

**PRE-SERVICE TEACHER PERCEPTIONS OF  
INTEGRATING ICT IN ENGLISH TEACHING: AN  
INTERVIEW STUDY**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for  
Bachelor Degree of English Education Department



Arranged by:

Syafni Nur Rakhman

1903046046

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TEACHING  
WALISONGO STATE ISLAMIC UNIVERSITY OF  
SEMARANG  
2023**

# THESIS PROJECT STATEMENT

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I am a student with the following identity:

Name : Syafni Nur Rakhman

Student's Number : 1903046046

Department : English Education Department

State that the thesis entitled **"PRE-SERVICE TEACHER PERCEPTIONS OF INTEGRATING ICT IN ENGLISH TEACHING: AN INTERVIEW STUDY"** is definitely my own work. I am completely responsible for the content of the thesis. Other researchers' opinions and findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 16<sup>th</sup> September 2023

The Writer,



Syafni Nur Rakhman

NIM. 1903046046

# RATIFICATION



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Prof. Dr. Hamka Km.2 Ngaliyan Telp/Fax (024) 7601295 Semarang 50185

## RATIFICATION

Thesis with following identity :


Title : Pre-Service Teacher Perceptions of Integrating ICT in English  
Teaching: an Interview Study  
Name : Syafni Nur Rakhman  
Student Number : 1903046046  
Department : English Education Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements for graining the Bachelor Degree in English Education Department.


Semarang, 29 September 2023

### THE BOARD OF EXAMINERS


Chairperson,

  
Savvidatul Fadhliah, M.Pd  
NIP. 19810908 200710 2001

Secretary,

  
Dr. Hi. Siti Tarwihah, M.Hum  
NIP. 19721108 199903 2001

Examiner I,

  
Nadiah Ma'mun, M.Pd  
NIP. 19781103 200701 2016



Examiner II

  
Dr. Hi. Siti Mariam, M.Pd  
NIP. 19650727 199203 2002

Advisor,

  
Savvidatul Fadhliah, M.Pd  
NIP. 19810908 200710 2001

# ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia  
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

---

## ADVISOR NOTE

To:

The Dean of education and Teacher Training Faculty  
Walisongo State Islamic University Semarang

*Assalamu'alaikum, wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : PRE-SERVICE TEACHER PERCEPTIONS OF INTEGRATING ICT  
IN ENGLISH TEACHING: AN INTERVIEW STUDY  
Name of Student : Syafni Nur Rakhman  
Student Number : 1903046046  
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of  
Walisongo State Islamic University to be examined at the Munaqosyah session.

*Wassalamu'alaikum, wr. wb.*

Semarang, 13 September 2023

Advisor,



**Sayyidatul Fadlilah, M.Pd.**  
NIP. 19810903 200710 2 001

## ABSTRACT

**Title : Pre-service Teacher Perceptions of Integrating ICT in English Teaching: an Interview Study**

Name : Syafni Nur Rakhman

NIM : 1903046046

The objective of this study was to describe the types of Information and Communication Technology (ICT) employed by pre-service teachers in English instruction, as well as their perceptions regarding the integration of ICT in English language teaching. The data was gathered in August 2023 from eight pre-service English teachers. The participants were determined using convenience sampling. The research design employed qualitative method, and the research methodology employed in-depth and semi-structured interviews. The findings indicated that pre-service teachers utilized various ICT tools in English language instruction, including LCD screens, laptops, mobile phones, and YouTube. Additionally, the interview responses predominantly conveyed positive perspectives. The teachers expressed satisfaction with the incorporation of ICT in English teaching, noting that it enhanced lesson comprehension, fostered enthusiasm for the subject, and bolstered teacher creativity.

*Keyword: English language teaching, ICT, pre-service English teacher.*

## **DEDICATION**

All the praises and thanks to the Almighty Allah, who has blessed the researcher to complete this thesis successfully. I dedicate this thesis to my dear parents, siblings, extended family, friends, and all the compassionate individuals who have provided unwavering support, motivation, and boundless love throughout the researcher's journey.

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## MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

*“Then which of your Lord’s favours will you both deny?”*

[الرحمان:13]

*“Technology is nothing. What’s important is that you have a faith in people, that they’re basically good and smart, and if you give them tools, they’ll do wonderful things with them.”*

—Steve Jobs

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## **CHAPTER I INTRODUCTION**

This chapter presents the introduction of the research. This chapter consists of the background of the research, research question, research objectives, research questions, significances of this study, and limitations of the study.

### **A. Background of the Research**

The introduction of new technology into mainstream education has been widely anticipated to deeply impact and revolutionize teaching and learning across all subjects in the curriculum (Hennessy, Ruthven, and Brindley 2005). Since the 1960s, computers have been successfully employed in the educational context for teaching and learning foreign languages. Several reasons support their use, such as experiential learning, increased motivation, improved student performance, access to authentic study materials, enhanced interaction, personalized learning, freedom from reliance on a single information source, and fostering a broader global perspective (Aydin 2013).

Education systems worldwide, irrespective of their level of development, are facing growing demands to integrate information and communication technologies (ICT) into their practices (Jimoyiannis and Komis 2007). According to Park

& Son, In the 21st century, students' proficiency in information and communication technology (ICT) is considered essential for their overall skillset. These competencies empower students to actively engage in society as both global citizens and productive members of the workforce (Park and Son 2022).

ICT serves as a valuable learning tool with several advantages. It accommodates diverse learning abilities and styles, enhancing the effectiveness of the learning process. By encouraging active student engagement, ICT fosters creativity and imagination while boosting confidence. Additionally, it empowers students to become adept at finding, exploring, analyzing, and presenting information in innovative ways (Rais 2022). Governments and educational authorities are making substantial investments in ICT infrastructure and initiatives aimed at harnessing the increasing potential of technology. These efforts are geared towards equipping students with essential ICT skills and providing teachers with the necessary training to effectively integrate technology into their teaching and learning practices (Park and Son 2022).

The impact of technology on language instruction, particularly for English teachers, is evident. Various elements such as digital dictionaries, Power Point presentations, and web-based tools like email and the internet have become integral in integrating ICT (Information and Communication

Technology) into English language classrooms. Non-web-based devices such as computers, LCD screens, digital projectors, tape recorders, and sound systems also play a role.

These tools can be employed to teach the four language skills: reading, listening, speaking, and writing. Additionally, teachers have the option to utilize both web-based and non-web-based learning resources to enhance student engagement. Through the effective use of ICT, teachers can facilitate language acquisition, create a more efficient and effective teaching and learning process, and gather valuable information and knowledge.

In Spain, there is a dichotomy regarding ICT-supported teaching. On one side, it is seen as a modern and progressive approach that is bound to happen. However, on the other side, some reservations and preferences for traditional teaching methods are expressed, indicating some hesitation towards fully embracing technology in the educational context (McGarr and Gavaldon 2018).

In Turkey, participants emphasized the need for academic staff to enhance their competence in integrating ICT into their teaching practices. This aspect holds significant importance as their ICT proficiency directly impacts the way they design, plan, and conduct their courses (Aslan and Zhu 2015). In Hong Kong, ICT instructors have the opportunity to present teachers with concrete scientific evidence



demonstrating the successful impact of e-learning tools on student learning. For instance, they can highlight the advantages of computer-assisted mind mapping in improving students' English reading skills (Bai, Wang, and Chai 2021).

However, as demonstrated in the case of Spain, there exists a dichotomy in attitudes towards ICT-supported teaching. While some view it as a progressive approach, there are reservations, indicating a hesitation to fully embrace this technological shift. Similar sentiments are echoed in Turkey, where the emphasis on enhancing academic staff competence in ICT integration highlights the pivotal role of educators in driving this change. This underscores the global imperative for educators to not only possess ICT proficiency, but also to leverage it in course design and delivery.

Hong Kong stands as an exemplar in presenting scientific evidence that substantiates the positive impact of e-learning tools on student learning outcomes. Concrete cases, such as the use of computer-assisted mind mapping to enhance English reading skills, serve as powerful advocacy for the integration of technology in education.

While there may be hesitations and challenges in fully embracing ICT-supported teaching, the potential benefits for enhancing learning experiences are substantial. By addressing teacher competence, finding a balance between tradition and innovation, and providing evidence of impact, these

educational systems can navigate the path towards a more technologically advanced and effective approach to teaching and learning.

Today's pre-service teachers are anticipated to possess a more advantageous position in leveraging technology for their teaching compared to those who came before them (Park and Son 2022). According to Aydin, It has been suggested that language teachers can easily capitalize on student interest in this learning approach with just a rudimentary understanding of micro-computers. Entry-level programs for language teaching are relatively straightforward, and computers contribute to making language learning engaging and pleasurable. (Aydin 2013)

Contemporary pre-service teachers are poised to wield technology as a powerful tool in their teaching practices, representing a significant advancement over their predecessors. A basic familiarity with micro-computers can enable language teachers to tap into students' enthusiasm for technology-enhanced learning. Entry-level language teaching programs are now more accessible, and the integration of computers has the potential to transform language learning into an engaging and enjoyable experience. This highlights the pivotal role of technology in modern education and underscores the importance of equipping educators with the skills and knowledge to effectively utilize it in the classroom.

In the context, the classroom was often the sole environment where students could practice English, limiting their opportunities to enhance their communicative competence beyond the classroom setting. (Jeong 2017). Researchers and policymakers have paid limited attention to the degree to which pre-service teachers acquire essential ICT knowledge in teacher education programs and the factors that influence their knowledge levels (Tezci 2011).

The existing educational landscape, often confines English language learners to practicing within the classroom, restricting their ability to develop communicative competence in broader contexts. Furthermore, there are a notable gap in research and policy focus on the acquisition of crucial Information and Communication Technology (ICT) knowledge among pre-service teachers within teacher education programs, along with the factors that shape their proficiency in this domain. This underscores the importance of reevaluating and reinforcing ICT integration in teacher education curricula to better equip educators with the tools and skills needed for contemporary teaching practices. It also emphasizes the need for a broader perspective on language acquisition that extends beyond the confines of the classroom.

Nim Park states that teachers' attitudes or concerns have a significant influence on the use of computers in the classroom (Nim Park and Son 2009). Although efforts have

been made to educate teachers on ICT integration, many research studies have revealed that most teachers do not integrate ICT into their classroom activities effectively (Tezci 2011). While teaching methods incorporating technology have significantly advanced, achieving effective outcomes relies on teachers' appropriate utilization of the technology during the teaching process.

ELT materials that encourage the use of ICT are now widely used, and the integration of technology into classroom settings has gained significant popularity among teachers. However, the implementation of similar curriculum can vary across schools due to resource availability, infrastructure development, and school location. English pre-service teachers in rural areas face a similar challenge in effectively incorporating ICT into their lesson plans. Several factors contribute to pre-service teachers' difficulties in utilizing ICT in their classrooms.

The integration of Information and Communication Technologies (ICT) in education has long been anticipated as a transformative force across diverse academic disciplines. Particularly in the realm of language instruction, the potential of technology to enhance learning experiences is profound. From digital dictionaries to web-based tools and non-web-based devices, a spectrum of resources empowers educators to engage students in comprehensive language skill

development. This includes reading, listening, speaking, and writing, offering a multifaceted approach to language acquisition.

From the statement above, the researcher is interested to know **“Pre-Service Teacher Perceptions of Integrating ICT in English Teaching”**

## **B. Research Question**

Based on the background above, the problem of the research can be formulated in the following questions:

1. What kinds of Information and Communication Technology (ICT) are implemented by the pre-service teachers in English Language teaching?
2. What is pre-service teachers’ perceptions on the integration of information and communication technology (ICT) in English language teaching?

## **C. Research Objectives**

Based on the problem statement, the objectives of the research is to describe:

1. kinds of Information and Communication Technology (ICT) are implemented by the pre-service teachers in English Language teaching.

2. Pre-service teachers' perceptions on the integration of information and communication technology (ICT) in English language teaching.

#### **D. Significances of this Study**

Theoretically, this research is to find out the pre-service teacher's perspective in integrating information and communication technology (ICT), especially in teaching English and also to find out how pre-service teachers implement kinds of ICT in teaching English. In particular, it can provide a reference for further researcher and collect information or data about using information and communication technology when teaching and learning English.

Practically, the findings of this research are expected to enrich our understanding of pre-service teacher perceptions of integrating ICT in English teaching. On the other hand, this research can be utilized by the future researcher as a source of knowledge and a guide for undertaking relevant studies.

#### **E. Limitations of The Study**

The research limitation is necessary to preserve the focus of the research:

1. This study is focused on examining pre-service teacher perceptions of Integrating ICT in English teaching

2. This study is conducted to find out what kinds of ICT that are use by pre-service teacher
3. The research is aimed at investigating pre-service teacher perceptions on integrating ICT in English teaching.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents a review of the literature related to this research. In addition, this chapter also mentions pre service teacher perceptions on integrating ICT in English teaching. It also provides reviews of previous research and conceptual frameworks.

#### **A. Review of Previous Research**

Several studies have examined pre-service teachers' perception of integrating ICT in English teaching. In this case, the researcher finds some previous researches that are relevant to the research that researcher has been conducted.

Some sources explain the relationship between pre-service teachers and educational facilities in schools. Kuru Gönen (2019) Teacher education programs should incorporate technology into student teaching, which is a critical phase in the professional development of future educators. This will ensure that students are well-equipped to effectively utilize computers in actual classroom environments. Ridha and Fithriani (2023) Teachers also need to be convinced of the value of technology as a tool to supplement and improve classroom practice.



The integration of technology into teacher education programs, especially during the pivotal student teaching phase, is essential for preparing future educators to effectively incorporate computers and digital tools in real classroom settings. It is equally crucial to convince both current and aspiring teachers of the value of technology as a supplementary and enhancing tool for classroom practice. By embracing technology in teacher preparation and fostering a positive attitude towards its use, we can better equip educators to meet the evolving needs of modern education and provide students with a more enriched and adaptive learning experience.

Other sources gathered by the researcher found the positive attitudes of pre-service teachers towards the technology they use in learning. Albirini (2021) the majority of respondents considered computers as a viable educational tool that has the potential to bring about different improvements to their schools and classrooms. (Park and Son 2022) Overall, the participants showed positive attitudes towards technology integration in the classroom and frequently mentioned their beliefs with respect to the significance and roles of ICTs.

Those source state that teachers had a positive attitude towards computers and reported feelings of ease, confidence, and comfort while using them in the teaching and learning

process. They did not experience stress, worry, fear, anxiety, or skepticism when utilizing computers. It is evident that both studies highlight positive attitudes towards the integration of technology, particularly computers and information and communication technologies (ICTs), in educational settings.

The majority of respondents in Albirini's study viewed computers as valuable educational tools with the potential to bring about significant improvements in schools and classrooms. Similarly, the participants in Park and Son's research exhibited favorable attitudes towards technology integration in the classroom, frequently emphasizing the importance and roles of ICTs.

Those sources suggest that teachers embraced technology as a valuable tool in their educational settings and were open to exploring its potential benefits for language instruction. Their positive mindset and comfort with technology usage likely contributed to a more effective and engaging learning environment for their students.

A comprehensive review of existing research provides valuable insights into pre-service teachers' perceptions and attitudes towards the integration of Information and Communication Technologies (ICT) in English teaching. The findings shed light on the critical relationship between teacher education programs and educational facilities in schools. Kuru Gönen (2019) underscore the importance of infusing

technology into student teaching, a pivotal phase in students' professional development. This approach ensures that future educators are well-prepared to seamlessly incorporate computers and digital tools into actual classroom settings. Additionally, Kuru Gönen (2019) emphasizes the need to convince both current and aspiring teachers of the immense value that technology brings as a supplementary tool for enhancing classroom practice. This underscores the significance of fostering a positive attitude towards technology in teacher preparation programs.

Furthermore, the research identifies a prevalent positive attitude among pre-service teachers towards the technology they employ in their learning environments. Albirini's study (2021) highlights that the majority of respondents recognized computers as highly valuable educational tools with the potential to usher in significant improvements in schools and classrooms. Similarly, Park and Son's research (2022) reveals that participants expressed favorable attitudes towards technology integration in the classroom, emphasizing the pivotal roles played by Information and Communication Technologies (ICTs). This consensus indicates a widespread acceptance and appreciation for the potential benefits that technology, particularly computers, can bring to educational settings.

Notably, both studies emphasize that teachers exhibited comfort, confidence, and ease in utilizing technology in the teaching and learning process. This lack of stress, worry, fear, anxiety, or skepticism underscores their readiness to embrace technology as a valuable tool in their educational environments. Such positive mindsets likely contributed to the creation of more effective and engaging learning environments for their students.

These collective findings reaffirm the pivotal role of technology in modern education, particularly in the context of language instruction. They emphasize the importance of not only integrating technology into teacher education programs, especially during student teaching, but also of cultivating a positive attitude towards its use among educators. This dual approach is instrumental in equipping future teachers with the skills and mindset necessary to meet the evolving needs of education in the digital age.

In essence, the research highlights a paradigm shift towards a more technologically integrated educational landscape, underpinned by the positive attitudes of pre-service teachers towards ICT. By recognizing and capitalizing on this shift, we have the opportunity to harness the full potential of technology to enhance language instruction and create enriched, adaptive, and effective learning experiences for students. This reinforces the imperative for continued efforts

in integrating technology into teacher education and fostering a culture of technological fluency and enthusiasm among educators. As we move forward, it is essential to seize this momentum and continue to explore innovative ways in which technology can further elevate the quality and efficacy of education.

From several previous studies that the researcher has discovered, there are both similarities and differences with this research. The fundamental difference between this study and previous research lies in the methods and the results of the conducted research. In this study, the researcher employed interviews as the data collection method. The similarities between this research and previous studies, as summarized by the researcher, include similarities in content regarding ICT and its application in education. This study also shares a focus on pre-service teacher perceptions, just like previous research.

## **B. Literature Review**

### **1. ICT in English Teaching**

Educational organizations and councils globally, such as the International Society for Technology in Education and the American Council on the Teaching of Foreign Languages, emphasize the importance of having highly skilled teachers who can effectively integrate

technology in classrooms. Recently, the TESOL Technology Standards, a comprehensive framework tailored to language teaching contexts, have also been introduced, providing guidelines to define the essential technological competencies for both language teachers and learners.(Aşık et al. 2020)

Teachers encounter new demands of those learners in integrating new technologies into the second/foreign language classroom. They also look for better ways of providing students with linguistic skills, meaningful communication and culture.(Nim Park and Son 2009) According to B. Rais (2022), ICT tools for teaching, such as an online dictionary, Zoom Meetings, PowerPoints, and others. The table below shows the ICT tools used by the participants in the teaching process.

Accordinh to Rais (2022) Different forms of ICT have had a significant impact on the methods used by English teachers in their instruction. Language learners find value in utilizing ICT within language laboratories, which encompass a diverse array of technologies. Teachers perceive the efficacy of language learning and instruction as closely tied to the effective integration of information and communication technologies (ICT).

the integration of Information and Communication Technology (ICT) in English language teaching has

become paramount in meeting the evolving demands of language learners. Educational organizations and councils worldwide emphasize the significance of highly skilled teachers proficient in employing technology effectively in classrooms. The introduction of frameworks like the TESOL Technology Standards further delineates essential technological competencies for both teachers and learners in language teaching contexts.

In English teaching, the mastery of four skills, namely: Listening, Speaking, Writing, and Reading is important. These four language skills form the foundation of effective communication and language proficiency. In combination, these four language skills create a well-rounded language learner who can understand, communicate, and interact effectively in English. They are interconnected and mutually reinforcing, and successful English teaching should focus on developing all these skills in balance to ensure comprehensive language development. Information and Communication Technology (ICT) can be used to facilitate and improve the ability of these four skills.

The development of the four foundational language skills—Listening, Speaking, Writing, and Reading—is crucial for comprehensive language

proficiency. ICT offers diverse methods to facilitate and enhance these skills, from multimedia instruments for improving listening comprehension to teleconferencing and digital platforms for honing speaking abilities.

Listening skills using CALL (Computer Assisted Language Learning) is one way to motivate language learners to take a dynamic role in learning even though they act as passive listeners.(Nim Park and Son 2009) There are several options for developing listening skills using multimedia instruments such as digital stories, Mp3, Recording, music or Podcasts.

We can see the use of ICT in improving speaking skills in the classroom through distance learning teleconference or the use of skype, zoom, google meet and other facilities. More specific activities in clas(Hennessy, Ruthven, and Brindley 2005)s, such as the teacher recording the students' dialogue, then replaying it for comments or feedback from other participants.

Beside that, students can write their ideas in personal blogs or submit their articles to the school website if there is a particular space for them to provide ideas. In addition, they can send or upload their writings via email, Instagram, Twitter, Facebook, and other applications.



ICT extends opportunities for students to engage in writing activities through personal blogs, school websites, and various social media platforms. It empowers them to share their thoughts, ideas, and written work in an interconnected digital landscape.

In the classroom, Reading skill can be developed by displaying text with the help of an LCD projector and then asking to read it. In addition, the teacher can assign students to read the news online in English individually.

the integration of ICT not only expands the possibilities for language learning but also equips educators and learners with powerful tools to navigate the dynamic landscape of language education in the 21st century. Embracing these technological advancements ensures a more engaging, effective, and inclusive English language learning experience for all (Hennessy, Ruthven, and Brindley 2005).

## **2. Pre-Service Teacher on Integrating ICT**

Pre-service teacher also known as teacher candidates, this term is used to describe students teachers who are enrolled in a teacher preparation program and working toward teacher certification. According to Zacharis and Gerogios (2019) stated that pre-service teacher is students trained from higher education

institution to become professional teachers. They complete supervised field-based teaching experiences with the support and mentor-ship of university faculty (Goulette 2018). Pre-service teachers are the teachers of the future. They are expected to integrate ICT into their future classroom activities (Tezci 2011).

The upcoming generation of teachers is acknowledged not only as a valuable resource for curriculum design and educational content but also as crucial change agents. They play a pivotal role in bridging the gap between how ICT is currently applied in classroom teaching and the potential opportunities it offers to enrich learning. As a result, the ICT competencies of pre-service teachers are likely to have a substantial impact on improving student learning outcomes.(Lim, Yan, and Xiong 2015)

In addition Cher (2015), Pre-service teachers' ICT capacities are influenced by many variables, such as curriculum, objectives, pedagogical activities, participants, socio-cultural contexts, learning environment and level of learners. Pre-service teachers' experiences with and perceptions of technology influence their intention and readiness to use it in real-world contexts.(Park and Son 2022)

Pre-service teachers conceptualize ICT as screen-based technologies such as interactive whiteboards, desktop and laptop computers, e-projectors and smartphones, as well as educational software and applications that can be used on these devices.(International, Dong, and Mertala 2019)

The significance of ICT was recognized not for its inherent value, but as a facilitating tool to be employed effectively in order to facilitate a wide range of interactions. However, this could be influenced by the teachers' level of confidence and proficiency in using ICT, as well as the amount of time they could allocate to creating suitable resources (Beauchamp 2011).

ICT (Information and Communication Technology) is seen as a valuable tool primarily for its ability to enhance various forms of interaction in education. It's not valued for its own sake, but rather for how it can enable effective learning experiences. However, the extent to which teachers can harness the potential of ICT depends on their confidence and skill in using it, as well as the time they have available to create appropriate teaching materials or resources.

pre-service teachers, also referred to as teacher candidates, represent a critical cohort within the educational landscape. They are students undergoing

specialized training within higher education institutions, preparing to embark on the path of professional teaching. Through supervised field-based teaching experiences, guided by university faculty, these aspiring educators receive the necessary support and mentorship to develop into competent teachers (Goulette, 2018; Zacharis and Gerogios, 2019).

The role of pre-service teachers extends beyond mere learners; they are acknowledged as vital contributors to curriculum design and educational content. As key change agents, they hold the potential to bridge the current application of Information and Communication Technology (ICT) in classroom teaching with its untapped possibilities for enriching learning experiences. Consequently, the ICT competencies they develop are poised to significantly influence and elevate student learning outcomes (Lim, Yan, and Xiong, 2015).

A multitude of factors shape the ICT capacities of pre-service teachers, ranging from curriculum design and pedagogical activities to socio-cultural contexts and learning environments (Cher, 2015). Their experiences and perceptions of technology wield a significant influence over their readiness and intention to apply it in real-world educational contexts (Park and Son, 2022).

Pre-service teachers perceive ICT as encompassing a spectrum of screen-based technologies, including interactive whiteboards, computers, e-projectors, smartphones, and the software and applications that run on these devices (International, Dong, and Mertala, 2019). This comprehensive view of ICT underscores its integral role in modern education, reflecting an understanding of its diverse applications and potential impact on teaching and learning.

While the recognition of ICT's significance in education is clear, it is important to note that its value lies not in itself, but in its capacity to facilitate a wide array of interactions that enhance the learning experience. The extent to which teachers can effectively leverage ICT hinges on their confidence and proficiency in its use, as well as the time they can allocate to creating tailored resources (Beauchamp, 2011). This emphasizes the need for ongoing professional development and support systems to empower pre-service teachers in maximizing the potential of ICT within their future classrooms.

In sum, the role of pre-service teachers in shaping the future of education is profound. Their evolving ICT competencies are poised to drive advancements in teaching practices, ultimately enhancing student learning experiences. By recognizing and harnessing the potential

of ICT, educators can usher in a new era of dynamic and effective learning environments, preparing students for success in the digital age. As we move forward, it is imperative to continue investing in the development of pre-service teachers' ICT capacities, providing them with the tools and knowledge needed to navigate the evolving landscape of education.

### **3. Indicator of Perceptions**

Perception involves the actions of choosing, arranging, and making sense of sensory data (Huffman 2010). According to Akande “perception is the cognitive impression that is formed of “reality” which in turn influences the individual’s actions and behavior towards that object (Akande 2009). This implies that whether someone views something positively or negatively depends on their personal feelings when encountering the object. Not everyone will share precisely the same perception of specific things, even when dealing with the same object. This variation occurs because individuals perceive things based on their subjective emotions and past experiences.

Perception is the awareness of something through the senses. In other words, it is the ability to see, understand, hear. It is important due to the following reasons. First, It is a physiological through which

everything is interpreted and understood in this word. Second, it is the way people perceive things. Third, perceptions help in sharpening up a person's goal. It is the thing that initiates anyone to find their purpose in life. In the context pre service teachers' perception is that they are as the becoming trained teacher or teacher candidates. They are expected to be the good model for their students. As long as the teachers pronounced the words correctly thus they could imitate for doing properly.

To measure opinion and perception can be taken by questionnaire or interviewing. In order to gather the measurements of the users' opinion, it uses the multiple choice in the questionnaires. In order to guide the user to opt answers that were ordered in interval scale with choice bars or percentage assessment. It goes to be a survey research the different is on open ended question and close-ended questions.

#### **4. The Association between Pre-service Teachers' perceptions of Integrating ICT**

People's habits are shaped by their perception, including their usage of ICT. The positive experiences and perceptions of preservice teachers regarding ICT influence their inclination to utilize it. When individuals

hold a favorable perception, they are more likely to believe that ICT offers advantages to its users. It is supported by the statement that perception has a role in human behavior (Rais 2022).

Teachers' perceptions for ICT integration such as their ICT self-efficacy, technology attitudes, computer anxieties etc. are investigated to predict to what extent teachers integrate ICT into their teaching practices (Aslan and Zhu 2015). Incorporating advanced ICT skills into teaching practices can greatly enhance the teaching and learning process for pre service teacher.

Technological Pedagogical and Content Knowledge (TPACK) forms a fundamental knowledge base influencing pre-service teachers' perspectives on integrating ICT in education. TPACK emphasizes that teachers' utilization of technology involves not only technological knowledge and skills but also a deep understanding of how technology aligns with the specific content they are teaching and the corresponding pedagogical approaches (Park and Son 2022).

Teacher beliefs about teaching are a critical factor in integrating ICT in the classroom and teachers' pedagogical beliefs are described as “a starting point to try things out” (Park and Son 2022). Existing literature has identified various factors that impact teachers'



perceptions about ICT. These factors encompass the role of technology in society and professional life, teachers' proficiency in technology, their exposure to technology in the classroom, the relevance of the subject matter and instructional approaches, as well as considerations regarding learners' needs and desired learning outcomes.

Pre-service teachers' perceptions of integrating ICT play a crucial role in shaping the successful integration of technology in education. Technological competence, pedagogical beliefs, teacher education programs, personal experiences, and attitudes are key factors that influence their perception. While the integration of ICT in education offers numerous benefits, challenges related to access, teacher training, and pedagogical alignment must be addressed.

There are several factors that influence the integration of ICT. First, TPACK Framework. Technological Pedagogical and Content Knowledge (TPACK) is a pivotal concept that guides pre-service teachers' perspectives on integrating ICT. TPACK emphasizes that effective use of technology in education requires a deep understanding of how it aligns with the specific content being taught and the corresponding pedagogical approaches. This comprehensive framework ensures that technology is seamlessly integrated into the

curriculum, enhancing the teaching and learning process (Park and Son 2022).

Second, Teacher Beliefs and Pedagogical Beliefs. The beliefs that teachers hold about their profession and teaching methods play a critical role in the integration of ICT. Teachers' pedagogical beliefs act as a foundation, influencing their willingness to experiment and implement new strategies, including the use of technology (Park and Son 2022)

Third, Perceptions of ICT Self-Efficacy and Computer Anxiety. Teachers' perceptions of their own ICT self-efficacy, as well as any anxieties related to technology, are crucial factors that impact the extent to which they integrate ICT into their teaching practices (Aslan and Zhu 2015). Confidence in their ability to effectively use technology and a reduction of anxiety related to its use can lead to more seamless integration.

Pre-service teachers' perceptions play a central role in shaping their willingness and ability to integrate ICT in education. Factors such as TPACK knowledge, teacher beliefs, and experiences in teacher education programs are instrumental in influencing these perceptions. While the benefits of ICT integration in education are substantial, addressing challenges related to access, training, and pedagogical alignment is crucial.

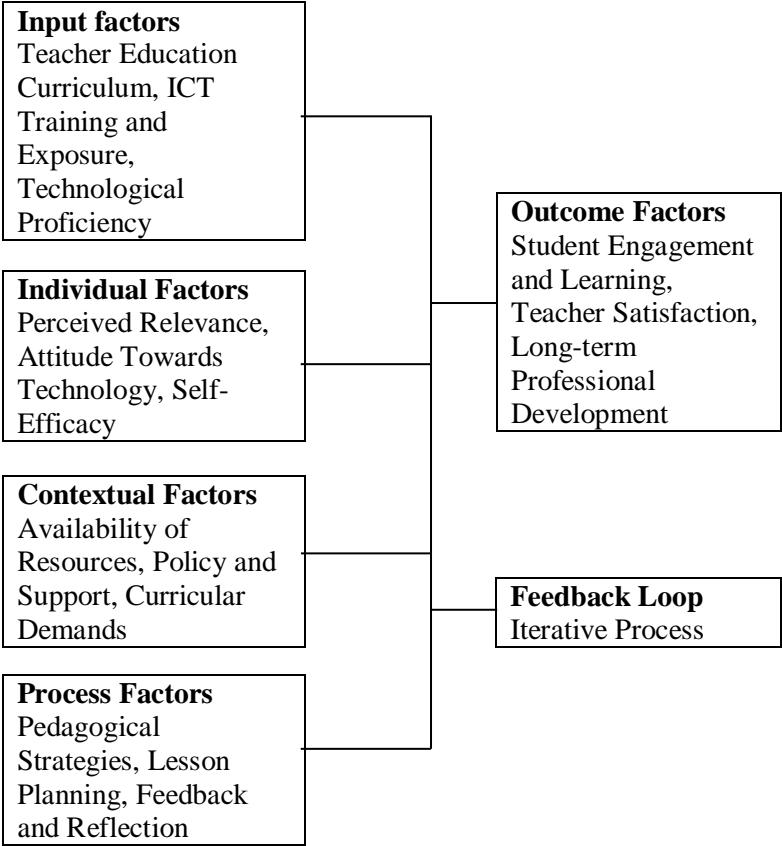
By recognizing the significance of perceptions and providing adequate support and training, we can empower pre-service teachers to effectively leverage technology for enhanced learning experiences.

### **C. Conceptual Framework**

In this conceptual framework provides a structured overview of the key elements influencing pre-service teachers' perceptions and practices in integrating ICT in English language teaching. It considers various inputs, individual characteristics, contextual factors, processes, and outcomes, highlighting the dynamic nature of this integration process. The feedback loop underscores the ongoing nature of this journey, emphasizing the potential for growth and improvement over time.

this conceptual framework is a comprehensive model that outlines the various factors that impact how pre-service teachers approach and implement ICT in their English teaching. It emphasizes that this is not a one-time event, but an ongoing journey of learning, feedback, and improvement. It also suggests that with time and experience, pre-service teachers have the potential to become highly skilled in effectively integrating technology into their teaching practices.

Chart 2.1 *Conceptual Framework*



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research design, participants setting, instrument of the research, method of collecting data, method of analysis data, procedure and timeline.

#### **A. Research Design**

This study aimed to examine pre-service teacher perception on integrating ICT in English teaching. In this study, the researcher use a qualitative interview study. A qualitative interview study aims at having an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it (Alshenqeeti 2014).

Interviewing, as well as other qualitative approaches to social science research, differs from quantitative methods in the sense of its ability to analyse the resulting data making an allowance for participants' social life. The value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to “speak in their own voice and express their own thoughts and feelings”.

The interviewer maintains a relaxed approach during the interview, giving the interviewee the freedom to delve into the

subject extensively and explore various perspectives using open-ended questions. Interviews are typically conducted one-on-one but can also involve pairs or groups of participants (Longhurst 2009).

## **B. Sources of Data/Participants Setting**

- a. The participants were determined using convenience sampling. Convenience sampling describes the data collection process from a research population that is effortlessly reachable to the researcher (Golzar and Noor 2022). In this sampling, the researcher personally knew the sample better and was familiar with the sample. In this research, the researcher chose Eight participants only among the students of English education department of UIN Walisongo who have completed their teaching practicum in junior high school and senior high school which was easiest to access and had a flexible schedule for the research. Moreover, The participants were selected because they could provide relevant information about the topic.
- b. The type of this research is interview studies, which conduct an in-depth exploration from interview within some specific context nowadays.

### **C. Method of Collecting Data**

In this study researcher used in depth and semi-structured interview as an instrument to find out the pedagogical implication. A in-depth semi-structured interviews tend to unfold in a conversational interview, despite the interviewer's preparation of a planned set of questions. Hence academics can explore into the subject as deeply as they want and from as many perspectives as they want (Longhurst 2009). In-depth, semi-structured interviews are helpful for exploring into complex behaviors, opinions, and emotions, as well as obtaining a lot of experiences. Although the strategy does not provide researchers with access to "the truth," it does provide them with some insights into what individuals do and believe.

### **D. Instrument**

In this study, the researcher himself was the first. The researcher functioned as a data collector as well as an analyzer of the research findings in this study. Interview were the instrument. In depth, semi structured interviews will use in this research, to obtain pre-service perception on integrating ICT in English teaching.

Interviewing holds significance not only for constructing a comprehensive overview, scrutinizing language, and

presenting detailed perspectives of respondents, but also for providing a platform for interviewees to convey their thoughts and emotions in their own authentic voice (Alshenqeeti 2014).

According to Longhurst (2009) While the interviewer may have a set of pre-planned questions, in-depth, semi-structured interviews often progress in a more natural, conversational flow. Due to this research being concerned with the integration ICT in English teaching, aspects of the interview that will be addressed to participant is related to Pre-service teachers' experience, engagement, and motivation. The interview guideline will adopt from Aslan, Aydın, and Chang Zhu (2015).

Table 3.1 Interview Guideline

No	Question
1.	Are you interested in developing your skills and knowledge in ICT?
2.	What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?



3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?
4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?
5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?
6. What do you think about the advantages and disadvantages of ICT use in English teaching?
7. What do you think about the integration of ICT into pre-service teacher education program?
8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?
9. What could be done to improve the integration of ICT into pre-service teacher training program?

10. What do you think about the integration of ICT into classes in lower secondary schools?
  11. What could be done to improve the integration of ICT into classes in EFL schools?
  12. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?
  13. On the whole, has ICT had an impact on your teaching?
  14. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?
- 

## **E. Method of Analyzing Data**

In this study, the researcher used technique of data analysis based on Miles, M. B., & Huberman (1994). which is involving three steps: data reduction, data display, and conclusion drawing/verification.

### 1. Data Reduction

Data reduction implies summarizing, choosing and focusing on significant data. The data will be recognized and classed after it has been collected by interview. The data then will be evaluated to extract critical information about the pre-service teachers' perceptions on the integrating of information and communication technology (ICT)

### 2. Data Display

After the required data is collected and identified, the data will be displayed in the form of diagrams and explanations. All of this is presented based on the findings of interviews regarding pre-service teachers' perceptions on the integrating of information and communication technology (ICT).

### 3. Drawing Conclusions

As a result of the analysis procedure, a conclusion will appear as the research's finding. The outcome of this study will be in the form of a descriptive analysis of the pre-service teachers' perceptions on the integrating of information and communication technology (ICT).. The conclusion emphasizes the pre-service teachers' perceptions on the integrating of information and communication technology (ICT).

Using these data analysis techniques, the researchers can better understand pre-service teachers perception of integrating ICT in English teaching. The findings of this research can be used to improve the design and implementation of English language learning applications and inform pedagogical practices that better support language learning through ICT.

#### **F. Procedure and Timeline**

1. The researcher collected the data from conducted interviews by asking participants using an interview guideline (first week).
2. After the data had been collected, the researcher divided the data according to its type (second week).
3. The data examined by the researcher after all of the data had been prepared. The data was thoroughly examined to ensure that the final product was a valid study result (third week-fourth week).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter contains the findings and discussions of the research and discussions regarding pre-service teachers' perceptions on integrating ICT in English teaching.

#### **A. Findings**

The findings cover data about what kinds of information and communication technology (ICT) are implemented by the pre-service teachers in teaching English and pre-service teachers' perceptions on integrating information and communication technology (ICT) in English teaching.

##### **1. Kinds of Information and Communication Technology (ICT) are integrated by the pre-service teachers in English Language teaching**

Based on the interview results with pre-service teachers in the English Department of UIN Walisongo, several types of ICT were found to be used by pre-service teachers during their teaching practicum. Pre-service teachers often integrate various kinds of Information and Communication Technology (ICT) tools and resources into their English Language teaching methods to enhance the learning experience and engage students. The table

below shows the ICT tools used by the participants in the teaching process.

Table 4.1. *ICT tool for pre-service teacher*

No	Tool	User
1	Laptop/computer	R5, R6
2	Speaker	R1
3	LCD	R3, R6
4	Mobile phone	R2, R4, R8
5	YouTube	R7
6	WhatsApp	R8, R7
7	Browser Internet	R2, R8

These data are in accordance with the interview data.

*“The type of ICT that I use focuses on learning media in the form of audio” (Data R1)*

One of participant use audio for the learning media. In English language teaching, audio devices is commonly used for listening lessons. In this case, utilizing audio devices such as active speaker for listening instruction will assist students in comprehending English speech clearly. The use of audio

devices should also be accompanied by other supporting tools to deliver materials in audio format.

In other interview, there are one participant used computer/laptop (R5). As they said:

*“I implemented computer technology such as laptops as a learning media” (Data R5)*

Pre-service teacher employ computers and laptops to facilitate English learning among students by integrating Information and Communication Technology (ICT) within the classroom. The process of connecting the laptop to an LCD screen simplifies the visibility of the content. As the participant said:

*“I implement with visual media such as LCD and learning using online games” (Data R3)*

Pre-service teacher also employ LCD screens or projected visuals to showcase computer-generated materials like images, videos, or data. This practice is rooted in classroom observations. As teachers favor using LCD screens for instructional purposes rather than traditional whiteboards, it enables them to visually present diverse content to all students. Additionally, this approach proves to be more effective and aids students in developing familiarity with technology.

Other participant commonly use mobile phone and internet for the English language teaching.

*“I used Handphone and Internet for media learning. It makes easily for the students to gain the materials.” (Data R2)*

In the classroom, mobile phones in implementing (ICT) in teaching English help students open E-books or YouTube links provided by the teacher through WhatsApp groups on students’ mobile phones. The use of mobile phones also provides broader access to various learning media, one of which is the YouTube platform. One of the participants said:

*“I use YouTube as a media for learning listening.” (Data R7)*

Established in 2006, YouTube is an internet-based platform for sharing videos. As observed, both educators and students made use of YouTube to distribute information and enhance their pronunciation skills by engaging with educational video content.

The interview data provides valuable insights into the diverse array of Information and Communication Technology (ICT) tools utilized by pre-service teachers in English language teaching. These tools include audio devices, computers/laptops, LCD screens, mobile



phones, and internet access. The integration of these technologies serves to enhance the learning experience for students. For instance, the use of audio devices aids in improving comprehension of English speech, while computers and laptops facilitate interactive learning experiences.

Additionally, the incorporation of visual aids through LCD screens and online platforms like YouTube enriches the instructional process. The accessibility and versatility of mobile phones also play a crucial role in providing students with easy access to learning materials. Overall, these findings highlight the significant impact of ICT on modernizing and optimizing the English language teaching environment.

## **2. Pre-service Teachers' perceptions on the integrating Information and Communication Technology (ICT) in English language teaching**

In this element the researcher gather pre-service teachers' perceptions on integrating information and communication technology (ICT). To collect the data, the researcher interviewed eight pre-service teachers. The researcher found five indications of the views of pre-

service teachers on the integration of information and communication technology.

When the researcher talked to pre-service teachers about their thoughts on using ICT in the classroom for English teaching, they revealed that they have a wide range of opinions on the subject. Some participants thought that ICT increase the students' understanding in learning English. As stated by R3:

*“In my opinion, the role of ICT in the learning process can help students learn. For example, it can help students understand difficult material, here the teacher can try to visualize the material that he will present.” (Data R3)*

Based on the statement above, the pre-service teacher perceived that the students evolve easier to understand lessons with ICT and are more motivated if given materials produced as attractive as achievable. By implementing these, students can quickly summarize the learning provided by the teacher. both statements highlight the positive influence of ICT on education. It transforms the teaching and learning process by making it more interactive, visually engaging, and efficient. ICT empowers teachers to present information effectively and enables students to grasp challenging concepts more

easily. As a result, the integration of ICT in education can contribute to a more effective and engaging learning environment.

Through ICT, the learning environment becomes more enjoyable for students, as stated by R1:

*“The advantage of using ICT in learning English is that ICT is able to create a more fun, not boring learning atmosphere, the teacher is able to show how native speakers speak and also how to pronounce every word spoken by native speakers, besides that ICT will have a positive impact on students because there are various variations of learning tools including games that can be done in the classroom so that learning English which is often considered difficult by students becomes more fun.” (Data R1)*

Based on the statement above, the pre-service teacher perceived that with ICT, students are fun with learning. Because with ICT, their interest in learning increases, and they get many conveniences to access information about engaging lessons or learning videos from the YouTube media platform.

the incorporation of ICT tools, such as multimedia resources and platforms like YouTube, positively impacts English language learning by fostering a more engaging, diverse, and motivating learning environment. Students benefit from exposure to

authentic language usage, interactive activities, and enjoyable learning experiences, ultimately leading to improved language skills and comprehension.

In integrating ICT, pre-service teachers become more creative in conducting teaching and learning activities. ICT tools have a positive impact on enhancing the creativity of pre-service teachers, as stated by R5:

*“ICT courses for teaching will make innovations for teachers in teaching and learning besides that it can create a more interesting atmosphere and can improve student learning outcomes.”*  
(Data R5)

Based on the extract above, the pre-service teacher perceived that the ICT It can provide new innovations to learning. This innovation has an impact on students' engagement in learning and also provides opportunities for pre-service teachers to be more creative in their teaching activities.

Integrating ICT into teaching practices brings some opportunities for innovation, creativity, and improved learning outcomes. It enriches the learning environment, fosters teacher creativity, and ultimately benefits students by enhancing their engagement and understanding of the material.

With teachers' creativity and innovation in teaching, the teaching and learning activities will become more engaging. Students become more active and interested in participating in the learning process. As stated by R4:

*“Yes, in my practice, ICT can increase students' interest in learning English, there are some students who have difficulty focusing during learning and after I practice ICT in learning students are more enthusiastic in learning.”*  
(Data R4)

Information and communication technology (ICT) is already well understood by pre-service teachers. They already have a basic understanding of ICT and have used it in the classroom to boost student learning and enthusiasm for education, and they are eager to share their knowledge.

The integration of ICT in English language learning brings about positive changes in student engagement, motivation, and overall learning atmosphere. It transforms the classroom into a more interactive and stimulating environment, ultimately leading to improved learning outcomes.

In other interview, the participant (R1) emphasizes that ICT can facilitate the transfer of materials to students.

*“ICT in the field of education is a technological novelty that teachers and students can use to make learning fun, facilitate the process of transferring material and make it easier for teachers and students to carry out a series of assessments.” (Data R1)*

Pre-service teacher perceived that the benefits of using ICT make it easier to transfer materials for students. Transfer material is usually conducted using smartphones through platforms like WhatsApp or Google Classroom. Students also benefit as they can easily access the materials provided by the teacher.

ICT plays a crucial role in modern education by making learning more enjoyable, aiding in material transfer, and simplifying the assessment process. It enhances both teaching and learning experiences by leveraging digital tools and resources to create an efficient and effective educational environment.

## **B. Discussions**

In this part, the research discusses finding the kinds of ICT integration by the EFL pre-service teacher in teaching English and the EFL pre-service teachers’ perceptions on the integration of ICT obtained from the interview.

## **1. The Kinds of Information and Communication Technology (ICT) are Integrated by Pre-service teacher in English Teaching**

In the realm of English as an education, the integration of Information and Communication Technology (ICT) tools has become a defining feature of modern teaching practices. It expands access to authentic language materials, enhances engagement, and provides opportunities for global communication and cultural exchange. As technology continues to advance, its role in EFL education is likely to become even more prominent. Pre-service teachers are embracing a diverse range of ICT tools to create more dynamic and effective language learning experiences.

In this research, the researcher found that some kinds of ICT are integrated by the pre-service teacher. Laptop/computer and LCD are the tool that commonly use by the pre-service teacher. Teachers utilized laptops and computers as instructional tools in the classroom. By connecting an LCD to a laptop, teachers enhanced information and knowledge presentation activities, enabling students to have clearer visibility of the content. teachers as one of the most important factors influencing technology use and argue that teachers' attitudes or

concerns have a significant impact on the integration of the computer into the classroom (Nim Park and Son 2009).

The use of ICT-based knowledge can be utilized within the instructional process through multimedia tools such as laptops, LCD projectors, and educational CDs. These resources facilitate the delivery of subject matter, enhancing students' comprehension and knowledge, particularly in English learning. Moreover, they contribute to boosting students' learning motivation.

Other tools that use by the pre-service teacher is a mobile phone. Teachers use mobile phones as a tool to convey material to students. Mobile phones help teachers and students learn English according to the convenience and ease of learning. They positively respond to learning English through their smart devices due to internet connectivity, fast access to learning materials and applications, software, and websites.

That is related to (International, Dong, and Mertala 2019) integrating mobile phones in teaching English and have given good results showing that mobile phones have increased students' ability to improve outcomes in learning English in the classroom.

With using mobile phone, pre-service teacher can access website or application for learning purposes. One



of them is YouTube. According to (Park and Son 2022) YouTube is the most frequently-accessed video website that the pre-service teachers have grown up with. The teachers turned to the video-sharing website YouTube to improve their listening abilities and learn more about the subject matter. The teacher utilizes YouTube to find a movie to show in class and then encourages the students to narrate their version of the movie to practice their public speaking skills using online video.

## **2. Pre-service Teachers' perceptions on the Intregating Information and Communication Technology (ICT) in English Language Teaching**

As the result of this research, the researcher conduct four main conclusion regarding the pre-service teacher perceptions on integrating ICT. First, pre-service teacher thought that ICT can increase the students' understanding in learning English. Pre-service teacher perceived that the students can quickly summarize the learning material provided by the teacher. Second, ICT transforms the teaching and learning process more interactive between pre-service teacher and students. Pre-service teachers perceived that with ICT make a fun teaching environment with the interactive teaching. With the multimedia resource and platform, positively impact

English learning by fortering a more engaging, diverse, and motivating learning environment.

Third, ICT make easier to transfer materials for students. ICT streamlines the process of transferring educational materials, making them more accessible, adaptable, and engaging for students. This transition to digital resources represents a significant advancement in modern education, offering a wide range of benefits for both teachers and learners.

Fourth, Pre-service teacher become more creative and innovative in conducting teaching and learning process. the integration of ICT in pre-service teacher education empowers future educators to be more versatile, creative, and innovative in their teaching approaches. It equips them with the skills and knowledge to effectively harness technology for the benefit of their future students' learning experiences.

From the analysis of pre-service teachers' perceptions regarding the integration of Information and Communication Technology (ICT) in English teaching, it is evident that all participants possess a high level of confidence in incorporating ICT into their instructional practices. This assertion is supported by the outcomes of researcher-conducted interviews, where in consensus is reached on the indispensability of ICT in English

teaching. The advent of technology enables students to access many resources through ICT platforms like the internet and educational videos on platforms such as YouTube. Furthermore, students can enhance their English proficiency through educational videos accessed on their mobile devices.

ICT support the pre-service teacher to be more creative and innovative in teaching English. The use of computers/laptops and other media such as LCD screens facilitates pre-service teachers in conducting teaching and learning activities. This is research similar to (Aslan and Zhu 2015), which states that pre-service teacher have a positive attitude to the integration of ICT into education. So, it is significant for pre-service teachers to have positive attitude to ICT. The study also shows that prior experience concerning ICT use has a positive contribution on their integration of ICT in education.

This study delves into the perceptions of pre-service teachers regarding the integration of Information and Communication Technology (ICT) in English language teaching. Through interviews with eight pre-service teachers, several key insights emerged. Firstly, pre-service teachers recognize the substantial benefits of ICT in enhancing the learning process. They believe that ICT aids in visualizing complex material, ultimately

leading to better comprehension among students. This positive impact stems from the interactive, visually engaging, and efficient nature of ICT.

Additionally, pre-service teachers acknowledge that ICT creates a more enjoyable learning environment. It fosters engagement, increases interest in learning, and provides convenient access to engaging lessons and videos. The incorporation of multimedia resources and platforms like YouTube enriches the learning experience. Moreover, the integration of ICT sparks creativity and innovation in teaching practices. Pre-service teachers believe that it leads to a more interesting and engaging atmosphere, ultimately resulting in improved learning outcomes.

Furthermore, the use of ICT facilitates the seamless transfer of materials to students. Through platforms like WhatsApp or Google Classroom, teachers can efficiently share resources, making learning more accessible and convenient for students.

Overall, the findings demonstrate that pre-service teachers view ICT as a powerful tool that significantly enhances the teaching and learning process. It improves comprehension, engagement, creativity, and the overall quality of education. The integration of ICT holds great

potential for transforming the educational landscape and preparing students for a technologically advanced future.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Conclusion and recommendations were made in this chapter. Research findings were used to arrive at this result. EFL pre-service teachers and researchers will benefit from this recommendation because it offers some new ideas for the teaching process.

#### **A. Conclusion**

The researcher concludes based on the research findings by showing the interview results. The integration of Information and Communication Technology (ICT) tools in English as a Foreign Language (EFL) education has emerged as a transformative practice. EFL pre-service teachers are leveraging a diverse array of ICT tools to create immersive and dynamic language learning experiences for their students.

The findings of the research highlight the pivotal role of certain ICT tools, notably laptops, computers, LCD projectors, and mobile phones. These tools not only enhance information dissemination and knowledge presentation but also foster a deeper understanding of English language concepts. Moreover, they stimulate students' motivation to learn, fostering engagement and participation in the learning process. Pre-service teachers' perceptions underscore their resounding confidence in integrating ICT into English language teaching.

The unanimous consensus among participants on the indispensable nature of ICT further underscores its value in modern education. The technological landscape offers an expansive range of resources through platforms like the internet and platforms such as YouTube. These platforms empower students to enrich their English proficiency through educational videos accessible on their mobile devices.

## **B. Limitation**

Based on the researcher's direct experience in the research process, there are several limitations encountered that can serve as factors for future researchers to pay closer attention to in order to improve their research. This research itself undoubtedly has its shortcomings that need continuous improvement in future research endeavors. One of the limitations of this research is related to the adopted interview instrument. Some interview questions did not align with the perception indicators as explained by the researcher in the literature review. However, this did not conflict with the purpose of the study.

Other limitations is the participants are only available during certain period. For better analysis, the researcher suggests that the next research researcher explore the same topic in other place. It is of challenging to investigate this study in Indonesia. It delivers a helpful resource for the further

researcher to study pre-service teachers' perceptions on the integrating of Information and Communication Technology in English teaching.

### **C. Suggestion**

Based on the conclusion above, the researcher suggest some suggestion. For the teacher/educator, They recommend to employ a diverse range of Information and Communication Technology (ICT) tools to assist in presenting content. The integration of ICT into teaching methods adds an element of engagement and enthusiasm to the learning process. Whether online or offline, technology simplifies the process for teachers to generate necessary learning materials. Furthermore, all tasks, notifications, and multimedia educational content can be reached through ICT platforms.

For the students, The potential for students to engage in English language learning through the use of ICTs was seen as a positive development (ICT). The idea was that students needed to put in effort to excel academically. Students have the ability to swiftly utilize resources related to information and communication technology (ICT). If students possess a functional understanding, they can take advantage of ICT for learning, both within and beyond the classroom. It is recommended that they leverage ICT (Information and



Communication Technology) to enhance their proficiency in the English language.

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## APPENDICES

### Appendix 1: Transcript of Interview

**Respondent 1 (R1)**

**NFL**

1. Are you interested in developing your skills and knowledge in ICT?

Very Interested

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

The type of ICT that I use focuses on learning media in the form of audio

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

The role of ICT in the teaching and learning process is to support the material for each lesson, besides that the use of ICT in learning can create a learning atmosphere that is not

boring, more varied, and also more effective. ICT in the teaching and learning process certainly has an influence that can change the teaching and learning process. Utilization of ICT can make class feel more refreshing because the materials presented by the instructor are more interesting and fun.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

No. ICT in the field of education is a technological novelty that teachers and students can use to make learning fun, facilitate the process of transferring material and make it easier for teachers and students to carry out a series of assessments. This of course does not necessarily reduce the role and responsibility of the teacher, because the teacher must also be responsible for his role and be able to use technology as well as possible in accordance with the times.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

very important. Investing in the provision of facilities and tools that support the teaching and learning process is important. Good, renewable learning facilities and tools have many benefits for students and teachers. In addition to making



students more motivated to learn, ICT integration will enable students to continue to adapt to technological changes.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

The advantage of using ICT in learning English is that ICT is able to create a more fun, not boring learning atmosphere, the teacher is able to show how native speakers speak and also how to pronounce every word spoken by native speakers, besides that ICT will have a positive impact on students because there are various variations of learning tools including games that can be done in the classroom so that learning English which is often considered difficult by students becomes more fun.

The disadvantage of using ICT in learning English is that the application of ICT devices in the classroom will definitely take time, if the teacher involves students' smartphones in the learning process it will certainly divide their focus.

7. What do you think about the integration of ICT into pre-service teacher education program?

ICT and the teacher are 2 things that must be able to go hand in hand because the teacher's ability to utilize ICT will have a positive impact on the role of a teacher later. Prospective

teachers must be prepared carefully in the hope of being able to take advantage of continuous technological developments to support the learning process later.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

Yes, enough. Teacher training in the ICT field will make teachers able to utilize or operate ICT-based learning tools. However, this will be much better if it is accompanied by the nature of a teacher who is able to accept and select any changes or technological developments in the future, so that teachers are able to keep up with the times in a positive way.

9. What could be done to improve the integration of ICT into pre-service teacher training program?

Prospective teacher training programs in terms of ICT can be carried out with a large number of teachers who can take part in training that has been provided by the government or from the school. Teachers are required to attend the training to hone their skills in improving ICT integration in the learning process.

10. What could be done to improve the integration of ICT into classes in EFL schools?

the application of ICT-based learning tools and student assignments related to ICT will enable students to use this technology properly

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Pedagogical knowledge for teachers is a basic knowledge that must be owned by every teacher. The integration of ICT must be accompanied by the pedagogy of each teacher so that the teaching and learning process takes place in accordance with the goals and norms of education in Indonesia.

12. On the whole, has ICT had an impact on your teaching?

Yes, ICT has a considerable impact on the teaching and learning process. This can be seen in the enthusiasm of students who are excited to see fun learning tools, and also the use of ICT in the classroom has proven to be able to prevent students from getting bored during the teaching and learning process.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

things that need to be added are education for every teacher to continue to be willing and able to accept technological advances, as well as a thirst for knowledge about the use of ICT in the learning process. Because ICT that is applied to learning now is likely to continue to develop along with the times.

**Respondent 2 (R2)**

**PL**

1. Are you interested in developing your skills and knowledge in ICT?

Yes, I am interested in developing skills and knowledge about ICT

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

I used Handphone and Internet for media learning. It makes easily for the students to gain the materials.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

ICT has many roles in the learning process today. ICT has influence in the teaching and learning process.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

I don't think so, as long as the teacher still has a role and is willing to play a role in teaching and learning.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

For now, I think it's important. With investment in the world of education, especially in the development of ICT, it will facilitate the learning process.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

ICT advantages, teachers can make interactive classes and make the learning process more fun, which can improve the level of attendance and also the concentration of students.

lack of ICT, Communication becomes empty. before the existence of technology in the field of communication, to carry out communication, one party must meet with another party, so that the communication process becomes real and transparent. Currently, the communication process does not have to be face to face, so it feels dissatisfied.

7. What do you think about the integration of ICT into pre-service teacher education program?

Facilitate prospective teachers in the learning and learning process.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

In my opinion, just taking a course will not have an effect, maybe by holding practice it can support it.

9. What could be done to improve the integration of ICT into pre-service teacher training program?

By understanding the use of ICT properly and correctly. and also there must be correct practice in its application..

10. What could be done to improve the integration of ICT into classes in EFL schools?

teachers apply ICT-based learning. with the application of ICT and also the introduction of ICT-based learning to students.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

By looking at the results of independent research when teaching. I think yes, without other knowledge I think other methods will be very useless.

12. On the whole, has ICT had an impact on your teaching?

Yes, it has quite an impact, if used in an appropriate place, such as in a modern school..

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

It is possible to further improve understanding and how to use ICT in learning, because there are still many prospective teachers who sometimes don't understand.



**Respondent 3 (R3)**

**MA**

1. Are you interested in developing your skills and knowledge in ICT?

Yes, I am interested in developing skills and knowledge in ICT. As a teacher candidate, I think it is necessary to develop this skill, the use of ICT in education can help teachers to explain or provide information to students in an interesting way.

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

I try to implement it with visual media such as LCD and learning using online games.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

In my opinion, the role of ICT in the learning process can help students learn. For example, it can help students understand difficult material, here the teacher can try to visualize the

material that he will present. Yes, clearly, ICT can change the teaching and learning process in class, a teacher who can utilize technology will be more able to provide varied learning in class. In my opinion, teachers who use ICT are more open minded and literate in technology and I'm sure it will have an effect on student motivation in learning or an open mind also with the world of technology.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

I don't think so, because to integrate ICT in the learning process, competent teachers or teachers who have innovation in learning are still needed. Because ICT is just a tool for teachers, these tools need someone who understands how to use them. That's why I don't think ICT reduces the role of the teacher.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

Yes, technology is again a knife / tool that is useful enough to be used in any case. So we need to integrate education, that is one of the factors to help improve the human resources of students and teachers, of course.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

Advantages of ICT, We can take several sources from online media. Using resources from the internet in learning English. And disadvantages of ICT is not all students can access the technology used, there are some students who have difficulties in terms of learning or the economy.

7. What do you think about the integration of ICT into pre-service teacher education program?

Very good, I think there is a need for ICT training for prospective teachers. This debriefing is done to provide basic skills for a teacher.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

Learning and training regarding ICT is urgently needed for pre-service teachers as a provision for future learning..

9. What could be done to improve the integration of ICT into pre-service teacher training program?

By holding ICT trainings, not only once at the beginning but there needs to be more training in the future.

10. What could be done to improve the integration of ICT into classes in EFL schools?

By using visual media, such as videos, animations, pictures. There needs to be a transcript for the video.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Yes, I think it still takes into account the pedagogic aspect in integrating ICT.

12. On the whole, has ICT had an impact on your teaching?

Yes, it has an impact, the class becomes more lively, students become more motivated and interested in the learning process. They don't feel bored.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

There needs to be training from schools/Ministry of Education and Culture/relevant agencies. Because before interpreting, we need to create teacher human resources who are literate/understand ICT first.

**Respondent 4 (R4)**

**IM**

1. Are you interested in developing your skills and knowledge in ICT?

Yes interested.

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

Learning through mobile phone based application games.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

The existence of ICT can create new innovations in teaching and learning activities, the use of ICT can be done to reduce student boredom during the teaching and learning process. So students do not only learn from one source but can learn from various sources and media.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

No, because with ICT teachers will be more creative and innovative in delivering learning material. The existence of ICT makes it easier for teachers to transfer knowledge. This can also make it easier for students who are lagging behind in class (hard to understand the material). According to me, ICT really helps teachers in the teaching and learning process.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

Yes, because technology continues to develop and now everything is digital. The world of education must also be more advanced so as not to be left behind in the field of ICT. Because if the education aspect is left behind, it is likely that other aspects of our country will also be left behind.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

The integration of Information and Communication Technology (ICT) in education offers several significant advantages. Firstly, it provides access to a wealth of diverse learning resources, enhancing the educational experience. Additionally, it fosters the development of ICT skills in both teachers and students, which is crucial in today's digital age.

ICT promotes innovative learning methods, supports effective teaching and learning processes, and ensures easy access to information, ultimately enriching the educational journey. While integrating Information and Communication Technology (ICT) in education offers numerous benefits, it also comes with some drawbacks. Overreliance on technology without proper balance and guidance can lead to dependency, where students may struggle if they don't use technology in a controlled manner. Additionally, the digital learning environment may reduce opportunities for face-to-face interaction with peers, potentially impacting social development. There's also the concern that students might prefer digital media over traditional print media like books, potentially missing out on the tactile and comprehensive experience offered by physical materials.

7. What do you think about the integration of ICT into pre-service teacher education program?

ICT integrity in prospective teachers is needed in order to develop ICT skills, critical thinking skills, develop ICT literacy, and also to increase effectiveness and efficiency in learning.



8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

Yes, but I will also explore other things if I later encounter difficulties in this area.

9. What could be done to improve the integration of ICT into pre-service teacher training program?

Practice your own skills first. Equip yourself with ICT knowledge and skills. Participate in science and technology training and courses. Practicing and developing technology in learning.

10. What could be done to improve the integration of ICT into classes in EFL schools?

Introducing ICT to students. Give directions on how to work ICT. Provide fun learning materials. Such as moving ppt or quizzes in the form of games or learning videos. Creating a fun English learning atmosphere through digital media.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Evaluation can be done by means of academic qualifications, training, and learning improvement opportunities. Is the ICT media we choose capable and in line with the learning objectives or not. If not, then you have to re-examine what obstacles hinder the successful integration of ICT in pedagogy.

I think so. Because if we don't know or lack pedagogical knowledge, how can we practice ICT in learning? At least we can study it first so we can integrate ICT well in teaching and learning activities.

12. On the whole, has ICT had an impact on your teaching?

Yes, in my practice, ICT can increase students' interest in learning English, there are some students who have difficulty focusing during learning and after I practice ICT in learning students are more enthusiastic in learning.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

Just like before, prospective teachers carry out training to the maximum in order to improve ICT abilities and skills in pedagogy. So that when you go into the field you are not surprised and you can succeed in learning activities.

**Respondent 5 (R5)**

**AF**

1. Are you interested in developing your skills and knowledge in ICT?

Yes, I am very interested in developing skills and knowledge in ICT.

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

I implemented computer technology such as laptops as a learning media.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

ICT is a medium that can increase efficiency and effectiveness in the field of learning. In my opinion, ICT can change the teaching and learning process because it makes it easier for teachers to obtain and convey lesson information to students so that it helps students' understanding of the learning process.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

In my opinion, the integration of ICT in education does not reduce the role and responsibility of the teacher in the classroom.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

I think it's important, the greater the educational investment, the ICT can support the ease of the educational process.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

Advantages, facilitating the process of delivery and understanding of learning

Disadvantages, experiencing difficulties if you do not keep up with technological developments.

7. What do you think about the integration of ICT into pre-service teacher education program?

ICT integration for education allows prospective teachers to master ICT for teaching purposes.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

Yes, ICT courses for teaching will make innovations for teachers in teaching and learning besides that it can create a more interesting atmosphere and can improve student learning outcomes.

9. What could be done to improve the integration of ICT into pre-service teacher training program?

teachers are required to understand, understand, operate, and explore ICT properly so that it can be applied in learning. In addition, teachers must think more creatively, innovatively, and broad-minded so as to improve the quality of learning.

10. What could be done to improve the integration of ICT into classes in EFL schools?

Students are stimulated to explore knowledge. Facilities that students can use to learn through E-Learning include: E-Books, E-Libraries, interactions with experts, email, mailing lists, News Groups, and others.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the

integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Teachers are the role holders of education, they are expected to be able to continuously improve competence both pedagogical, personality, social and professional competencies.

12. On the whole, has ICT had an impact on your teaching?

Yes, teachers can provide services without having to deal directly with students. Likewise students can obtain information in a broad scope from various sources of cyberspace media or virtual space by using a computer or the internet.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

There needs to be a big role for prospective teachers in their ability to master ICT and knowledge of learning materials.

**Respondent 6 (R6)**

**ZA**

1. Are you interested in developing your skills and knowledge in ICT?

Yes, I am very interested.

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

I commonly use computer, LCD, and other multimedia.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

In a world where technology is now developing very rapidly, it certainly has an impact on technological advances in the field of education. This is very helpful for educators to make the learning atmosphere interesting and efficient. Actually the use of ICT itself does not change the teaching process, because ICT is only a medium that supports the learning process so that it is more interesting.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

No, because the teacher there has the main role in managing the class in the learning process.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

I think it's important because as time goes on, technology is increasingly needed in the world of education.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

The integration of Information and Communication Technology (ICT) in education brings significant advantages. Firstly, it elevates the professionalism of teachers by enhancing their proficiency in utilizing modern educational tools. Secondly, it greatly enhances the overall quality of learning, fostering a more dynamic and interactive environment for both teachers and students. And for disadvantages, I think the loss is not that significant. Because technology is a solution.

7. What do you think about the integration of ICT into pre-service teacher education program?



I think it's very good. Because pre-service teachers must also know technology so that later they can make good use of it.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

Not enough. Because there is still a lot of unknown knowledge about ICT itself..

9. What could be done to improve the integration of ICT into pre-service teacher training program?

Adequate facilities and teaching staff.

10. What could be done to improve the integration of ICT into classes in EFL schools?

Educators who have innovation in the use of ICT in the classroom.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Through assessment. Pedagogical knowledge is also important in integrating ICT.

12. On the whole, has ICT had an impact on your teaching?

Very impactful.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

ICT planning and implementation that needs to be developed.

**Respondent 7 (R7)**

**‘AM**

1. Are you interested in developing your skills and knowledge in ICT?

Interested of course.

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

I use YouTube as a media for learning listening.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

In ICT learning that I use, YouTube media is very influential in the learning process where students become more eager to learn because it uses fun media so that it becomes easier for them to grasp the material provided.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?

I don't think so because ICT helps the teacher's role in conveying material which in the process remains under the supervision of the teacher in class.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

It is very important because ICT can increase access to education, increase efficiency, as well as the quality of learning and teaching so that the world of education becomes more advanced.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

There are many advantages to using ICT such as information that is easier to get, learning is more interesting and innovative, easy to access anywhere and anytime.

However, ICT also has drawbacks such as causing dependence on electronic devices, causing health problems such as eyes due to staring at smartphone/computer screens for too long, and can divert students' focus in learning.

7. What do you think about the integration of ICT into pre-service teacher education program?

Theology cannot replace the teacher's role in controlling learning, but as teachers we must be able to make the most of technology so that learning is more effective and enjoyable.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

Ideally enough, yes, but it must be balanced by seeking the latest information regarding ITC developments every time.

9. What could be done to improve the integration of ICT into pre-service teacher training program?

The program can be carried out by holding several trainings regarding the handling of the latest modern technology programs.

10. What could be done to improve the integration of ICT into classes in EFL schools?

To improve the integration of ICT in the classroom, you can provide subjects related to ICT. You can also use the application directly in learning, where the method of use is guided by the teaching teacher.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Teacher education and training programs should not only focus on information and understanding but objectives should be set at application and skill levels. Currently teachers need to provide learning opportunities supported by technology to their students. A teacher must be able to determine which technology can support the learning process, before that the teacher must also understand very well how to operate the technology. Of course pedagogical knowledge is very important to integrate ICT into education..

12. On the whole, has ICT had an impact on your teaching?

It has an impact because through ICT it makes it easier for teachers to share material with their students.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

In essence, teachers must be able to integrate technology into the teaching and learning process, as well as develop the arts and skills in utilizing internet technology, exploring and

accessing information from it for use in the teaching and learning process.

**Respondent 8 (R8)**

**JSTA**

1. Are you interested in developing your skills and knowledge in ICT?

Interested.

2. What kinds of Information and Communication Technology (ICT) that you implemented as pre-service teachers in English Language teaching?

In implementing English learning I will use the internet and mobile phones.

3. What do you think about the role of ICT in teaching learning process? Will ICT change the teaching and learning process?

The role of ICT in the learning process is very important. ICT is a communication tool that makes it easier for students. Of course, with teachers applying ICT in learning, students can easily obtain a lot of information.

4. Do you think that the integration of ICT into education will decrease the role and responsibility of teachers in classrooms?



In my opinion, the role of the teacher must still exist in learning even though implementing ICT. The figure of the teacher will not be replaced by any technology.

5. As you know that there is a huge investment in ICT in Indonesia. Do you think that such huge investments are necessary for the integration of ICT into education?

It is important to improve the application of ICT well in the learning environment.

6. What do you think about the advantages and disadvantages of ICT use in English teaching?

The advantages of ICT in the field of education can improve the quality of education and make it easier for students to receive information. The disadvantage is the lack of teacher and student interaction.

7. What do you think about the integration of ICT into pre-service teacher education program?

Theology cannot replace the teacher's role in controlling learning, but as teachers we must be able to make the most of technology so that learning is more effective and enjoyable.

8. Are the ICT courses in the teacher training program enough to prepare you to integrate ICT into your subject matter in your future teaching career?

In my opinion it is lacking if the teacher only conducts courses to prepare for learning. The teacher must get used to improving the skills obtained from the course.

9. What could be done to improve the integration of ICT into pre-service teacher training program?

maybe the teacher is not only based on the training program, but can also be self-taught to improve his abilities even more.

10. What could be done to improve the integration of ICT into classes in EFL schools?

teach ICT not only to teachers, but also to students so that we both understand and the teaching and learning process runs smoothly by using ICT.

11. How do you evaluate the relationship between ICT competences and pedagogical knowledge in terms of the integration of ICT into education? Is pedagogical knowledge a prerequisite to integrate ICT into education?

Evaluation can be done through an assessment of learning. this will certainly become clear if there is a significant relationship between the application of ICT and the pedagogical knowledge of pre-service teachers.

12. On the whole, has ICT had an impact on your teaching?

impact in the development of learning methods that are applied in the classroom.

13. Do you have anything else to add on the integration of ICT into education in terms of pre-service teacher training program?

further improved infrastructure facilities that support ICT-based learning.

## Appendix 2: Documentations



Figure 1. The interview documentation with participant 1 (R1)



Figure 2. The interview documentation with participant 2 (R2)



Figure 3. The interview documentation with participant 3 (R3)



Figure 4. The interview documentation with participant 4 (R4)



Figure 5. The interview documentation with participant 5 (R5)



Figure 6. The interview documentation with participant 6 (R6)



Figure 7. The interview documentation with participant 7 (R7)



Figure 8. The interview documentation with participant 8 (R8)

## CURRICULUM VITAE

Name : Syafni Nur Rakhman  
Born : Banyumas, 21 October 1999  
NIM : 1903046046  
Major : English Language Department  
Religion : Islam  
Address : 003/006, Tumiyang, Pekuncen, Banyumas  
E-mail : syafninurrakhman\_1903046046@  
student.walisongo.ac.id  
Phone Number : 082225886144

### Educational Background:

1. SDN Tumiyang 03
2. SMPN Pekuncen 1
3. SMK Ma'arif NU 1 Ajibarang
4. UIN Walisongo Semarang

Semarang, 13 September 2023

Researcher



Syafni Nur Rakhman

1903046046