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### ICT Integration in English Language Learning: Perspectives of Vocational School Teachers in Pekanbaru

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#### ABSTRACT

As technology develops, ICT competence becomes important for teachers, especially English teachers, to facilitate more effective learning. This study aims to explore the ICT competencies of English teachers in grades X and XI of SMKN 7 Pekanbaru. This research uses content analysis method by selecting appropriate participants from grades X and XI of SMKN 7 Pekanbaru. Two English teachers who teach in grades X and XI were interviewed, according to the indicators of ICT competence, namely aspects of ICT understanding, curriculum and assessment, pedagogic, ICT use, organizational and administrative aspects, and teacher professional learning. Data obtained from interviews and documentation were analyzed, and the results showed that teachers' competence in the use of ICT is quite good, with the use of devices such as computers, mobile phones, and infocus. In teaching, English teachers use PowerPoint, Ms Word, Google Classroom, and 3D Blender as teaching materials. The ICT competencies used by teachers receive positive responses from students, who feel motivated and enthusiastic about participating in the learning process using ICT tools and completing assignments. It is recommended that English teachers continue to improve ICT competencies to shape students' ICT skills in English language learning.

**Key Words:** English Language Learning; ICT; Teachers' Perception.

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#### INTRODUCTION

Information and Communication Technology (ICT) has developed rapidly and brought great impact in various aspects of life, including in the world of education, especially language learning. In this context, (Ammade et al., 2018) ICT plays a vital role in making the language

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learning process more meaningful, interesting and effective. One of the main aspects introduced by ICT in language learning is its ability to enrich the learning experience with various digitally accessible media and resources (Herwiana & Laili, 2022). These resources, such as learning videos, podcasts, mobile applications, and various other interactive materials, provide an additional dimension for students to learn, in addition to conventional textbooks. For example, through learning videos or movies in the target language, students can hear the correct pronunciation of words, watch facial expressions, and understand deeper cultural contexts, which are often difficult to explain with text alone.

In addition, ICT also allows for more flexible and accessible learning anytime and anywhere. Liu et al., (2020) define that with digital platforms, such as Learning Management Systems (LMS) or internet-based applications, students are no longer bound by time and place, allowing them to continue language learning independently outside formal class hours. This is especially helpful in language learning that requires repeated practice to improve skills such as speaking, writing, listening and reading (Fang & Abdullah, 2024). Hence, one of the other great advantages of ICT is the ability to increase interaction between students.

Through online learning platforms, discussion forums and communication-based applications such as chat or video calls, students can exchange opinions, discuss and collaborate on projects together (Wardhana & Muhammad, 2021). This opens up more opportunities for students to interact in the target language, both written and spoken, allowing them to practice their speaking and writing skills in a more practical and contextualized manner. Hollister et al., (2022) confirm that this interaction also gives students more confidence, as they can learn alongside peers who may be facing the same challenges. In addition, with more frequent interaction, students can learn in a more natural way, mimicking everyday conversations in the language.

Furthermore, ICT also allows for more personalized and tailored learning (Andok, 2024). The use of sophisticated language learning apps and software allows for learning that is tailored to each student's level of ability. For example, language learning apps are often equipped with adaptive features that can assess a student's ability and provide material appropriate to their ability level, allowing for a more purposeful and less overwhelming learning experience. Features such as instant feedback also help students to immediately know their strengths and weaknesses, so that they can make immediate improvements (Ayu & Rizky, 2023).

After that, according to Ulfa & Bania (2019) and Vodă et al., (2022), the use of ICT in language learning creates a more collaborative and enjoyable environment, where students not only learn the language theoretically, but also practically and interactively. It supports the all-round development of language skills, which depend not only on academic skills, but also on the ability to communicate in a wider social and cultural context. Technology, with its ability to connect people from different parts of the world, also introduces opportunities to communicate with native speakers or students from other countries, enriching the language learning experience with a broader global perspective (Lee et al., 2023).

The use of Information and Communication Technology (ICT) in Indonesian schools is increasingly considered a necessity, especially in English language learning (Lafifa & Rosana, 2023; Rizky, 2020; Wandari et al., 2024). ICT encompasses a range of computer and internet-based technological tools that enable teachers and students to access, process and disseminate information efficiently. In the context of English language education, Adara & Haqiyah (2021); Herwiana & Laili (2022) and Meshkat & Mohammadpour (2019) discover that the ICT can be a very effective tool to improve students' language skills in listening, speaking, reading and writing. By using ICT, students can access various online learning resources, such as learning

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applications, interactive videos and digital discussion platforms, which can enrich their learning experience. In addition, ICT also makes it easier for teachers to deliver materials in a more engaging and interactive manner, as well as enabling more accurate and structured monitoring of students' progress. Therefore, the integration of ICT in English language learning not only supports the achievement of learning objectives, but also prepares students to face the demands of a world of work that increasingly relies on technological skills (Asare et al., 2023).

Therefore, Lafifa & Rosana (2023) argue that the development of ICT has been very rapid in recent decades, and its impact is felt in various aspects of human life. One of the most obvious impacts is on social life. ICT allows people to communicate instantly and without distance limitations, through various platforms such as social media, instant messaging applications, and video calls. In addition, ICT also enables the rapid and widespread distribution of information, thus accelerating the flow of information in various circles, be it in politics, economics, or culture (Herdi et al., 2022). This speed and efficiency brings about major changes in the way people interact, share knowledge and collaborate in various fields.

In the context of education, ICT plays a very important role in changing the learning paradigm (Kamalov et al., 2023). With the internet and mobile devices, information and learning resources can now be accessed easily by anyone, anytime and anywhere. This allows for learning that is more flexible, interactive and based on individual needs. As proposed by Liu et al., (2020), ICT also facilitates the creation of distance learning or e-learning methods that allow students to still get learning materials without having to meet face-to-face with teachers or lecturers. In addition, in education, ICT also introduces various tools and applications that support teaching, such as software for presentation creation, simulation, and data processing, as well as applications for classroom management that help teachers monitor and manage the learning process more effectively.

However, the rapid development of ICT also brings its own (Yıldırım & Gedik Bal, 2023). In social life, while ICT speeds up communication, there are also issues related to privacy, dissemination of inaccurate information, and potential dependence on technology. In education, while ICT offers many conveniences, the biggest challenge is how to effectively integrate ICT in the learning process, including infrastructure issues, digital skills of students and teachers, and its effect on the overall quality of education. Therefore, Lafifa & Rosana (2023) suggest that the development of ICT must be balanced with wise management, so that the benefits can be maximized, while minimizing the negative impacts.

For teachers to become competent and professional in the use of Information and Communication Technology (ICT), a process involving well-structured education and training is required (Fang & Abdullah, 2024; Yıldırım & Gedik Bal, 2023). This education should be gradual, starting from basic to advanced, and may also involve self-directed learning to hone their skills more flexibly. While ICTs offer many conveniences for learning, their integration in educational practice is still limited (Brunetti et al., 2020; Rohde & Mau, 2021). This is more pronounced in rural areas, where many teachers are not well versed in ICT. The main factors influencing this low competence include lack of training, limited facilities and teachers' low understanding of how to effectively utilize ICT in the learning process.

Additionally, the use of ICT in learning by teachers still faces various challenges that need to be overcome. Argudo-Serrano et al., (2023) has discovered that the main problems is the very busy teaching schedule, which makes it difficult for teachers to take the time to attend training or deepen their knowledge of ICT. In addition, the lack of effective training is a serious obstacle, as not all teachers receive adequate training on how to optimally implement

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ICT in the classroom. Access to technology facilities is also an issue, especially in remote areas, where limitations on laptops and other devices make it difficult for teachers to apply ICT in the learning process. This results in a gap in education quality between urban and rural areas (Aprilia et al., 2024).

Next, teacher competencies cover the knowledge, skills and attitudes required to perform well in the education profession (Bastian et al., 2023; Triayomi et al., 2022). The three main aspects that form the basis of teacher competence are knowledge of teaching materials, skills in managing learning and professional attitudes in interacting with students and fellow colleagues. There is a close relationship between teacher professional competence and student learning achievement, which indicates that the higher the competence of teachers, the better the quality of learning outcomes achieved by students.

For this reason, mastering the four main teacher competencies, namely pedagogic, personality, social and professional, is very important (Ramadansur et al., 2024). Pedagogic competence enables teachers to design and implement effective learning, personality competence reflects a teacher's positive character, social competence relates to a teacher's ability to interact socially, and professional competence shows the extent to which teachers master their field of expertise. All these competencies are interrelated and play a role in creating a conducive and quality learning environment (Fabian et al., 2024).

To find out how English teachers are competent in using Information and Communication Technology (ICT) in the classroom learning process, this study aim at exploring various aspects related to the utilization of ICT by teachers. These competencies include basic knowledge of technology needed to support teaching and learning activities, skills in operating relevant software and hardware, as well as the ability to select and integrate technology that suits learning objectives.

In addition, it would also include an analysis of how teachers apply technology in various teaching methods and strategies, such as the use of multimedia, learning apps and digital platforms to enhance student interactivity and engagement. The assessment of teachers' competencies will include factors such as understanding the benefits of ICT in improving teaching effectiveness, creativity in utilizing technology to support the diverse needs of students, and teachers' readiness to face the challenges of technology that continues to grow in the world of education. Thus, this research is expected to provide a comprehensive picture of the extent of teacher competence in utilizing ICT to support the achievement of learning objectives in the classroom.

## **METHODS**

### ***Research design***

This research uses a qualitative approach as defined by Creswell & Creswell (2018), with content analysis method to assess English teachers' competence in using Information and Communication Technology (ICT) in the classroom learning process. The qualitative approach was chosen because the main purpose of this research is to understand in depth how English teachers utilize ICT in teaching, as well as to explore the perceptions and experiences that exist in the field. In this research design, the researcher focused on analyzing texts, interviews, and documentation related to teachers' use of ICT.

### ***Research site and participants***

This research was conducted at SMKN 7 Pekanbaru, a vocational high school located in Pekanbaru city, Riau. This school was chosen because it has a curriculum that integrates Information and Communication Technology (ICT) in the learning process, particularly in

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English subjects. This study aims to explore the extent to which English teachers in this school are competent in using ICT in learning. The research participants were English teachers at SMKN 7 Pekanbaru. English teachers were chosen as the main research participants because they have a direct role in the implementation of ICT in learning. These teachers are expected to have knowledge and skills in using technology to support the teaching process and improve students' learning outcomes. The selection of English teachers as participants was based on the fact that they are the most responsible party in planning and implementing teaching using ICT in the classroom. The sample of participants for this study was purposively selected and ensured that the research participants had sufficient understanding of the use of ICT in learning so as to provide valid and rich data regarding teachers' competence in using ICT as well as their views on the application of ICT in the classroom.

### *Data collection and analysis*

In this study, data collection was conducted through two main methods, namely interviews and documentation. Cheong et al., (2023) state that interviews were used to obtain in-depth qualitative data about teachers' competence in using Information and Communication Technology (ICT) during the English learning process in the classroom. Interviews were conducted with English teachers and students at SMKN 7 Pekanbaru. Interviews with teachers aimed to explore the extent to which they mastered and utilized ICT in lesson planning and implementation. In addition to interviews, data was also collected through documentation, which included analysis of learning materials, lesson plans, and other learning resources used by teachers in integrating ICT in the classroom.

Once the data is collected, data analysis is conducted using the content analysis method (Yahiaoui et al., 2022). Content analysis was used to extract key information from the interviews and documentation and to identify key themes relating to teachers' competence in using ICT and students' perceptions of the use of technology in learning. The analysis process began with the transcription of the interviews, then coding the data to identify categories or themes relevant to the research objectives. These codes were then analyzed to find patterns and relationships between variables that emerged from the interviews and documentation. Thus, content analysis allows researchers to make valid inferences regarding teachers' competence in using ICT and its impact on the English language learning process in the classroom. The results of this analysis will provide a clear picture of the application of ICT in learning, as well as provide recommendations for the development of teachers' competence in utilizing technology more effectively.

## **FINDINGS AND DISCUSSION**

### *Findings*

The researcher interviewed how the English teacher's learning process focused on the English teacher's ICT competence in the classroom. The following are the results of research with transcripts of interviews conducted with English teachers, students, document collection and screenshots. The interview consists of aspects of the teacher's ICT competence to measure how the ICT competence of teachers in the classroom is divided into several aspects; aspect of understanding ICT, aspect of curriculum and assessment, aspect of pedagogical, aspect of ICT, aspect of organizational and administrative, and also aspect of professional teacher learning.

#### *a. Aspect of understanding ICT*

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It has been found that this aspect includes the understanding of the English teacher on the use of ICT and the English teacher is also able to practice it in learning activities.

**Excerpt 1:**

**FA : "What do you know about ICT competencies?"**

WS : "...ICT competence that I know the use of computers; Word, Excel Powerpoint. And I think that competence is something that must be mastered."

HN : "ICT competence is the ability of the teacher so that students understand computers."

Excerpt 1 shows that WS and HN state that ICT competence is the ability to understand ICT.

*b. Aspect of curriculum and assessment*

In this section, English teachers are competent in the use of ICT in the classroom, and can assess how competent they are as teachers.

**Excerpt 2:**

**FA : "What are some examples of applications and devices that you use to support ICT competencies in the classroom?"**

WS : "...usually use Powerpoint, Word for sure, Excel yes, depending on what needs are used. As for the application, we have used an application for making learning media, it's a blender."

Excerpt 2 shows that WS stated that she used Ms Word, Ms Excel, and also used various application in classroom

*c. Aspect of pedagogical*

In this section, teachers can apply their ICT in planning learning in classroom

**Excerpt 3:**

**FA : "Do you always use ICT in the classroom?"**

WS : "If ICT is not always yes, according to the material we teach, if we need media that can attract students, we use it".

HN : "Ya, such as used PPT and infocus."

**Excerpt 4:**

**FA : "Are students instructed to use cell phones??"**

WS : "For now, especially for the SMK level, there is no prohibition on carrying handphone, so it's allowed)

HN : "Yes, it is allowed, because to find difficult words, there is a quiz through ICT".

**Excerpt 5:**

**FA : "Do ICT competencies help you in the English teaching process??"**

WS : "Sure".

HN : "umm,,, sure can to help ya".

**Excerpt 6:**

**FA : "How to optimize your competence as an English teacher?"**

WS : "well,,, to improve competence, of course there are usually schools that do training or we ourselves as teachers, of course we follow the times, he'e we see on the internet, eee what is

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*used with this material, if it is in accordance with what material is that".*

HN: *"I always use the devices"*

From the transcripts of the conversations, it can be concluded that the use of ICT in English language learning in SMK is done according to the needs of the material being taught. As expressed by WS, "If ICT is not always used, it depends on the material taught, if we need media that can attract students' attention, we use it." This is reinforced by examples of media use such as PowerPoint and infocus mentioned by HN, "Yes, like using PPT and infocus." In this case, ICT is not used continuously, but is selected based on relevance to the subject matter.

In addition, the use of mobile phones by students is also allowed in schools, especially at the SMK level, which does not prohibit students from bringing mobile phones. WS explained, "Nowadays, especially at the SMK level, there is no prohibition on carrying cellphones, so it is allowed," and HN added, "Yes, it is allowed, because to look up difficult words, there are quizzes through ICT." This shows that mobile phones are used as a tool in the learning process, such as searching for information or participating in technology-based activities.

ICT competencies are also considered helpful in the teaching process. When asked whether ICT competence helps in teaching English, WS answered emphatically, "Of course," and HN added, "Of course, it can help." Teachers recognize that skills in using ICT support the effectiveness of English language teaching in the classroom. To improve their competence, teachers try to keep up with the times, either through training organized by the school or by searching for information on the internet that is relevant to the material being taught. WS explained, "To improve competence, there is usually training organized by the school or we as teachers certainly keep up with the times, look on the internet, what is used with this material." HN also stated, "I always use the devices." This demonstrates their efforts to continuously develop relevant ICT competencies to improve the quality of their teaching.

#### *d. Aspect of ICT*

From interviews, they are able to provide interesting learning media to attract students to learn English easily using ICT

#### **Excerpt 7:**

**FA :** **"How do you get students interested in learning to use ICT in learning English??"**

WS: *"Emm my way? My way is, first we attract students, our learning media must be interesting after that so that they use it, the task is adjusted so that they use ICT, like that. For example, there are assignments, which they usually only write by hand, they are told to do so in Word, and they send their assignments via file".*

HN: *"Give the Powerpoint, so that students can understand it more easily, give interesting examples for students or pictures".*

#### **Excerpt 8:**

**FA :** **"What are some examples of aspects of technology that you typically use?"**

WS: *"...disesuaikan dengan jurusan mereka"*

*(... adapted to their majors)*

Excerpt 7 shows that WS and HN stated to attract the attention of students to learning English using ICT, the teacher first provides interesting learning media and also interest example

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Excerpt 8 shows that WS stated she adjusts aspects of her ICT use according to the student's major as well

**Excerpt 9:**

HN: *"Nothing, that's all (The meaning of the previous answer is that it uses aspects of the use of ICT"*.

From the transcript of the conversation, we can conclude some important things related to the use of ICT in English language learning. In Excerpt 7, WS and HN stated that to attract students' attention in English learning using ICT, teachers need to first provide interesting learning media and also provide interesting examples. This shows that both teachers agree that the media used must be able to attract students' interest so that the learning process becomes more effective. Furthermore, in Excerpt 8, WS emphasizes that he adapts the use of ICT to students' majors, which shows that WS pays attention to the specific needs of students based on their majors.

This customization aims to make the ICT used more relevant and support learning according to students' academic context. Finally, in Excerpt 9, HN states that she uses certain aspects in the implementation of ICT in the classroom, although it is not explained in detail what aspects are meant, this indicates that HN has a special approach in choosing and implementing ICT in the classroom that is tailored to the learning objectives to be achieved. Overall, this conversation illustrates that both teachers implement the use of ICT that is engaging and relevant to students' needs to create a more effective English learning experience.

*e. Aspect of organizational and administrative*

This includes the integration of ICT in learning and understanding of the use of ICT.

**Excerpt 10:**

**FA : "What should you do about the constraints of using ICT in class?"**

WS : *"...we'll teach you how to ship, what's the problem, then use another alternative"*.

**Excerpt 11:**

HN: *"...given a grace period until the evening, the grace period was extended"*.

From the existing conversation, the following is a more detailed description by directly quoting parts of the conversation where Excerpt 10 shows that WS stated the importance of teaching students to operate ICT before proceeding with using other alternatives in teaching. WS said, "teach students to operate ICT, after that use other alternatives." From this quote, it can be inferred that WS considers basic mastery of ICT as an important first step in the learning process, and after that, ICT can be replaced with other methods or tools as alternatives to support more effective learning.

Furthermore, Excerpt 11 shows that HN provides a solution to overcome the obstacles that arise in the use of ICT in the classroom, by giving more time for students to complete assignments. HN stated, "it gives students more time for assignments." This suggests that one way to overcome challenges related to ICT use is to give students more time to complete their assignments, which may involve using technology that requires extra attention and time.

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*f. Aspect of professional teacher learning*

This includes the teacher's ability to use ICT for self-development. And teachers are able to measure their type of competence

**Excerpt 12:**

**FA : "Which competencies dominate you?"**

WS : "...three anyway; pedagogic, personality and social".

HN: "Professional competence".

**Excerpt 14:**

**FA : "From the selected competencies, what have you applied in the competencies you have mastered?"**

WS : "...we bring the device which is in accordance with the material being taught, that's all".

Excerpt 14 shows that WS stated for its application and devices accordance with the material

HN: "...Develop more ICT, understand ICT about how advanced ICT is now)

Excerpt 12 shows that WS stated if she has chosen pedagogic, personality, and social when teaching in the classroom and WS stated if she has chosen professional competence in using ICT in the classroom. Based on Excerpt 14, it can be concluded that WS stated that ICT applications and tools are in accordance with the material being taught. Meanwhile, HN explained that the application of her competence is done by developing a deeper understanding of ICT, both in terms of applications and the use of devices. This shows that HN's main focus is to improve knowledge and skills in utilizing ICT effectively in learning.

## **Discussion**

Based on the results of the study, it can be concluded that the understanding of Information and Communication Technology (ICT) by English teachers in SMK shows a fairly basic understanding, although there are some indications that these teachers have applied ICT in learning. Most English teachers are able to use common applications such as Microsoft Word, Excel, and PowerPoint quite well. Microsoft Word is used to compile teaching materials and student assignments, while Excel is often used to list grades or other data related to classroom administration. PowerPoint is used to create presentations that can visualize learning materials, especially when teaching concepts that require more in-depth explanation. In addition, some teachers are also seen utilizing other applications that support learning, such as image or video editing applications to make materials more interesting and interactive.

Nonetheless, the use of ICT is still limited to these basic applications and has not been fully utilized for further exploration that can improve teaching effectiveness, such as the use of online learning platforms or specialized applications that support English language learning. Therefore, it can be said that teachers already have initial knowledge of ICT needed in teaching, but there is still potential for further development, especially in integrating ICT with more creative and innovative teaching methods to improve the quality of learning.

In its application, the use of Information and Communication Technology (ICT) in learning is not applied continuously, but selectively and adjusted to the type of material being taught (Wandari et al., 2024). In this case, ICT is used to support the teaching-learning process in certain parts that require visualization or more intense interaction.

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For example, media such as PowerPoint is often used to clarify important concepts or ideas in the subject matter. PowerPoint presentations allow teachers to organize information systematically and present it in a format that is easily understood by students (Zamiri & Esmaeili, 2024).

In addition, Colomar & Menn (2024) and Tasneem (2021) identify that the use of an infocus projector is also an effective tool for displaying broader or more complex material, such as graphs, diagrams or videos, which can facilitate deeper student understanding. Technology is also integrated by giving students the opportunity to use their cell phones in learning. Students are allowed to search for additional information via the internet to enrich their knowledge or take ICT-based quizzes designed to test their understanding of the material just learned. This not only makes learning more interactive and interesting, but also utilizes devices that students are already familiar with, thus increasing their engagement and motivation in following the lesson (Smith & Storrs, 2023).

In the pedagogical approach, Liu et al., (2020) suggest that the teachers not only focus on teaching the material, but also strive to utilize ICT strategically to suit the learning objectives to be achieved. Ammade et al., (2018); Bereczki & Kárpáti (2021); Fang & Abdullah, (2024) and Panagiotidis (2018) confirm that the ICT integration is done since the lesson planning stage, by choosing the right and relevant types of media to support learning effectiveness. One of the ways teachers implement ICT is by using interesting and interactive digital media, such as videos, learning applications, or computer simulations, which can increase students' interest in following lessons. This kind of media not only presents information passively, but also encourages students to be actively involved in the learning process, such as through interactive quizzes or technology-based discussions (Ezzaim et al., 2023).

Thus, the use of ICT in learning is not just about keeping up with technological developments, but also an attempt to create a learning experience that is more immersive, engaging, and in line with students' academic needs (Argudo-Serrano et al., 2023; Baker & Spencely, 2023; Wong, 2023). The use of Information and Communication Technology (ICT) in learning provides various benefits, but also raises a number of challenges that need to be overcome so that learning can take place effectively. Many students are still in the process of adapting to the use of new digital tools and learning applications, so they need additional time to understand how they work (Robinson et al., 2017).

In addition, Fajrina et al., (2024) and Zboun & Farrah (2021) discovered some technical issues such as unstable internet connections, errors in application operations, or unsupportive devices can also be obstacles that hinder the smooth running of ICT-based learning. In some cases, students may feel frustrated or anxious due to difficulties in overcoming these technical issues, which may affect their motivation and learning outcomes. To overcome these challenges, teachers have an important role in creating solutions that support students in optimizing the use of ICT (Zamiri & Esmaeili, 2024). One approach that can be taken is to give students extra time to complete tasks that involve technology. By allowing more time, students have the opportunity to delve deeper into the use of technology without feeling rushed. This extra time gives them the opportunity to overcome technical difficulties, such as finding the necessary information or fixing problems that arise during the use of the technology.

Moreover, this extra time allows students to work more focused, improve their understanding of the material being taught, and enhance their digital skills (Utomo et al., 2024). Then, teachers can also provide more intensive guidance, either individually or in small

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groups, to help students who are struggling with technology use (Abdillah & Sueb, 2022). This guidance can include technical instructions on how to use applications or devices, as well as additional explanations related to learning materials that use ICT. In this way, students are not only given time to overcome technical difficulties, but also encouraged to be more active in learning and developing their skills in operating the technology used in learning.

As suggested by Che et al., (2021) & Nadhirah et al., (2024), teachers' professional competence in information and communication technology (ICT) is a crucial aspect to improve the quality of learning, especially in the ever-evolving digital era. Teachers who realize the importance of self-development in the use of ICT will strive to continuously improve their understanding and skills. This includes a basic understanding of technological tools, but more importantly the ability to select and utilize applications and tools that are appropriate to the subject matter (Aprilia et al., 2024; and Nur & Harun, 2022). For example, in English language learning, teachers can use digital dictionary applications or video and audio-based learning platforms to enrich students' learning experience, make it more relevant, and provide a more real context for the material being taught.

In addition, teachers' competence in choosing the right technology tools also includes the use of tools that can encourage active student interaction and participation (Nurdin et al., 2023; Zboun & Farrah, 2021). The use of collaborative platforms, for example, allows students to work together on projects or discussions online, while digital quizzes can provide immediate feedback to help students understand the material better. This will certainly increase students' motivation for learning as they can be actively involved and have a more enjoyable learning experience.

However, the development of deeper ICT competencies is essential to create truly innovative learning experiences. Teachers who have advanced skills in using technology are able to utilize various advanced features of existing applications and devices. Competent teachers are also able to design more varied teaching materials, such as interactive learning videos, simulations, or infographics that can explain topics in a more interesting and understandable way. Furthermore, teachers' mastery of ICT allows them to analyze learning outcome data more efficiently. By using the right application or learning platform, teachers can monitor students' learning progress, provide faster feedback, and customize teaching approaches according to students' individual needs.

This capability not only facilitates the evaluation process, but also allows teachers to give more personalized attention to student development, making learning more effective and targeted. Thus, evolving ICT competencies enable teachers to optimally utilize technology to improve the quality of learning and prepare students for an increasingly digital world. Overall, the results show that English teachers in SMK already have sufficient understanding of ICT and try to integrate it in learning according to the needs of the material and students' context. Although there are challenges in the use of ICT, teachers continue to strive to develop their competence in this area to improve the quality of teaching.

## CONCLUSIONS AND SUGGESTION

From the results of the study, it can be concluded that English teachers in SMK have a basic understanding of Information and Communication Technology (ICT), with most teachers able to use common applications such as Microsoft Word, Excel, and PowerPoint in supporting learning. However, the use of ICT in learning is still limited to basic applications and has not been optimally utilized for teaching innovation. ICT is used selectively and tailored to the needs of the material, with media such as PowerPoint and infocus projectors

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aiding visualization and interaction of the material. The main challenges faced are students' limited time in mastering technology as well as technical issues, such as unstable internet connections. Future research could also examine how a more adaptive pedagogical approach to the use of ICT can improve student interaction and active participation in learning, as well as the development of more creative and innovative teaching methods by utilizing evolving technology.

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