

# INTEGRATING ICT IN ENGLISH LANGUAGE TEACHING AND LEARNING IN INDONESIA

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**Abstract:** Indonesian ELT is complex for numerous reasons, and the level of students' outcome has been regarded unsatisfactory by a number of researchers and academics. This paper considers ICT as one of possible alternatives to deal with the complexity of Indonesian ELT and to improve its outcomes. It widely explores ICT integration in English LTL, especially on how ICT has been used in this field. It further investigates the benefits and challenges of integrating ICT in LTL. The paper argues that the integration of ICT is promising for changing and improving the effectiveness of the current Indonesian ELT condition when it is carried out in line with the effective LTL principles. The integration of ICT will enable teachers to vary teaching and learning activities, to gradually change the teaching style to be more student-centred, to train students to have more active role in learning, and to access a huge range of authentic learning materials. The paper also acknowledges the constraints that will emerge in an effort of integrating ICT in Indonesian English LTL. Hence, some recommendations for action are proposed at the end.

**Keywords:** English LTL, Indonesian ELT, ICT, benefit, challenge

## INTRODUCTION

English language is an important language for many Indonesians in addition to the national language of *bahasa Indonesia* and regional languages. One of the most prominent roles of English is found in the education system. The significance of acquiring English

language competency for school students is emphasized by its presence in the national examination alongside several other subjects - mathematics, *bahasa Indonesia*, the natural sciences for junior secondary school and other major-specific subjects at senior secondary school. Junior and senior secondary school students are not eligible for the graduation certificate if they do not pass one of the subjects examined in the national examination.

The crucial importance of English is also evident in tertiary education. Even students who are not majoring in English have to take it as a core topic in two semesters of the first year of their university or college year. In addition, currently many public universities require the Test of English as Foreign Language (TOEFL) certificate for completion of undergraduate study regardless of their major. At the post graduate level, a TOEFL certificate has even been used as one of the entry requirements.

Despite its critical importance, many Indonesian academics as well as some foreign English language teachers and researchers noted that English Language Teaching (ELT) in Indonesia is problematic and very complex, (for example Tomlinson, 1990; Dardjowidjojo, 2000; Jazady, 2000; Yuwono, 2005; Kirkpatrick, 2006). The major issue of concern is the unsatisfactory level of student learning outcomes. Even though students achieve good marks in the English language at school or in the national examination, the majority of these high school graduates are not able to use their English knowledge for intelligible communication (Dardjowidjojo, 2000). Similarly, albeit having spent six years learning English through junior and senior secondary schools, there are many students who can hardly read the English texts required in university classes (Nurkamto, 2003).

This paper considers Information Communication Technology (ICT) as an important means which is promising to improve Indonesian ELT.

In a number of literatures, ICT has been referred as the greatest innovation in every aspect of human life. In fact, in the field of education, it is viewed as a reason for the shift in the way learners

learn. Dede (2008) regarded this as a unique innovation that allows learning to take place in ways that have never happened before. He proposed that learning nowadays is more universal, information is more accessible and not limited only to the school environment, taken from textbooks or transferred from teachers, but available beyond school boundaries in a virtual world. Accessibility to wide sources of information allows learners to take an active role in the learning process instead of depending merely on the teacher as the sole source of knowledge (Newhouse, 2002). As such, ICT is aligned with the shift in the learning paradigm from instructivism to constructivism (Lunenburg, 1998).

In the field of language teaching and learning (LTL), ICT is believed to have contexts that facilitate the development of second language abilities. It offers rich, multidimensional learning environments for language learners, giving opportunities to engage with native speakers to make interactions with other learners at a distance and to access authentic materials (Chapelle, 2003; Felix, 2001; Mullama, 2010). Furthermore, various features of the new communication technology like emails, chats and discussion boards, besides providing opportunities for interaction across distance, are tools for the promotion of the language learner's communicative competence. As study of CMC (Computer-Mediated Communication) by Savignon and Roithmeier, (2004) revealed that learners involved in CMC were found to be more engaged in interpretation, expression and negotiation of meaning, which are essential elements of communicative language development.

These potential benefits of integrating ICT in LTL would be very useful in the context of ELT in Indonesia, leading to better ELT outcomes, as ICT opens access for both teachers and students to a wider range of resources, authentic materials and more interactive learning environments.

The term ICT in general refers to all forms of technological tools associated with the storage, retrieval, manipulation, transmission and receipt of information in digital form (tutor2u.net).

It covers a wide range of devices from radios, televisions, mobile phones, all computer applications, network hardware and software to satellite systems. Due to the limitation of discussion, in this paper, the term ICT refers only to the use of computer technology and the internet in the language classroom.

This paper will firstly reviews the complex nature of Indonesian ELT. Then, it has an in-depth exploration of ICT integration in English LTL. It is specifically interested in studying how ICT has been used in the field of LTL and analyses its potential benefits and challenges for more effective ELT in Indonesia. Finally, the paper comes with some recommendations for action to be taken in integrating ICT in Indonesian ELT.

### **THE COMPLEX INDONESIAN ELT**

The first issue often discussed in the Indonesian ELT literature is the context of language policy where English is positioned as a foreign language. The obvious implication for this decision is that learners rarely have opportunities to use the language in daily communication. Lauder (2008) pointed out that the metaphor used in describing the role of English language 'English as a tool' (the phrase used in KTSP curriculum) was purposefully set that English is to be used selectively. He contended that policy makers appeared to develop a 'love-hate view' toward English. They privileged it, on the one hand, in terms of the incentives it offers for accessing information, fulfilling job requirements, and as a symbol of modernity. On the other hand, they viewed it negatively because they believe the prevailing fondness for using English terms threatens the purity of *bahasa Indonesia*. They also believe that through English, liberal western culture influences youngsters and corrupts their attitudes and morals. Tomlinson (1990) also noted the impact of this policy on some teachers, making them reluctant to use a communicative approach in language teaching as they were afraid to lead students to overuse English and deviate from the curriculum of the time. Jazady (2000) also referred to this reaction as one

explanation for the failure to implement CLT (Communicative Language Teaching) in Indonesian ELT.

Other issues are related to socio-cultural contexts specific to Indonesia, such as teachers' qualifications, numbers of students, and limited facilities and resources for teaching. Teachers cannot contribute to quality ELT in Indonesia due to their poor qualifications. As revealed by Dardjowidjojo, (2000), it is not uncommon to find English language teachers in Indonesia who have little qualification in English language teaching, with some being very poor English speakers. Large student numbers in the class also influences teacher-student contact, resulting in students not using English when assigned to group work and teachers not managing to control everyone (Nurkamto, 2003). In addition, teachers are seldom able to vary their teaching as they have limited choice of materials and lack resources especially in schools in municipalities with very limited budgets and financial constraints (Yuwono, 2005)

In other cases, it is typical that the majority of Indonesian students respect teachers as the sole source of knowledge. This image is created by the authoritarian style and teacher-centred teaching which is commonly found in many ELT classes (Tomlinson, 1990). In fact, Raihani (2007) pointed out that authoritarianism was the basis of Indonesian national education until 1998 when cabinet reform took place and many dramatic changes in the education system were initiated. This authoritarian style of teaching was considered by Keating (n.d.), a native English teacher based in Jakarta, as negative for English learners because it make them passive and often hesitate to participate in learning activities, to ask questions or take risks which are essential to language learning.

Although the government has not changed the current language policy, it has definitely taken serious action to improve the quality of national education. In 2006 based on the Law No 14/2005 of Teacher and Lecturer, the teacher certification program was launched to ensure teachers' professional competency. The regulation requires that teachers have minimum level of a four-years-college or

university qualification. Teachers with lower educational backgrounds were advised to undergo an upgrading process (Jalal, Samani, et. al 2009; World Bank, 2010). In addition, the latest curriculum (curriculum 2013) has been designed to respond more to the needs of a global community based on the principles that balance the development of learners' hard skills and soft skills. The stress is put on developing individual competences that are comprehensive and relevant to the individuals' needs to function in real life (Kemdikbud, 2014).

### **THE USE OF ICT IN LTL**

The use of technology in LTL is not something new. In the decades preceding the use of computers, audio visual media were pedagogical aids in delivering language courses. Among the tools used were the phonograph, radio, television and telephone (Salaberry, 2001). Computers, according to Warschauer (1996), came to attention of linguists and language researchers during the 1950s, the time CALL (Computer Assisted Language Learning) was conceived. Ever since, computer technologies have gradually become the major technological application in language learning.

Computer technology in LTL is now used in a completely different way from the first time it was introduced in the 1950s. The two frameworks that describe the development of the use of computer technology in LTL are Warschauer and Healey's (1998) and Bax's (2003). These authors presented different approaches but there were some commonalities in their views.

According to Warschauer and Healey (1998), the use of computer technology in LTL has developed in three historical stages or phases: a.) Behaviouristic CALL during the 1960s - 1970s, the period of the mainframe computer and heavy reliance on drill and practice in the computer room as the main leaning activity; b.) Communicative CALL in the late 1970s - 1990s with the invention of the PCs, the shift to view of language as the means of communication, and the decline in reliance on behavioristic theory and pedagogy.

Learning activities were based on communicative approach principles characterized by a reduced emphasis on grammar, an increased focus on using rather than studying language forms, and maximum encouragement of language production without direct judgement of the accuracy of the utterances produced. Despite some involvement of the learners, the computer remained the sole source of knowledge, holding the key answers; c.) Integrative CALL from the 1990s onwards with the appearance of the multimedia networked computer and the prevalence of the constructivist view of learning. Learning activities involve the use of internet, more complex computer applications and less emphasis on performing the in-built computer exercises. Learners are trained to search and use information to perform tasks in various ways.

In Bax's (2003) opinion, using a historical timeline was not appropriate to describe the state of using computer technology in LTL. The characteristic of computer utilization from one LTL environment to another diverge significantly due to different ICT access and resources each learning environment has. Some of these LTL environments are still using computer laboratories on a weekly basis and have only few applications with poor internet access. Bax insisted that the so-called integrative stage which ostensibly started in the 1990s has not been entirely achieved yet. Integrative CALL can more appropriately be seen as the goal that CALL needs to achieve.

Bax suggested avoiding the 'phase' classification and using a more general approach. In this approach, the state of computer technology development in LTL is: a.) Restricted CALL, referring to the restrictions of the theory that focuses on drill-and-practice but also of the software, of the teachers' role and of feedback, b.) Open CALL, which is relatively open in all dimensions compared to restricted CALL, and c.) Integrated CALL, which is characterized by frequent interaction with other students facilitated by the computer and more varied ranges of feedback.

The different approaches of Warschauer and Healey and Bax have two points in common that are important for teachers. First, the

theory of learning will never cease to develop. All learning media need to support the prevailing principles of effective learning; otherwise, they will not serve as effective pedagogical aids and make a difference in teaching and learning outcomes.

In addition, it is obvious from both perspectives that the computer and its related applications have varied potentials. Naturally, the purpose of technological advancement is to invent tools which help people to perform their activities more efficiently. Their potentials, however, is determined by how they are implemented. In other words, successful integration of ICT in LTL is not without cost. Indeed, the advantages that ICT offers do not occur automatically but are achievable only under certain precursor conditions (Murray, 2005).

The historical development of CALL shows that there has been a significant development in ICT utilization in the field of LTL. At present, sophisticated technologies, equipped with a wide range of applications, enable a variety of innovative LTL activities. However, it is important to bear in mind that ICT adoption in LTL, as Bax (2003) pointed out, has not yet reached its maximum potential. In some contexts, the use of ICT has been limited to only simple applications of a computer, due to the minimal accessibility of facilities as well as to low literacy in using the technology applications (L. Li & Walsh, 2010). In another context, learners have been able to produce complex language use, surrounded by multi-media applications covering web-based environments and various in-built tools (Vallance et al., 2009). In other words, ICT in LTL is now in a transition period. It has been used quite widely but not entirely optimally. It has featured in language classrooms, with learners and tutors aware of its necessity, and is currently being explored to maximize learners' ability to acquire second language competencies (Bax, 2003).

## **MODES OF LTL WITH ICT**

The use of ICT in LTL commonly appears in two major modes of learning: as part of or complementary to the face-to-face classroom



meeting and as a whole ICT-based class, more popularly known as distance learning or virtual classroom learning.

### **ICT as complementary to face to face learning**

The use of ICT as a support for classroom activity is characterized by the use of technology as 'add on' to face-to-face meeting (Felix, 2001). In this mode of learning the class runs like a conventional classroom but learning activities involve the use of a variety of ICT tools either in the class or when students are assigned the tasks to be done outside the class. The types of activity in this category could be as simple as the utilization of word-processing and presentation software to create the materials for learning and carrying out the learning activities (Davies & Rendall, 2011) or more complex ICT applications such as students doing projects in a web-based environment or employing different web 2.0 tools, which are at present commonly used for specific tasks (Thomas, 2009).

### **Whole ICT-based class, distance learning**

The whole ICT-based class is the utilization of ICT in a 'stand alone' mode or in which ICT serve as the main medium of learning. This mode is usually applied in distance learning as teacher and learner generally do not physically attend the classroom and are separated by some distance. All the LTL activities are carried out in a web-based environment or virtual classroom mediated by the internet (Davies, Walker, Rendall, & Hewer, 2011).

Currently, distance learning has become an important alternative way of learning offered by many educational institutions. The advancement of internet and web technology enables the creation of Virtual Learning Environments (VLEs) with facilities similar to face-to-face mode of learning. VLEs for LTL are now equipped with both oral and visual applications enabling audio and video conferencing (Hampel & Hauck, 2004; Wang, 2004). With these facilities, the learning activities become more interactive as, despite being separated by spatial distance, learners are able to get involved

in group discussions or have face-to-face conversations either with peers or tutors in synchronous and asynchronous Computer-mediated Communication (CMC). Accordingly, the quality of distance learning is reaching a level of quality equivalent or possibly even higher than that of the conventional classrooms since the learners have major involvement in learning activities.

### **PRINCIPLES FOR EFFECTIVE LTL WITH ICT**

As indicated earlier, successful integration of ICT in LTL is not automatic. Although ICT enables learners to have opportunities to work independently using their own computer at home, they do not necessarily become an independent or autonomous learner but require guidance. There is a need for systematic instruction in assigning learners tasks so that they benefit from every learning opportunity which ICT facilitates (Murray, 2005).

The wide variety of learning tools available today requires a critical approach from the teacher. Hubbard (1996) developed a methodological framework for CALL consisting of three components representing three processes: development, evaluation and implementation. While the framework was particularly intended for work with computer applications and language courseware, all the elements presented in the module could apply as well to more current ICT tools. Hubbard explained that courseware should be evaluated in terms of teacher fit, learner fit and operational description, i.e. how they fit students' learning styles, meet the syllabus, achieve the appropriate level of proficiency and enable feedback. Also crucial in the implementation of the tools are accessibility and teacher control, which cover the detail of the teaching and learning process, ranging from accompanying preparatory materials and classroom management to assignments, and to elements in planning the lesson and the actual flow of the lesson.

According to Vallance, Wallace, and Matsui (2009), the uptake of ICT integration in learning activities is likely to be maximized

when it is undertaken in an informed manner. All the learning tasks should be designed according to the following criteria:

- Encourage discussion, consultation and sharing;
- Focus upon process and product of task and learning objectives;
- Integrate multiple-media;
- Allow access to a wide range of information;
- Facilitate and/or negotiate students' periodic outcomes;
- Provide channel for feedback and assessment;
- Be flexible about when and where learning occurs, and
- Question whether the activities required in the task can be done "without" IT.

Above all, the integration of ICT in learning activities should not be merely an additional aid. Instead, it should transform the learning process, assisting learners to reach the most essential level in the construction of knowledge (McCormick & Scrimshaw, 2001). According to Murray (2008) the use of ICT in LTL can be developed from marginal to transformative according to neuroscientific evidence. In this regard, LTL activities employing ICT require carefully scaffolded instruction, modelling of the language use, explicitly teaching of language rules and timely, and providing multimodal feedback. However, the findings from studies in second language acquisition and second language teaching and learning should not be ignored. Accordingly the use of ICT in LTL also supports the principles of effective LTL practices such as authenticity, wide ranges of language expressions and creative use of the target language.

## **BENEFITS AND CHALLENGES OF LTL WITH ICT**

Many studies have reported that the contribution of ICT to the enhancement LTL has been invaluable. However, efforts in adopting it into the classroom and maximizing its potentials also have encountered not a few constraints.

## **The Benefits**

In a study of technology enhanced LTL called AJET (Advanced Joint English Teaching) in Taiwan, where students were involved in internet-based activities comprising group e-mailing, a web-based course, an e-mail writing program, an English homepage design, video-conferencing and chat room discussion, Yang and Chen (2007) reported that the students enjoyed the new experience of learning with technology. The innovative ways of learning enabled by technology, including active learning styles, interactivity, self control, motivation and immediate feedback, and the opportunities to acquire more diverse and practical knowledge were some of the reasons for the students' positive experiences. However, the students also had different opinions regarding the benefits of this kind of learning as they still deeply valued traditional learning.

A large scale study by Felix (2001) of web-based learning from the students' perspective found that students regarded the web as a viable learning environment, especially when used as an additional to face-to-face teaching. They felt challenged at the start but found it more and more comfortable and enjoyable as they grew accustomed to it. Another advantage of the web was the possibility for students to set off instantaneously on a task-based journey to authentic settings or to gain information on almost anything they needed without leaving their computer. This, Felix pointed out, was something new and was not possible in earlier period of CALL.

Canole (2008) argued that the advanced development of technology has been critical for students in organizing and orienting their study. Students nowadays rely on technologies in almost of every aspect of their learning. Word processing packages are invaluable for foreign language learners for grammar, spell check and dictionary functionality. Technologies also help students to maintain communication with tutors and peers and to perform their academic activities. In other words, technologies make major contributions in assisting the students' learning progress.

The potentials benefits of ICT integration in LTL are indeed pervasive in the wide range of the tools used and different purposes associated with using them. These varieties of uses and effectiveness, however, can be classified into four areas of discussion as indicated by Zhao (2003) in his literature review and meta-analysis of the current development of technology in LTL, namely: access to learning materials, communication opportunities, feedback, and learner motivation.

#### ***Access to learning materials***

The uses and benefits of ICT are the result of more enhanced access efficiency through multimedia technologies: improved authenticity through using video and internet and better comprehensibility inferred from learners' control and multimedia annotations

#### ***Opportunities for communication***

ICT provides opportunities for communication in two different ways: interaction with the computer via a specific program such as speech recognition and speech synthesis program; and interaction with other learners or tutors via CMC and teleconferencing technologies

#### ***Feedback***

More current application technologies enable more contextualized and pedagogically relevant feedback including grammar checker, spell checker, pronunciation corrector through automatic speech recognition and behavior and error tracking by analyzing students responses stored in the computer.

#### ***Learner motivation***

In terms of technology integration in the classroom, Zhao pointed that there were only a few cases of comprehensive and long-term technologies used. From the analysis of two studies it appeared that technology-supported LTL was as effective as ordinary classroom instruction. However, as indicated earlier in other studies, students reacted positively toward the integration of ICT in classroom activities and found learning with ICT more engaging and attractive.

Despite the overall findings of effectiveness, Zhao emphasized that the positive impacts of technologies presented in different studies need to be interpreted cautiously. Among the reasons for this 'caution' are that journals normally prefer studies with positive rather than negative outcomes, that studies often have small sample, that the majority of studies are conducted at college level and involved adult learners who may learn differently to school level or even younger learners, and that in many cases the researchers were also the instructors responsible for designing, implementing and evaluating the technologies used, which could have biased the study.

### **The Challenges**

Although the students responded positively and found the new ways of learning with technology engaging, they felt these new ways were not easy, at least, at the initial stage. Several studies noted that the advantages of technology-supported learning activities are not to be taken for granted. To capitalize the use of ICT in LTL requires certain conditions: the tools need to be used in accordance with the goals of learning and both teacher and student should acquire a certain level of literacy in using the technologies (Canole, 2008; Murray, 2005; Zhao, 2003).

The teacher's readiness to deal with the digital classroom is an important factor. One of the concerns being raised is the support for and professional development of the teacher. Elliot (2004) pointed out that having a computer at home and being able to operate it, is insufficient for skilled teaching with technology. The ubiquity of technological tools and their rapid development could easily instil in the teacher a lack of confidence and a sense of being left behind by their students in keeping up with the technology. However, ICT professional training for teachers, according to Davies (2002) is often neglected. Budget allocation for training is perceived as less essential and is often cut because of economic constraints. Administrators also tend to rely on single-day one-off training, expecting it prepare teachers to handle all the work with technology. The issue remains of

lack of support and inadequate teacher professional development programs in the process of ICT integration in classroom activities.

Sufficient ICT equipment and resources are, in fact, another significant constraint. Evidently, English language teachers in developing countries are convinced that ICT can change their ELT practices but their enthusiasm only lasts a short time. A study by Hu and McGrath (2011) recorded that teachers were fed up with the extremely limited ICT facilities. Reservation for the ICT-equipped classroom, according to one teacher, was only available at noon, a nap time for the students, which renders the lesson ineffective. Similarly, in the study by Samuel and Abu Bakar (2005), teachers were found to feel desperate as the available ICT facilities were poor and not well-maintained.

Finally, and not least important is the issue of acceptance. Some teachers as Coppola (2005) noted appeared not to see computers as making any significant improvements to their teaching as they were already performing well. Meanwhile, in another case, ICT was viewed as a distraction or even destructive of learning. Albirini (2006) pointed out that in Syria English language teachers viewed ICT skills as important for students in their future life. However, they were concerned that the internet could affect children's morality because of the ready access to games and immoral websites.

All the challenges that have appeared in the process of ICT adoption either in language classrooms or other general classrooms need a critical approach not only from teachers but also from all education stakeholders. Only then can the full potential benefits of ICT be realised.

## **INTEGRATING ICT IN INDONESIAN ELT**

All the issues raised in this study are likely critical for the improvement of ELT in Indonesia. As has been discussed earlier, ELT in Indonesia is complex with issues ranging from teaching approaches and teachers' English language proficiency to the lack of

authentic resources and opportunities to use the target language. The typical characteristic of Indonesian ELT is the traditional teacher-centred style of teaching. Moreover, students are often passive and rarely involved in learning activities. The integration of ICT is promising for changing and improving the effectiveness of the current Indonesian ELT condition.

By employing ICT, teachers could vary their teaching and learning activities. It could assist them to gradually change their teaching style from teacher-centred to learner-centred, giving the learners the chance to have an active role in the learning process. In addition, the rich multimedia facilities of ICT could offer a huge range of authentic materials as well as opportunities to have direct contact with either native speakers of English or English language learners from different regions or countries, enabling teachers to be more confident with CLT. CLT in Indonesia, it has been argued, has never got off the ground, primarily constrained by the teacher's dependency on the prescribed curriculum and textbooks materials (Jazady, 2000). Indeed, CLT in the foreign context of ELT (in other non-English speaking countries as well) is reportedly challenged by the difficulties of achieving authenticity and by the teacher's lack of English language proficiency (D. Li, 2001). Accordingly, ICT could assist in improving the implementation of CLT so as to achieve the communicative goal of ELT in the current curriculum of the Indonesian education system.

The potential for ICT's contribution to the improvement of the Indonesian ELT outcome is considerable. According to Keating (n.d), Indonesian English language learners basically are eager to learn and work hard. With a supportive learning environment and simple encouragement, they would easily acquire communicative ability. In addition, ICT technologies are increasingly significant in Indonesian adult and youngsters' lives. A study by Wahid, Furuholt & Kristiansen (2006) revealed that there has been a dramatic increase in internet use among Indonesians recently, from 1.9 million users in 2000 to 11.2 in 2004 and a predicted 16 million by the end of 2005.



The main usage has been for amusement purposes with a little for other needs including the use for supporting learning. The authors suggested that the integration of ICT in education could change the pattern of utilization and might possibly result in more national development.

The importance of ICT for education has certainly come to the attention of Indonesian educational authorities. ICT is now part of the curriculum. It has not been introduced to the primary education but has been allocated two hours a week at junior and senior secondary level education (BNSP, 2006). ICT has also become the critical medium of learning with the establishment of e-learning, online courses, online tutorials and electronic libraries through government cooperation with the private sector. Socialization for ICT is made through training in the professional development of teachers and in the healthy use of the internet for students (Yuhetty, 2002).

However, as numerous studies have noted, integrating ICT in learning activities is not without challenges. Despite the government's serious intention of embracing ICT in the national curriculum, economic problems constrain government efforts to supply adequate ICT resources for every school since the government has to prioritize educational funding for other basic educational improvements, such as teachers' welfare and student poverty (Yuhetty, 2002). Thus, as a number of the previously reviewed studies showed, Indonesian ELT is also facing a lack access to ICT facilities and resources.

In addition, a study regarding Indonesian English language teachers' literacy and competency with ICT (Son, et al., 2011) revealed that while the teachers perceived themselves to have high competency and literacy in operating and using computer applications, in fact, based on their answers to the questionnaire, their use was infrequent and limited to a narrow range of application programs. In particular, teachers were found to have little knowledge and experience of databases, concordances and CMC tools. Teachers' experience with computers was very diverse and individual differences of literacy levels were high. The authors further noted that

despite their obvious lack of competency in CALL, the teachers had a positive attitude to this concept and showed interest in learning about and working more with CALL.

Given these facts, there seems to be a long way to go for ELT in Indonesia to reach effective ICT integration. Indeed, ICT integration into classroom activities does not happen immediately: it requires cooperation among a number of stake holders such as the teachers and IT coordinators as well as the whole school community and other educational authorities (Trucano, 2005). While such challenges in implementation exist, they can be overcome.

## **CONCLUSION**

Indonesian ELT is different from its neighbouring countries – of Malaysia, Singapore, or the Philippines – and complex for numerous reasons. The opportunities to use English in Indonesia are much fewer than the outer circle countries and are commonly limited to school practice. English language teachers are often found to lack English language proficiency, while access to resources and materials for ELT is limited (Dardjowidjojo, 2000). In addition, specific socio-cultural issues also impact on ELT teaching and learning activities (Keating, n.d.; Nurkamto, 2003). Learners view teachers as respected figures, the sole source of knowledge, and asking teachers a lot of questions is impolite. Learners are passively involved, as good learners are those who listen to the teacher and perform the tasks by avoiding as many mistakes as possible.

Overcoming these problems and improving the ELT outcome are possible through the integration of ICT along with changing the approaches to teaching from traditional teacher-centred to learner-centred, based on the constructivist theory of learning and on implementing CLT. ICT enables Indonesian ELT to have access to a wide range of authentic materials and resources necessary for the ideal implementation of CLT. Furthermore, learners could be encouraged to participate more actively through varieties of tasks and could be assisted to learn in interactive and collaborative modes,

encouraging them to achieve above their current potential. That is, ICT is a medium which complements the constructivist learning theory and current views of effective second language teaching and learning.

## **RECOMMENDATIONS**

Considering the specific ELT situation in Indonesia, some actions that can be taken to improve ELT practices through integrating ICT are as follow. Firstly, The Indonesian government and school authorities need to ensure that there are adequate ICT facilities in public schools throughout Indonesia. As suggested throughout the study, the successful integration of ICT in LTL depends both on availability and the successful incorporation of the principles of second language learning theory and CLT approaches in teaching and learning activities. Therefore, there must be an adequate supply of and access for teachers to ICT hardware and software in schools and teaching classrooms.

Secondly, Teachers of English must be trained in English language mastery, the use of ICT, and the integration of ICT in LTL. It is important that teachers are ready to work with ICT. For this reason, teachers do not only need good competency in using ICT tools but also appropriate English language skills and sound pedagogical knowledge. Training for teachers is obviously necessary and should be in the integration of technology into the pedagogical content and knowledge (Harris, et al., 2009). Some ways for Indonesian ELT to achieve this are by including ICT in teacher training courses and teacher education programs.

Finally, There needs to be some changes made in the curriculum and assessment system. Another important consideration for maximum attainment of enhanced LTL with ICT, which has not been discussed in this study, is the need for a revolution in the curriculum and assessment system. While the teaching of English through integrating ICT with the communicative approach and the constructivist theory of learning can be assessed through

standardised tests, alternative assessment practices need to be developed to adequately to address the integrated nature of students' English language and ICT learning. Learners must be assessed by various forms of assessment covering both knowledge and performance of skills that are authentic and simulate the real situations of language uses (Brown & Abeywickrama, 2010).

This study has investigated that numerous literatures show evidence that ICT enhances the LTL process when integrated with adequate facilities and the teacher's skill in using the tools. Indonesian ELT can benefit from ICT integration under the appropriate conditions. It is hoped that this study will contribute to the development of a better understanding of the concept of ICT in LTL in general and ICT adoption for Indonesian ELT in particular, as well as assist in decision-making for the preparation of learners and teachers facing the digital era of learning.

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