

The Teacher's Problems on Integrating Information and Communication Technology (ICT) in the English Language Teaching

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Abstract: *Technological innovation is rapidly changing which makes it hard to follow for the teacher. Thus, the practical application of ICT integration in teaching practices is necessary to be evaluated. This research aims to know the problems faced by the teacher on integrating ICT in teaching and how the teacher solves the problems. This case study focuses on the description of the individual teacher. The data were gained by employing observation and interview. It reveals that there are some problems occurred during the integration of ICT in teaching as well as describes the reasons why the problems could happen. One of them is that the teacher's knowledge and ability to use pedagogical ICT in the classroom is still low. Lack of training to integrate ICT in teaching becomes a factor affecting the problem. This research can be a valuable reference for educational practitioners and the stakeholders as preparing the integration of ICT in teaching.*

Keywords: *English Language Teaching, ICT, Foreign Language Teaching.*

INTRODUCTION

21st-century learning demands the integration of ICT in the educational system (Howard et.al., 2000; Mirzajani et.al., 2016). Integrating ICT in learning is considered as an opportunity to create new learning experiences for students. Integrating ICT in teaching can boost the students' interest and their motivation in learning. However, integrating ICT is not only aimed to entertain the students or to attract their interest in learning. It is necessary to aware the ICT integration in learning to able to support the students in understanding the learning material in a better way. Furthermore, the learning process must be able to create a meaningful principle for students. A learning sense that can create societal impacts on students. It can be realized by integrating ICT into learning. After integrating ICT in the classroom, it is expected that the students will be able to implement technology in their society that can be practical whether in the workplace or academically. As it is explored that integrating ICT in teaching can be a medium to help the teacher in nurturing students' proficiency (Barreh 2013; Gheytsi 2014; Romrell 2014; Drajadi et.al., 2018).

UNESCO (2003:1) defines ICT as technologies that are used for accessing, gathering, manipulating, and presenting or communicating information. The technologies could include hardware e.g. computers and others devices, software applications, and connectivity e.g. access to the internet, local networking infrastructure, and video conferencing. It is in lined with Miarso (2014) defines ICT as a means including (hardware & software) and a system for gaining, delivering, receiving, processing, interpreting, saving, organizing and accessing valuable data. Then, Information and Communication Technology (ICT) is described as technologies that can be used to organize the information and help the communication including software

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and hardware to gaining, collecting, accessioning, processing, saving and spreading data or information. In addition, there are numbers of ICT that can be used as a means in teaching in the classroom, such as the computer, laptop, computer network, printer, scanner, video/DVD Player, digital camera, tape recorder, CD, interactive whiteboard/smartboard.

Requiring the teachers to integrate ICT in teaching has been done by the government in many countries around the world, one of them is Indonesia. The teacher has already integrated ICT into their teaching. Because the integration of ICT in teaching has become an obligation and a requirement for the teacher certification. It is ruled in the government regulation concerning teacher Number 74, 2008. Meanwhile, integrating ICT in the classroom remains problems. Technological innovation is rapidly changing which makes it hard to follow for the teacher. Teachers require to learn and adapt how to manage learning behavior differently as they use ICT in the classroom (Kucirkova, Messer, et al., 2014; Melhuish & Falloon, 2010). Most of the teachers are unable to integrate technology in learning because of the lack of their proficiency. Teachers frustrated when they try to integrate new ICT into their existing curriculum (Potter & Rockinson-Szapkiw, 2012). It makes the ICT used in learning becomes less effective to support teaching in nurturing students' proficiency. Eventually, the use of the ICT provided by the school or the government to be used in teaching will probably be disregarded.

Furthermore, according to UNESCO (2011) there are a number of issues might burden teacher in integrating ICT in learning; teachers and students cannot afford the ICT equipment, they have lack of access to internet, they have difficulties to access the suitable material in their own language, and the fundamental issue is the teachers' ability to integrate ICT effectively in their teaching. In, addition Pelgrum (2011) in his study regarding the obstacles to the integration of ICT faced by the educational practitioner, it is found that there are top ten obstacles emerged of the integration ICT in the school. The most frequently mentioned obstacle was the insufficient number of the computer. The others are problem material conditions, such as insufficient peripherals, weak infrastructure, slow network performance and the insufficient number of computers that can simultaneously access the internet. Teacher does not have sufficient knowledge and skills regarding the integration of ICT is the second problem most frequently mentioned. And other non-material problems the difficulty to integrate ICT in instruction, not enough training opportunities, scheduling enough computer time for students, insufficient teacher time, and the lack of supervisory and technical staff.

On the other hand, the effectiveness of the ICT relies on the teacher's creativity to manage and to create interesting learning activities that the teacher is going to use (Ariani & Haryanto, 2010). The problems occurred during the integration of ICT in teaching in the classroom might hinder the teachers to integrate ICT in teaching well. Thus, the practical application of ICT integration in teaching practices in the classroom is necessary to be evaluated.

Some studies have explored about the problems occurred during the integration of ICT in teaching. The studies have been conducted in a university, a country and even among countries in south Asia (Mirzajani et al., 2016, Jude: 2014, Pelgrum: 2011). The major studies only displayed the problems in the form of percentage table by employing questionnaire. Nevertheless, none of them explored the problem focusing on the description of the individual teacher. This aims to produce an in-depth description that is rich and holistic (Ary et al., 2010).

Hence, it is necessary to know what the problems on the integration of ICT by English language teacher and how the teacher does solve the problems. Then the result of this research can be a valuable reference for educational practitioners and stakeholder with a picture of the current practice on the integration of ICT as preparing the integration of ICT in the teaching-learning process. Hereby, the researcher is going to conduct a research entitled the teachers'

problems to integrate ICT in the English Language Teaching. To sum up, there are questions attempted to be answered in this research as follows:

- a. What are the problems faced by the teacher in integrating ICT in the English language teaching?
- b. How do the teachers' solve the problem in integrating ICT in the English language teaching?

METHOD

The design of this research is a case study. Dey (2005) stated that a case study approach more commonly associated with qualitative methods. Briefly, a case study is the types of qualitative method. Then, a case study has the characteristics as the part of the qualitative method. The case study concerning on the clear description of the certain phenomena analyzed. The researcher described the result of the research based on what the researcher collects from the data and its experiences. This case study research would focus on the description of the individual teacher as the target of the investigation. A case study itself is typically used as a researcher plans to focus on a single unit to produce an in-depth description that is rich and holistic (Ary et al., 2010).

This research was conducted in July 2018 in the academic year of 2018/2019. This study has been conducted at a senior high school in Lampung province, one of the state senior high school in Pringsewu regency, Lampung province. The school is located in Pardasuka district. The school has a good goal to create good atmosphere during the teaching and learning at the schools. They maximize the process of teaching and learning including the use of ICT to support the teaching and learning process in the classroom.

The participants of research must meet certain criteria in order to be included in a study. By using purposive sampling, participants who qualified to participate in this research was an English teacher who involved in teaching and learning process in the English classroom. The teacher was selected as the research subject because she has already integrated ICT into her English teaching. The underlying principle of selecting this research design and the teacher is due to the fact that the purpose of this research is to get a depth understanding on teacher's problem during the integration of ICT in the English classroom as well as how the teacher solves the problem. Therefore, the study was targeted only to P (false name) who is considered as an English teacher who is able to provide data due to answer the research questions.

The researcher decides to use triangulation of method and resources. In the triangulation method, the researcher developed two data collecting techniques. They are observation and interview. The instruments were carefully chosen to meet specific aims. The observation checklist sheet was used to observe the teacher's problem in integrating ICT in the English teaching. A semi-structure interview was conducted after doing observation in the classroom. The interview was conducted to support the data found in the observation.

In the data analysis, the researcher analyzed the data right after the researcher got the data from the observation sheet and the interview. It was analyzed qualitatively based on the interactive model data analysis (Miles and Huberman: 2014). The phases of activity were; 1). Data Condensation, 2). Data Display and 3). Conclusion Drawing/Verification.

FINDINGS AND DISCUSSION

The Problem Faced by the Teacher and How the Teacher Solve the Problem in Integrating ICT in the English Language Teaching

Since integrating ICT is mandated by the government (ministry of education) as well as the school. The teacher in SMAN 1 Pardasuka has been integrating ICT in the teaching and learning process in the classroom. The problems during the integration of ICT in the classroom may impact the process of teaching and learning in the classroom. From the result of the interview, it was found that there are several problems hinder the teacher on integrating ICT in the classroom. It will, of course, affect the quality of teaching and learning in the classroom. The teacher has never attended pedagogical ICTs training to teach English yet. It means that the teacher was not provided with adequate knowledge and information to use pedagogical ICT in teaching in the classroom. Furthermore, lack of knowledge of the teacher affects the teacher to operate ICTs tools in teaching. The teacher is being confused as ICTs tools were suddenly error during the teaching and learning process. It is waste the time for the teacher to deal with the error. In addition, the advancement of the technology makes it hard to follow for the teacher. Moreover, the teacher gets difficulty to link the ICTs to the existed curriculum. However, teacher does share with her fellow friend as well as searching on the internet to solve the occurred problem during the integration of ICT in the classroom. The teacher described her knowledge and ability to use pedagogical ICT in the classroom:

The advancement of the technology grows too fast for me. There is a lot of new kind of technology that can be used in teaching English. The new software, application, tool or platform. I do not understand enough about the use of those new technologies, moreover, I need to match the use of ICT to the educational curriculum and the objective of the lesson. Because I learn it by my own self, I do not get adequate information and knowledge about it and how to use it. I never get any training specifically for how to use pedagogical ICT. In addition, I live in a village that far enough from the city, I live with people who do not aware about the use of ICT even in their daily life. Those situations make me hard to follow the advancement of technology and to use the new kind of technologies. Then the pedagogical ICTs that I used in the classroom is limited. I only use old kinds of ICTs, such as PPT, social media, and sometimes Edmodo. Furthermore, sometimes I face some problems, such as an error with the LCD projector as I used it in the classroom, I try to fix it by my own self or the students helped me to fix it, even the students sometimes know more about the ICT than me. If the LCD projector or the broken ICT cannot be fixed, I will turn it back to the office and change to use another LCD projector. To solve that problem I rely on searching the internet, do sharing with my friends, or ask help to school technical staff who seem to have the good understanding of ICT.

Furthermore, the result of observation revealed that some of the classes were not provided with ICTs tools, such as the speaker or LCD projector. The teacher stated that some of the technologies have broken and taken from the classrooms. Other classrooms have provided with some ICTs, the cable, HDMI cable to the laptop already broke tough. In addition, the teacher brings his own speaker, although it has been provided in the classroom. Hence, the teacher gets frustrated to use ICT sometime because she often has to deal with these problems. That may be the reason the teacher avoid using ICT in teaching sometimes. She explained the infrastructure, the access to pedagogical ICTs, the number of ICT and equipment provided in the school:

The infrastructure has been good enough, there is a multimedia LAB, Language LAB that we can use to teach English when sometimes students need refreshment instead of studying in the usual classroom. And the ICTs have been placed in every classroom. However, some of ICTs have broken and taken from the classroom. Then sometimes I take the ICTs such as, LCD and speaker from the office to use in the classroom. Furthermore, the speaker provided in the school is too big. It sounds too loud. This makes me tired and spent a lot of time because I must bring it on my own. Besides that, I have to set the LCD and the speaker before I use it, a lot of things to do to set it. Even sometimes blackout suddenly occurred or some of ICTs tools are broken, then I canceled to use the ICTs. Many unexpected things happen in the classroom regarding the integration of ICT sometimes. This affects the students' focus and interest in teaching and learning process. Eventually, the use of ICT in teaching is less optimal. Then I decided to avoid using ICT sometimes.

In the internet access, it is found that the school has a lack of access to the internet. There are only 2 internet hotspots area provided in the school. Those cover fourteen classrooms and twelve rooms including a library, laboratory, and office. Because of that a half amount of the classrooms cannot reach the Wi-Fi access or the provided Wi-Fi is too slow to access. From the observation, it shows that the teacher only uses off-line based ICT when she teaches the classrooms which cannot get access to Wi-Fi. This, of course, hinders the teacher to use ICT. Although the teacher still can get access to the internet using their own hotspot, this condition discourages the teacher to integrate ICT in the classroom. She described lack of access to internet and slow network performance at school:

There are two Wi-Fi hotspots provided in the school. Those hotspots cover about fourteen classroom and other ten rooms. But the Wi-Fi hotspot cannot be reached by almost half of the classroom because of the distance between the classrooms and the Wi-Fi source. And about the network performance, it is fast enough, but sometimes it is slower or even too slow. Hence, I must use my own Wi-Fi hotspot as I need it. Yet, you know get access to the internet in teaching which may be for more than 1 hour can spend a lot of my bandwidth cap usage. So, I rarely use internet connection when I teach students in the classroom.

About the staff capacity mentor to help and guide other teacher and to use ICT at the school, there are two ICT's teachers who have qualified skill to operate the existed ICT. However, the staffs are busy enough to mentor or just help other teachers on integrating ICT. Because the staff actually the TIK (ICT for Indonesia) teacher who teach students in the classroom as well. In this case, the teacher never gets any guide or mentoring from the staff to how to use ICT in English teaching and how to deal with the occurred problem during the integration of ICT in the teaching-learning process. She explained about the staff capacity in the ICT unit and personnel to mentor others:

Only 2 ICT staff exist at the school, but they are busy too. They do their duty including to teach the student as well. So, I am being hesitated to ask their help as I get problems or I do not understand how ICT use for. As I remember, I only get once mentoring to use ICT. Yet, it was not specifically to use ICT in teaching English, it was a mentoring to entry the students' mark by using a computer and how to operate the computer to perform CAT (Computer Assisted Test) for students. And about the staff capacity in the ICT unit, they can use or operate ICT well. But sometimes when an ICT unit is broken or

error, they cannot fix it. So, the staffs ask help from the serviceman at the computer shop. Because it is fixed by the serviceman, the time spends so long. We realize they have many customers, not only us. Hence, we have to wait about 2-3 weeks until the serviceman finishes to fix the broken ICT unit.

Concerning the pedagogical ICTs training to teach English, it was found that the teacher has never attended it yet. Furthermore, the school or the government concerning education never provide a training for the teacher to how ICT can be used in teaching, especially in teaching English. It means that the teacher is not provided with adequate knowledge and practice how actually ICT is used effectively in the classroom. Experts have well documented that lack of training in using computer skill is a major problem for the teacher to use pedagogical ICT in teaching. (Anderson, 1983; Leurhmann, 1982). It can be claimed that without teacher training in using ICT for learning may affect a miss conception of how ICT is used by teachers in the classroom. Eventually, it will influence the quality of teaching using ICT itself. The teacher explained the pedagogical ICTs training to teach English:

I have never attended any training regarding the use of pedagogical ICTs to teach English. It is because I do not know where I should go to get that kind of training or workshop. The government or the school never provide it. We have had training regarding the use of ICT, yet it was a training about how to perform the test for students using ICT and online test platform. The school provides the training only for once though. The other training was the training merely about how to make syllabus or lesson plan based our existed curriculum. Then I only learn how to use a pedagogical ICT in teaching by doing sharing with other teachers, seeing on YouTube channel, Googling. The point is I just do a trial to use ICT before using it to teach students in the classroom.

In addition, at the school, there was no brochure, pamphlet or invitation letter containing information for the teacher to attend pedagogical ICT training or workshop. The teacher only relies on the internet or their friends to get information about the use of ICT in teaching. The lack of information makes the teacher is not up-to-date to use new kind of ICT platform, software, and application which can be used in teaching English. While new kind of ICT platform is not only a way that can motivate and attract the students' interest to learn. They help the teacher to employ an effective teaching.

CONCLUSION

In this paper, the problems faced by the teacher on integrating ICT in the English Language Teaching have been presented based on classroom observation and interview. Mandating teacher to integrate ICT in teaching is a challenging for the teacher as it is not supported by sufficient infrastructures provided in the school and sufficient access to pedagogical ICTs. Including the area where they teach. Hence, the government needs to ensure that the policy must be followed by sufficient infrastructures and the number of ICT provided at the school.

Moreover, optimizing learning activity integrated with ICT is necessary to be supported by middle-higher skilled teachers to use ICT in teaching. However, internal factors of the teacher like the teacher's knowledge to use pedagogical ICTs and the ability to use the ICTs may hinder the teacher to use the ICT in teaching well. It will, of course, influence the quality of the teaching and learning itself.

Furthermore, the teacher does not only play as an information provider and guide the students but the teacher also become supporter and facilitator in learning. Hence, they must be provided by an adequate knowledge and information about how to operate various pedagogical ICTs. The teacher supposes to be able to integrate ICT into the existing curriculum. The government should ensure that the policy is ready to implement by consider the teacher and the school condition. Governments and the stakes holders are supposed to monitor and guide the implementation of ICT in teaching. It is since having policies without a good implementation and monitoring makes no sense (Jude: 2014).

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