INTEGRATING ICT IN EFL CLASSROOM

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Abstract
The purpose of this study is to examine the difficulties teachers face in integrating ICT into the teaching and learning English at Islamic Junior High School. As an example, learning innovations that use ICT are no longer in phase 4.0, but are now in phase 5.0, which means that ICT is being used in all fields. Following these advancements, the integration of ICT in education has become a necessity in today's world. As a result, this fact necessitates that teachers be capable of using ICT in the classroom. However, in the field, researchers discovered a number of barriers to teachers' use of ICT in the classroom. This study takes a qualitative approach: case study. This research focuses on observations and interviews with one English teacher in order to obtain more detailed results. This study's informant is an English teacher. The lack of training on integrating ICT into the teaching and learning process of English in the classroom, competencies, equipment, computer support, time management, and technical skills were all identified as barriers to English teachers integrating ICT. The results suggest that teachers encounter difficulties and barriers when attempting to integrate ICT into the classroom's English teaching and learning process.

Keywords: Challenges, English as a Foreign Language (EFL), ICT,

INTRODUCTION

There has been several interesting developments in research which investigate about integrating ICT in EFL classroom. Several studies have already indicated that study defines the successful integration of ICTs in EFL teaching is only feasible in private Ecuadorian high schools due to their advantageous position when compared to their public peers (Medina, 2021). Another study indicated that ICT Integration in EFL Classrooms: Benefits and Challenges (Sari et al., 2018). It is in line with the study about ICT and advantages and benefits of ICT integration in education (Sabiri, 2020). Another researcher researched about implying the need for more intensive technology training to help teachers prepare more effective technology-integrated English learning (Indriani & Wirza, 2020). As a result, the researchers concentrate on the difficulties teachers confront while integrating ICT in EFL classrooms.

Traditional methods of teaching and learning that included the use of chalk and commission as a media in learning activities. How has technology advanced the teaching and learning process through the use of ICT-based methods in the twenty-first century? As a

result, the use of ICT in education plays a critical role in improving the effectiveness of teaching and learning (Tiyas et al., 2020).

The incorporation of Information and Communication Technology (ICT) as a learning concept in English language teaching and learning, with the aim of fostering students' learning autonomy and communicative development, is one of the issues in Indonesia's 2013 Curriculum. Due to a lack of resources, resources, and qualifications to integrate the new concept in the learning process, teachers' views and attitudes about its implementation tend to be non-linear with the aim. Although the design garnering favorable opinions, the advantages of the integration in students' learning process were still concentrated on the technical levels rather than the communicative and functional ones (Lubis, 2018). Additionally, time constraints and technical issues posed significant challenges in achieving such integration.

Artificial intelligence technology (AI) has advanced at a rapid pace in recent years and is now widely used, affecting a wide range of industries, infrastructure, social, and other human activities. The rapid advancement of technology has resulted in shifts in societal values. Industry 4.0 and society 5.0 are terms used to describe the new values created by technological advancements. Because it is present in Industry 4.0, Society 5.0 represents the current state of society, implying that technology has become an integral part of people's lives. On the one hand, it's difficult to say that Japan's artificial intelligence technology is competitive (Teknowijoyo & Marpelina, 2021). Today's technological development necessitates participation from all institutions, including education from elementary schools to universities, in responding to it.

Students have access to a variety of electronic tools through ICT integration in the classroom, including interactive version, the Website, emails, and the Online World. These ICT tools can help students improve their language abilities, connect with other language users and communicate with them, and widen their perspectives on various cultural customs, beliefs, and modern lifestyles in nations where English is used as a first or second language. In the EFL classroom, ICT-assisted teaching is thought to increase liveliness and interaction (Azmi, 2017). Technological innovation is incorporated into language learning to benefit students in a variety of ways that improve their chances of mastering a foreign language.

It is thought that effective use of technology can increase student motivation in learning while also making teachers' jobs easier. When it comes to integrating English lessons with technology in the classroom, the teacher, as the main actor in the teaching and learning process, plays a unique role. The most influencing factors for teacher practice in English classes are internal factors such as self-efficacy and teacher competence (Indriani & Wirza, 2020). Furthermore, a teacher's prior teaching experience has an impact on their perception of how to use technology. Furthermore, more intensive training in the use of technology is required in order to assist teachers in the preparation of more effective technology-integrated English learning.

To assess the theory and research approaches pertaining to the use of ICT in Efl classrooms, a comprehensive literature review was conducted. The majority of the studies examined used one of three major methodologies: qualitative, quantitative, or mixed. In the studies under consideration, various conceptual and theoretical frameworks were used. The majority of the people who participate in these studies are teachers and students. These are the universities (Indriani & Wirza, 2020). These studies cover a wide range of topics related to teaching and learning, including curriculum, teacher training, and subject-specific studies. Respondents come from all levels of education, including high school, college, and university.

All of the new technologies available in education, according to López (2017), are a great tool for teachers to improve and upgrade their teaching methodologies, as well as to keep their students motivated. EFL teaching with ICTs benefits educators by making all teaching processes easier and more efficient, such as planning or locating resources, resulting in students who are more comfortable and confident in their ability to continue learning (Teaching et al., 2017).

In any section of education, practitioners must gradually but inevitably become digitalized. It is mandated by present online pupils and driven by era changes. In light of the reality of ICT integration in the teaching and learning process, this research aims to look at the difficulties teachers have when using ICT, which may then be used to discover answers to the problems students confront.

METHODOLOGY

This research used a qualitative methodology in its approach. Case study research was one of the qualitative research methods used in this study. This research is aimed at analyzing the integration of ICT in EFL classroom. The researchers apply a qualitative research design case study. The researchers collected the data through observation, interview and document analysis. One of the English teachers at the Islamic Junior High School participated in this study. The researchers used triangulated to analyze the data. To analyze the data, *observation of the class*, the researchers observed an English teacher as a study informant to learn more about teachers and the context in which they teach. To facilitate analysis, extensive field notes were taken during class observation using the observation sheet. The findings of teacher observations are summarized in a narrative that describes in detail the level, type, and frequency of their formative assessment practice. Then, Conducted *an interview* with teachers and informal communication At the conclusion of the study, eighty-minute quasi interview questions with English teachers were conducted. Interviews are among the most significant sources of research-related information for case studies. The interview serves five major objectives: (a) collecting background information, (b) learning about their beliefs and understanding of teaching and learning concepts, (c) highlighting the challenges in integrating ICT, (d) identifying and discussing theories of integration ICT in the classroom, and (e) seeking to solve the difficulties teachers have integrating ICT in their EFL classes.

RESULT/FINDINGS

Finding

Information communication technologies (ICT) integration into teaching and learning
Lack of Suitable Workshop in Integrating ICT in EFL

The English teacher is a new teacher, having only been in the classroom for about six and a half years after graduating from college. According to the teacher's observations, he always brings and uses some common hardware, such as laptops, cell phones, Infocus, and speakers, into each class. For students, the teacher prepares and delivers English teaching materials such as text, video, audio, pictures, and powerpoint. She stated:

"I prefer software-based materials because they are more sensible and effective I can engage their interest in lessons by playing them quick films or images that connect to the subject. Students can also use devices to help them learn English."

English Teacher is also capable of operating the software that she employs in each of her classes.

"I've mastered the programs Typically, I utilize Microsoft Word and Power Point to instruct my students, with the odd use of a video and audio player tossed in for good measure."

She actually admitted, however, that the technology's full potential has yet to be realized, and that it has not yet reached the digital era's standard for ICT use. due to limitations that prevent it from being implemented Although I would like to use computers and internet networks to learn English, the laboratory facilities are insufficient.

"I'm not satisfied with how I use technology in the classroom; it's just used for learning. It didn't go well when I once requested my pupils to make and upload a little video on Instagram detailing a vacation destination they had been to. Their main issue is that the majority of them live in dorms and do not put their cellphones away after school. I'd like to get students to create something other than Power Point Presentations using technology, but I can't think of any activities, websites, or applications that are both relevant and useful for students and also fit the material."

Once the researcher began attending, based on the observations, there was one meeting. She uses her laptop, and the audio he chooses is solely for listening practice.

"Because I teach junior high school students, I have had to listen to them read vocabulary correctly and with the correct intonation on some materials." That's why, when I teach listening skills in class, I use ICT."

In the presentation of teaching materials, the English teacher frequently employs ICT. However, it is not yet fully functional and efficient. On the ms application, the teacher used ICT in the EFL Classroom; Microsoft word, PPT, Video, Audio, and other similar items are still of a general nature.

ICT Integration Challenges

Teachers have never received official training on integrating ICT into the teaching and learning process. It gives them the impression that there is no progress in the field of ICT. plus, during the Covid-19 pandemic, the teacher studied independently how to integrate ICT in the right way during the pandemic. Even during the pandemic, the only way to teach English is through Whatsapp.

> *"In the early use of ICT in the teaching and learning process, there was no official training." It perplexes me whether I have successfully integrated ICT or whether I still need to improve."*

This reveals that one of the issues teachers face is a lack of adequate training in the use of ICT in the classroom. It indicates that the teacher lacks adequate resources for obtaining information and understanding of how ICT is used in the classroom. Although receiving training is one approach for educators to increase their proficiency with ICT in the classroom. They were not given any courses or training on how to incorporate ICT into teaching English. Studies have also found that a lack of training is a significant barrier to teacher s using pedagogical ICT in the classroom. This could indicate that a teacher's inability to use various modern ICT in the classroom is due to insufficient training.

Inadequate computers and Internet networks

The researchers discovered the lack of entire computers and internet access that students could use as the next finding. Teachers will be less effective in integrating ICT into the learning process as a result of this. For example, if you want children to access learning videos, they will be restricted.

> *"I also want to carry children to work for independent study using interactive media that I create as learning media, but the computers available prevent me from using it. Furthermore, when used in class, the school's Wi-Fi network does not reach the classroom. As a result, the use of ICT in class is restricted; for example, showing a PPT or a video with Infocus."*

Lack of teacher' s skill in ICT

Teachers must be able to operate applications both online and offline in order to integrate ICT into learning, particularly English. However, teachers are not well-versed in

using ICT in the classroom; for example, when students are learning online, the teacher only uses Whatsapp groups to support learning. The teacher is aware of Google Classroom, Schoology, Edmodo, and other online classrooms, but has yet to implement them. That is why she continues to rely solely on WhatsApp groups.

> *"We teachers usually only use WhatsApp groups in online learning, even during the pandemic. Other schools have used the online application, but we will have problems with the internet network for students who are far from good and smooth internet access, which is why the decision was made to only use the Whatsapp group as a support and mediator when the pandemic struck."*

From varied online sources, there is sometimes no material that is in accordance with the material to be taught related to the integration of ICT in learning in one material. As a result, according to the 2013 curriculum, teachers must create their own teaching materials based on the needs of their students.

DISCUSSION

Based on the findings, it can be indicated that such teachers primarily use ICT to present instructional materials. Teachers rarely demonstrate how to use a wide range of complicated computer programs. They rarely use ICT to engage students in collaborative projects related to the subjects they teach (Dwiono, 2019). Additionally, the teachers rarely make use of the many equipment and resources, such as software publishing, web design tools, and production equipment, that are utilized to develop cutting-edge instructional materials. Using the Stereotype content model, the teacher only substituted the conventional manner of providing material from a handout to a soft file in terms of PPT. Once students utilize their cell phones to improve their assignments or study, augmentation is rare. (Budiman et al., 2018) found that teachers in Indonesia frequently fall under the category of substitution and augmentation, which is dominated by modification and redefinition of the level of ICT integration in teaching.

According to a survey, there weren't enough options for teachers to get training on using ICTs in the classroom (Champa et al., 2019). One of the top three obstacles to teachers using ICT in the classroom was a lack of training. Recent Turkish research indicates that the

biggest problem with incorporating modern ICT in science is the absence of such courses in science teacher preparation programs (Bingimlas, 2019). Because it is assumed that teachers lack the necessary skills to integrate ICT, the country has yet to establish adequate facilities for training teachers in technology (Pelgrum, 2001). Governments and stakeholders are tasked with overseeing and advise the integration of ICT in education in the meantime. It's because it's pointless to have policies without appropriate monitoring the implementation (Jude et al., 2014).

A large number of teachers are unsure how to integrate technology into the classroom for educational purposes (Hu & Garimella, 2014). Several teachers are disinterested in the modifications and integration of extra learning that come with bringing computers into their teaching practices and lack the knowledge and abilities to use computers. The use of ICT in secondary schools is significantly hampered by the lack of knowledge and expertise among teachers. (Pelgrum, 2001) said that Due to a lack of ICT skills rather than pedagogical or didactic considerations, many teachers in Denmark still elect not to use ICT and media in classroom circumstances.

Recent studies show that a major barrier to the adoption of new technology in education is a shortage of time (Raman & Yamat, 2012). Many instructors are proficient and confident in utilizing computers in the classroom, but they still utilize them sparingly due to a lack of time. Teachers said that they did not have enough time to organize technology lessons, explore other websites, or research different facets of educational software (Champa et al., 2019). Teachers spend far more time planning projects that incorporate new ICT than they do planning traditional lessons.

CONCLUSION

The teachers are rookies when it comes to using ICT in the classroom. In comparison to ICT that is rated as average or advanced, they use more elementary functions in a variety of computer programs when teaching English. The results show that the substitution level dominates the teacher's use of ICT in English instruction, with the augmentation level coming in second. When teachers use ICT as a substitute, they use it to change from a traditional strategy to one that uses ICT, which means the teacher only changes the form of the strategy

and moves from a printed book to a PowerPoint presentation as a medium of learning in English class.

Teachers face a number of obstacles when it comes to incorporating ICT into their teaching and learning processes. They prevent ICT integration in the classroom from achieving its full potential. Due to these challenges, teachers hardly ever build and develop student collaboration through the use of several complicated computer programs, nor do they use pervasive tools and tools to foster innovation and knowledge in teaching and learning. The difficulties are: 1) a lack of workshops that direct teachers to choose and understand which applications are appropriate for integrating ICT into teaching English; 2) an insufficient number of computers and internet networks that are not reachable in the classroom; 3) a lack of competence – inability to operate complex applications; and 4) a lack of appropriate materials that forces teachers to create their own materials.

Hopefully, this study will serve as a reference of current school practices and expectations; the 5.0 society will no longer be introduced, but will be properly implemented so that education in this country can compete with that of other countries.

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