

## UTILIZING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)- BASED MEDIA IN ENGLISH COURSES FOR DIGITAL BUSINESS STUDENTS

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### Abstract (English)

Improving the quality and efficiency of learning requires educators to change their learning media. English for Digital Business Program is one such example. Learning a foreign language in Indonesia is an integrated process. Despite this, many students believe English is difficult to learn, especially outside the classroom. As a result, ideas about the difficulty of English can be gradually reduced by using ICT-based media. This research aimed to discover how using ICT-based media, either computers or mobile devices, may assist students in learning English in a digital business program. Due to avoid bias, this study used a mixed method approach with 40 students sampled in the 1st-semester English course of the Digital Business Program at Indraprasta PGRI University. In addition, two different assessors observed the class to collect data. The results showed that students responded positively to using information and communication technology (ICT), especially the MALL application, in learning English courses for the Digital Business Program. The results of this study can be used as an alternative to the use of ICT in learning Digital Business courses.

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### Abstrak (Indonesia)

Untuk meningkatkan kualitas dan efisiensi pembelajaran, pendidik harus mengubah media pembelajaran mereka. Salah satu contohnya adalah Mata Kuliah Bahasa Inggris untuk Program Bisnis Digital. Belajar bahasa asing di Indonesia adalah proses yang terintegrasi. Meskipun demikian, banyak siswa percaya bahwa Bahasa Inggris sulit untuk dipelajari, terutama belajar di luar kelas. Akibatnya, pemikiran tentang kesulitan bahasa Inggris dapat secara bertahap dikurangi dengan penggunaan media berbasis ICT. Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan media berbasis ICT, baik komputer atau perangkat seluler, dapat membantu siswa belajar Bahasa Inggris dalam program bisnis digital. Untuk menghindari bias, penelitian ini menggunakan pendekatan metode campuran (mixed method) dengan 40 mahasiswa yang dijadikan sampel di mata kuliah Bahasa Inggris semester 1 Program Bisnis Digital di Universitas Indraprasta PGRI. Untuk mengumpulkan data, dua penilai yang berbeda melakukan observasi di kelas. Hasil penelitian menunjukkan bahwa siswa memberi tanggapan positif terhadap penggunaan teknologi informasi dan komunikasi (ICT), khususnya aplikasi MALL, dalam pembelajaran mata kuliah Bahasa Inggris untuk Program Bisnis Digital. Hasil penelitian ini dapat digunakan sebagai alternatif untuk penggunaan ICT dalam pembelajaran mata kuliah Bisnis Digital.

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## INTRODUCTION

In a more complex sense, learning results from the continuous interaction between development and life experiences. Learning is a teacher's conscious effort to teach students or direct them with learning resources to achieve the desired goals in the best way (Arif & Handayani, 2021). Students are the subjects who learn in the learning process, and teachers are the subjects who teach. The process Helps do learning activities so that the teaching and

learning process can take place effectively (Chemir & Kitila, 2022). Therefore, learning is defined as a two-way interaction between students and instructors in which there is intense communication or transfer with predetermined goals.

Engaging learning is expected to help students achieve learning objectives quickly and enjoyably (Martínez & Gómez, 2023). Learning has always been considered an art because it demands creativity and imagination, so there is a strong relationship between technology and education, with technology as the main driver. Education is shaped by technological knowledge. According to Yudhiantara & Saehu, (2017), teachers must research results to show that incorporating technology into the classroom can help students communicate better, make them more active as learners, and encourage them to reflect on what they have learned. To optimize the learning process, both educators and students must master ICT (information technology) instruments. In the teaching and learning process, the power of the teacher and the student must be equal and produce a form of knowledge. However, only involving students in the learning process will not effectively construct knowledge (Hashemi et al., 2022). Students must actively participate in learning activities taught by using strategies and media. Since learning educators carry out learning activities, they must demonstrate and develop dynamic elements when teaching students. Because mastery of material in students cannot be expected to occur quickly, students need to repeat learning. Educators should make efforts in the learning process to increase students' learning motivation and provide reinforcement for actions to be taken.

Students in Indonesia are unfamiliar with learning approaches and depend solely on their teachers' (Reflianto & Syamsuar, 2018). Indonesian students do not master English well despite several years of study (Kotsi & Fernández Robles, 2023). English is used all over the world, both online and offline. In Indonesia, English is taught from elementary to university level. And Irawan et al., (2020) and Sulistiyo et al., (2022) state that English is an international language that is also widely taught, especially in Indonesia, so teaching learning strategies and media is essential.

The goal of E in essential English language teaching in Indonesia is to make students master the four basic skills of English: reading, writing, speaking, and listening, as well as other components of English, such as vocabulary, grammar, and pronunciation. Students should improve and master all these skills and language components. English can be considered a foreign language, sometimes challenging to learn. Educators must have the ability to solve this problem when it arises. ICT (Information and Communication Technology) based media in the learning process is one way to overcome these difficulties. With the advancement of science and technology, there is a desire to change how technology is used in the learning process. To achieve the teachers' efficient knowledge and understanding of learning media such as computers, According to Zakirova et al., (2020), which can be used as a reference in media utilization, the technology used starts from the lowest to the highest. This is in line with Ansoriyah & Irawan, (2023) and Sulistiyo et al., (2022) that the opinion about computer-based media, or computer-based media, such as computer-assisted learning. Media helps improve the quality and quality of learning; the presence of media, not only the teacher, delivers the lesson but also adds value to learning activities.

Therefore, learning media can be defined as any kind of communication tool that teachers can use to encourage students to participate actively in learning activities. Teachers should have some skills and strategies, such as finding content quickly and saving, ensuring

the digital content is relevant. For example, teachers can ask students to view, listen to, or watch online texts in the language used to communicate ideas and concepts (Ansoriyah et al., 2023; Ansoriyah & Irawan, 2023).

Talking about ICT (Information and Communication Technology) or ICT in the learning and teaching process is inevitable, especially in Digital Business Program courses in the UK. This shows that digital skills (ICT) are essential for education and careers in the 21st century. Today, information and communication technologies (ICTs) used in learning are primarily mobile and computerized. Therefore, students today have more tools to help them learn independently outside the classroom. Moreover, media is considered a teaching aid that develops rapidly following advances Mohanta et al., (2023) and Padmadewi et al., (2022) study found that teachers can make learning active, creative, and fun with educational technology. Interaction and delivery of information can be done quickly due to the global development of ICT. Information technology-based learning is a teaching method that uses information technology, which includes all technologies that can be used to store, process, display, and convey information in the communication process (Raman et al., 2019).

Computer-assisted Language learning (CALL), which aims to teach aspects of the language learning process, especially English, is called ICT (Information and Communication of Technology)- based technology or the use of computers in the language learning process. Byrne, (2019) mentions that ICT-based technology or the use of computers in the language learning process is called Mobile Assisted Language Learning (MALL). MALL is part of Computer-Assisted Language Learning (CALL). However, according to Yudhiantara & Saehu, (2017), MALL differs slightly from CALL as it is used with personal portable devices, allowing for new learning methods that emphasize spontaneous access in various contexts.

Research conducted by Amin & Sundari, (2020) indicates that implementing CALL for English language skills learning with computer assistance produces data using effective planning methods and implementing learning. Furthermore, research by Chouthaiwale et al., (2018) shows that most students download and use English language learning applications based on Android, which they find very helpful in improving their English language abilities. Computers can handle various activities and execute programmed functions at incredible speeds. Additionally, computers can simulate or explain phenomena, making it easier for students. Computers are multifunctional devices that can perform many tasks, becoming different machines with various software.

These two strengths work together to produce this flexibility. However, an educator should consider several factors when teaching students ICT/IT-based learning. Teachers and students must use computers in the Digital Business Program classroom because computers can quickly respond to student input and store and manipulate information. Computers can be objects, tools, and devices for teaching logic ((Kotsi & Fernández Robles, 2023). Computer-based learning, also known as computer-assisted learning, is a highly engaging learning method that can encourage students to learn more. All types of hardware, software, content, and computer infrastructure are included in Information and Communication Technology (ICT), according to Zakirova et al., (2020) E-learning refers to using information and communication technology (ICT) for education. E-learning programs have been developed in Indonesia. Amalia et al., (2022) and Bai et al., (2020) state that e-education refers to using information and communication technology (ICT) as media, such as computers, the internet, phones, video, radio, and other media related to digital business programming and visualization.

According to Madhavi et al., (2023), intensive media used in computer-based learning can enhance students' listening abilities, particularly in English. This improvement is based on several factors, including (a) the function of text and visuals as tools to organize language in oral text, (b) motivational elements of video as a benefit for language teaching, and (c) the possibility that the combination of these media can achieve language goals. To teach students how to use ICT-based learning to find suitable sources, educators should pay attention to several things. First, search terms or keywords should be entered into the search engine. This will give students a clear understanding of the information they need to search for.

The entire English Language Digital Business Program Semester 1 class in the academic year 2023/2024 at the Faculty of Education and Social Sciences, Universitas Indraprasta PGRI, is the subject of this research, with a sample of 40 students. The subjects chosen for this Digital Business Program class were because they are in the early stages of the English language course. Consequently, they are expected to have good English language skills and knowledge, especially in speaking. Zhang, (2021) states that English has four skills: reading, listening, speaking, and writing. Based on this description, it can be concluded that with the advancement of Information and Communication Technology (ICT), many websites, applications, and tools can assist teachers and students in learning English. Electronic learning, which includes the use of the internet, and mobile learning, encompassing all types of electronic devices, exist today. However, this research only discusses the use of computers and mobile devices. This research aimed to determine how the use of ICT-based media, both computers and mobile devices, can help students learn English in the English language course in the Digital Business Program.

## **METHODS**

The method used in this research is a mixed-method approach. Sugiyono, (2015) states that the combination method (mixed method) examines natural and artificial object conditions. Researchers can use instruments to measure data collection techniques such as triangulation, tests, and questionnaires. Data analysis, which is inductive (qualitative) or deductive (quantitative), allows researchers to understand the meaning and make generalizations from the research results. Creswell & Creswell, (2018) used quantitative methods to collect information about students' opinions on using ICT-based media in learning English courses for the Digital Business Program.

On the other hand, the qualitative method involves documentation and more in-depth interviews with students. Questionnaires, interviews, and observations will be used to collect data. First, since questionnaires are used, the questions used are open-ended. Participants were informed in advance that no personal information was collected, and they were anonymous before they started answering the questionnaire. The researcher analyzed the data qualitatively because it was collected through open-ended questionnaires. 40 students sampled in the English for Digital Business Program course in semester 1 of 2023/2024 from the Digital Business Study Program at FIPPS Indraprasta PGRI University received the questionnaire. Participants' perceptions of using mobile devices or cell phone applications in English language acquisition were the purpose of this questionnaire. Getting acquainted with some mobile applications preceded the distribution of the instrument. According to Brown (2001:6), a questionnaire is a written tool that gives respondents a series of questions or statements that they must answer by writing or choosing from among the available answers. The researcher chose an open-ended

questionnaire to obtain more information about the participants' views on the subject under investigation. Boud et al., (2016) define interviewing as a process in which the researcher asks general, open-ended questions and records answers to one or more study subjects. The researcher chose the one-on-one interview method as it allows them to encourage students to express their opinions freely. Furthermore, data will be collected through classroom observations conducted by two independent raters to avoid bias. Mixed analysis involves both qualitative and quantitative data analysis.

## RESULTS AND DISCUSSION

### Result

This research aimed to study how students use ICT-based media, either computers or mobile devices, towards ICT and the applications they use regularly, both in and outside of class. The quantitative data collected in this study came from an open-ended questionnaire distributed over four weeks after students learned about their perceptions of some applications at MALL or CALL.

Table 1. The results of students' perceptions of ICT implementation

<b>Course Learning English for Digital Business Program</b>	<b>Cellular phones and computers</b>	<b>4 students</b>
<b>Benefits of using ICT technology for students in learning English course for the Digital Business Program</b>	Agree	40 students
	Disagree	0 students
	Neutral	0 students
<b>Obstacles for students in using ICT technology in learning English courses for Digital Business Program</b>	Technical	15 students
	Non- Technical	25 students

Table 2. ICT Application type that students use (when they try it themselves)

<b>Suggested types of apps or websites to improve English skills in the learning of English for Digital Business Program:</b>	<b>Listening Skills</b>	<b>YouTube, English Conversation Practice (Listening &amp; Speaking), Unindra Learning Management System</b>
	<b>Speaking Skills</b>	<b>YouTube, English Conversation Practice (Listening &amp; Speaking), Unindra Learning Management System</b>

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Reading Skills	Youtube, Educaplay, Wordwall, Edapp by SafetyCulture, Grammarly, Unindra Learning Management System
Writing Skills	Youtube, Educaplay, Wordwall, Edapp by SafetyCulture, Grammarly, Unindra Learning Management System

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Based on the table above, after the students tried it themselves, they suggested 15 apps based on their references. The results show students' general perception and understanding of using mobile apps to improve their English skills. Furthermore, the interview results in the first part show that students use mobile phones a lot when using ICT; they have many communication and social media apps, such as Line, Instagram, WhatsApp, Facebook, Telegram, and web browsers, as well as other apps, such as games and music, which most students use.

In the subsequent interviews in this study, the researcher tried to explore a deeper understanding of specific points of ICT-based use during one semester about the applications they used after they tried to learn English for the Digital Business Program. Some of the lists of applications that are most often used or searched for by students during one semester of English for Digital Business Program are YouTube, English Conversation Practice (Listening & Speaking), Educaplay, Wordwall, Edapp by SafetyCulture, Grammarly, Unindra Learning Management System.

According to the interviews conducted by the researcher, learning English is a challenge for them, either inside or outside the classroom. Here are some common problems mentioned by them: lack of computer knowledge and experience, inadequate hardware and software availability, inadequate computer technology support, time factor, and lack of professional development in computer technology integration; sometimes, offline internet connection is required, and a stable network is needed to support the learning process, and students' concentration can be disturbed when they use computer technology.

After discovering some applications they used during the semester, interview summary notes include their responses. YouTube: This app allows me to choose topics and subtitles for videos. As this app is easy to use and popular among smartphone users, YouTube with subtitles is highly recommended for improving reading, listening, and speaking skills. The English Conversation Practice (Listening & Speaking) app provides hundreds of lessons for listening practice, quizzes to improve comprehension of English material, and conversation exercises to improve speaking. Unindra Learning Management System is a software platform developed or used by Universitas Indraprasta PGRI or other similar organizations. The functions and definitions of this LMS may depend on the needs and policies of a particular institution. This LMS manages, distributes, and tracks online training or learning. Educational institutions, companies, or other organizations can use it to conduct classes, provide course materials, arrange exams, and track student progress.

Plenty of other ICT apps can be used, such as Grammarly, Educaplay, Wordwall, and Edapp by SafetyCulture, but the apps mentioned by students above are the ones they use and share with their friends.

## Discussions

The above results showed that only a few students used MALL on their mobile phones, and most of the same apps, i.e., dictionaries, were used by all students. In contrast, others used their cell phones for ICT and had many chat and social media apps. Furthermore, the results showed much exciting information from the students. As stated earlier, most students only used dictionaries and Grammarly at MALL. Many said it was also the first time they heard about English Conversation Practice (Listening & Speaking), Educaplay, Wordwall, Edapp by SafetyCulture, Grammarly, and Unindra Learning Management System. According to the questionnaire, they felt interested in trying other MALL apps as they felt they benefited from such apps.

They stated that English speaking skills (listening and speaking) and other MALL applications are easy to use and help participants understand the material they need. They also considered English language skills, especially speaking, the most challenging skill to master.

Therefore, it can be concluded that the MALL apps, especially the English conversation exercises (listening and speaking) and TEDs, have many benefits for learning English for the Digital Business Program. For example, they have no limit on the amount of time they can use outside of class after the English for Digital Business course ends, and they have much extra time to use.

Research results Mohanta et al., (2023) show that information technology learning improves the efficiency and effectiveness of learning. Despite many positive reviews about ICT and MALL in particular, one drawback that the participants considered as a weakness of most MALL applications is that they depend on internet connection provided by internet providers and Wi-Fi networks used by users; this dependency hinders students' success in learning EFL because most MALL applications require internet connection. This makes sense as they cannot access the app or website unless the app features that allow offline access.

In addition, internet access is sometimes not accessible in Banjarmasin or even in Indonesia, especially off campus. They sometimes have to pay for space or data quotas that are not free. Therefore, some people prefer only using or opening apps on campus. Ignorance about the use of technology is the next challenge. Technology can change too quickly, making it difficult for students to control the learning content. Sometimes, students avoid using apps because not all of them are familiar with ICT, especially for certain apps, as they believe that it will make their phones or laptops full of data, simultaneously making other apps inaccessible.

However, once the students got used to how the apps worked, they were happy and wanted to try other apps to improve their English skills. Thus, it can be concluded that some of the apps that have been suggested are very beneficial for students, especially those who only want to concentrate on one particular English skill. Because language improves understanding when used in context. For example, students can see situations where people communicate in

short videos. They can see body language, gestures, facial expressions, interpersonal relationships, and levels of formality. Educators should be aware of students' interests and language needs so that the subject matter can be more relevant when delivered. Students will also be more motivated to learn language learning and digital skills because they can choose how to communicate.

Therefore, this research concluded that students positively responded to using ICT, particularly the MALL application, in learning English for the Digital Business Program. Students' responses show that they spend more time learning the app and find learning English for the Digital Business Program easier.

## CONCLUSION

Based on the research results, it can be concluded that although there are some barriers and difficulties when using the apps, most people positively view the use of ICT in learning English courses for the Digital Business Program. Most MALL (Mobile Assisted Language Learning) apps are used during study time, especially outside class. Some students start using the MALL app after trying English conversation exercises, such as listening and speaking, because they think the MALL app helps them understand the materials related to learning English for Digital Business courses.

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