THE ADVANTAGES AND DISADVANTAGES OF USING ICT IN ENGLISH LANGUAGE TEACHING

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Abstract: Information-communication technologies (ICT) are a part of our world and we use it everyday. ICTs are used in many aspect of life, such as: economic, healthy, social, and education. Teaching technique using chalk and talk or explanation is not popular anymore. It is then suggested that the teacher uses internet within his teaching learning process and it is also compulsory for the students to learn to use it. The Internet is a must, because it can be used (1) as the source of knowledge (2) as an aid for learning (instructional aid) (3) as teaching or learning facility (4) as a standard of competency (5) as an administrative equipment (6) as a supporting equipment for the school management (7) as an educational infrastructure. In language teaching and learning, we have alot of ways to choose from the world of technology: Radio, TV, CD Rom, Computers, C.A.L.L., The Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. ICT can also be very attractive for students. The effectiveness of ICT in education is demonstrated by the achievement of communication objectives, while efficiency is showed by saving cost, time and effort. In use in the educational process, theoretically, ICT would bring positive benefits. For all education participants, both teachers and students, ICT helps to provide a huge and various knowledge as well as up to date and easily accessible in a relatively rapid and in some cases even is free of charge. As a result technology plays a ver important role in English teaching. Using multimedia to create a context or task to teach English has an advantages. This article try to presents pluses and minuses of ICT usage in English Language Teaching (ELT).

Key words: Infomation-communication technology (ICT), ICTs tools, pluses and minuses of ICT, multimedia in English teaching, teaching learning process.

INTRODUCTION

The term 'technology' comes from the Greek words *téchne* which means "art" or "skill" and *logia* which refers to "words" or "thinking", that is, artful thinking. ICT stands for 'Information and Communication Technologies". ICT refers to technologies that provide to information through telecommunication, focuses on communication technologies (Internet, and network). It is the computing and communications facilities

and features that variously support teaching, learning and a range of activies in education. Information-communication technology (or ICT) is a common expression for a variety of different computer, information and communication devices (hardware), applications (software), networks (internet), and services. It is a general concept which encompasses all communication devices of the modern society and their usage. Its primary purpose is mediating information and enabling the communication process (Vodopivec and Samec, 2000).

ICT definition also includes a variety of everyday technologies, such as: electronic, toys, digital cameras, mobile phone and exectra. ICT is not a weird anymore. People usually use ICT in their life, like: for communication, bussiness, healthy, and now for education or e-learning (online education) (Punie, 2007) ICT encourages learning: it motivates the individual and at the same time gives him (or her) the capability to do certain activities.

Added by Agudo and Martin (2014) the development of the Information and Communication Technologies (ICT) has had a great impact in our current society and it has radically changed our way of life. This transformation has also played an important role in education since students must be prepared to face the changes that are taking place in the knowledge society. Bisides that, its presence betters the learning environment and enriches the learning experience. (Markovac and Rogulja, 2009) Punie (2007) claims that ICT enanbles the child to process the learning content in an entertaining and interesting way, while McPake, Stephen, Plowman, Sime and Downey (2005) have proved that the usage of ICT also develops the child's competences. ICT is not only an educational tool, but also a supporting one, because it helps to develop children with special needs behavioural problems. Furthermore, in this era the technology has high power. It is equal to or even exceeded the power held by political leaders in the political structure (Feenberg, 2000:131-147). It determines the social and cultural changes, including the social values. So then, technology brings both plus and minus effects on humanity and human life. There is a dialectics of technology (Perbawaningsih, 2013).

With the spread and development of English around the world, English is used as a second language in a country like India, Malaysia and for some country English is the 1st language. ICT in English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. The new era assihns new challenges and duties on the modern teacher. Technology provides so many potions as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that "technology lies at the heart of the globalization process: affecting education work and culture.

FRAME OF THEORIES
1. Use of ICT in Indonesia Education
In Indonesia, one variable for education quality assessment is the usage of ICT, especially of Information Technology (IT). Similar, learning English in Indonesia, ICT has been widely used as a learning resource. Schools and colleges provide communication facilities such as computers, the internet, and other electronic learning media to provide additional information needed in learning. With the communication technology, students will be able to access all sources of knowledge from various places without having to go to the trouble of meeting directly with the learning source itself. Cited on Perbawningsih : 2017, Ministry of Information and Communications and Ministry of National Education of the Republic of

Indonesia formulate 7 strategic roles of IT usage, namely (1) as a repository of knowledge, (2) a learning tool, (3) educational facilities, (4) the standard of competence, (5) supporting educational administration, (6) management tool, and (7) education infrastructure (Indrajit and Djokopranoto, 2006:375-388). Seven strategic roles of IT can be summarized in two major; (1) the functions of management/ administration (back office functions) and (2) learning function (front office functions) (Indrajit and Djokopranoto, 2006:343).

In the research of Perbawningsih : 2017 Information Communication Technolgy (ICT) – one kind of technology- in the educational process, particularly in the learning process in higher education institutions in Indonesia, using the case of the University of Atma Jaya Yogyakarta. From the aspect of ICT tools and technology applications for education, the government of Indonesia already has positive commitment.

Along with its development, information and communication technology should not only be used as a source of learning, but can be used to measure students' ability levels by using tests. At present, there are many programs that make it possible to conduct tests using a computer without the need to use paper. The use of this technology is certainly very helpful in presenting questions that require animation, diagrams, charts, and so on. The use of ICT certainly also makes it easier in terms of processing the scores of test takers so that the value can be immediately known shortly after the test ends. Besides that, the thing that is not less important is that with the use of ICT, it is expected that a number of frauds in the implementation of the test can be reduced.

According to Fariadi (2009) in this era, Education should be able build human resources. Therefore, policy education is directed towards being able preparing human resources to face future challenges effectively and efficiently, with utilizing all aspects of existing resources including information technology and communication (ICT) or known as ICT (Information and Communication Technology).

2. Use of ICT in English Language Teaching

In this era. Technology is a part of human world. It means now is era of globalization and the use of English also has increased in popularity. We know as a teacher, we need to be a qualified teachers to instruct students in the language in the modern era. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study (2000) suggests that in the years 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of onformation stored on the internet is in English. For the first time there are more Non-Native than. Native users of the language and diversity of context in terms of learners, ege, nationality, learning background etcetera has become a defining characteristic of ELT today. (Solanki D.Shyamlee and M.Phill : 2012).

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to learning, featuring audio, visual, animation effects come into full play in English class teaching and sets for ecploration on English teaching model in the new era. It is proved that multimedia technology influences education of learners in the activities of learning and initiatives of student and teaching effect in English class. It is fair to assert that the growth of the internet has facilitated the growth of the English language.

Meanwhile, educational outcomes in Indonesia are not satisfying. That matter reflected in reports from several institutions international with regard to level competitiveness of Indonesian human resources with other countries. Based on UNDP report in 2006, Indonesia position on HDI is in 108th position out of 177 countries. And then, 2015 Indonesia is in the 113th position out of 188 countries from position 110th in 2014 (Fauzi:2017, CNN Indonesia). The renewal of education in Indonesia should continue. Besides that, it is also necessary to arrangement for quality and continuous education structuring, which is adaptive with the changing of time.

The low quality of Indonesian human resources is indeed inseparable from the results achieved by Indonesian education so far and, it must be admitted, there are still many problems facing the world of Indonesian education. As advances in technology and art developed today can actually be held in the hands of students without seconds. Through cyberspace (internet) learning English becomes more interesting. For this reason, it takes steps to innovate ICT-based English learning in order to improve the education quality of the Indonesian people.

3. The Advantages of ICT in English Language Teaching
a. To Increase Student's Interest in Study

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal. ICT is some ways to increase student in learning. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which. When used appropriately, can promote the shift to a learner-centered environment. ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and becomeinvolved in the lessons being delivered. More so than any other type of ICT, networked compoters with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.

b. ICT as a Facilitating The Acquisition of Basic Skills

The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs such as Sesame Street use repetition and reinforcement to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement.

c. ICT as a E-learning

E-learning or online learning is learning whose implementation is supported by technological services such as telephone, audio, videotape, satellite transmission or computers. Like a course or education in the medium of distance learning and cyber classroom. There are three Internet-based learning systems in E-learning

a. Web Course

It is the use of the internet for learning purposes where teaching materials, discussions, consultations, assignments, exercises and examinations through the internet or there is no face to face in the learning process such as the process of distance education (distance education); virtual university.

b. Web Centric Course

Unlike the Web Course, the Web Centric Course emphasizes more learning where teaching materials, discussion, consultation, assignments, and training through the internet. Exams, and some consultations, discussions & exercises in face-to-face, face-to-face meetings conducted in the learning process smaller. Like a university off campus.

c. Web Enhanced Course

It is the use of the internet for learning purposes where the internet is only to support face-to-face learning activities or the percentage of face-to-face conducted in the learning process is greater.

d. To Find Out Information and To Gain New Knowledge

Students can use ICT to find out information and to gain new knowledge in several ways. They may find information on the Interner or by using an ICT-based encyclopedia such as Microsoft Encarta. They may find information by extracting it from a document orepared by the teacher and made available to them via ICT, such as document created using Microsoft Word or a Microsoft PowerPoint slideshow. They may find out information by communicating with people elsewhere using email, such as students in a different school or even in a different country. ICT also called E-library because through Internet we can find 800 milliards information of education, science and else.

e. To Improve Interaction Between Teacher and Student

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. Students camn use ICT as part of a creative process where they have to consider more carefully the onformation which they have about a given subject. They may need to carry out calculations (eg. By using Microsoft Excel), or to check grammar and spelling in a piece of writing (perhaps using Microsoft Worl), or they may need to re-sequence a series of events (for example by re-ordering a series of Microsoft PowerPoint slides). Students can use ICT to present their work in a highly professional format. They can create documents and slideshows to demonstrate what they have learned, and then share this with other students, with their teacher, and even via email with people all around the world.

In this era, ICT can be use as Virtual Teaching or Electronic Education, teacher can teach their student everywhere and anywhere, and the students can learn anytime they want using ICT or learning room, likes "Ruang Guru".

f.   Creates a Context for Language Teaching

One of the most commonly cited reasons for using ICTs in the classroom has been to better prepare the current generation of students for a workplace where ICTs, particulary computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the abilty to use ICTs effectively and effeciently, is trus seen as representing a competitive edge in an increasingly globalizing job market. Multimedia teaching creates a centext for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students. When using multimedia software, teachers can use pictures and image to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way.

4.   The Disadvantages of ICT in English Laguage Teaching

For many years ICT have been judged for their potentially bad influence on the child. Often, worries about the usage of ICT are concerned with the question how early exposing of the child to be ICT influences its general development. Experts like Kirkorian, Wartella and Anderson (2009) claim that the children learn more from real-life experiences than from the ones offered by ICT, especially if the contents is not suitable for the children. The debate about the technology's influence on the child's development has long ago exceeded the berders of academic circle and became public. Plowman, McPake and Stephen (2008) have found out that even the general public thinks that the usage of ICT is dangerous for the child, and that its creative potential is being more and more overlooked.

a.   Availability of Technologies to be Used

Beside the advantages of ICT, we must know about disadvantages of ICT. The mandatory implement of at least a computer would be an impediment rather than a tool. It is also influence the time of learning. Lesson planning using ICT is more time consuming than follow an already planned class. The class will be discus a lesson agian and again, sometime it will be make the student bored. Using ICT also influenced bad site from the learners, student can open another site beside the topic lessons. Some time the class will be coatic and become a hectic class.

b.   The Cost of ICT is Expensive

Another important drawback to usinng ICT in schools is the fact that computers are expensive. According to the IT learning exchange (2001), in most schools ICT will be the single largest curriculum budget cost. This may be seen as a good thing but on the other hand there will be little money left over for other significant costs.(Mohanty.R:2011).

c. Reliability of Information

Anyone with access to a computer and an internet connection internet can start a blog or post something up on a website, so just because something's on the web doesn't mean it's reliable. A prime example of this is the open source encyckopedia, Wikipedia, although considered a good source of information it is not recognized by academic institutions as a trustworthy reference. There is also re risks attached to the unknown / hidden elements on the internet (you don'tnecessarily know who you are talking to). We know, not everything that is on the Internet can be seen as useful or reliable given that everybody can upload whatever in it. Progress of ICT will also occur of violation of Intelectual of another person is easy to access and get the data that is causing people plagiatis will commit fraud.

d. Teacher Skills and Knowledge Support

The classroom now needs any kind of technical support in case of breakdwon, incapability to use specific software or anything that comes with the use of new technology. That means that the teacher wouls have to play the role of technician and be a master of technology being used given that he/she supposed to assist good teaching with it. That also means, however, that teachers with no training on this technology have no acess to ELT using Information and communication technologies, given that he/she does not know how to manage classes. Many training institutions are not completely aware of the need of the implementation of ICT in English language teaching and, definitely need to enchance subject teaching using ICT. Another disadvantage concerning to employment is that nit every teacher is capable to update his/her knowledge on ICT when teaching English. That situation is in some way problematic, given than it is not possible for some teachers to update their knowledge of technologies that they are not capable to use. Moreover, the updating of knowledge becomes nearly impossible in cases in which there is no sponsor or money to pay for training courses on ICT.

CONCLUSION

As a conclusion, it can be said that, as well as the use of Information and Communication Technologies has advantages on the modern English language teaching, it also has disadvantages that not allow every learner and teacher to make use of it during classes. In that way, every time that Onformation and Communication Technologies provide advantages such as quick and cheap access to the latest information, the developing of language skills and the emergences of new job opportunities, there are also disadvantages such as the lack of devices to carry out a class, the unreliability of some web sources and the inability of some teachers to train themselves in this technology.

"Ideally, the purpose of both the traditional and computer-assisted cooperative language learning classrooms is to provide a space in which the facilitation of learning, and learning it self, can take place" (Shi, 2008: 76). It is true that one of the ultimate goals of multimedia language teaching is to promote students motivation and learning interest, which can be a practical way to get them involved tn the language learning. Context creation of ELT should be based on the openness and accessbility of the teaching materials and information. During the process of potimizing the multimedia English teaching, students are not too dependent on their mother tongue, but will be motivated and guided to communicated with each other.

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