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THE USE OF ICT MEDIA IN BUILDING THE COMMUNICATIVE INTERACTION IN RURAL ENGLISH CLASSROOM: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

The integration of Information and Communication Technology (ICT) in English language teaching has created opportunities to enhance students' communicative interaction and learning motivation. However, the use of ICT in rural English classrooms remains challenging due to limited technological competence, access, and students' reluctance to communicate in English. This systematic literature review examines the use of ICT media in building communicative interaction in rural English classrooms and identifies teacher and student strategies for optimizing ICT use. The review employed a systematic literature review approach supported by Publish or Perish, VOSviewer, Mendeley, and the PRISMA framework. The literature search identified 200 publications published between 2019 and 2023 using the keywords "ICT media," "communicative interaction," and "rural area." After screening and applying inclusion and exclusion criteria, 10 relevant articles were selected for analysis. The findings indicate that ICT media generally contributes positively to students' willingness to communicate, classroom participation, learning motivation, and interaction with teachers and peers. ICT also supports teachers in creating more varied and engaging learning environments and encourages greater creativity in teaching. However, the reviewed studies show that the effectiveness of ICT depends on appropriate media selection, teacher competence, student familiarity, and contextual conditions. The review also identifies a research gap because several selected studies were conducted outside rural settings. Therefore, further empirical research is needed to examine ICT-supported communicative interaction specifically in rural English classrooms.

Key words: *Communicative interaction; English classroom; ICT media; rural education; systematic literature review*

INTRODUCTION

The current technological developments nowadays cannot be separated from our everyday life. Almost every aspect of life is related to the use of technology. Likewise with what happens in education world. Technology has also become a part of every learning process in schools from kindergarten to university level. The technology use in a classroom can help teachers to develop any learning media to stimulate, motivate students and increase teachers' proficiency. In line with Arridho, Sari, Ilham, and Amini, (2023) stated that digital technology is used in education as a tool to help teachers and students learn from one another. For example, teachers can use internet media to develop teaching materials which have an unlimited number of learning resources and students can access the Internet to do independent learning.

ICT itself stands for information and communication technology which is related to the computer, internet, radio, or any audio, visual, or audiovisual devices that are used to communicate, create, develop, and share information. Al arif and Handayani (2021) stated that ICT is computer and internet-based technology that can be used to take and give information. In the English classroom context, ICT media can help teachers and students to construct interactive communicative interaction when they use kinds of ICT media in the learning process. Communicative interaction is the real context that teachers can do because students can exchange real information, so that language and phrases will appear according to the situation. However, in some rural area context, students still have low capability in using the technology and they still have low motivation in classroom to interact with one another, especially in English classroom. The main problem in classroom communication is students who are still embarrassed to interact and teachers who rarely use fun teaching media, which often causes the class to be boring. Teachers still tend to use old teaching methods, such as lecturing, repeating and are not student centered. This is because teachers in rural areas still have low competence in using technological media. To have good communicative interaction in English class, teacher and students should have a good motivation that could come from proper strategy and approach. Alakrash (2019) pointed that to motivate students in classroom interaction in this developing era, teacher can use the technology media. It means that, ICT can be one of the consideration media that can be integrated to stimulate the students to do the interaction in ELT classroom. This background underlies the preparation of this systematic literature review. This systematic literature tries to answer the question of how can ICT media can motivate students to learn and interact in English classroom and how the use of ICT media also can helps teachers to be more creative in delivering material in class. Therefore, this research was conducted to see how the influence of ICT media in rural areas can increase students' motivation to learn English and increase teacher competence in using ICT learning media.

METHODOLGY

In carrying out this research, the analysis method will use is a systematic literature review (SLR). According to Mahanum (2021), systematic literature review is a research method for collecting data or sources related to a topic that will be researched with data that can be obtained from various sources such

as: journals, books, theses, and other literature. In this research, SLR is carried out by implementing data collection in accordance with research procedures which consist of identifying, reviewing, evaluating, and interpreting both international and national journals in a structured manner Triandini et al (2019). In implementing the SLR method, there are some steps that a researcher should follow the steps will be explained in the picture below.

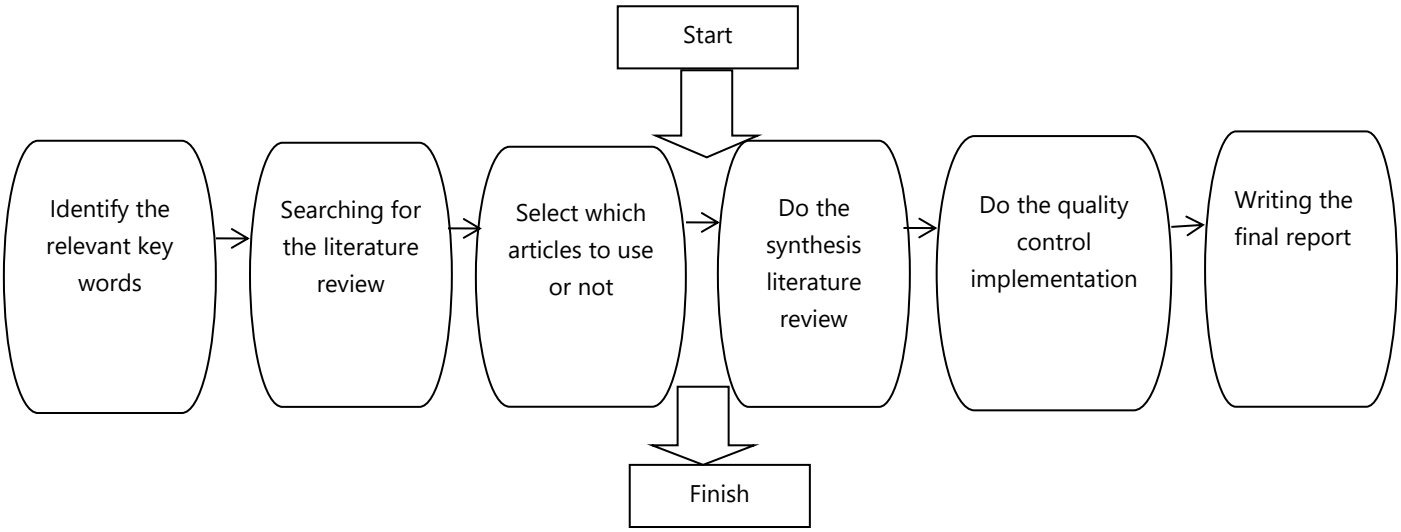


Figure 1. *Systematic Literature review flowchart.*

2.1 Steps of identification and keywords finding

This research is aim to examine the use of ICT media in building the communicative interaction in English classroom in rural area. Therefore, the researcher follows several steps before conducting systematic literature review identification. The steps are following, namely:

1. First, the researcher look for the concept about what ICT media is in learning for literature review.
2. Second, the researcher look for the ideas related to motivation in communication interaction in the learning process.
3. Third, the researcher looks for the reference about the teaching and learning process in rural area.

At this stage, researchers determine keywords to search literature, namely ICT media, communicative interaction and rural area.

In literature review search, it was carried out with the help of the Publish or Perish application and VoSViewer. Here the researcher input the keyword for Google Scholar search engines. The purpose is to obtain scientific literature that has a reputation on Google Scholar. The researcher only searches from google scholar because from the other sources form Scopus, Crossref and others, the result does not appear for certain key words. From the literature search, there were 200 pieces of literature starting from 2019 to 2023 that are related to the key words given.

The next literature review screening and determination, the researcher carried out a screening process and determining criteria using Mendeley applications to find out the abstraction from the 200 pieces of literature as well as VOSviewer. To see the result of how is the relationship between the keywords found from the applications, the researcher will provide in figure 2 in the next page.

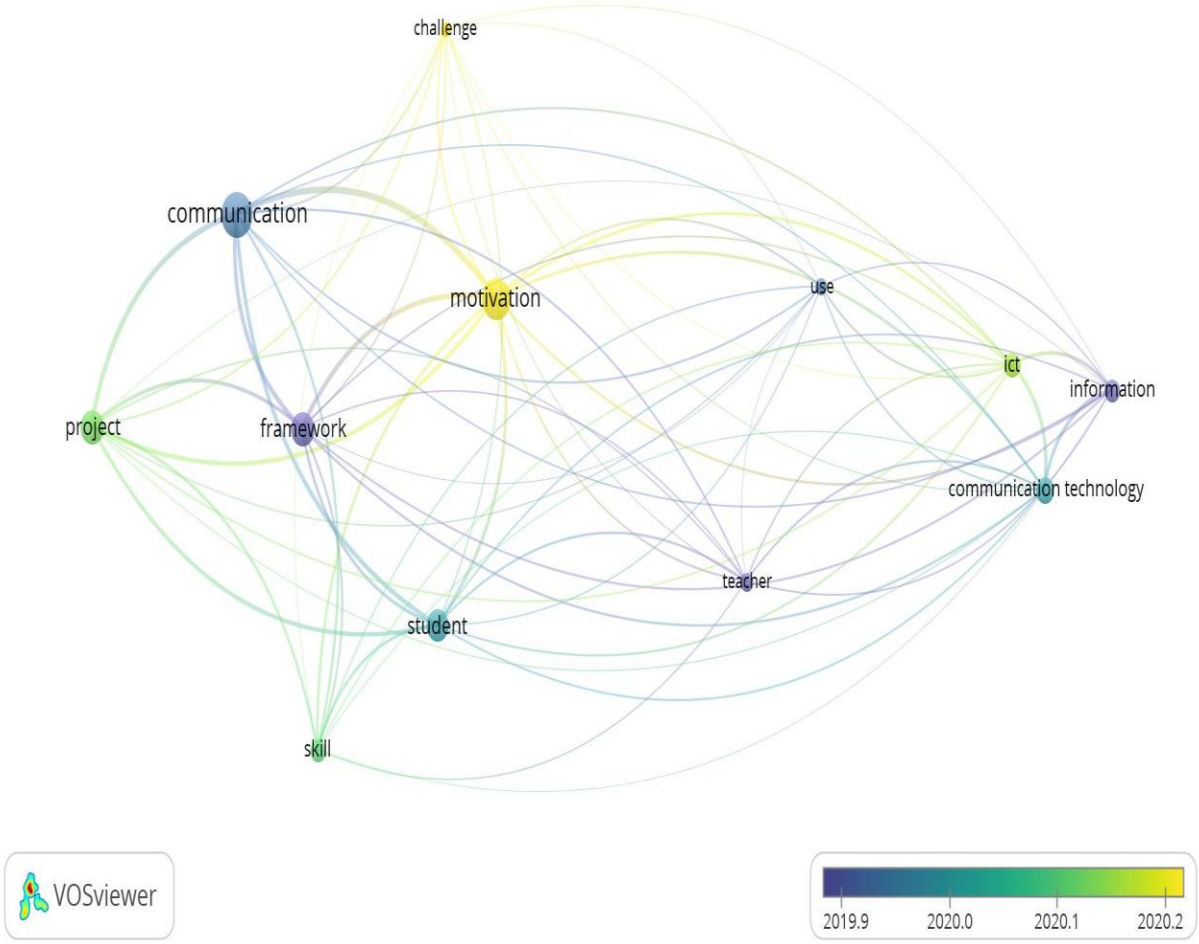


Figure 2. *The keywords connection shown from VOSViewer application*

Based on the screening that has been carried out with the help of VOSviewer on how the use of ICT media in building communicative interactions produces results relationship with motivation, communication, framework, project, teacher, communication technology, information, student, skill, ICT, use, and challenge.

In the next part the researcher also using the PRISMA model to identify the proper journal so it can be used in the systematic literature review. Based on Page et al (201) in Soffa (2022), mentioned that PRISMA is a tool and guidance for evaluating systematic reviews, or what is known as meta-analyses. In addition, the PRISMA technique is a meta-analysis designed to make it easier to change the road map's structure structurally for research objectives.

According to Morel et.al (2009) in Rivaldy & Ghozali (2021) the four steps in PRISMA are first, the data search utilize the data provider page to look for data. The data is then examined using keywords and subjects that have been provided. Second, the data filtering where screening is the process of sifting already-obtained data to ensure that it is relevant to the subject under discussion. Third is evaluation of data feasibility (quality). The evaluation of data quality is using the entire text and predefined inclusion and exclusion criteria. Fourth is the based on the data that has been acquired, the chosen data search results will thereafter be examined to check for similarities and differences.

The PRISMA steps model is shown in the picture below

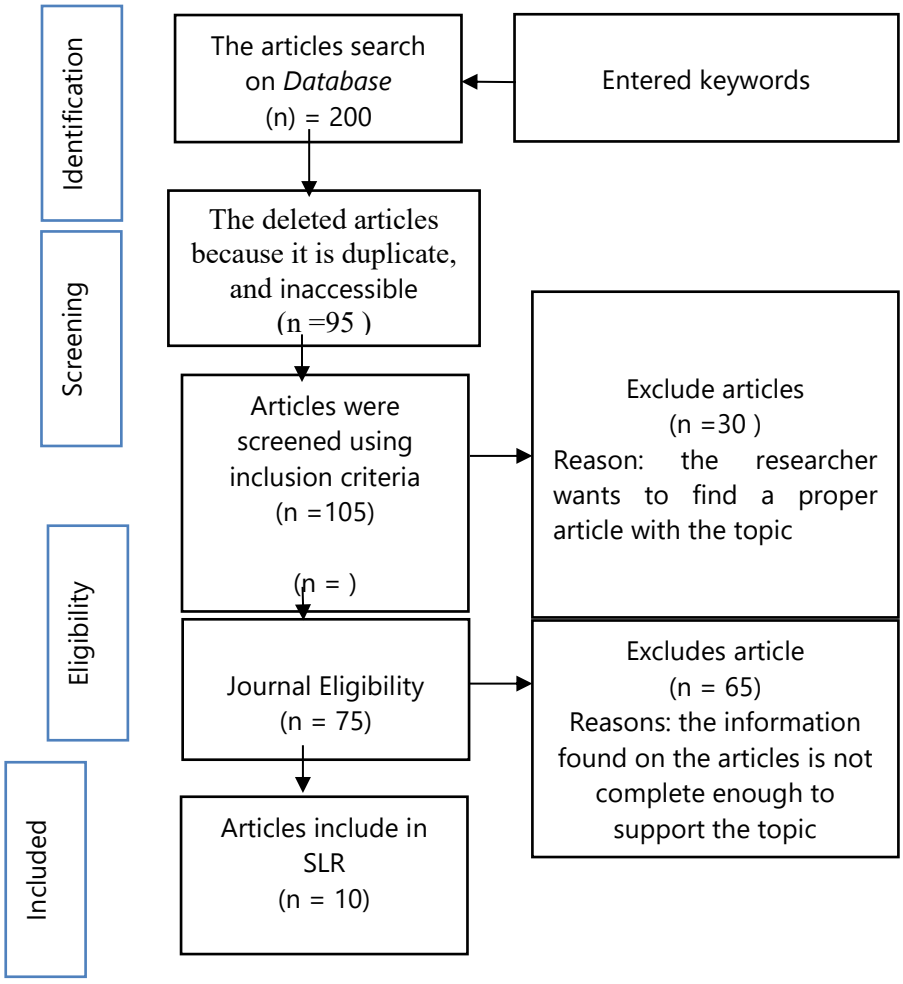


Figure 3. *Steps in PRISMA MODEL adopted from Page et.al (2021)*

The next step is conduct the articles selection, here the researcher do the selection by reading the abstract and filtered the literature based on the inclusion and exclusion criteria shown in table 1. From the filtering process, the researchers obtained 10 selected literature journal articles from google scholar as primary data on the relevant topic.

Table 1. *Inclusion and exclusion criteria*

Journal Inclusion criteria	The journals use large and small scale data
	The journal discusses the key words, namely the use of ICT media and communicative interaction.
	Journals are widely used as citations by other researchers
Journal exclusion criteria	The journals are not relevant with the topic the use if ICT media and communicative interaction.
	The journals setting ate not in the field of education study.

In the systematic literature review process, researchers also carry out the process of analyzing and synthesizing the journals that have been obtained. Literature that meets the criteria will be abstracted and synthesized accordingly with research topics so that a classification can be formed on how to use ICT media in building communicative interaction in English classes in rural areas. Next, researchers conduct analysis quality control on journals obtained. At this stage, researchers implement quality control by reviewing the selected literature is based on suitability of criteria to the topic which was studied on Google Scholar. The results can be seen in chart 1 below.

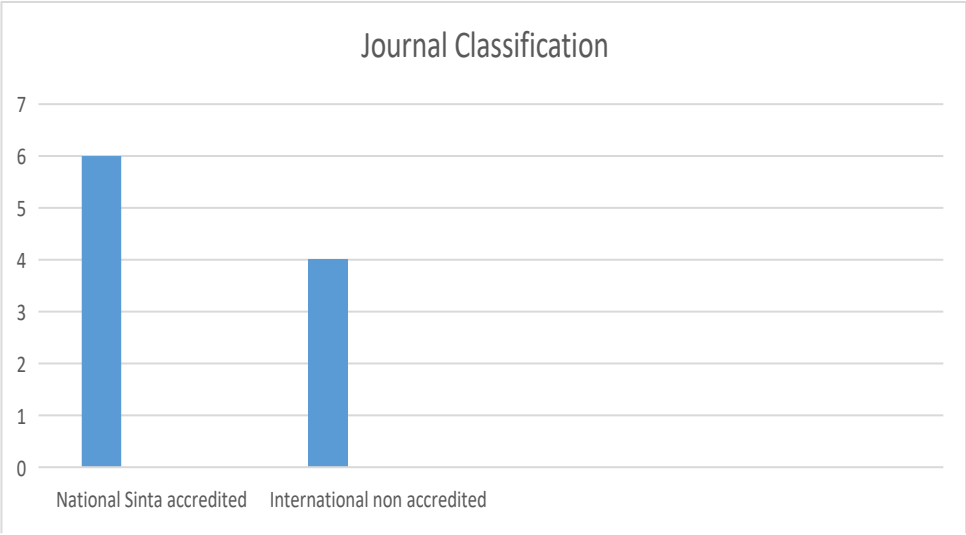


Chart 1. *Journal classification*

FINDING AND DISCUSSION

Finding

As a result of this study, a summary of published papers about the use of ICT media in building the communicative interaction was analysed and compiled. In the context of this study, ten relevant papers in total were chosen after meeting the inclusion criteria. The criteria of year of publication, article type, topic level of education, research location, and the use of ICT media in the English teaching and learning process in rural setting are among the components of the article that were examined using a variety of benchmarks in this study.

From the articles classification, it was found that there were some previous study related to the topic that being risen that can be used to support this article which is about the use of ICT media in building the communicative interaction in English classroom in rural area. However, the result also showed that almost 50% of the research setting are not in the rural settings that is why some of the articles are excluded of become a minor supporting article in this systematic literature review.

The table below is used as an overview about the selected journals which is related to the topic the use of ICT media in building the communicative interaction in English classroom in rural area.

Table 2. *An overview about the selected journals which is related to the topic the use of ICT media in building the communicative interaction in English classroom in rural area.*

Author(s) / title / site	Research objective	Research method	Result	Limitation
Authors: [1.]Febriyulianan Widyaningtyas, [2.] Farah Sukmawati Wahidah . **Title:** Analyzing the students' motivation towards the use of ICT in learning English. **Journal**: Academic journal perspective: Education, Language and literature. Vol 9, no.2 (2021)	The research objectives of this study is to find out and analyze the non-English students' motivation in using ICT media	Qualitative case study	In this research, the researchers used online questionnaires and interview to get the data from 33 eighth -semester students that come from Economic education, Mathematics Education, Elementary School Education, and Indonesian Language and Literature Education. The result was showed that from	The results show that those who show the most motivation in learning English are students from the English department and students from other departments show less motivation. So it looks like the results used as a comparison are not balanced

			the two types of motivation, intrinsic and extrinsic motivation that can influence in improving students' motivation in learning English indicated that intrinsic motivation had a greater impact on non-English speaking students' motivation to learn English using ICT media than extrinsic motivation. The result implied that self-desire, a motivation that arises from inside oneself without being influenced by other or contextual causes was one of the factors that became apparent.	
Authors:[1.]Belandina Mandasari, [2.] Dyah Amintun **Title:** Investigating teachers' belief and practices toward digital media of English learning during Covid-19 Pandemic. **Journal:** ENGLISH REVIEW: Journal of English Education. Vol. 10, no.2 (2022)	This study intends to examine how a vocational school teacher uses digital media to teach English and if teachers in vocational schools consider and carry out their teaching and learning strategies. Digital resources are available for the	Qualitative design by adopting semi-structured interview ad questionnaire.	In this study, the researchers used questionnaire and semi structured interview to get the data with two teachers as the participant. From the data gathered, it was showed that they agreed about using an ICT media can be helpful for them as a teacher in teaching process especially in vocational school	The data only showed the perspective from teachers' point of view.

	teaching process throughout the COVID-19 program. Understanding teachers' attitudes toward technology and using it to learn a language will be vital for enhancing the effectiveness of technology integration practice.		where the learning goals, method and strategy are slightly different with the public school. From the result, it can be said that the common digital media such as Google class, Instagram and WhatsApp are desirable in conducting the online learning because it is easy and familiar when they used it. Further, the media also can help teachers to stimulate students, activeness in classroom interaction.	
Author: Ari Amman **Title**: The use of ICT in English teaching at Smk (vocational high school) regency of Ngawi during covid-19 pandemic. **Journal site:** ELTALL: English Language Teaching, Applied Linguistic and Literature. Vol 1, No 2(2020	The purpose of this study is to identify the different ICT media platforms used for online learning during the pandemic. In addition, it reveals how teachers give lessons using ICT, where they are required to use technology to carry out home-schooling-related tasks.	Qualitative method	The study implemented qualitative method and using Google-form to the community of English teacher of vocational high school organization called MGMP (Musyawarah Guru Mata Pelajaran) in Recency of Ngawi to get the data. From the data collecting procedures, it was found that teachers and students did the online learning using	It was stated about the students' opinion related to the use of online media choice but there is no data showed to prove it.

			WhatsApp application in conducting the online learning activity. They preferred WA because it is easy, familiar, and they did not have to cost much money to buy the internet data. It is because when they try to use other ICT media or platform other than WhatsApp application, they find it is difficult for them because they are not familiar with that application and it was not free.	
Authors: [1.] Ida Maulida, [2]. Mimin Aminah, [3.] Virgiana Sucinur Hermawan Title: The effect of students' motivation in the ESP classroom through learning English achievement on students' computer science. **Journal site:** Jurnal Media Bina Ilmiah, Vol.17, No.7 (2023)	The aim of this research is to find out how to increase student motivation in learning ESP so that students will be able to understand and interpret material in learning English for Specific Purposes (ESP) when teachers teach English material by using modern technology. Further it can be used to develop English material	Experiment method	In this experimental research there are 53 participants involved. The researchers used observation and questionnaire to collect the data. According to the results of the study, participants have a favorable perspective toward the impact of students' motivation in the ESP classroom and their success in learning English on their computer science abilities. Students clearly care about their	Not mentioned

	based on the students' need on Computer Science class.		education, especially when it comes to developing their talents. The findings demonstrated that a variety of educational tools and content can pique students' interests in a wide range of English-related subjects while also stimulating their opinions, issues, and skills.	
Authors: [1].Tubagus ZamZam Al Arif, [2.] Reli Handayani **Title:** Factors Influencing the Use of ICT for English Language Learning of Indonesian EFL University Students **Journal site: Elsya:** Journal of English Language Studies, Vol.4, No.1 (2022)	This study investigates the components of the Technology adoption Model (TAM) that influence EFL university students' adoption of ICT use for English language learning. This study additionally tackles potential barriers to and limitations of ICT use by including motivation and ICT skills as extended TAM factors.	Quantitative method	This research involved 303 English Education students and teachers from a state university in Jambi, Indonesia. An online questionnaire was employed to collect the information. The acquired data were examined using Structural Equation Modeling (SEM) with the SmartPLS3 application to analyze the proposed hypotheses created to achieve the study objectives. According to the SEM results, the components in the technology acceptance model are the key factors influencing ICT use.	Not mentioned

			The study concluded that three major TAM characteristics, namely perceived ease of use, perceived usefulness, and attitudes, mediated the influence of motivation and skills for ICT usage.	
Authors: Arnia Fitri[1], Abdul Aziz Rifa'at[2] **Tittle:** The Use of ICT in ELT: How Teacher Should Be Empowered **Journal Site:** IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature. Vol. 9, no. 2.	The purpose of the study is to investigate how information and communication technology (ICT) can empower English language teachers (ELT). The study focuses on the present ICT proficiency of Indonesian English instructors, with a particular emphasis on typing, internet, and computer literacy.	The article does not provide specific details about the methods used in the research	Statistics regarding Indonesian English teachers' current ICT proficiency are provided in the article. According to the report, teachers have a computer literacy of 54.2%, an internet literacy of 51.4%, and a typing proficiency of 51.4%. The paper highlights the benefits of ICT use in ELT and stresses the necessity of teacher empowerment through it. These benefits include staying current with the world, adding diversity to the classroom, breaking the mold, experiencing new things, encouraging creativity, and improving communication with students.	The techniques used to evaluate teachers' internet, computer, and typing literacy are not specifically described in the report.

Authors: Pradyumna Taduri[1], Srravya Chandhiramowuli[2], Amit Prakash[3]. **Title:** ICT and Interactivity in the Classroom: A Case Study of an ICT Intervention in Indian Rural Public Schools. **Journal:** International Development Informatics Association Conference Vol: 1236	The purpose of the study is to evaluate whether ICT involvement can improve interactions in the classroom towards constructivist learning in rural Indian public schools.	There is no methodology used mentioned in the article	The study concludes that while instructors in rural India utilized ICTs as a time- and effort-saving tool, the teacher-focused ICT intervention had little effect on constructivist learning and did not result in substantial changes in classroom interaction.	The research method is not mentioned in the article.
Authors: [1]**.**Normamatova Mehriniso. [2].N.N.Siddiqova **Title:** Using interactive methods for the formation of intercultural communication in English language classes. **Journal site**: the theory of recent scientific research in the field of pedagogy. Vol.1, no.5 (2023)	This article looks at the problem of interactive education for senior students in English classrooms, as well as the difficulty of learning speaking conventions in the setting of interactive technology. The use of appropriate interactive learning approaches will assist students in developing and strengthening their foreign language communication ability, which will immediately create practical skills of team	Descriptive qualitative	The article's finding is that using technology as an interactive instruction can excite students' interests and promote their willingness to learn. The use of this technology in the classroom allows for all possible sorts of work: individual, group, and collaborative, which enhances children's freedom and originality.	The list of references are written in Russia language so it is difficult to understand

	speaking conduct and contribute to the development of students' intercultural competency.			
Authors: *[1].Mike Nurmalia Sari, [2.] Pretty Elisa Ayu Ningsih, [3]. Arema Novita* **Title:** An Analysis of English Classroom Interaction Pattern at Eleventh Grade of SMKN 4 Kerinci Based On El Hanafi Theory **Journal site**: Sosial Humaniora Sigli, Vol 6, no 1 (2023)	The purpose of this study was to look into the patterns of classroom interaction in English classes at SMKN 4 Kerinci in the eleventh grade.	descriptive research design	According to El Hanafi's theory, there are four types of interaction: one-way traffic interaction between teachers and students, two-way traffic interaction between teachers and students, multi-way traffic interaction between teachers and students, and student-student interaction. The subjects of this study were four English classrooms, and the researcher's research equipment was audio recording and field notes. The research data showed that the dominating interaction pattern in Teacher A's classroom during the teaching process was teacher-student interaction with two-way traffic. The two-way traffic contact between teachers and students	Not mentioned

			accounted for 64% of classroom discourse, followed by the one-way traffic interaction (34%), while the multi-way interaction pattern accounted for 2%. There were no instances of student-student interaction patterns observed.	
Author: Alessandra Cannelli **Title:** Teachers' ICT practices and perspectives on ELF aware ELT. Journal site:Lingue e Linguaggi journal. Vol.38	The objectives of the research is to show how ICT tools can be used to stimulate and encourage students to do the interaction in teaching and learning process	There is no research methodology mentioned in the article.	The result of the study showed that the teacher agreed that the use of ICT tools can help them become creative teachers. Further, they can also use the ICT tools to motivate the students to be more active in ELT classroom.	There is no methodology used mentioned in the article.

In this systematic literature review there are two research questions are formulated. The first research question is "How does the use of ICT media affect students' ability to develop the communication interaction in English classroom in rural area? The ten publications that supported this research were discovered by the researcher in the analysis final results. The previous studies were conducted in different setting both in rural and urban area. The majority of study demonstrates the usage of ICT media in the classroom as a tool for encouraging student interaction. The majority of studies combined approaches, including surveys, interviews, quasi-experimental techniques, descriptive analysis, and qualitative methods. The majority of the research is conducted at the school and university levels. Table 2 provides a summary

of a few articles from the study's final conclusions about the use of ICT media to foster communication in English classroom in rural area.

The second question is "What are the teacher and student strategies when using the ICT media in building the communicative interaction in English classroom in rural area?" this question is asked so the teacher and student will know how to use the appropriate method when they use the ICT media in learning English. Choosing the right method and the exact ICT media will really help the students and teacher to do the communication interaction well. Deciding the right learning media and learning strategies can be a way to achieve the learning objectives and the use of ICT media can also be in accordance with the portion of its use during learning process.

3.2 Discussion

This systematic literature review examined ten journal articles related to the use of ICT media in building communicative interaction between teachers and students in English classroom in rural area. The findings indicate that ICT can increase students' willingness to communicate, classroom participation, motivation, and interaction with teachers and peers. However, the reviewed studies also suggest that the effectiveness of ICT cannot be separated from the characteristics of the learning context. This issue becomes particularly important in rural education, where limited access to technology, teachers' technological competence, students' familiarity with digital tools, and established teacher-centered classroom practices may influence how ICT is used and how much interaction it produces.

A closer examination of the studies shows that rurality should not be understood only as the geographical location of a school. Rurality also involves specific educational and technological conditions that shape classroom interaction. The study by Taduri, Chandhiramowuli, and Prakash (2020), conducted in rural public schools in India, provides the clearest evidence of this issue. The study examined an ICT intervention intended to improve classroom interaction and support constructivist learning. However, the findings showed that teachers primarily used ICT as a time- and effort-saving tool. The intervention produced little effect on constructivist learning and did not generate substantial changes in classroom interaction. This finding indicates that the presence of ICT alone does not guarantee more interactive learning in rural classrooms. The pedagogical use of technology remains critical. When ICT is introduced within a teacher-centered instructional pattern, it may reproduce the existing classroom structure rather than create opportunities for student-student interaction or collaborative learning.

The Taduri et al. (2020) study therefore reveals an important rurality-specific characteristic, namely the interaction between technological availability and teachers' pedagogical practices. In rural schools, the problem may not simply be whether ICT is available. The more important issue is whether teachers have the competence and pedagogical orientation to transform ICT from a supporting tool into an interactive learning medium. This interpretation is consistent with the broader findings of the reviewed literature. Fitri and Rifa'at (2022) reported that teachers' ICT proficiency and empowerment are important for effective ICT integration, while Mandasari and Aminatun (2022) found that teachers preferred familiar digital

platforms such as Google Classroom, Instagram, and WhatsApp because these tools were easier to use and could stimulate students' classroom participation.

Another characteristic of rurality emerging from the reviewed studies is limited familiarity with digital technology. Amnan (2020), for example, found that teachers and students in Ngawi preferred WhatsApp because it was familiar, relatively easy to use, and required less internet expenditure. When they used other platforms, they experienced greater difficulty because they were unfamiliar with the applications and because the platforms could require additional internet costs. Although this study was conducted in a vocational school context during the COVID-19 pandemic and should not automatically be classified as a rural study, its findings help explain an important mechanism that may also operate in resource-constrained contexts. Technology adoption is more feasible when the selected ICT tool matches users' existing digital familiarity and economic conditions.

The reviewed literature also points to economic and infrastructural constraints as contextual dimensions of rural ICT integration. The rural context may involve restricted access to devices, internet connectivity, and affordable data. Consequently, selecting sophisticated ICT platforms without considering these conditions may increase rather than reduce barriers to classroom participation. The finding from Amnan (2020) that students and teachers preferred a familiar and relatively inexpensive platform illustrates why ICT selection should consider not only pedagogical value but also accessibility and affordability. Thus, in rural English classrooms, an appropriate ICT medium should be evaluated according to at least three dimensions: availability, affordability, and pedagogical usefulness.

A further rurality-specific characteristic concerns students' limited opportunities and confidence to communicate in English. The introduction of the reviewed study identifies students' reluctance and embarrassment to communicate in English as important barriers to classroom interaction, particularly when teachers rely on conventional practices such as lecturing, repetition, and teacher-centered instruction. The studies reviewed in this SLR suggest that ICT can provide additional opportunities for students to participate, particularly when teachers use it to facilitate individual, group, and collaborative activities. Mehriniso and Siddiqova (2023), for example, reported that interactive technology can stimulate students' interest and support individual, group, and collaborative work, which can contribute to foreign-language communication and intercultural competence.

However, these findings should be interpreted carefully because not all studies included in the review were conducted in rural settings. The review itself reports that almost half of the research settings were not rural, which limits the extent to which their findings can be directly generalized to rural English classrooms. Therefore, findings from urban, university, vocational, or pandemic-based online learning contexts should function primarily as supporting evidence rather than direct evidence of rural ICT

implementation. The distinction is important because technological access, teacher competence, students' digital familiarity, and classroom interaction patterns may differ substantially across educational settings.

The comparison between rural and non-rural evidence also reveals that the success of ICT depends on the alignment between technology, teacher competence, student characteristics, and local conditions. Al Arif and Handayani's (2021) study identified perceived usefulness, perceived ease of use, and attitudes as important factors associated with ICT adoption. In rural classrooms, these factors may become even more significant because teachers and students may have fewer technological alternatives. A technology that is theoretically effective but difficult to access or unfamiliar to users may not produce meaningful interaction. Therefore, ICT integration in rural English education requires contextual adaptation rather than simple technological adoption.

Taken together, the reviewed studies suggest that rurality can be understood through several interconnected characteristics: limited technological access, affordability constraints, and differences in digital familiarity, teachers' ICT competence, teacher-centered instructional practices, limited opportunities for English communication, and the need for contextually appropriate ICT selection. Taduri et al. (2020) is particularly important because it demonstrates that introducing ICT into a rural school does not automatically transform classroom interaction. The pedagogical role of the teacher remains central. ICT becomes more meaningful when teachers use it to shift classroom participation from teacher-dominated interaction toward student participation, collaboration, and communicative practice.

Therefore, the main implication of this review is that ICT integration in rural English classrooms should be examined as a contextual and pedagogical process rather than merely as the introduction of digital media. Future empirical studies should investigate how specific rural conditions, such as internet accessibility, device ownership, data affordability, teachers' digital competence, students' prior technology experience, and patterns of teacher-student and student-student interaction, influence the effectiveness of ICT in developing communicative interaction. Such research would address the limitation identified in this review, namely the relatively limited number of studies that directly examine ICT-supported communicative interaction in rural English classrooms.

CONCLUSION

The use teaching media based on technology in the classroom today is highly recommended to improve the quality of learning for students and teachers, especially for students in rural area where the technology is difficult to find. In English classroom context, ICT media is really useful to help students to communicate with others since in rural area students still find it is hard to communicate in English. From

the previous studies used as the references above, it can be seen that ICT media is very beneficial in improving students' ability to interact actively both with teachers and friends in class. In writing this article, there is also weakness found. The limitation is the previous studies are not all conducted in rural area setting as the aim of this research. So the researchers still lack the sources regarding research conducted in rural areas.

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