

# EFL teachers' perceptions and challenges in integrating ICT in English teaching in high schools

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## ABSTRACT

This research aimed at investigating the English teachers' perceptions and challenges in integrating ICT in ELT in high schools. The quantitative research method was applied to gain the objectives of finding the views of English teachers on the ICT integration in their ELT class and the level of challenges they faced during the implementation. The data were collected through a 5-Likert scale questionnaire to identify the views and the level of challenges in integrating ICT. Participants in this research were selected using the purposive sampling technique to involve English teachers in high schools in Brebes regency who have used ICT in their class. This research includes 23 respondents from English teachers who joined the English Teacher Organization, known as MGMP (Musyawarah Guru Mata Pelajaran). The data were analyzed based on the average score of responses on the perceptions and challenges. The results showed that the English teachers involved in this research perceived the integration of ICT in English teaching in the aspects of teaching techniques, teaching materials, students' learning, and information access as a positive act to do. Meanwhile, they viewed challenges they faced during the implementation as the limited time, and technical support and maintenance of the facilities related to the ICT media used in teaching.

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## 1. Introduction

Information, Communication, and Technology (ICT) has brought significant changes in various fields, one of which is in education. The use of ICT in education is believed to be developed to support students' learning. Paryanti (2021) points out that the importance of ICT development in education occurs every year because it can improve the quality of education with a supporting technology base. This issue has become a great concern for some countries as they have plans to elevate their education quality. In Indonesia, especially, the use of ICT in education is regulated under the Act No. 38 to support, monitor, and supervise the integration of ICT in the curriculum (Ministry of Education, 2008).

In its implementation, teachers need to be able to utilize the ICT itself because they are the pillar of education and the ones who integrate ICT in their classes. As stated in the Act No. 16 (Ministry of Education, 2007) concerning the standards of academic qualifications and teacher competencies, teachers are required to integrate and be able to utilize ICT in their class. Therefore, it is evident that teachers must have skills in implementing ICT in their class. In short, this requirement of being able to integrate ICT in class leads to the factors that affect the success of ICT integration in the learning process.

However, there are still many challenges faced by teachers in integrating ICT in the teaching process. According to Syafryadin et al. (2022), there are three factors that emerge as challenges faced by teachers in encouraging student independence in ICT-based teaching activities: (1) poor internet connection, (2) different student characteristics, and (3) lack of support from school policymakers. The challenges affect both teachers and students to deliver and receive the materials being taught. Not a few teachers end up choosing to stick with the traditional teaching in the subjects they teach.

English teachers in Indonesia are expected to be able to integrate ICT in their classes. Ahmadi (2018) examines that teachers are able to integrate ICT in classroom learning, but they experience several problems preventing them to integrate ICT in the classroom such as lack of knowledge, lack of support, and lack of preparation. They have tried to use ICT in their teaching. However, it is less effective than expected and eventually they prefer to use the earlier ways of teaching.

The phenomenon of meeting the government regulations to integrate ICT in the classroom and the challenges that teachers might face brings various teachers' perception in integrating ICT in the class. In the context of English Language Teaching (ELT) research, Hudayati et al. (2021) state that teachers' perception is one of the factors regarding the integration of ICT in ELT. In other words, this becomes one of the crucial points to the concerns of succeeding the government regulations and teachers' reluctance to integrate ICT in their class.

This study aims to investigate high school English teachers' perception towards ICT integration in their class and the challenges faced by high school English teachers in integrating ICT in their class. To approach the aim, this study formulates its research questions: "1. What is high school English teachers' perception towards ICT integration in their class?" and "2. What challenges are faced by high school English teachers in integrating ICT in their class?".

### 1.1. Perception

Perception is a cognitive and psychological process of selecting, organizing, and interpreting information into existing pattern structures and is interpreted based on the previous experience (Schmitz, 2012). Whether positive or negative, a person's response to an object or person influences their perception. As cited in Curelaru et al. (2022), Munhall (2008) explained that perception is a complex mental process by which people understand, interpret, evaluate, and form images of social phenomena. Perception is studied by exploring the voices individuals can express. It can be concluded from previous research that perception is influenced by the views, ways of understanding, and personal perspectives obtained through social interaction and communication.

According to Mollaei and Riasati (2013) that high use of technology in language teaching can improve student learning in the classroom. However, according to their research that teachers' perception of English in integrating ICT in classroom teaching, they disagree that using ICT in teaching does not fully guarantee a better quality of education.

### 1.2. Definition of ICT

Rahman (2018) defines ICT as aspects that involve technology, communication, and processing used in controlling and processing information in the teaching process. Teaching and learning necessitate students' ability to use ICT. Muslihin et al. (2022) sees ICT integration as learning activities that use technology such as computers, the internet, smart-phones, and other telecommunication media. The use of ICT in class is something new. Hafifah (2019) notes that teachers are expected to have ICT skills when dealing with technologically literate students. Hence, teachers and students are encouraged to use ICT.

Based on the explanation above it can be concluded that ICT is related to technology and information. Then, related to the current technological advances, teachers and students are expected to be able to collaborate in the use of ICT in the classroom to create new and innovative learning.

### 1.3. Integrating ICT in ELT

ICT integration refers to technology that can provide sources of information, especially in the world of education. According to Maru et al. (2021), classroom technology enhances, complements and assists the learning process. In line with that, Ahmadi (2018) see that technology is currently an essential tool or facility in the learning process, especially in learning English. According to them, the integration of ICT in ELT has benefits for teachers to support students' learning progress and also has benefits for students. However, Hafifah and Sulisty (2020) state that Indonesia has yet to be able to

implement ICT integration in ELT nicely and evenly. Teachers face many obstacles in using ICT in their learning process in the classroom. The main problem they found were internet access and the availability of technological tools, which were the main problems for teachers in ICT integration. There are still gaps between schools in cities and regions.

The integration of ICT in ELT in Indonesia is starting to develop today. It started with distance learning occurring during the pandemic. It has been shown that teachers have started using ICT in their teaching, either during or after the pandemic (Yusuf et al, 2022). However, not all teachers apply ICT to their teaching, and not all teachers are technologically literate. One of the characteristics of ELT in Indonesia is the teaching style, which still uses traditional teacher-centered teaching and does not involve students in the learning process. Therefore, it causes inequality in integrating ICT in ELT (Hidayati, 2016). Inequality is also a challenge for the government to be able to cover all teachers to be able to integrate ICT in the learning process. Although the government has included teachers being able to integrate ICT in ELT into curriculum policy, ELT in Indonesia still faces a lack of access to ICT facilities and resources.

## 2. Method

The quantitative research method was applied to gain the objectives of finding the views of English teachers on the ICT integration in their ELT class and the level of challenges they faced during the implementation. Participants in this research were selected using the purposive sampling technique to involve English teachers in high schools in Brebes Regency who have used ICT in their class. This research includes 23 respondents from English teachers who joined the English Teacher Organization, known as MGMP (*Musyawarah Guru Mata Pelajaran*). The data were collected through a closed-ended questionnaire with 5-Likert scale to identify the views and the level of challenges in integrating ICT. The questionnaire was distributed via Google Forms to the respondents. The questionnaire in this research is adapted from Khan and Kuddus (2020). The items were categorized into two main aspects: the teachers' perception of ICT integration and the challenges faced by teachers in integrating ICT in teaching English. The data were analyzed based on the average score of responses on the perceptions and challenges. The average results were categorized based on percentage table categories in Table 1 and Table 2 below. The criteria percentage rating range table is adapted from Maru et al. (2021).

Table 1. Percentage Criteria of Teachers' Perceptions in ICT Integration

Percentage	Criteria
≥ 85%	Very positive
70%–84%	Positive
55%–69%	Moderate
40%–54%	Negative
≤39%	Very negative

Table 2 Percentage Criteria of the Challenges Faced by Teachers

Percentage	Criteria
≥ 85%	Very positive
70%–84%	Positive
55%–69%	Moderate
40%–54%	Negative
≤39%	Very negative

### 3. Findings and Discussions

#### 3.1. EFL Teachers' Perceptions in Integrating ICT

##### a. Teaching Techniques

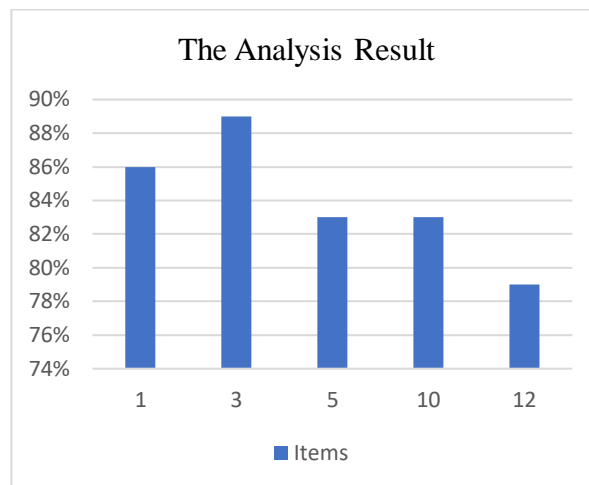


Fig. 1. The Percentages of Teaching Techniques Aspect

There are answers from respondents with an average score of 84%, meaning that teachers have a positive perception in integrating ICT in teaching English in class. The positive perception on this aspect is that the teachers in this research see the integration of ICT in their teaching techniques have a positive impact. They can use learning media to attract students' interest and make it easier for teachers to teach in the new changes to the curriculum. The result in this aspect is in line with Paramitasari and Ambarwati (2020) who state that technology has a very important role in teaching English. Most respondents agreed that integrating ICT in class can be a teaching medium that makes things easier for teachers, and using ICT is more useful than traditional teaching. Further, Muslem et al. (2018) added that ICT helps them obtain information easily and quickly. Some respondents also like using ICT in English teaching because it can save time efficiently and improve teachers' technical skills.

##### b. Teaching Materials

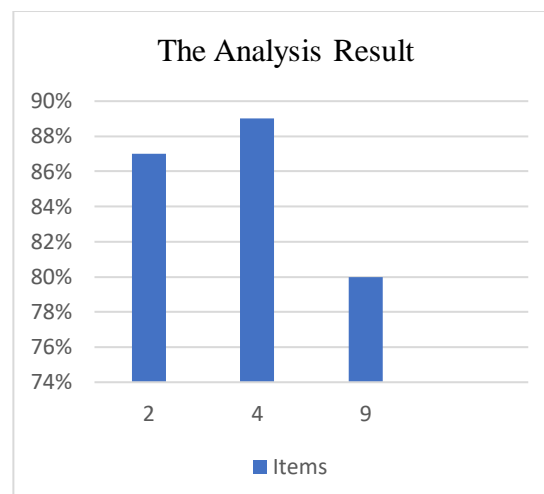


Fig. 2. The Percentages of Teaching Materials Aspect

In the aspect of teaching materials, which has an average score of 85%, the results are categorized in the positive range. The respondents in this research agree that integrating ICT in English teaching can improve students' English proficiency, making teaching interactive between teachers and students in class and making good relationships. The above

representative view is in the same line as Bhandari (2020) who shows in his research that English teachers have positive perceptions and good experiences using ICT in teaching English can improve students' English proficiency. Teaching also becomes interactive and exciting because it uses various resources that integrate ICT tools and equipment to make students interested in English. It has a representative view in the same way as Paramitasari and Ambarwati (2020) state that in ICT teaching, the emphasis is on interactive student-teacher interaction and communication.

c. Students' Learning

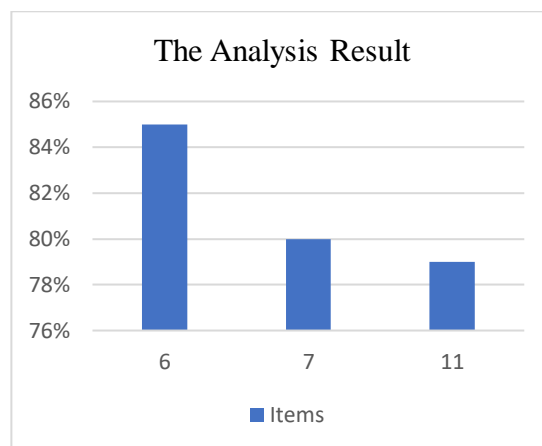


Fig. 3. The Percentages of Students' Learning Aspect

The third aspect is students' learning. In this aspect, the average answer score is 81%, and these results are positive. The result is that teachers agree that integrating ICT in class positively influences student attention, interaction, and learning outcomes, increases student independence in learning, and increases students' ability to express their opinions. Similarities found in Marwa and Andriani (2023) that teachers perceive a positive view towards the use of ICT in the classroom.

d. Information Access

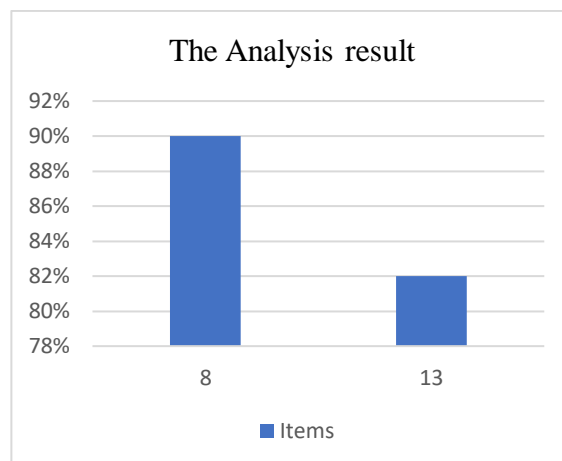


Fig. 4. The Percentages of Information Aspect

The last aspect is the information access. This aspect aims to find out teachers' perceptions regarding the integration of ICT to make it easier to access all types of information. This aspect has an average answer score of 86%, which is in the positive range. In this response, most teachers agree that using the Internet to learn English has many benefits and makes it easier to access all types of information quickly. In this case, integrating ICT can be a learning medium for teachers in the classroom. Saputri et al. (2020) states that ICT can be a flexible and collaborative learning medium. Using the Internet in this era, teachers can access the Internet easily and quickly. Yusuf et al. (2022) added that ICT integration makes it easier for teachers and students to search for online information. Students can easily find sources.

### 3.2. The Challenges Faced by Teachers in Integrating ICT

#### a. The Integration of ICT in Teaching English

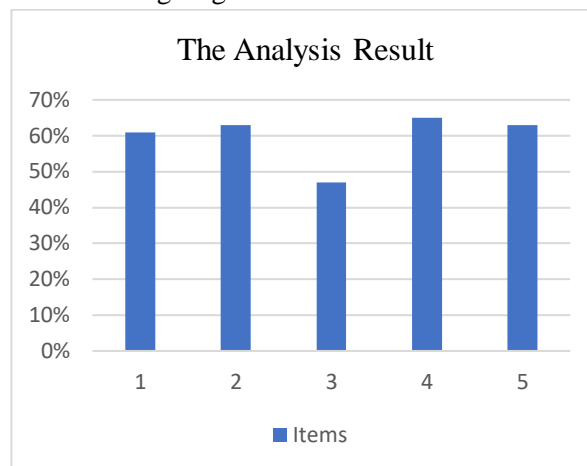


Fig. 5. The Level of Challenges in the Integration of ICT in English Teaching

In the first aspect regarding the integration of ICT in English teaching, which consists of five items, the moderate level is gained based on the respondents' answers which is 60%. From this result, it can be explained that some of the teachers view that this aspect is sufficient, which means that in these items, the teachers agree with the problems they find in integrating ICT in English teaching in the class. However, it can still be implemented in teaching even though it has many obstacles.

Bhandari (2020) and Hudayati et al. (2021) state that teachers can optimally integrate ICT in English teaching if the teacher gets support. The support refers to the adequate facilities, training, and technicians that can help teachers when they experience difficulties. However, this can be achieved only if there is an adequate facilities, training to support the teaching process better, and technicians who can help teachers if they problems. If this support is implemented well, teachers can integrate ICT well and optimally. However, the highest result in this aspect was in item 4, which amounted to 64%. Lubis (2018) stated that limited time is the main challenge that must be resolved because maximizing the use of ICT cannot be realized meaningfully in class. Teachers cannot maximize class teaching due to limited time when integrating ICT in English learning in their classes.

#### b. Supporting Facilities

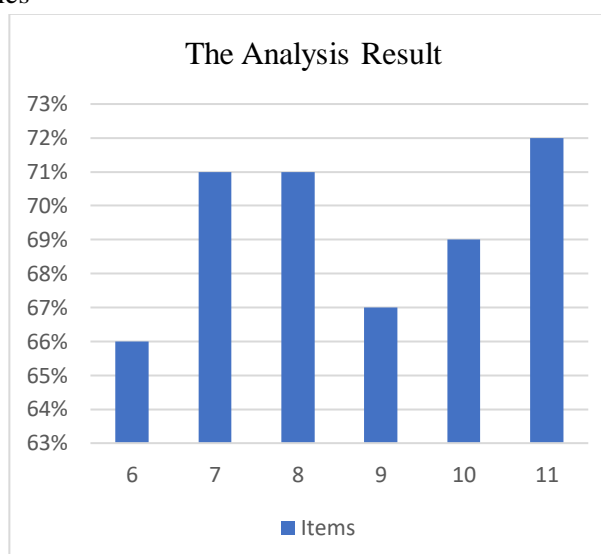


Fig. 6. The Level of Challenges in Supporting Facilities



In the second aspect regarding the supporting facilities, which consists of 6 items, the average answer score is 69%. This result is in moderate range. These results can explain that some teachers view this aspect as sufficient, that they have the skills to integrate ICT in teaching, that the school where they teach have a good infrastructure, and that the internet speed they use is sometimes stable. However, the teachers also agree that there are problems when integrating ICT in English teaching in class. Therefore, it becomes an obstacle for teachers when they are ready to integrate ICT in class but still have problems that can support the teaching process in class.

Maqbulin (2020) stated that 39% of teachers taught themselves about ICT, which means teachers rarely discuss the use of ICT in teaching English. This statement is in line with the final result of the challenges faced by teachers in integrating ICT, which shows a score of 65%, and the score is an average category. As explained above, item 11 shows a high percentages, about 72%; the score is categorized as hard. It shows that the majority of high school English teachers have problems with lack of training for teachers, technical support in maintaining facilities and inadequate infrastructure, such as computers, projectors, whiteboards, and poor internet connections. This research is similar to Maqbulin's (2019) that the failure to integrate ICT in English teaching optimally is caused by problems faced by teachers. Even though teachers have positive perceptions, teachers still face challenges in integrating ICT in teaching English.

#### 4. Conclusions

The use of ICT in education is believed to be developed to support students' learning. However, ICT in education cannot be integrated well if teachers have problems in implementing it. The data shows teachers' perceptions and challenges in integrating ICT. EFL teachers' perceptions in integrating ICT in this research have four aspects. It can be concluded that the English teachers involved in this research perceive ICT integration positively in the aspects of teaching techniques, teaching materials, students' learning, and information access. As it can be summarized from the items, the positive perception in this context is that teachers agree the integration of ICT in English teaching in their class provide a good impact on students.

The challenges that the teachers face in integrating ICT in the context of this research have two aspects. It can be concluded that in each aspect of the integration of ICT in English teaching and the supporting facilities, participants viewed the challenges they faced as the limited time, and the technical support and maintenance of the facilities related to the ICT media used in teaching English in their class. From this result, they have a positive perception towards ICT integration. However, they have challenges in integrating ICT in English teaching.

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