

**GAMBARAN ACADEMIC BUOYANCY PADA MAHASISWA DI PERGURUAN
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Abstrak: Tulisan ini bertujuan untuk menganalisis penggunaan pendekatan komunikatif dengan menggunakan teknologi informasi dan komunikasi (ICT) sebagai media pengajaran bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik wawancara, observasi, dan dokumentasi. Penelitian menemukan bahwa ada kelebihan dan kekurangan menggunakan pendekatan komunikatif dengan media ICT. Di satu sisi, penggunaan pendekatan komunikatif dengan media TIK dapat membantu kegiatan belajar mengajar menjadi lebih menarik dan terkini dari segi fleksibilitas, aksesibilitas, efektivitas, dan pengembangan 58. S6-EPI-01-06-2024an kualitasnya. TIK dapat menghasilkan fleksibilitas dan efisiensi pembelajaran sehingga dapat menarik pembelajar untuk belajar bahasa Inggris dengan lebih menyenangkan. Selain itu proses pembelajaran juga lebih mudah diakses dan terjangkau untuk pengembangan kualitas banyak aspek pembelajaran. Namun, di sisi lain. Kelemahan menggunakan pendekatan komunikatif dengan media TIK adalah dari segi literasi, pemahaman, pengawasan dan interaksi. Guru merasa bahwa penggunaan TIK mempunyai kesulitan tersendiri, terutama bagi guru dalam hal kemampuan menggunakan TIK, dan siswa dalam pemahaman terhadap topik yang disampaikan. Belum lagi, penelitian ini juga menemukan kesulitan dalam mengelola kelas secara lebih efektif dibandingkan dengan kelas offline. Media membatasi komunikasi. Rekomendasi penelitian ini adalah media TIK dianggap berguna dalam mengajarkan keterampilan reseptif. Sedangkan dalam pengajaran keterampilan produktif dinilai kurang efektif.

Kata Kunci: Materi Pengajaran, Nasional, Kurikulum.

Abstract: This paper aims to analyze the use of communicative approach using information communication and technology (ICT) as a media of English instruction. The research used qualitative descriptive method with interview, observation, and documentation technique. The research found that there are both advantages and disadvantages of using communicative approach with ICT media. In one hand, the use of communicative approach with ICT media can help teaching and learning activities become more interesting and updated interm of its flexibility, accessibility, effectivity, and quality development. ICT can produce learning flexibility and efficiency in order to attract learner to learn English more pleasant. In addition the learning process also more accessable and affordable for quality development of many aspects of learning. However, on the other hand. The disadvantage of using communicative approach with ICT media are interm of its literacy, understanding, supervision and interaction. Teachers feel that using ICT has its own difficulties especially in regards to both teacher in term of their ability of using ICT, and students interm of their understanding to the topic delivered. Not to mention, the research was also found difficulties of managing the class more

effectively compare to offline class. The media limits the communication. The recommendation of this study is that ICT media is considered useful in teaching receptive skills. Meanwhile, in teaching productive skills it is considered less effective.

Keywords: *Material Instruction, National, Curriculum.*

INTRODUCTION

Referring to our experience in this past three years on the pandemic, it is no wonder that Covid-19 outbreak has brought many changes in various aspects of life, including the world of education. We are all forced to adapt to the new situation and habits, where social distancing need to be set to reduce the impact of the pandemic, but on the other hand, life must not stop and must continue (Sakina, Kulsum, Syaepul Uyun, 2020). Hence, all aspects are stragle for this. Government, companies, offices including educational institution have to create new paradigm and approach to deal with (Amaliah, at. all, 2022).

In educational institution particularly, both policy maker and teacher were shock due to the situation. Social distancing that requires people to stay at home, have send more than sixty million Indonesia students to stay at home (National Statistics Center Agency, 2020). As the resutl, The government, through the Ministry of Education, issued Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning From Home During the Emergency Period for the Spread of Covid-19. This policy becomes the very first steping stone for developing an approach of teaching (Wahyuningsih; 2022).

This new regulation was responded vary, most school in city quickly get along with this new system, yet for majority school particularly those in region, they still remain in a struggle. This situation was also experience in English subject. In the English instruction which requires communicative activities and a strong interaction process (Harmer, 2007). It is undebatable that the situation becomes a big challenge in getting the right approach and strategy to ensure the learning process runs smoothly (Firza, Sopyan, Zaitun, 2021; Fajar, 2022). if we talk about another subject, they may still have a sense of doing distance learning because delivering subject can be in form of lecture. However this situation quite difference comparing to English or any other language subject due to the interaction requirement (Syaepul, 2023). Thus finding a strategy which is appropriate to the language teaching becomes necessary to keep learning process runs well.

One solution rose to solve this issue was the idea of maximizing technology. It has been well known that the use of technology today became common on everyone's life specially after

the pandemic. Along with the development of the times, almost all instructions use technology as a media (Erba, Cipuri, Joni, 2021). Technology was considered could solved the problem at the that time. All media such as phones, computer or lapotop were used to ensure learning (Solanki, Shyamlee, Phil (2012). Through internet connection, thousand classes have been conducted in the entire arcipelago of Indonesia. All learning activities was easier. Teacher and students was well addapted to this situation, and quiqly education runs smoothly. However, does all of that work effectively, and is English instruction really gone well using technology as a media of instruction. In what measure the English instruction can run effectively using technology.

As major lingua franca all over the world, in Indonesia, English has been taught in every level of education (Syaepul Uyun, 2023a, 2023b). However, in practice, teaching English still leaves a lot of homework that needs to be completed. One of them is that English sometimes still becomes a frightening specterfor students where students are reluctant to understand it because they think that English is a difficult (Sakina, 2020). Therefore, the teacher must be more innovative in making a method to attract students' learning attention (Syaepul Uyun, 2022). To provide a quality teaching, a program should be supported by such other factors as institution, teachers, teaching process and learners. In additions, among those factors, it is teachers who hold prominent role in teaching (Richards, 2001). Therefore, the teacher also plays important role in the ongoing teaching and learning activities.

Referring to the previous research conducted by scholars, one approach that is used commonly in English Language Teaching (ELT) is communicative approach. It is the newest method introduced after another method (Dixson, 2023). The communicative approach puts the focus on the learner. It is the communicative needs of learners that provide the framework that the approach programs in aiming for functional competence of students English skills (Roberts, 2004). In general, communicative approach conjures up images of teachers who conduct classroom activities that emphasize real-life communication that supports language learning (Savignon, 2002). Classroom practice using this approach then includes activities that allow learners to take on very active roles as they engage in several techniques such role-plays, discussions or debates (Horwitz, 2008).

The Communicative approach is developed based on the idea that learning a language successfully comes through the communication in the real meaning. In this approach the main goal of teaching is to present a topic in context as natural as possible. So we can let anyone to

talk about the topic as natural as they can. Therefore, when the process of learning language is created naturally, it will bring the students not only to learn the language but also to acquire it. In fact, we can see that theories of second language acquisition will be very effective when it comes to its implementation using this approach (Nacua, 2021).

The Communicative Approach is about helping students develop communicative competence, which means the ability to use proper grammar and linguistic structure in different real-life contexts and the ability to adapt to different situations. In this light, the ultimate goal of learning is to give as much as possible to every student to be more active and take change for communication in a class. Here are some principle of communicative approach:

- The language of instruction must use target language; on the other hand, using this target language in this approach is necessary. This rules will build the authentic and contextual language instruction, so that students can have more opportunity to actualize themselves to the situation using the language. By this way, everyone will pus themselves to use the language.
- The process of instruction must be contextual; in this rule, we need to make sure that the language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.
- Communicative activities are essential. The activities should be presented in a situation or context and have a communicative purpose. There are a lot of activities can be conducted in our class such as debate, discussion, students presentation, roleplay, games, and problem-solving task. Another more important also, there should be information gap, choice and feedback involved in the activities.
- Learners must have constant interaction with and exposure to the target language. As stated by Harmer (2007), the more interaction a language learner has with the target language, the faster the language acquisition will be. Therefore, teachers need to ensure that the use of the target language is mandatory in English classes
- Integrated English skills; the process of instruction must be sure to accommodate all macroskills of language. It will be better to integrate all skill from the beginning, since communication integrates the different skills.

- Pay attention to the material or the topics provided. Materials and topic are selected and graded regarding age, needs, level, and students' interest. So it is all developed based on students need.
- Motivation is central. Teachers should raise students' interest from the beginning of the lesson.
- The role of the teacher is that of a guide, a facilitator or an instructor.
- Evaluation concerns not only the learners' accuracy but also their fluency.

Apart from the several advantages discussed above, another thing that needs to be known about this approach is the opinion that one of its weaknesses is that the Communicative Approach does not place sufficient emphasis on the rules of language structure, so that this strategy may not teach linguistic competence legitimately. This approach does emphasize the communication process in every learning process, but that also does not mean students do not learn grammar. even though what happens is that children will learn grammar indirectly and place more emphasis on the language acquisition process first. However after that, students will learn how vocabulary and grammar are used in the language they have acquired.

The Communicative Approach is supported by an ESL lesson structure system that directs teachers to coordinate linguistic use (or lexicon) lessons with responsive and useful dialect skills. By following each step of a learning arrangement system such as Presentation-Practice-Production (PPP), learning linguistic use can be integrated with learning speaking in a fun and integrated way. As a result, the Communicative Approach can be an imaginative but organized strategy for educating English.

The effectiveness of using this approach is undebatable. Scholars such as Ismadi and Afifah, 2019; Utami and Anggoro, 2021; Ode and Thi, 2023; have published that the use of communicative approach in teaching English is considered effective. All recommend teachers to use this approach since it was scientifically proven its effectiveness. Several technique of this method such as role-plays, discussions, group work, or making a presentation can support to the opportunity to be more communicative for everyone learning English (Khusnul, 2021). These activities are considered can improve students' language skills.

However, from all the existing data and previous research that has been conducted, all have discussed the effectiveness of the communicative approach in a direct classroom context. No one has discussed how effective this approach will be if carried out using technological

media. and this will be the subject of our discussion here. We can see that in Indonesia only, there has been a lot of research discussing the effectiveness of using this communicative approach. only all research carried out, implemented in offline classes directly. Meanwhile, what makes this research different is that, the researcher tried to see the effectiveness of using a communicative approach in online classes using ICT media.

Learning media are those that can be used to share messages and stimulate students' attention, interest, thoughts and emotions in learning activities to achieve learning goals (Amalia, 2021). As components of learning systems, media play an important role in the learning process. Learning media help students to understand what they are learning. Once you have decided on the type of media you will use, you need to be able to communicate understand your students so they can participate in an effective learning process, so the media is part of the learning resource or physical learning resource (Reza, 2018).

It is very well known that ICT is the abbreviation of Information and Communication Technology. according to H.M. Stationery in his book entitled British Advisory Council for Applied Research and Development explains that ICT is various aspects involving technology, engineering and management techniques used in controlling and processing information (Kumparan, 2021).

In practice, ICT is divided into two aspects, namely information technology and communication technology. Information technology is everything related to processes, use as a tool, manipulation and management of information. Meanwhile, communication technology is everything related to the process and transfer of data from one device to another. The term ICT emerged after the combination of computer technology, both hardware and software, with communication technology in the mid-20th century. The combination of the two developed rapidly beyond technology in other fields, even until the beginning of the 21st century.

Furthermore, Abbot (2003) explains that the role of ICT in the world of education is very important in bringing about significant changes in the world of education. The use of ICT is also an effort to provide a different dimension in the learning process. Technology provides a wide space that provides a new direction for literacy. This In line with Hsiao & Chen (2011) who also argue the same that technology can provide broad benefits and provide opportunities to provide significant development in the world of education.

In various linguistic and language teaching research that has been carried out, it has been found that technology has many roles in improving language learning abilities. Information

technology in the language classroom can enhance learning, increase interaction and communication, increase independent learning, maximize learning outcomes, and improve the learning process. Some scholars such as Dawes (2001) even argued that ICT can be an effective medium for offering various different educational processes and it is able to develop education in the future. As one example, in 2019 when the pandemic hit, education was able to survive quite well through technological media. The learning process, especially in the field of English language teaching, is still going well.

Referring to the above discussion, we can conclude that some benefits are as follows: such as Increasing educational equality; Making it easier to provide broad access to students and teachers in the process of instruction; Improving the effectiveness and efficiency of class management; Increasing teacher professionalism; Improving the quality of learning between teachers and students.

In regards to that above discussion, Along with the development of times, one of the most prominent media, and attract many scholars to conduct their research is media of information technology and communication (ICT). Media such as phone, computer, gadget, tab and other electrical devices are assumed can help activities easier. Those are a tool used to help or to facilitate human work associated with social, economic and cultural associations. Even Haag and Keen (1996) stated that ICT is a set of tools that will help humans work. In this case, human work will be assisted with information. As well as perform tasks that will be related to information processing. This can also be used in learning activities (Ali Rahmala, 2021). ICT stands for “Information and communication technology”. It refers to technologies that provide access to information through telecommunication. ICT focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication mediums. According to William & Sawyer (2003) ICT is useful for learning in order to help them to prepare a better learning process (Morafteh, 2019).

METHODOLOGY

The approach use in this research was qualitative approach with descriptive design. In order to explore and describe deeply a phenomenon happened into some issues (Creswell: 2009). The research was conducted at one private school in Bandung namely Binar Ilmu Junior High School. It is secondary school level. In order to gather the data, the writer used interview, observation and document analysis. Interview was done to English teachers and also the

students. It is to know the ideas and opinion regarding the use of communicative approach with information communication and technology (ICT) media in their classroom. Observation was conducted also to know and crosscheck the result of interview. The last is document analysis. It was used to reflect both of the result from students and teachers voices in line with theories from many scholars. It is the process of valuing documents. In order to validate the data from all instrument to produce eligible information and interpretation.

HASIL DAN PEMBAHASAN

To find out the information of the use of communicative approach using ICT as a media of instruction, we can read Brush et al., (2008), he stated, that ICT is used as a tool for teacher and students to discover learning topics, to solve problems, and to provide solutions to that problems. Therefore, ICT can be one solution to solve the problems on how to make learning activities more effective and efficient. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT (Prasad, 2022).

In relation to above case, The research that was conducted in Binar Ilmu Boarding School, has found another point of view to this situation. The research conducted has another view comparing to above theories from Prasad (2022). Using communicative approach with ICT media is not fully effective in the English language instruction. Data findings, was collected through interviews with teachers, policy makers and students, as well as direct observation. From the research, several views were obtained regarding the advantages and disadvantages of using communicative approach with ICT media.

Binar Ilmu Boarding School is a formal educational institution located in Pondok Buah Batu Village, Mekarmanik Cimenyan, Bandung. This school is approximately 15 kilometers north of the city of Bandung and it is located in the mountains of northern Bandung with an altitude of 1200 meters above sea level. This school was established in 2018. Teaching English in this school as one of the mandatory subjects that all students must follow. This school has implemented distance learning using online methods and used ICT as a learning medium of instruction during the 2019 pandemic. Some are still applied today, for example the use of blended learning combined with a student assignment system.

Hence, if there is an opinion that many students, especially those in regional areas, will have difficulty using ICT media, this is actually not entirely true. because based on one of the

data found, the majority of students at the Binar Ilmu school who do not have cellphones, can also quickly adapt and can apply various other ICT media. In another view, it is said that the inability of regional students to use ICT is not due to student incompetence or lack of technology, but rather due to limited facilities that need to be taken into account.

According to the data gain, there are both strenght and weakness when it comes to the use of ICT as media of English instruction with communicative approach as an approach used, the data found from the interview and observation conducted. Here are some data we discover

Table 1: the strength and weakness of using ICT media for commu

Strength/benefits	Weakness
Flexibility	Literacy
Effectivity	Undersatanding
Accessibility	Supervision
Quality development	Interaction
FEAQ	LUSI

From the data collected, researchers tried to reffer a conclusions from various existing data. After interpreting and deep understanding all the data collected, it can be concluded that the advantage of using ICT in the language learning process is FEAQ (Flexibility, Effectivity, Accessibility, and Quality development. However on the other hand, from the data gain, we also can find its weakness in LUSI (Literacy, Understanding, Supervision, and Interaction.

Here are some additional information regarding the term FEAQ.

- Flexibility; In the very top words coming from all teachers is regarding the flexibility. Teacher feel more flexible when the class instruction is using ICT. It device such as phone, gadget and computers can help students and teacher to creat learning atmospere everywhere and everytime.
- Effectivity; A majority students and teacher also said that learning using ICT is considered more effective when it comes to the time and usage. People can learn everywhere and everytime and it makes both teacher and students easier to study.
- Accessibility; on the other hand, also become another reasons why using ICT is consider can get a lot benefit. Student in every places, and condition can study easily. On the other hand, whenever both students and teachers need an access to the material, resources or

example, ICT can easily facilitate us.

- Quality development; The use of ICT provides teachers and students with unique experiences to indirectly improve their quality in this field. data shows that the majority of teachers in purposly carry out learning to update themselves.

This findings was also confirm by the data from observation. It can be seen that teacher and students seems to be more flexible in learning and more effective when they have no idea about particular topic in a discussion. Students freely can find their own answer, guidance and example when learning since they can easily find the answer using technology.

This situation is in line to Reza (2018) who has argued that using ICT can give some benefits such as Increasing educational equality; Making it easier to provide broad access to students and teachers in the process of instruction; Improving the effectiveness and efficiency of class management; Increasing teacher professionalism; Improving the quality and quality of learning between teachers and students.

Therefore all findings above all mostly the same comparing to previous research conducted. Effectiveness in the form of flexibility, speed, accuracy and efficiency are the main reasons for the advantages of using ICT (Cakici, 2016). The use of ICT can help learners easily to get to the resources, and example (IB0, 2015). This advantage can bring learners to the effective learning. So that teachers are encouraged to provide the students with as much opportunity to give and receive multiple learning activities (Warsita, 2008). The use of ICT can create the activeness in the learning process which can stimulate and develop students talents.

However, From the explanation above, another thing that actually attracted the attention of researchers was the lack of interaction in the classroom. Learning using ICT is indeed considered very effective, with easy and flexible access. However, in the researcher's view, this situation actually provides a very big block to student interaction so that in the end everything feels teacher-centered. Easy access causes teachers and students to be lulled into doing everything so quickly without considering communication and so on. while what we are discussing is the effectiveness of the communication approach

It is very well known that The effectiveness of using communicative approach is undebatable. Scholars such as Ismadi and Afifah, 2019; Utami and Anggoro, 2021; Ode and Thi, 2023; have published that the use of communicative approach in teaching English is

considered effective. All recommend teachers to use this approach since it was scientifically proven its effectiveness. Several technique of this method such as role-plays, discussions, group work, or making a presentation can support to the opportunity to be more communicative for everyone learning English (Khusnul, 2021). However, unfortunately all the research was carried out in offline classes which were conducted directly. So if we talk about communicative approaches in online classes, it is possible that we will get other views

If we refer to the research that has been conducted, there are at least four aspects that become obstacles in using a communicative approach using ICT media On the other hand, The data from the research covers at least four aspect that we must pay attention. Those are literacy, understanding, supervision and interaction.

- Literacy: It cannot be denied that the majority of teachers in Indonesia are no longer young. Likewise with several teachers at the school where this research was conducted. Some teachers believe that their literacy towards technology is still very low. So sometimes teachers also experience difficulties in operating technological media in learning. Knowledge here focuses on the literacy of teachers and students regarding the use of technology. Sometimes students even know more about science that is closely related to the world of technology.
- Understanding: The level of students' understanding to the material presented by the teacher using technological media was apparently not as effective as when learning directly without media intermediaries. Some data shows that students' responses in the form of facial expressions, language and gestures are not fully visible to the teacher. So the teacher does not provide strong reinforcement and confirmation in the learning process.
- Supervision; data shows that the majority of respondents said that using technological media when learning English slightly limits the teacher's freedom in controlling the class. This is because each student with their own device can easily control, control or even manipulate the activities displayed to the teacher.
- Interaction; From the research that has been conducted, the data showed that the use of technological media in learning language is not able to make learning more active. There is a tendency for students to be more passive and not involve themselves in communicative activities. Students prefer to be observers or carry out other activities that

the teacher does not know. So that each device owned, is felt like a room that is the privacy of each student, a room that cannot be seen entirely from the outside, but it can see almost perfect conditions from the inside. The comfort created ultimately makes the learning process feel quieter. so the teacher does most of the talking.

In addition, using communicative approach in ICT media still left many problems and challenges. In Binar Ilmu Boarding Shool which is located in the village, The teachers and students encounter problems related to infrastructure management, technological skills and pedagogical skills. For effective integration of ICTs in ELT, is needed more attention to minimize such challenges. This situation is just one example of the many other schools that are in the same conditions and circumstances. So these problems need to be an important note to develop the effectiveness of English language teaching throughout Indonesia (Hossain, 2016, Febriana at. All, 2019; Harlina and Nur, 2020; Adrian and Sri, 2022;).

Another issue that is no less important is the problem of teacher role in teaching using ICT media. From the research conducted, it was found that using communicative approach with ICT media has placed limitations on teachers to control the whole class. By using ICT, it was found a possibility that students will cheat, or use devices to trick their teachers in communicative activities. The data from observation found that. there are shortcomings in the use of ICT especially handphone and internet, namely that learners are less wise in using ICT devices, one of which is cellphones. Learners tend to be more preoccupied with using cellphones as a play tool than as a learning medium.

Besides that, teacher control also is considered very low, so students have more freedom than teachers in learning. Research found that teachers prefer offline learning to encourage students to be more communicative in learning English. They said that easy control, makes it easier for them to manage the class and keeps all students focused on the same corridor, namely communication. This allows the teacher to have more dominant facilitator role as both a controller and helper in a communicative class. It was also argued that using communicative approach with media ICT will be more effective for receptive skill such as reading and listening. However it is considered not really effective to use to teach productive skill such as speaking and writing.

CONCLUSION

In conclusion, the research found that there are both advantage and disadvantage of using

communicative approach with ICT media. In one hand, the ICT media can help teaching and learning activities become more interesting. ICT can produce learning flexibility, effectivity, acceccibility, and quality development. In order to attract learner to learn English more fun. However on the other hand. The disadvantage found that using a communicative approach with ICT media was considered ineffective interm of its literacy, understanding, supervision, and interaction.

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