

# THE TYPES OF ICT IN EFL CLASSROOM: CONSTRUCTIVE COMMUNICATIVE AND COLLABORATIVE TOOLS OF URBAN VOCATIONAL HIGH SCHOOL IN MAJALENGKA

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## Abstract

The types of ICT in education helped the education system to be better and directed. In 4.0 eras, English teachers are demanded to embrace technological change to be applied in the classroom during the teaching-learning process. In the preliminary study, the researcher found that the types of technology in EFL classroom posed its own tools that used by the teachers and the students in applying ICT itself. Thus, by this study aims to reveal the types of ICT implementation in urban vocational high schools. By using a qualitative case study design, the results of the study showed that types of ICTs' tool changed the teaching-learning process more creative. The researcher observed the urban vocational high school, and then interviewed 1 English teacher, and 3 students which data presented in a tabular form. In this study, showed the types of ICT's tool that has been implemented in urban vocational high school are constructive and collaborative tool. Eventually, the implementation types of ICT are expected to have a positive effect for the English teachers and also the students.

*Keywords: A Collaborative Tool, A Constructive Tool, EFL, ICT, Urban Vocational High Schools*

## INTRODUCTION

Information and Communications Technology (ICT) is the one of important tools for human relationship. Electronic tools and resources used to communicate, to build, expand, store, and manage information (Vajargah, et al. 2010). Today, people cannot evade the technological development such as technology addiction for worldwide communicating in every activity. Eventually, technology becoming required instrument for humans' connection. Therefore, the people must be following the grave of technology itself.



Technology converted people mentation by inch, from the past traditional people into modern people. However, the involvement humans and technology has been transformed. Civilization and thought patterns of the humans in 70's era just rely on hand written or long distance shipping to gain the information. Because of technology they can communicate easily on global scale.

Nowadays, the one of the most rapid technological developments are the internet, smartphone, robotic machinery industry, and cyber technology. Because, as mentioned are the one of 4.0 era transformations far pushed humans to be smarter and more competent. For the pattern, smartphone be the monster of humans' necessary in their interrupted life. It seems hardly detached from human grip. Eventually, smartphone becomes indispensable for humans' growth (Cha & Seo 2018).

All the things that have been mentioned, how relates with the world of Education? Because if there is no education, then woe to humans in it. Therefore, the limit of life is education. Technology has been stepped into teaching-learning models, that's why the students also teachers it must be prepared for the challenges (Ahmadi, 2018). Nowadays, the English teachers have been used Technology Acceptance Models (TAM) in their teaching style, then the students confirmed as a technology in education. At least, based on problem field technology affected education life.

The types of Information and Communications Technology (ICT) assisted especially English Teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities (Ghafivekr & Rosdy, 2015). Foregone, method and instrument of teaching in education used board and chalk, because technology advances it's changed into Technology Acceptance Model (TAM) who relevant with students and teachers qualification. For the new instruments of ICTs' education term are like: mobile phone, laptop, internet connection, presentation tutorials, e-learning and e-teaching, learning management system, assignment on the platform, internet learning environments', computers lab, learning software, etc. came into our common teaching-learning process.

In fact, based on preliminary study in teaching practice last January the researcher found that ICTs' tools has been implemented in one of vocational high school of urban area. As the reference, the reason why the researcher chose urban vocational high school because all of teachers and students are certainly equipped of best of technology in facility (Hudley, 2013). It is needs to examine carefully about case studies that occur in the field.

In conclude, this study was intended to reveal the types of ICT that has been used in urban vocational high schools. Are the types of ICTs' tool becomes a barrier in teaching-learning English use the ICT? It means that the urban school can share to another schools or education institution, lest if there is a problem with ICT types or models might be a reference for a better education in the future of vocational high schools.



## METHODOLOGY

This research utilize qualitative case study as the method. The design of this research is narrative research design. The sampling of this research is purposive sampling. The subject of the research is chosen intentionally by the researcher in order to obtain the accurate data. The subject obtained by the English teacher and three students in one of urban vocational high school in Majalengka. This research utilize by the observation and interview as the research instrument.

## FINDINGS AND DISCUSSION The Types of ICT's Instrument in Urban Vocational High School

The researcher found that varied tools and good facility utilized by innovative and creative English teachers also the students to improve teaching-learning process of ICT implementation in urban vocational high school. The instruments such as English language laboratory, computers, infocus, speaker, headphone, finger print technology, point card, becomes major tools as a hardware, besides that the application such as, online dictionary, Youtube, Whatsapp and the other application becomes software tools in teaching with ICT. In fact, urban vocational high school has a various tools that always used in teaching. Based on the observations, the researcher found the English teacher always run the learning activity in English language laboratory that consist of ICT tools to explain the materials.

The researcher described the result of observations on the classroom related to the types of ICT's instruments by the English teacher and the students. The researcher has been observed grade X of TKJ class on the observation and found that school in urban areas has been used technology such as computers, infocus, speaker, headphone, and point card in their teaching-learning process in English language laboratory. The student's attention to the materials that has been taught by the teacher in front of lab, then after the teachers explain the materials the students allow to write the main of the teachers' explanation and presenting the tasks that has been gave by the teacher. Overall, the instrument of ICT might be accepted by the students finely. The types of ICTs instrument that will be show on tabular form bellow:

### THE TYPES OF ICT'S INSTRUMENT IN URBAN VOCATIONAL HIGH SCHOOL

Types of ICT	Example	Utilization	
		Used	Unused
Informative Tools	Text, Sound, and Video.		✓
Situating Tools	Hypermedia application (text, audio, animation and video clips.		✓
Constructive Tools	Microsoft Word or PowerPoint, the form of memos, reports, letters, presentations, record routine information.	✓	



Communicative Tools	e-mail, internet, electronic bulletin boards, chat, teleconference and electronic whiteboard, computers,	✓	
	InFocus.		
Collaborative Tools	Discussions are taking place, meeting, working in the document, information dissemination, and other tasks.	✓	

### a. ICT as Constructive Tools

Constructive tool is a general purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. As constructive tools ICT has been implemented in rural vocational high schools. Various tools provide large amounts of information such as utilizing the Microsoft Word or Power Point, presentations, point card, video project (other tasks). The researcher analyze from the observations sheet that the English teacher implemented the learning process in English language laboratory.

Wherefore, information of resources obtained from audio visual such as the English teacher play video or testing the students in listening section. The English teacher sometimes give the materials related to the theme of learning in listening section and share the question to the students one by one. Another instrument such as point card used to review the students' point in English subject so that student might obtain the good point from different valuation. Eventually, utilizing those tools of ICT is the one of e-learning method in teaching with ICT. **b. ICT as Communicative Tools**

Communicative tools are systems that allow easy communication between teachers and students or between student and English teacher in urban vocational high school. Based on the observations, the researcher found that English teacher and students has been interact each other. The use of some electronic such as internet, infocus screen, speaker, and laptop are implemented during the teacher explain the materials. Synchronous communicative tools such as recording or audio visual from laptop enable in real-time communication while using the tools of communicative asynchronous. Overall, that is a system in which exchange of messages between students and teacher.

Communicative tools most appropriate for activities requiring more time to think before responding. Utilization of electronic technology is increasing during the teaching-learning process begin. Laptop and infocus screen are the most commonly used on the classroom. It is easy to apply the tools because it simply to installation first before use and there is no difficult to dredge up the tool is. Finally, the urban vocational high school might to communicate between the English teacher and the student's easily. **c. ICT as Collaborative Tools**



Collaboration tools of ICT are currently the focus of much interest and emerging as development of new tools that make online collaborative projects for distributed group work. Based on the observations, the researcher found that English teacher always separate the students into several groups and at the last of semester always give a project to create a drama video. Project video can create the students' creativity and compactness. Interactive speaking might be record by video that has been captured on smartphone. This tool is increasingly popular with English teachers in urban vocational high school when used in conjunction with a point card and a video project (tasks) that produces collaborative learning.

Another collaborative tool, such as Whatsapp, Youtube embedded in sharing information and uploads the video project. Mobile phones or internet enabled handheld computers are other ICT tools that can link students in teaching with ICT. After the video has been created, the students must upload into Youtube and the English teacher review their performance. Finally, collaborative learning might implemented by English teachers also the students in urban vocational high school.

In summarized, that **Constructive Tool, Communicative Tool and Collaborative Tool** require in urban vocational high school. The use of computers, infocus, speaker, headphone, and point card are implemented during the teaching-learning process begin. The English teacher also the students might be changed the knowledge from the tools of ICT. However, the types of ICTs' Instruments help the schools in implementing digital literacy, especially the students and the teachers. Finally, it can be analyze that urban vocational high school used the ICT to increase students' skill and creativity regarding the materials.

Lim and Tay (2003) mentioned that there are 5 types of ICT. Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations there are Informative Tools, Situating Tools, Constructive Tools, Communicative Tools, and Collaborative Tools. In present study, the researcher found similar study that urban vocational high school used constructive, communicative and collaborative tools.

As a similar problem found by Zanjani and Ramazani (2012), related to the positive impact using TAM (technology acceptance model), mentioned that the research tries to produce results of survey research by students and teachers of English language for the purpose of investigating acceptance of electronic education. The results obtained from Pearson Correlation coefficient indicate positive effect of Perceived usefulness on acceptance of E-learning by teachers and students of English language. As a reference, in urban vocational high school they requires to accept electronic devices, such as laptop and infocus in teaching-learning activity.

In the other hand, from this study are found in Levin and Arafeh (2002) shows that students rely on the internet to help them do their homework. Almost every student used the internet to help their tasks from the English teacher, as a reference google becomes a good search engine to brows their knowledge or source if the materials doesn't exist on course book or modul. Overall, the internet becomes good device in teaching with ICT and has a good impact for learners.



Furthermore, Marrafi (2016) Mentioned Context/Purpose We experienced a new teaching and learning technology: a Computer Class Role Playing Game (RPG) to perform educational activity in classrooms through an interactive game. This approach is new, there are some experiences on educational games, but mainly individual and not class-based. Gaming all together in a class, with a single scope for the whole class, it enhances peer collaboration, cooperative problem solving and friendship. Methods to perform the research we experimented the games in several classes of different degrees, acquiring specific questionnaire by teachers and students. Results Experimental results were outstanding: RPG, our interactive activity, exceeds by 50% the overall satisfaction compared to traditional lessons or Power Point supported teaching. Interpretation The appreciation of RPG was in agreement with the class level outcome identified by the teacher after the experimentation.

Using new methodology more close to the student point of view improves the innovation and creative capacities of learner and it support the new role of teacher as learners' "coach". Conclusion this paper presents the first experimental results on the application of this new technology based on a Computer game which project on a wall in the class an adventure lived by the students. The plots of the actual adventures are designed for deeper learning of Science, Technology, Engineering, Mathematics (STEM) and Social Sciences & Humanities (SSH). The participation of the students it's based on the interaction with the game by the use of their own tablets or smartphones. The game is based on a mixed reality learning environment, giving the students the feel "to be IN the adventure". As a compare that in the urban vocational high school, the English teacher used role play games before the learning activity begin.

The English teacher in urban vocational high school suggested the students to create a video project in the last semester for the review how far student can utilize the ICT finely. As a previous study found by Chikerur and Kumar (2011) mentioned, proposed approach uses the *Project Based Learning* strategy for increasing the attractiveness of the course. The case study also explores the use of ICT for effective teaching and learning. The developed curriculum has been evaluated successfully for the last three academic years. The students have shown increased interest in the digital design course, have acquired new skills and obtained good academic results. An important observation during the conduction of the course was that all the students have developed innovative digital systems, exhibited team work and have made a poster presentation during their second year of engineering undergraduate course.

## CONCLUSION

In Conclude, ICT in urban vocational high school has been used over ten years. Each grade has a class of ICT-based that uses technology as the media of teaching-learning activities because most of their activities use electronic devices, such as laptop and infocus in English language laboratory. In the other hand, The ICT-based classes in urban vocational high school also used model of e-learning, or project base learning of e-learning model. It means that Blended Learning in English Language Teaching of education system is related with ICT. There are also courses that combine classroom teaching with online modules and activities (Wiyaka, et al 2018).



The teaching-learning process involves the technology. In presenting the materials, the teacher sometimes uses the infocus screen to display the materials from the laptop. As the source of teaching, the teacher develops his course book in order to access the materials to the students. The video project bases learn used as the assignment from the teacher in the last of semester. Besides that, some teachers also give the relevant sources to the students. Although most of devices use electronics, the teaching and learning activities still use papers and combined with course books. They are useful for the students in taking notes, in the tests, and for assignment from the teacher. They are also used to write and to read, especially the English handbook (modul) as the main source of English materials.

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