use. Ideally, schools should also organize training or workshops on integrating ICT into learning, particularly for English language instruction. This will not only boost teachers' professional development but also enhance the quality of teaching and learning in schools, particularly through effective ICT utilization.

3. For Future Researcher

For future researchers who interested in conducting similar studies can use this research as a foundation for their research. They can also explore various topics related to ICT's role in language learning, such as the factors affecting perceptions of ICT use in language learning, the effectiveness of

students' learning result from integrating ICTs in English classroom, and the

government's support for teachers integrating ICT into language education

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APPENDICES

Tabel 1 Interview Questions

Interviews topics	Interview questions	
Efl teacher's perception on using ICT tools after pandemic	1. How long have you been teaching English as a Foreign Language? 2. Do you currently teaching English using ICT tools when conducting online classroom in pandemic era? 3. What do you think of using ICT tools for teaching English after pandemic? 4. Could you provide examples of specific ICT tools you commonly use in your lessons 5. In your opinion, what are the main advantages of incorporating ICT tools into EFL instruction? 6. Have you received any training or professional development on integrating ICT tools into language teaching? 7. How do you think ICT tools enhance students' language learning experiences?	
Efl teachers challenging when using ICT	1. What challenges or obstacles do you encounter when using ICT tools in your EFL classes? 2. How do you address these challenges, or what support would you find helpful?	

Observer   : Siti Sarah

Teacher Observed : Nurhasanah,S.Ag., M.Pd.

Class   : XI

Objective   : To observe the EFL teacher's integration of ICT tools in the classroom to enhance language learning.

| Observation	Question	Yes/No	Comment
Preparation and set up	1. Did the teacher come prepared with the necessary ICT tools?	Yes	The teacher has taken the infocus and wire before coming to the classroom
	2. Were the ICT tools set up and ready to use before the class began?	Yes	
	3. Any technical difficulties encountered during setup?	No	
Introduction of ICT Tools:	1. did the teacher introduce the ICT tools to the students?	Yes	The students were familiar with the tools
	2. Was there a clear explanation of how the tools would be used for language learning?	Yes	
Integration into Lesson:	1. Were the tools used consistently throughout the lesson or intermittently?	No	The teachers need to balance the integrating of ICT tools and face to face interaction
	2. Did the use of ICT tools enhance the learning experience for students?	Yes	They interested by media display when learning activity
Effectiveness of ICT Tools:	1. Did the tools help in improving students' language skills (listening, speaking, reading, writing)?	Yes	They can see and listen the native speaker through the media
Teacher's Interaction and Support:	2. Did the teacher provide guidance and support to students using the ICT tools?	Yes	Teacher consistently monitoring the student in learning activiy
	3. Did the teacher address any technical issues or questions from students promptly?	Yes	We were conducting face to face teaching learning process, teacher are able to give feedbact directly
	4. Was the teacher actively involved in monitoring students' progress and providing feedback?	Yes	

Table 1 Observation Sheets

Figure 1 Online Interview Result
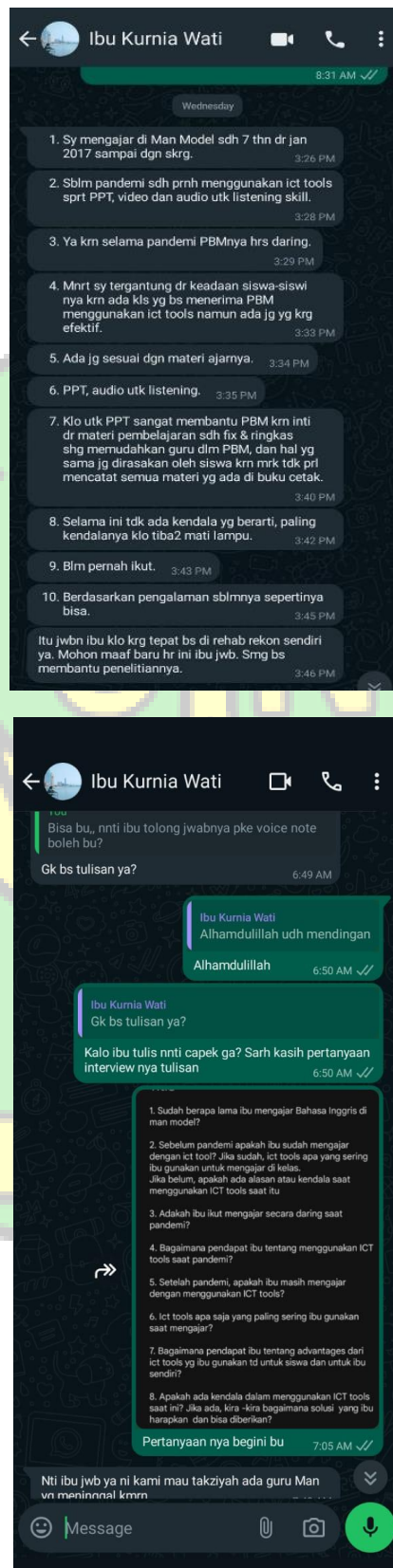
Figure 2 Interview Documentation

Figure 3 Documentation of Learning Activity

Figure 4 PPT Sceenshots of English Teaching Media

Figure 5

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 1 BANDA ACEH
Jalan Pocut Baren No. 116 Keuramat Banda Aceh
Telp. 0651-635804 Fax. 0651-29466
Website: manmodelbna.sch.id, Email: mandelbandaaceh@gmail.com

Nomor   : B-1016/Ma.01.90/TL.00/4/2024   23 April 2024
Lamp   : -
Hal   : Telah Melakukan Penelitian

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
di-
    Tempat

Assalamu'alaikum warahmatullahiwabarakatuh

Dengan hormat,

Memenuhi maksud surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-837/Un.08/ FTK-I/TL.00/1/2024 tanggal, 16 Januari 2024 dan Surat Rekommendasi Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-1256/Kk.01.07/ 4/TL.00/02/2024 tanggal 23 Februari 2024 perihal Rekomendasi Melakukan Penelitian, maka dengan ini menyatakan bahwa:

Nama   : Siti Sarah
N I M   : 180203216
Program Studi   : Pendidikan Bahasa Inggris
Semester   : XI / sembilan
Fakultas   : Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry
Jenjang   : S1

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul *"Efl Teachers' Perception On Using Ict Tools Post Pandemic Era"*, pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.

Kepala,

Nurlian

Figure 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor	:	B - 1256 /Kk.01.07/4/TL.00/02/2024	23 Februari 2024
Sifat	:	Biasa	
Lampiran	:	Nihil	
Hal	:	**Rekomendasi Melakukan Penelitian**	

Yth, Kepala MAN 1 Banda Aceh
Kepala MAS Babun Najah

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry, nomor B-837/Un.08/FTK.1/TL.00/1/2024 tanggal 16 Januari 2024, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara:

Nama		Siti Sarah
NIM		180203216
Prodi/Jurusan		Pendidikan Bahasa Inggris
Semester		XII

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Kepala,

H. Salman, S.Pd, M.Ag
NIP. 197001021997031005

Tembusan:
1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh,
2. Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry,
3. Mahasiswa Yang Bersangkutan.

Figure 7

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-
RANIRY FAKULTAS TARBIYAH DAN
KEGURUAN

Jl.Syeikh Abdur Rauf Kopelma Darussalam BandaAceh
Telepon:0651-7557321, Email:uin@ar-raniy.ac.id

Nomor   :B-837/Un.08/FTK.1/TL.00/1/2024
Lamp   :-
Hal   :*Penelitian Ilmiah Mahasiswa*

Kepada Yth,
1. Kepala Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMAN 7 Banda Aceh
3. Kepala SMKN1Al-Mubarkeya

Assalamu'alaikumWr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   :SITI SARAH/180203216
Semester/Jurusan   :XII/Pendidikan Bahasa Inggris
Alamat sekarang   :Lr.Tengku di awe, menasah papeun, lanireung

Saudara yang tersebut namanya di atas benar mahasiswa Fakultas Tarbiyah dan Keguruanbermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Efl Teachers' Perception on Using ICT Tools Post Pandemic Era*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Januari 2024 an.
Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai:28 Februari 2024

Prof.Habiburrahim,S.Ag.,M.Com.,Ph.D.

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 1 AL-MUBARKEYA INGIN JAYA

Nomor : ... Ingin Jaya, ... April 2024
Lampiran :
Perihal : Keterangan Telah Melakukan Penelitian

Kepada Yth
Dekan Fakultas Tarbiyah Dan Keguruan
UIN Ar-Raniry Banda Aceh

Sehubungan dengan surat Nomor : B.No. ... /08/Fakultas Oktober 4 tanggal ... Januari 2024
tentang izin melakukan pengumpulan data dalam rangka penyusunan skripsi pada SMKN 1 Al
Mubarkeya Ingin Jaya, maka dengan ini menyatakan bahwa :

Nama : **Siti Sarah**
NIM : ...0203...
Fakultas : Tarbiyah Dan Keguruan
UIN Ar-Raniry Banda Aceh

Telah melakukan penelitian tentang "*Teacher and Student Perception On Using ICT Tools Post
Pandemic Era*" pada SMK 1 Al Mubarkeya Ingin Jaya Aceh Besar

Demikianlah Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Kepala Sekolah

SUKMANH FUADI, S.Ag., M.Pd.
NIP. 19780424 200504 1 001

PEMERINTAH ACEH
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KOTA BANDA ACEH
DAN KABUPATEN ACEH BESAR
Jl. Geuchik H. Abd. Jalil No. 1, Gp. Lamlagang, Kec. Banda Raya, Kota Banda Aceh 23239
Telepon (0651) 7559512, Pos- el : cabang.disidik1@gmail.com

REKOMENDASI
Nomor: 421.3/G.1/575/2024

Kepala Cabang Dinas Pedidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar dengan ini memberikan Rekomendasi kepada

nama   Siti Sarah
NIM   : 180203216
Jurusan/Prodi : Pendidikan Bahasa Inggris

untuk melakukan penelitian dalam rangka penyusunan skripsi yang berjudul *Eft Teachers' Perception on Using ICT Tools Post Pandemic Era* di SMA Negeri 7 Banda Aceh dan SMK Negeri 1 Al-Mubarkeya Ingin Jaya Aceh Besar, sesuai dengan surat dari Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor B-837/Un 08/FTK 1/TL 00/I/2024 tanggal 16 Januari 2024

Surat Rekomendasi ini dibuat untuk digunakan sebagaimana mestinya

27 Februari 2024
Kepala Cabang Dinas Pendidikan
Wilayah Kota Banda Aceh dan
Kabupaten Aceh Besar,

Syarwan Joni, S.Pd., M.Pd.
Pembina Tingkat I
NIP. 197305051998031008