

CHALLENGES AND BENEFITS OF ICT IN TEACHING AND LEARNING ENGLISH

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ABSTRACTS

In Digital Era, E-learning involves the use of the internet and mobile learning, including all types of gadgets. English teachers are required to apply creative and innovative teaching models in designing ICT-based learning that is appropriate to the needs of students. This study is to identify the types of ICT tools and describes the challenges and benefits of ICT in English Language Teaching and Learning at SMKN 8 Jember. It employs a descriptive qualitative method with interviews and documentation of lesson plans for data collection. The participants include 100 students from X, XI, and XII grades, and the English teachers. Data analysis was conducted through data reduction, data display, and drawing conclusions. The findings indicate the types of ICT media used by teachers in the teaching and learning and the implementation of ICT as a media and learning resource with the students' responses about 57% strongly agree and 43% agree. It means that teachers already applied the ICT in classroom quite good because they have effectively utilized ICT in English language teaching easier for students to grasp the learning materials, learning motivation, and learning outcomes. Besides the benefits, it is hope to effectively address the challenges of ICT use in learning English, teachers can receive targeted training and support in several areas. These programs aim to build their confidence, technical skills, and pedagogical strategies for integrating ICT into their teaching practice.

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INTRODUCTION

The rapid development of information and communication technology in the digital era has become essential for the education need in facilitating the teaching and learning activities. The concept of ICT (Information and Communication Technology) based learning has influenced the transformation of conventional education into a digital format, both in terms of content and system. Moreover, the use of technology is crucial for improving the quality of education in Indonesia. By this reason, the implementation of ICT-based English learning models is expected to help students communicate in spoken and written English. Furthermore, English teachers must be able to apply creative and innovative teaching models

in designing ICT-based learning by adapting to the needs of students. (Supriatna, 2021) emphasizes that educational technology can provide a variety of media that suit to students needs and become more interactive, engaging, and diverse. It also helps students to better understand the learning material. Thus, the English learning process can be easier and more enjoyable, as English has often been considered difficult and boring.

The use of ICT in English language learning is grounded in several pedagogical theories. These theories inform how technology is integrated into teaching practices to enhance learning outcomes, increase engagement, and foster language acquisition. Constructivism as the primary pedagogical theory has the core idea that learners construct their knowledge actively by interacting with the environment. The applications of ICT tools like interactive software, blogs, and multimedia encourage learners to explore, analyze, and create their knowledge of English. Platforms such as online forums or collaborative tools (e.g., Google Docs) support knowledge construction through collaboration and interaction. It is line with (Hermanto & Jayana, 2023) that students will develop into engaged, innovative, and efficient persons, possessing the ability to think critically, analyze effectively, and constructively problem-solve.

Innovation in ICT-based English learning is the application of learning tools without neglecting students' communicative competence in learning English. Essentially, ICT-based English learning fosters innovative teachers in developing teaching media. (Mulyani, 2021) stated that the learning process using ICT media aims to make learning more engaging, enjoyable, effective, and efficient for both teachers and students. In this context, ICT media serves as a supportive tool to enhance the learning process and more interactive. It also transforms teacher-centered teaching styles into learner-centered approaches, providing students with opportunities to be more active during learning. Integrating ICT in the classroom has strong potential to enhance English learning (Al Arif & Handayani, 2022) making it easier for students to learn and master English skills such as listening, reading, speaking, writing, and other language components. (Saputro, 2023) notes that students can improve their English proficiency by using appropriate technology in their learning process. In this digital era, both teachers and students are required to possess digital literacy. As stated by (Abdulrahman, Akhmad & Amalina, 2022) understanding and mastering ICT skills are essential for teachers and students to support English learning.

ICT-based English learning systems commonly include online learning methods such as synchronous and asynchronous learning. Ningsih et al. (2022) explain that synchronous methods involve video conferencing (Zoom, Google Meet, Google Teams, etc.), online chat, Facebook chat, webinars, and Skype, while asynchronous methods include E-learning, emails, blogs, online content, YouTube, and broadcasts. According to (Paramita, 2023) E-learning applications in English education offer significant opportunities to enhance both the effectiveness and accessibility of learning. These tools allow students to access educational materials anytime and anywhere, fostering greater participation and engagement in their studies. Moreover, e-learning applications facilitate more efficient tracking and evaluation of students' progress. Through these two types of ICT, students can easily gather learning resources virtually, such as creating videos and uploading them to E-learning platforms or social media, participating in discussion forums, and engaging in various other activities that enhance their critical thinking in learning English anytime and anywhere.

Technological devices have been recognized as important and useful resources, particularly in teaching English. Using ICT can help students improve their attitudes toward learning English (Fitria, 2023) Implementing ICT in the classroom can result in positive attitudes among both teachers and students (Rahim & Chandran, 2021). Furthermore, Marwa & Adriani (2023) emphasized that integrating ICT in English teaching and learning often relies on students using new computers, applications, and websites to learn and practice

English. Learners can use various computers, applications, and websites to help them develop their skills. Additionally, Ningsih et al. (2022) noted that students find it easier when using mobile phones in English learning as they access more references through ICT. This approach aims to motivate students to learn English, enhance their critical thinking in language skills, and foster creativity through ICT.

However, in practice, the use of ICT in the classroom is still not optimal, especially in schools located far from urban areas. Teachers and students are more challenged on English-based ICT. For instance, common issues in developing ICT-based English learning innovations include access problems, such as the availability of internet networks, electricity, telephones, and other supporting infrastructure at schools. Another issue is the availability of software, and how to obtain affordable software. Moreover, there are challenges related to the impact on the existing curriculum and the skills and knowledge of teachers and students in using ICT in the classroom. Attitudes towards ICT also need to be fostered so that everyone has a positive attitude towards ICT and understands its potential and impact on both teachers and students.

This study aims to discover, describe, and explain the use of the ICT-based English learning model, and the challenges and benefits experienced by English teachers and students at SMKN 8 Jember. It considers the perspectives of English teachers and students, encompassing four aspects: attractiveness, effectiveness, relevance, and motivation. The results of this study are expected to help optimize the use of ICT in English learning and serve as a reference in developing ICT-based media with various applications that match English skills and components. Thus, the learning targets for each English skill will be achieved effectively. According to Abdulrahman, Ahkmad, & Amalina (2022), the use of ICT in English learning will assist teachers, students, and readers to gather importance information about the role of ICT in the teaching-learning process.

RESEARCH METHOD

Research Design

This research utilized the qualitative approach that emphasizes in describing analytically based on scientific logic, examining and analyzing the use of ICT in English language learning, the challenges and benefits experienced by teachers and students. This method is most effective for obtaining, deeply exploring, interpreting, and generating knowledge from the perspectives of teachers and students. The steps to be taken in this research are: 1) determining the research location, 2) data collection, 3) data analysis, and 4) presentation of the analysis results.

Subject

The study employed a purposeful sampling method. The subject was the students at SMKN 8 Jember and the English teachers. There were 100 students of the tenth (X), eleventh (XI), and twelve (XII) grades were randomly asked about the use of ICT during the English learning and teaching process. The English teachers also involved to be interviewed regarding to their perspectives on ICT in English language teaching and learning as they face the challenges and benefits.

Instruments

The instruments of the study were questionnaires, interviews, documentation, and observation. The questionnaires in the form of Google Forms were given to the participants. These questionnaires were related to the participants' perceptions of using ICT in English language teaching and learning. The questionnaire is a written instrument given to students, consisting of a series of questions or statements that they must respond by writing their answers. The researcher choose scale options and open-ended questions to provide more

insight into the participants' perceptions related to topic of using ICT in the classroom. This questionnaire was distributed to participants in different classes with different schedules after the English class was conducted.

The next data was obtained from interviews with semi-structured interviews. Creswell (2014) defines an interview as a process in which the researcher asks one or more participants in the study mostly general, open-ended questions and records their answers. These interviews were conducted with participants using structured interview methods. The third data was also collected through observations. The observations were conducted in the classroom by two different assessors to avoid bias. It is to make sure that the teacher applies a kind of ICT in English language teaching. Lastly, documentation data was obtained from learning tools used, such as textbooks and lesson plans, as a reference in analyzing the use of ICT in the teaching and learning process.

Data Analysis

The data analysis refers to the processing method to be used in this study is qualitative analysis, which involves describing various ICT tools used in English language learning, the challenges faced in using ICT in the classroom, and the benefits experienced in enhancing ICT-based English learning. The final stage of this research is the presentation of the data analysis results. The data analysis is presented descriptively, using tables and graphs. The presentation refers to initial data and primary data from the questionnaire and interview results, based on key points of the questions, which will then be compared with the results of direct classroom observations related to the implementation of ICT-based English learning. Meanwhile, the data obtained from documentation and observation results will be analyzed descriptively and narrated clearly.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of this study described information of the respondents that were 10th, 11th 12th-grade students of SMKN 8 Jember. The research data used in this study is primary data obtained through questionnaires that were distributed the link in class while the responses were recorded after they were answered directly. A total of 100 respondents were involved in the study. All 100 questionnaires distributed were processed, resulting in a response rate of 100%. The demographic data of the respondents in Table 1 below presents some general information about the conditions of the respondents found in the field.

Table 1
Students Identity

| Class | Gender | | Percentage |
|-------|--------|--------|------------|
| | Male | Female | |
| X | 16 | 19 | 35 % |
| XI | 15 | 20 | 35 % |
| XII | 12 | 18 | 30 % |

The next result is the data on the implementation of ICT as a learning media and resource in this study were obtained from a questionnaire consisting of 14 statements using with alternatives options from strongly agree to strongly disagree, and 1 open-answer question to find out another kind of ICT tools implemented in the classroom. These responses were processed, and the percentages for each category were calculated, resulting in the following findings in Table 2.

Table 2
The Implementation of ICT

| No. | Questions Number | Responses in Percentage | | | |
|-----|---|-------------------------|-------|----------|-----------------|
| | | Strong Agree | Agree | Disagree | Strong Disagree |
| 1 | Teachers utilize ICT (Technology) as media in learning English. | 57% | 43% | 0% | 0% |
| 2 | Teachers use various/varied ICT learning media in English learning. | 56% | 30% | 14% | 0% |
| 3 | Teachers combine one ICT learning media with other ICT learning media in English learning. | 30% | 47% | 23% | 0% |
| 4 | Teachers use ICT media that are interesting and easy for students to use. | 42% | 43% | 15% | 0% |
| 5 | Teachers are skillful in using ICT learning media in teaching English. | 57% | 27% | 16% | 0% |
| 6 | I am motivated to learn, when learning English using ICT media. | 56% | 30% | 14% | 0% |
| 7 | It is easier for me to understand English materials when teachers use ICT media. | 56% | 30% | 14% | 0% |
| 8 | English learning becomes interesting and not boring when using ICT media. | 14% | 86% | 0% | 0% |
| 9 | I become more active when teachers use ICT media in English learning. | 14% | 58% | 28% | 0% |
| 10 | ICT that is often used by teachers are LCD, laptop, speaker, zoom meeting application, Google Meet, google forms, google classroom, social media, and e-learning. | 38% | 62% | 0% | 0% |
| 11 | Teachers provide interesting links to find English learning materials. | 28% | 58% | 14% | 0% |
| 12 | I can easily access the links provided by the teacher in learning English. | 28% | 72% | 0% | 0% |
| 13 | English learning materials become more varied when obtained from the internet. | 42% | 58% | 0% | 0% |
| 14 | The internet helps me to complete English assignments. | 42% | 58% | 0% | 0% |
| 15 | Does your teacher use additional English language applications? Please mention | Quizzes | | | |

Based on the results in Table 2, it can be seen that the percentage score for the implementation of ICT as a media and learning resource in English language teaching is 57%, strongly agree and 43% is agree. It means that the teacher already applied the ICT in the classroom. This indicates that the students in SMKN 8 Jember feel that teachers have effectively utilized ICT in English language teaching, making it easier for students to grasp the learning materials. This has a positive impact on students' understanding of the English language material.

However, the descriptive analysis of the table above shows eight items with disagreeing responses or even less agree about 14% - 28%. These items are related to the use of varied learning media, the improvement of the quality of media used, the combination of one learning media to another, and the use of engaging learning media, the active learning of students, motivation, and getting easier in learning English toward ICT. This suggests that

students perceive that English teachers have not yet fully optimized the quality of the media used and have not effectively combined different media to motivate students in the English learning process.

The next data was obtained from interviews with two English teachers at SMKN 8 Jember revealed the following findings:

a. Types of ICT tools in the English Teaching and Learning Process

The study found that teachers faced challenges using ICT as a medium during the teaching and learning process. However, these challenges need to be addressed to ensure that ICT is used effectively to boost student engagement. The research aimed to identify the types of ICT devices used by English teachers at SMKN 8 Jember. The first problem statement focused on identifying the ICT devices utilized by teachers in teaching English. Questionnaires were distributed to both students and teachers to determine the types of ICT-based media used in English learning. Based on teacher responses from interviews, the findings regarding the ICT devices used in the teaching and learning process of English were Liquid Crystal Display (LCD), Laptops/Computers, Sound Systems, PowerPoint, Online Group Discussions in WhatsApp application, Google Classroom and Google Forms to conduct evaluations. These findings highlight the various ICT devices and platforms that were adapted by teachers in the learning process during both offline and online classroom.

b. The Process of Learning English Using ICT by the Teacher

The use of media is crucial in the English learning process. According to research findings and the responses of students and English teachers at SMKN 8 Jember, the use of ICT-based media in English teaching and learning based on the lesson plans (RPP). For example, the lesson plan includes media, materials, and learning resources, where commonly used media include laptops and LCD/projectors. Teachers noted that the inclusion of ICT-based media in lesson plans depends on the material being taught and the needs of the teaching process; therefore, some media are included, while others are not.

From the data observation gathered during the teaching and learning process, English teachers emphasized that the implementation of ICT-based media is carefully adjusted to the lesson plan, such as using laptops/computers, LCDs, sound systems, PowerPoint presentations, and videos discussing the material. Teachers also allow students to use laptops during English lessons, as it is considered necessary. PowerPoint was commonly used. Moreover, applications such as WhatsApp, Google Classroom, and Google Forms were utilized to facilitate the delivery of initial materials, assignment distribution, and evaluations. In the use of ICT based media, it is essential to consider the integration of various methods in teaching. According to feedback from teachers and students, combining media with various teaching methods enhances the learning experience, demonstrating that they effectively combined two key elements: media and methods. Student responses indicate that they particularly enjoy learning when ICT-based media is combined with interactive learning methods.

Since media and methods become crucial components of the teaching and learning process, teachers must design them to work properly when used together. The success of the learning process is enhanced when teachers continually improve their use of ICT as a media and implement various methods in their instruction. Additionally, the study found that teachers also incorporate English textbooks as a resource during the learning process, further supporting their teaching strategies.

Discussion

The implementation of ICT in English Language Learning showed in the results of data analysis give positive and effective impact on both the teacher and students during the teaching and learning process. According to Rahim & Chandran (2021) stated that ICT functions as a medium to overcome communication barriers, physical limitations in the classroom, and passive student attitudes. ICT serves as a tool to transfer information/teaching materials, making students enthusiastic about learning, enabling more direct interaction between students and their environment and reality, and allowing individualized learning according to each student's abilities.

This study gathered data on the perceptions of students regarding the implementation of ICT in learning. The overall percentage score for the variable of ICT implementation as a media and learning resource in English language learning is categorized as good. This indicates that the students agree and strongly agree that the English teachers have effectively utilized ICT in English language learning, making it easier for students to understand the teaching materials. This has a positive impact on students' ability to comprehend English teaching materials

The media frequently used by teachers in the teaching and learning process include LCDs, laptops, and sound systems. According to Putra & Anriani (2023) in English language teaching and learning frequent types of ICT resources and media that teachers can utilize are: 1) Computers, 2) LCDs, 3) Internet, 4) CD Learning, and 5) PowerPoint. Therefore, it can be concluded that ICT-based media such as laptops/computers, sound systems, LCDs, and PowerPoint are available and can be effectively used in the teaching and learning process. One common application is the use of PowerPoint presentations that become more prevalent. PowerPoint, as part of the Microsoft Office suite, is widely used by educators to create professional-looking presentations. Teachers use PowerPoint to display teaching materials and videos at the beginning of each lesson. This aligns with (Jannatussholihah, S., and Sugirin, 2020) findings that teachers are effectively utilizing technology, including PowerPoint and Google Classroom, to support English language teaching.

From data observation and documentation found that the use of ICT in the classroom was organized in lesson plans. It line with the teaching and learning process is based on the lesson plan that is designed to ensure optimal implementation (Helingo, 2022) Lesson plans are crucial in education, as they outline all activities and processes involved in teaching. According to (Permendiknas, 2007) "The planning of the learning process includes a syllabus and a lesson plan (RPP), which contains subject identity, competency standards (SK), basic competence (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, media and methods, learning activities, assessment of learning outcomes, and learning resources." This underscores the importance of a well-structured lesson plan that includes the effective use of media and learning resources.

Moreover, the interview results and questioners' responses also claimed the use of media in the English learning process is crucial for helping students to get a better understanding of English material. One significant benefit of ICT-based media is its support for the continuity of teaching and learning, especially in the era of disruption. Teachers must utilize technology effectively, as highlighted by (Jannatussholihah & Sugirin, 2020), who suggests that English teachers can integrate technology to enhance learning during disruptive times. The most commonly used ICT-based media by teachers included laptops/computers, LCDs, and sound systems. Teachers also expanded their use of ICT-based tools to include Google Classroom. According to (Helingo, 2022) Google Classroom has been shown to enhance students' self-directed learning (SDL) and cognitive skills, with Google Forms used for measuring user satisfaction and self-evaluation, as well as for grading purposes.

In addition, teachers also incorporate English textbooks, E-books, and other media as outlined in the lesson plans. The integration of various media and methods in teaching demonstrates a collaborative approach that enhances the learning experience. Teachers' innovation in modern teaching methods that incorporate technology can significantly impact students' learning outcomes, such as building foundational English skills, enhancing familiarity with technology, fostering critical thinking, technology, and literacy skills, and developing other essential 21st-century skills. Additionally, these approaches can increase student engagement in learning, helping them achieve their educational goals. Artiniasih & Wedayathi (2024) stated in their study that it is needed to improve the school's technological infrastructure and provide training for teachers to effectively integrate technology into the classroom. With adequate support, the use of technology can significantly improve the quality of English language learning.

To effectively address the challenges of ICT use in learning English, teachers can receive targeted training and support in several areas. These programs aim to build their confidence, technical skills, and pedagogical strategies for integrating ICT into their teaching practice. Below are specific types of training and support tailored to the needs of teachers. First, Technical Training is to Equip teachers with the fundamental skills to use ICT tools confidently such as training on specific educational technologies, such as interactive whiteboards, learning management systems (LMS), and language learning apps. Second, Support for Classroom Management with ICT will help teachers address practical challenges of using technology in the classroom such as using the monitoring tools to supervise student activities during ICT-based lessons and addressing the accessibility of the ICT networking.

CONCLUSION

The analysis of data regarding the implementation of ICT in learning English shows that teachers have effectively utilized ICT in English language teaching, making it easier for students to grasp the learning material. This, in turn, positively impacts students' understanding of English language content. Based on the types of media used, teachers employ various media in the teaching and learning process, including laptops/computers, LCDs, sound systems, PowerPoint, Google Classroom/Google Forms, and WhatsApp groups. All these media are utilized in the teaching process, as reflected in the teachers' lesson plans. However, while some teachers include ICT-based media in their lesson plans, others may not. The next, integration and application, teachers generally use ICT-based media effectively according to their lesson plans. They frequently incorporate supporting applications such as PowerPoint for presenting initial material, WhatsApp groups for assignment submissions, and Google Classroom/Google Forms for evaluations. Additionally, English textbooks are also used as learning resources. The last, collaboration of media and methods, there is a notable collaboration between different media and methods in the learning process, enhancing the overall educational experience. For this result, the researchers have recommendations that are media development and fostering creativity. It means that teachers should continue to develop and innovate the use of media in the learning process, as ICT-based media play a crucial role in language education. Moreover, the use of ICT-based media can also help foster student creativity, making it an important tool in enhancing the learning experience.

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