DEVELOPING ELT MATERIALS-ICT BASED AMID COVID-19

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Abstract: This study investigates the analysis of the needs of EFL students in using ICT as an ELT tool and material. This quantitative study involved 162 students drawn from twelve study programs: Mathematics education study program, Indonesian language education study program, Civic and citizenship study program, Agriculture study program, Agrotechnology study program, Agribusiness study program, Information engineering study program, Information systems study program, Communication science study program, State administration study program, Public health study program and Islamic economics study program at Universitas Al Asyariah Mandar. In this study, we will see how the development of modern information and communication technology (ICT) as tools and materials used in the classroom to help students learn English 1. Therefore, the purpose of this research is to examine what the needs and wants are and their shortcomings. Data has been collected and analyzed using a hybrid approach with questionnaires and interviews. This study found that most of the participants found it useful to integrate social media such as Youtube based as material, WhatsApp to communicate, and they recommended maximizing the use of Google technology (e-dictionary), Duolingo application, Rosetta Stone, Daily Learn English, and ELT in a virtual classroom in the middle COVID-19. Students were selected using a selective random sampling technique. The findings reveal that the genre approach media and technology is used to developing ICT as an English foreign language resource in higher education teaching are recommended by the findings of this study.
Keywords: *ICT; need analysis; ELT; designing materials; media and technology.*

INTRODUCTION

Indonesia, Vietnam and Thailand are ASEAN countries with poor English skills. Our Indonesian nation is between 38.45 and 54.07 (Iriance, 2018). The implications of these data can be disputed that Indonesia is still well behind in its global

competitiveness. The implementation of technology in learning is therefore very necessary to allow students to find a diverse learning environment. The advantage of ICT-based curriculum is the only alternative in order to meet maximum learning goals for global skills targets in the 21st century. In Indonesia, the difficulty of English as a foreign language also makes it difficult for students to be interested in developing their ability to read, write, listen and speak.

For Indonesian country, curriculum creativity and restructuring according to the conditions of students during covid-19 is a prerequisite for the restructuring of curricula, particularly at universities. Teaching by using e-learning and the use of ICT in English as a modern style as part of improved educational content and the students' learning experience (Parvin, 2020; Ja'ashan, 2020; Muhammad, 2020).

Today, technology is commonly used in many facets of life, including education. The availability of technical devices has transformed the type of instructional methods and inspired students, teachers and program planners to create attractive and efficient learning environments for learners. In EFL, information and communication technology (ICT) is commonly used to address the difficulties encountered by learners in gaining English language skills. Today, students are provided with internet connectivity and access through smartphones, iPods, iPads or laptops to different types of students, such as printers, projectors and white smart boards. To offer quality lessons to English learners through the new and best teaching methods to inspire them to learn both in and outside the classroom. Thus the integration of ICT in EFL learning can be seen as encouraging relative to conventional teaching forms part element (e.g., Zinan, & Sai, 2017; Albugami, & Ahmed, 2015; Rahimi, & Yadollahi, 2011). As a consequence, learners' awareness of the use of ICT in English and the gain will include more knowledge on the volume and essence of ICT, and the events in and outside the classroom.

Some of research investigation ICT in learning and teaching process encourage constructive engagement, social involvement, critical thought, content comprehension and autonomy in learning (Aprianto, 2020; Layali, & Al-Shlowiy, 2020; Shishkovskaya, Bakalo, & Grigoryev, 2015; Karim, ShahedRahman, & Mohamed, 2019, Sánchez,

Hernández, Fernández, Díaz, & Bastian, 2019; Sudha, 2018; Karami, Sadighi, Bagheri, & Riasati, 2018). One approach to construct an ICT material model is to evaluate the criteria. Requirement review is a sequence of exercises to define and study original specifications prior to making improvements or designing a learning product. Integration of ICT in English learning at Al Asyariah Mandar University, West Sulawesi remains in the development stage and faces a range of different aspects, including developing English-language materials and learning practices focused on information, communication and technology (ICTs) to increase students higher HoTs (higher order thinking skill). The issue is that lecturers' poor capacity to incorporate ICT as ELT materials and to improve educational resources through ICT integration is still low and lecturers rely mainly on textual content, so that students are still very far away from standards when they speak, compose, listen to and read.

This study only uses one aspect of the ASSURE model, which is the features of the examination learner. This analytical stage comprises analytical tasks, mission analysis, program and logical media and technology or ICT resources as well as learner analysis. The whole process of this review would be recommendations for establishing general educational goals which is the ultimate purpose of developing a specific learning method. Researchers are trying to find important items which become the need for the production of ICT-based ELT materials related to student requirements. The core priorities include the formulation of general instructional goals, special instructional goals, performance measures and relevant ICT concepts to be established such as critical resources and prospective participant requirements.

There are three problem statements in this research, namely: 1) How do students perceive the importance of ICT design as ELT in higher education?, 2) How is the conception of ICT as media and technology for ELT materials by students?, and 3) How is student and lecturer's understanding and vision of English research in the future?

According to Mahbub (2021), Eslami (2010), Brown (2016), and Asrifan, Vargheese, Syamsu, & Amir (2020), most of the theoretical methods can be used to require investigation, including questionnaires, conclusions, interviews and

authentic written and oral text studies. We can claim that lecturers can use needs analysis to help them better understand the needs of their students. Lecturers can use this tool to tailor curriculum development to better suit the interests of their students. If you teach ESL in college, you need to know what the most important needs of your students are so you can help them develop the English skills they will need to succeed in the future. A needs analysis is necessary because a needs analysis reveals the general characteristics and abilities of students, as well as any weaknesses or strengths specific to the academic environment.

The needs of learners are then split into three namely lacks, wants, and necessities. (1) Necessities: what does the learner need in language usage? (2) Disadvantages (lacks): what are the learner deficiencies? (3) Wants: what do learners want to learn? Needs analysis should be in accordance with the characteristics of learners. This means that students are adults who learn self-confidence. Adult learning, basically, is a non-authoritarian, more spontaneous, lesson-based learning that primarily seeks to find comprehension and/or reasoning to shape a structured attitude (Aka, 2019). Adult teaching is also on how the academic curriculum should be harmonized with everyday life. Certain adult elements need to be considered when preparing learning, including the relationship between the knowledge received and the real world, interest in activities and needs to be accomplished. The university learning process is a set of process activities of teachers and students focused on shared relationships in educational circumstances in order to accomplish those objectives. For the lifelong learning process, contact or reciprocal partnerships between teachers and learners are an important necessity. One of the aspects in which Universitas Al Asyariah Mandar intensifies the online learning process. The features of each course delivered within each department should then be checked so that the management and learning process can be correctly described and the learning goals can be accomplished.

In today's EFL teaching and learning, the use of ICT can be considered important. The advantages of ICT have been a common focus of research in all education fields, including EFL teaching. One of the most mentioned advantages of ICT in EFL teaching is that teachers use ICT made teaching and studying more fun (Li, & Walsh, 2011). Using ICT or e-learning, which means learning using electronic devices that are synchronouss and asynchronous using internet technology (Al-Fraihat, 2020; Almanthari, Maulina, & Bruce, 2020; Aparicio, Bacao, & Oliveira, 2016), is oriented towards disseminating learning materials using the internet network (Karim, Shahed, Rahman, & Mohamed, 2019).

Teachers can incorporate ICT technologies of various forms including YouTube videos, digital dictionaries, blogs, emails and digital games And smartphone apps learning. Ses applications have been found to help the teaching of English. Kabooha, & Elyas (2018), for example, found that the majority of EFL students believe that Youtube has strengthened their English language, resulting in stronger written understanding. There is a broad variety of ICT software that can boost learning abilities. Gamlo (2019) found that the application to learn English grammar greatly enhanced the grammar of students. The students who took part in Nalliveettil & Alenazi (2016) showed that the use of smartphone apps strengthened their grammar and orthographing, including digital dictionaries. Moreover, Chen (2013) found that EF students who used technical applications felt their English was strengthened and trusted in their use of th English under varying cases. ICT allows students access to English services anytime they choose. Ezza & Bakry (2014) emphasized that ICT provides English students a range of external learning resources. This leads to the development of individual students who can find appropriate courses to meet their needs and levels. In China, Zinan & Sai (2017) published a study to explore the expectations of English-speaking students regarding the use of ICT.

The students indicated that ICT has created a meaningful and inspiring learning atmosphere that in conventional classrooms is seen as far superior to the environment. ICT has enhanced their learning performance and allowed them to interact with others and to research free English technical tools at all times. Çelik, Arkın, & Sabriler (2012) found that students use non-class ICTs for external services, thus increasing their language participation phase of understanding.

The development of ICT as a medium in learning supports innovative and creative pedagogical actions so that learning objectives can be maximally achieved and create a pleasant learning environment, increase learning motivation,

independent learning and increase participation in class (Moreno-Guerrero, Aznar-Díaz, Cáceres-Reche, & Alonso-García, 2020; Alonso-Garcia, Aznar-Díaz, Caceres-Reche, Trujillo-Torres, & Romero-Rodriguez, 2019; Lucena, Díaz, Rodríguez, & Marín, 2019; Hinojo-Lucena, Mingorance-Estrada, Trujillo-Torres, Aznar-Díaz, & Cáceres Reche, 2018; Maldonado Berea, Garcia Gonzalez, & Esther Sampedro-Requena, 2019; Area-Moreira, Hernández-Rivero, & Sosa-Alonso, 2016; Li, Yamaguchi, Sukhbaatar, & Takada, 2019; Pereira, Fillol, & Moura, 2019; and Nikolopoulou, Akriotou, & Gialamas 2019).

The theory that supports the integration between technology and education in learning is cybergogy. Cybergogy combines ICT and utilizing social media as a media that is not limited by space and time, culture, country in education. The benefit is that students and lecturers can easily access various learning sources, as well as accelerated learning. Cybergogy developed as an independent form of mobilization such as the Massive Open Online Course or MOOC (Daud, Teck, Ghani, & Ramli 2020; Sumarsono, 2020). Research on ICT-based English learning by Layali, & Al-Shlowiy (2020), Tarihoran (2020) and Mulia (2020) consist of an online LMS (learning management system), WebCT, Moodle, or conference tools such as Zoom, Webex, GoogleMeet, or cellular applications such as WhatsAPP, telegram, line and using the social media site Facebook, blogsWiki, Youtube, Tiktok, Google tools, Instagram, Twitter. The following is the pedagogical wheel that supports ICT in learning and teaching process:
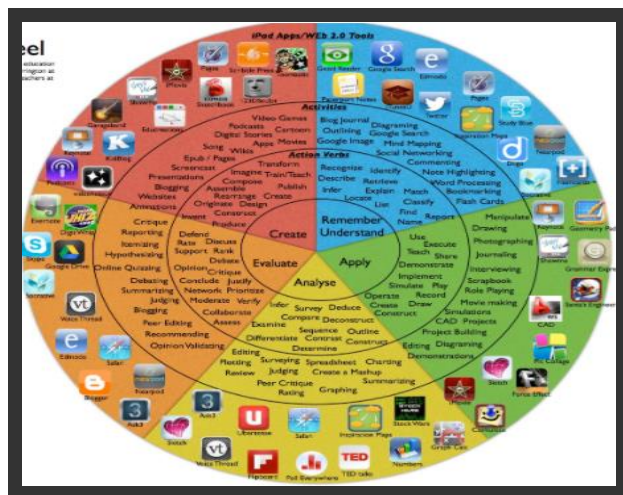
Picture 1. *Pedagogical wheel linked to bloom taxonomy (Carrington, 2016)*

There are too many experiments in the fields of e-learning (Qian, 2018; Álvarez-Rodríguez, Bellido-Márquez, & Atencia-Barrero, 2019), social media-based e-learning to enhance reading skills. Husnawadi, & Sugianto (2018) used Facebook, Khlifi (2020) to practice writing through WhatsApp and Instagram, Aloraini (2018) to improve vocabulary and grammar for students. In addition, e-learning can also improve the incentive for learning, self-learning, more versatile and immersive learning (Mutambik, 2018; Shakah, Al-Oqaily, & Alqudah, 2019; Khlifi, 2020; and Alahmari & Amirault, 2017), then Al-Maroof & Al-Emran (2018) used Google Clasroom to increase the participation of students, and Nugroho & Mutiaraningrum (2020) increased teacher competence and discussion (Cole Swartz, & Shelley, 2020) and facilitating achieving HOTs (Li, Qi, Wang, & Wang, 2014), improving more flexible communication (Viktorova, 2020; Kayser, & Merz , 2020; and Scarabottolo, 2018).

Important e-learning for English learning by reference to the following picture:

Figure 1. *The essential ICT in English language learning adapted from Cambridge (2020)*

Figure 1 describes e-learning, which encompasses three major topics, including the equipment utilized is the type of e-learning that teachers and students use, and the achievement of learning outcomes (Aparicio, Bacao, & Oliveira, 2016). This is where it is hoped that lecturers will update themselves and train themselves to become digital teachers and educate their students to be

digital students in the modern age. The professional growth of teachers and lecturers today needs to be tailored to global realities to ensure that lecturers are able to succeed in the new world age and can embrace technologies, use multiple learning applications and tools in the management of interactive courses. Innovation in the education field is a reaction to the demands of 21st century learning in higher education evolution and dynamics Pedagogical creativity is basically not only an appreciation of how ICT is implemented into the classroom, but is also based on innovations which can be made as a way to enhance teacher skills in the form of: subject knowledge; namely, material design or teaching materials that use various motive implementation features, enhancement of pedagogical know-how and technical advances.

In different circles, including academia, the use of social media is growing. The average use of social media for every user recorded by Gentina, Chen, & Yang (2021) using social media networks such as Facebook, Instagram, Snapchat, Twitter and more than 3 hours daily. The findings of this study suggest that the use of social networks is still commonly seen as an amusement, as a means of social comparison, body appreciation or attractiveness and concern regarding appearance. The bad influence of using social media as a type of social anxiety disorder which has implications for appearance, mode of dress, body goals or body esteem, that has an impact on your own body and the effects of obsessive-compulsive disorder (OCD) (Nesi, Choukas-Bradley, & Prinstein, 2018; van Bennekom, de Koning, & Denys, 2018). In addition to affecting the appearance of human ambitions and social anxieties, the use of social media networks has beneficial implications and advantages, emphasizing some negative impacts. For starters, kids use every day for hours technologies and devices that have a negative effect on them (Jaradat, Jaradat, Jibreel, & Skaik, 2020), as well as a major association between technology and human ambitions, unemployment, loneliness and insomnia.

Combined some of ICT tools in learning is not new, and higher education is not uncommon. It was commonly used by teachers worldwide. However, thanks to the Covid 19 pandemic, teachers and educators have recently had to make good use of synchronous teaching and e-learning continue to teach and learning, like Universitas Al Asyriah Mandar. Most of the student's at Universitas Al Asyariah mindset that the effect of the use of adolescents' social media networks is only about lifestyle gains, not about the educational component. It is attributed to the lack of socialization through the use as learning resources of social media and use smartphones. While smartphones and social media can be optimally used as a means of information, teaching students to use social media networks and smartphones in order to achieve higher think-tanks for students in the virtual age.

Lekawael (2017) mentioned that the advantages of social networking and mobile networks have been recorded, especially with the use of smartphones and the Internet, teachers and students are required to become more involved and innovative to explore their skills in the media. Teachers desperately need smartphone-based language learning to include students in criticizing their materials and content. This helps students to develop and increase technical knowledge of smartphones and Internet use in classroom learning English. It is nevertheless necessary to know the students needs regarding the use of ICT as ELT materials in teaching EFL.

METHOD

This analysis is a descriptive qualitative, the instruments tools used in this study was a questionnaire and in-depth interviews. The questionnaire was divided into three subjects, each covering a set of objects. The topics were: This questionnaire has three main focuses, namely: (1) student's ICT needs, (2) student's language problem, and (3) student's language need. The interview covered students and lecturer perceptions in designing ELT materials ICT based. This questionnaire consists of 20 questions with answer choices and one essay question (open-ended question): "Write down your suggestions in improving English skill by using ICT!" Open items added to the final questionnaire aim to clarify the answers. This research consisted 162 participants of first year students from various faculties in Universitas Al Asyariah Mandar, Indonesia. These participants were selected using a purposive random sampling method using predetermined criteria (Ubah, & Bansilal, 2018). Purposive sampling aims to choose cases that are rich in information to be able to explain research questions (Boroujeni &

Fard, 2013; C. Glance and A. Penskin, 1992). The methodology of data processing used in this research is Model Interactive Research (MA) (Miles & Huberman, 1994). MA is a role model produce a systematic phenomenon or representation Participants' experience being observed. MA is centered on the assumption that the phenomenon is nearest to the ones under review are most appropriate for build a graphical view of the results and device findings (Bargate, 2014). This model is made up of three stages, namely: (1) data reduction stage; (2) data reduction stage stage of introduction and (3) stage of drawing conclusions.

RESULTS AND DISCUSSION

The key highlights of the study results and discussions on the qualitative data review begin with the results context information from respondents. The results are then discussed, analyzed, and conclusions. The main highlights of the research findings and discussion on qualitative data analysis begin with the finding on the samples' background information to provide the profiles of the samples. Then, the findings are presented, interpreted, discussed according to the samples employed. The main instruments were the questionnaire and interview. Thus, the discussion includes both qualitative data. The subsequent presentation and discussion of findings then follow the research questions that underpin this study. The following analysis and discussion of the results follows study issues underpinning this analysis:

Student's ICT needs
The first issue of study was to define the facets of the ICT need for students of Universitas Al Asyariah. The expectations of the students reflect their attitudes, values and interpretation of ICT which can influence their need as EFL materials.
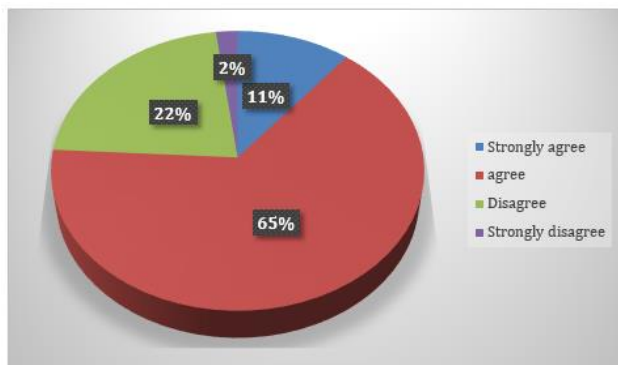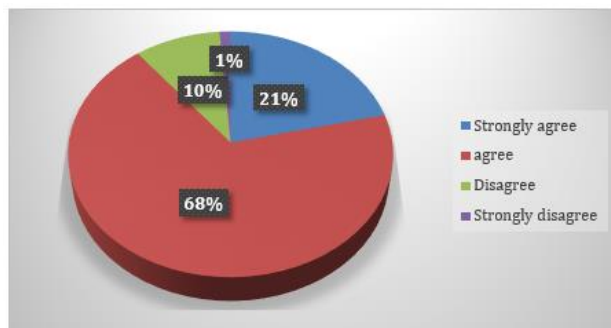

Diagram 1. *E-learning in ELT*

Diagram 2. *Students' problem learning English with e-learning*

Based on diagram 1, there were 69.6 percent responded stated that e-learning was successful in EFL unfortunately there were 23.6 percent disagreed because the insecure internet access to e-learning is unstable. Diagram 2 revealed the students' reaction that 68.1 percent of internet connectivity was a barrier to access e-learning. In this case, however, not all students can use the internet because of the slow internet link will not encourage students to pay attention to the lesson and the part of teaching and learning becomes inefficient. The challenges the student and lecturer faces. In order to do all the advantages of online learning must be the basis previously developed like an internet link, facilities, fitting instructional materials, teachers and student's readiness for used ICT instruction.
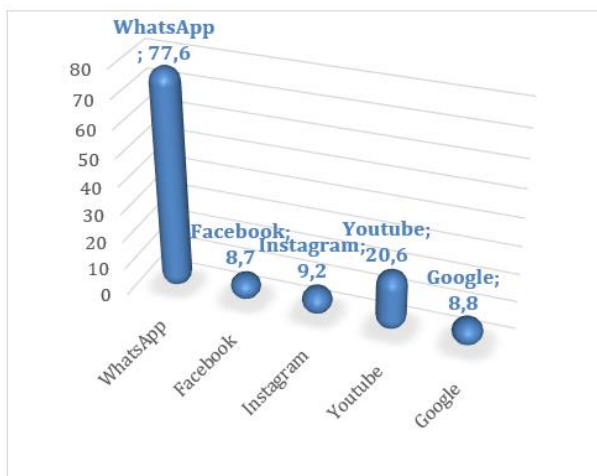

Diagram 3. *Student's ICT account*

Based on the details in diagram 3, most students in universitas Al Asyariah Mandar familiar with WhatsApp 77.6% as their social media than facebook, instagram, twitter, linkedin and line, they

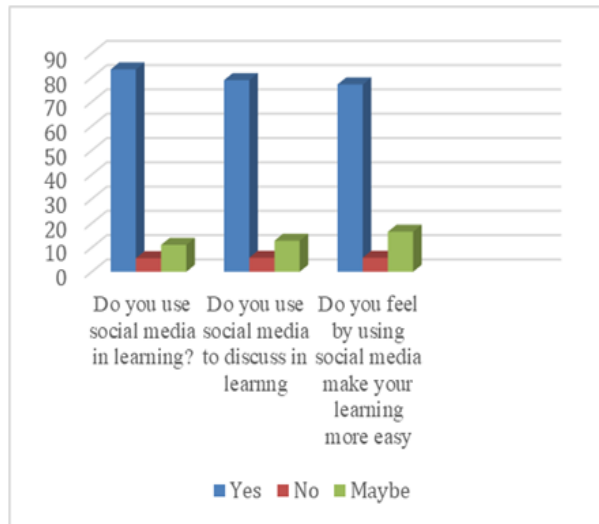also enjoy learning English by using Google 8.8% and Youtube 20.6%.

Diagram 4. *Social media makes learning easier*

Diagram 4 revealed that 83.3 percents of students said that they use social media to read, and diagram 6 showed 79.9 per cent used social media to address learning. Then they find that using social media promotes their learning by 77. 1% of respondents in diagram 4.
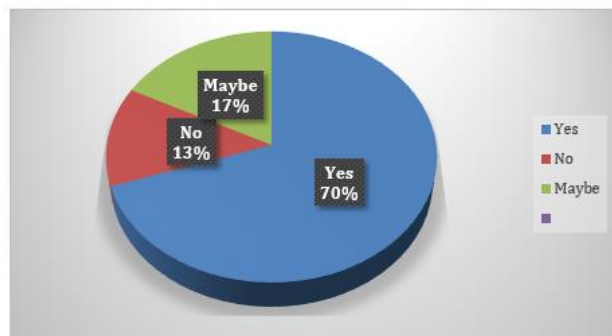

Diagram 5. *Reason to use ICT*

On diagram 5 shows use social media to create students project in learning was claimed by 69.7 percent respondents, but there was a response from students by 12. 8 percent stated not supported their project based learning and 17.4 percent respondents who claimed that their project based learning had not been according to what they expected.

Diagram 6. *Students' response towards e learning in EFL*

The diagram indicated that most of respondents supported e-learning in EFL 37. 6 percent claimed use social media to learn/ resource in learning English and 31,2 claimed they used social media to learn, create learning project, to meet new people, to practice language, play game and learn new things also 12.6 percent students claimed used social media to discussed in learning and teaching process. Based on the data from the questionnaire of the student's ICT need indicated that most of the student s believe by using ICT in the classroom support to their learning EFL. But, from the finding of the study it can be preferred that internet connection is the one of the barrier to use ICT in learning.
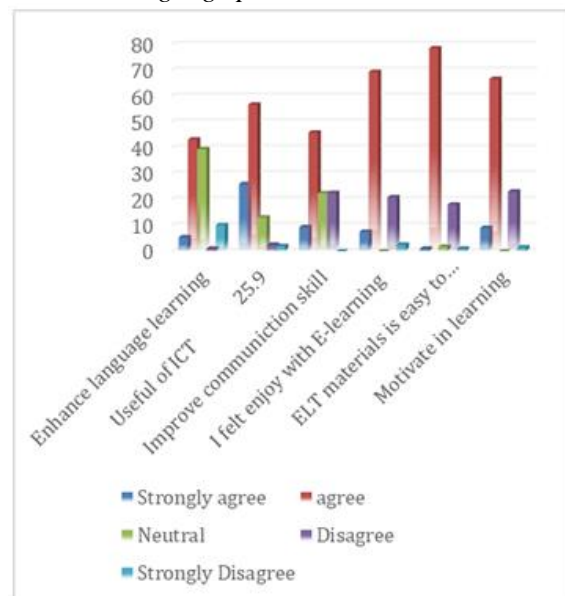
Student's language problem

Diagram 7. *Students' want on ICT*

The data from diagram 7 showed 43.1 percent of students claimed by using social media can enhance their English language and 10.1 percent stated strongly dissagree because of the ICT infrastructure capacity not supported student's ICT need. on

diagram 7 also, 56.6 percent respondents think social media can be useful to improve their English skill. Diagram 7 showed the data 45.8 percent agree by using social media helps them to improve their communication skill, 22.4 percent stated neutral, strongly disagree 18.7 percent and 9.3 percent claimed strongly agree their communication skill increase by using social media. Then data from diagram 13 showed 69.2 percent students feel relaxed, enjoy and enjoyable, strongly agree 7.5 percent and only 20.8 percent claimed learning English by using social media boring. To solve language problem, respondents agree by using ICT will help their problem in English because the materials easy to access. Because social media as tool can help students' language problem in speaking, writing, listening and reading that is why 66.5 percent stated that they are very motivated to learn EFL by using YouTube, Facebook and WhatsApp.
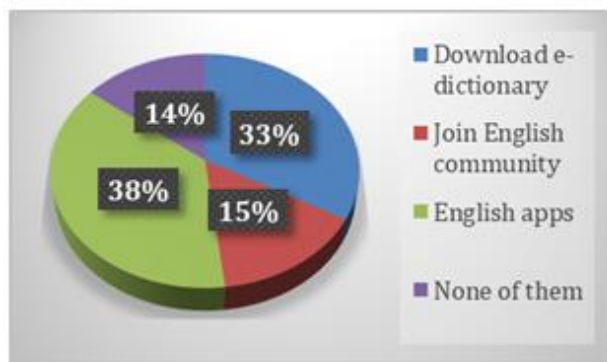

Diagram 8. *Students' want of media and technology*

Based on diagram 8, respondents claimed they more easily to understand English 33 percent stated by download the e-dictionary application, 15 percent by joining the English community through social media, 38 percent by download the application on google playstore that they can use like Duolingo, rosetta stone, daily learn English or other applications but unfortinately there were 14.4 percent claimed they do not have e-dictionary and English apps to support their language learning.
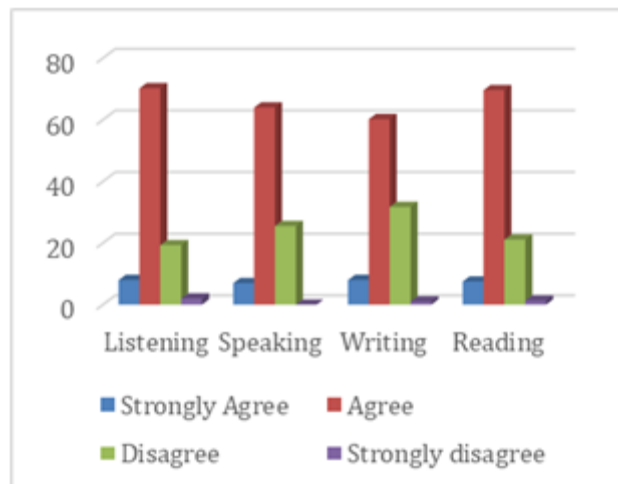
Students' language need

Diagram 9. *English skills*

The data from diagram 17,18,19 and 20 showed that 70.2 percent claimed the students like learning English using e-learning because it improved listening skills, 64. percent claimed improved speaking skill, 60. 2 percent claimed improved students writing skill and 69, 6 percent claimed improved their reading skill.

Interview results

Another instrument used in this analysis was Interviews that are semi-structured. This kind of chat is commonly used in qualitative study one of which is because of multiple considerations it is normally flexible. In other terms, this half-structured Interviews should be relied on for data collection Interview guides giving informant freedom Share in their language their views (Birmingham & Wilkinson, 2003). This is what we are talking about. The use of the instrument is often considered capable of explore and allow personal memories in depth researchers adding concerns to the process production and clarity (Guthrie, 2019; Percy, Kostere, & Kostere, 2015). The interview process took place with three participants Indonesian lecturers to research academics independently English learning that was wanted and needed Students. Students. In a special space interviews are held to prevent interfere with the outer atmosphere within 20-30 minutes. talks are recorded with a voice recorder with the respondent's permission.

English as tool for communication were seen by most of the interviewees (4 of 6) said as important for their academic studies. All interviewees, in varying degrees, agreed that English is one of the

International language was important. One of the students (code 1) explained,

> "*Belajar bahasa Inggris itu sangat penting, karena bahasa Inggris adalah bahasa International dan Bahasa yang diakui dunia.*" (code 1).
> "Learning English is very important because English is an international language and a language that is recognized worldwide." (code 1)

When questioned further about the goal of studying English, the same student answered:

> " *Belajar bahasa Inggris penting karena bisa dipakai dalam mencari pekerjaan apalagi saat ini kita sudah terkoneksi secara global dengan dunia*". Then she stressed "*Belajar bahasa Inggris ini penting karena banyak pekerjaan yang membutuhkan kemampuan berbahasa Inggris dan tentunya dengan penghasilan yang menjanjikan.*" (code 2)
> "Learning English is important because it can be used in finding a job, especially now that we are globally connected to the world." Then she stressed, "Learning English is important because there are many jobs that require English language skills, and, of course, with promising income." (code 2)

Related to Rosdiana statement, student (code 3) said

> "*Belajar bahasa Inggris penting karena dengan belajar bahasa Inggris, kita bisa berbicara dengan orang asing dari berbagai negara lainnya, karena bahasa Inggris yang digunakan sebagai salah satu bahasa Internasional yang paling populer.*"
> "Learning English is important because, by learning English, we can talk to foreigners from various other countries because English is used as one of the most popular international languages.*"*

When asked the goal of learning English Student (code 4) Novia Nurul Amanda stated:

> "*Iyah. Karena kalau kita mengesuai bahasa inggris kita tidak hanya berprestasi dalam negeri bahkan kita bisa berprestasi di luar negeri apa lagi di karier kita bisa melakukan tukar pikiran (*sharing idea*) dengan orang asing* (collaboration).*"*
> "Yes. Because if we master our English, we can be achiever in the country, but we can also even be achiever abroad. What's more, in our careers, we can share ideas with foreigners. (collaboration).*"*

Then, student (code 1) M. Damar DLulus from communication science department replied:

> "*Belajar bahasa Inggris penting karena sebagai calon pendidik, jika kita tidak menguasai bahasa Inggris di jaman sekarang, kita akan malu dan terbelakang.*"
> "Learning English is important because, as prospective educators, if we don't master English today, we will be embarrassed and left behind.*"*

Related to the statement above, it can be undertsand that students related the importance of learning English. It can be concluded that students goal in learning English for communication for new era or discruption and find job for students future career. Most of the student's intention to learn English for academic purpose and thus that they recognized the importance of English to their academic success.

The students' motivation of studying English on diagram 13 there are 69.2 percent claimed student's necessities to get job easily and the second highest tendency is to understand/discussed English materials integrated from youtube like songs, short stories, and film they are feel relaxed, enjoy and enjoyable.

In the interviews at January, 10, 2021 th students support their answer about motivation in learning English beside for job and future career, the highest responds by student (Code 5) explained:

> " *Saya termotivasi belajar bahasa Inggris karena ingin berbicara dengan orang asing*"
> "I am motivated to learn English because I want to talk to foreigners.*"*

Then the students code 6 replied:

> "*Motivasi belajar bahasa inggris adalah saya ingin mencari pekerjaan dan jalan-jalan ke luar negeri*"
> "*The motivation for learning English is that I want to find a job and travel abroad.*"

While, the students (code3) stated:

> "*Motivasi saya belajar bahasa Inggris dengan video atau lagu yang diputar dengan menggunakan media Youtube akan lebih menyenangkan*".
> "*My motivation is that learning English with videos or songs that are played using Youtube media will be more fun.*"

She replied, the mostly interest in learn English with YouTube, Facebook, and WhatsApp based

materials supported with video/ film and songs from youtube. Students code 3 responded:

> "*Dalam dunia saat ini bahasa Inggris merupakan bahasa internasional, didukung teknologi yang semakin maju dan perkembangan zaman era abad 21th yang menuntut kita pentingnya belajar bahasa inggris dan mengaplikasikannya*"
> "In today's world, English is an international language, supported by increasingly advanced technology and the development of the 21st century era, which demands the importance of learning English and applying it.*"

Be mindful of students mention were the motivation not only for studying and working but they realize that English is a necessity in communicating for today, this finding relevant to curriculum at Al Asyariah Mandar University actualized the importance of learning English for academic purposes to produce graduates who are competent, moral, professional, responsible, able to develop themselves and compete in national and international level.

The main purpose of learning English mostly students material needs to support their English communication skills as one of the 21 century skill also students' consider they need materials to support in communication skill how to building up interaction with the native speaker. In the interviews, the students were asked material support of English as communication students code 4 expressed her strong opinion support Youtube as ELT materials because by watching video materials from youtube link very interesting and enjoyable. Another respond expressed a different view students code 3 more understanding ELT materials from youtube also he support WhatsApp and Facebook. Lecturers' perceptions about the use of ICT in English language learning still require training in developing ICT-based materials according to student needs. Lecturers want learning outcomes to be achieved by using the right technology in order to facilitate student HoTs. Based on the results of the interview, it is known that lecturers use the Google Classroom application or platform only in delivering material but designing materials, learning activities, proper instruction and utilizing materials by using Youtube to achieve learning outcomes is still having difficulties.

The survey results indicate that the majority of students are of the view that ICT as resources benefit from learning English online teachers and students are interested in using ICT literacy resources.

In relation to the teacher role, based on the need analysis the teacher needed interact with the students and gave more exercises or practices to improve their langugae skills for the students. CBI requires the teachers as more than just good language teachers. It indicates that they must have the knowledge in the subject matter and have the ability to elicit that knowledge from the students

Shishkovskaya, Bakalo, & Grigoryev (2015), Abou Shaaban, Shawish, & Jalambo (2019) stated lecturers should also create the learner-centered classroom. Regarding the data from some of the difficulties faced by lecturers are the selection of content materials, teaching methods and activities that are in accordance with learning outcomes and facilitating students with speaking and listening skills that have not been maximally carried out. Therefore, paying attention to the needs of students and the target material in accordance with the shortcomings using ICT will facilitate students and lecturers to achieve 21st century learning outcomes and skills.

Discussion

Based on the data findings, designing ELT materials based on ICT tools like Youtube and Facebook is to help learners increase their English competence they feel at ease to understand the materials via Youtube, facebook and WhatsApp also its help learners to understanding English and can use it as leraning resource, require and facilitate learner self-investment, expose the learners to language in authentic use (speaking, listening, reading and writing), provide the learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of instruction are usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback.

ICT input can come from a wide range of sources. The inclusion as input of such material raises the question of authenticity. Nunan (2004) argued that it is not a matter of whether or not

authentic materials should be used, but what combination of authentic, simulated and specially written materials provide learners with optimal learning opportunities.

The input from Youtube rich with the form of a text, dialogue, diagram, or other forms of communication data. It provides stimulus materials for activity, new language items, correct models of language use, and a topic for communication. There were some inputs chosen based on ICT as media and technology for EFL classroom for future English teaching. The inputs were film, song and audio short story. In addition, the students strongly agree to use some of social medias such as Youtube, Facebook, and WhatsApp. Besides that, Google and some of English apps is very helpful for them in learning like Duolingo, Rosetta Stone and Daily learn English. The data findings most of the students need materials to enhance their English skill; listening, reading, writing and speaking, in boost vocabulary also they have self directed and self determined learning by using Youtube, its claimed they know how to learn by using social media also English apps technology. All the result finding supporting from theory the benefit of ICT like Husnawadi & Sugianto (2018) using Facebook, Khlifi (2020) and Ahmed (2019) to practice writing through WhatsApp and Instagram to improve vocabulary and grammar for students. In addition, e-learning can also improve the incentive for learning, self-learning, more versatile and immersive learning (Mutambik, 2018; Shakah, Al-Oqaily, & Alqudah, 2019). Akyel & Ozek (2010) and Viktorova (2020) also improved more flexible communication.

According to Mollet, Wray, Fitzpatrick, Wray, & Wright (2010), the difficulty will be affected by the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which it is signalled. Another factor which influences the difficulty is the amount of support provided to the listener or reader. A passage with readings and subheadings which is supported with with photographs, drawings, tables, graphs, and so on should be easier to process than one in which there is no contextual support.

That's why by using ICT or media and technology to selected of ELT material should consider the allocation of time used so that the activities designed can achieve the predetermined learning outcomes. For example, giving grammar material using Youtube (Mr. Bean's film) example present perfect with a duration of only 5 minutes and the grammar can be use it in the students real life context. It is also critical that the students must have a good internet service from everywhere to join youtube and access the materials based on youtube conent students should be optimistic perception of by using Youtube as ELT materials to make it efficient and competitive.

CONCLUSION
This study found that students from EFL Al Asyariah Mandar University considered designing ICT-based materials using Youtube as a valuable way to learn English. Students believe that ICT can help them learn grammar, vocabulary, reading, speaking, writing, and listening through genuine opportunities and make it easier for them to learn English individually. In addition, using learning applications such as Doulingo, Roxetta Stone, and Dalily Learn English in the classroom, which is very helpful for practicing grammar and critical thinking skills. Based on these results, the research will make these recommendations. In addition, universities can facilitate the effectiveness of the design of ICT-based EFL materials in teaching English by providing training programs for lecturers in designing learning media and technology and integrating ICT as teaching materials. To encourage students to benefit from the benefits of using ICT, lecturers should enable university students to introduce and train students to use ICT at home through learning application-based assignments or Google. In addition, students can contact or interact with teachers and classmates via Instant Mobile Messages. By using WhatsApp groups or Facebook (Messenger) or other social networks, you can develop an online community of conversations and download English applications such as e-dictionaries, Rosetta Stones, or Duolingo, and learn English every day. Teachers and students can frequently exchange creative multimedia learning tools to enable most ICTs to learn English in a practical, effective, and efficient manner.

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