

ICT Integration in English Foreign Language Class: Teacher's Voice in Perceptions and Barriers

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ABSTRACT

This study investigates how primary English teachers integrate ICT into their English class practices in primary school settings. It specifically describes the primary English teachers in integrating ICT into their online classes and the teacher's perception of the function and challenge of integrating ICT in English language teaching. Three English teachers teaching at primary school were recruited as the participants in this study. Framed within a qualitative descriptive study, the researcher collected the data by observing and interviewing the teachers. In doing observation, the researcher used the instruments, such as video records and notes; for interviewing steps, the researcher used audio recordings. The data were analyzed using an interactive analysis model by following steps, namely transcribing, classifying, describing, and interpreting the data. This study concludes that integrating ICT into the teaching and learning process with clear instructional plans has advantages that help students in learning effectively. ICT still has challenges for teachers, like the poor state of the internet and the lack of school and home facilities. It is recommended for schools, teachers, and students be better prepared to use ICT by providing adequate internet connections and providing training to teachers or students.

Keywords: *barriers; EFL; ICT integration; perception; teachers' voice*

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INTRODUCTION

The progress in education brings about rapid changes, integrating the use of Information and Communication Technology (hence, ICT) in Indonesia. After completing the 2013 Curriculum revision process at the end of 2015 by the Ministry of Education and Culture, all primary and secondary schools must prepare themselves to implement 2013. According to Regulation of Minister of Education and Culture of the Republic of Indonesia No. 160 of 2014, the 2013 Curriculum is implemented in stages until the 2019/2020 academic year. In the attachment to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014, related to the principles of learning (point 12), it stated that to achieve quality has been designed to increase the efficiency and effectiveness of learning, learning activities need to use the principles of utilizing ICT. The acceptance of this decision makes Indonesian education integrate every learning with ICT to advance the quality of education in Indonesia, especially in English language teaching.

ICT is one of the things that can access communication globally. ICT practices are supported by technology using projectors, LCDs, laptops, LED TVs, tablets, computers, the internet, and smartphones (Rodliyah, 2018). In the 21st century education integrating technology, students and teachers are engaged in previously impossible ways, enabling the creation of new teaching and learning activities, increasing

achievement, and expanding interactions with local and global communities. Teachers and students no longer depend on books and stationery that burden them in the learning process. Significantly, integrating ICT in children in elementary schools is very much needed for students and teachers.

As the use of technology for young learners prepares the students to get the benefits of the technology (Dettori, 2004), it gives positive impacts, supports, and enhances the students' learning process (Kozma, 2003; Shin et al., 2014; Sutherland et al., 2008) and bring the students to the real-life situations (Lowther et al., 2008). The system integrating ICT in the learning process will improve the quality of education for students in increasing motivation, facilitating the acquisition of basic skills, promoting investigation and exploration, and preparing individuals for the impetus of the technological world (Hidayati, 2016).

ICT also offers a thriving learning environment and invites teachers to replace the old way of teaching, allowing students to learn more comfortably. ICT allows students to interact without the limitations of space and time with teachers and their groups. The roles of the teacher in ICT integration are assisting and guiding the students' learning process (Whitebread, 2006). For ICT teachers, it is a tool for developing learning materials to be more enthusiastic, interested (Nurseto, 2012; Widodo & Dewi, 2019), and supported the learning process (Drent & Meelissen,

2008; Muhson, 2010; Wang & Mansouri, 2017). Teachers can take advantage of interactive systems that help students understand learner needs and performance more accurately and make more effective assessments. In addition, teachers use ICT to help students achieve success in learning (Tri & Nguyen, 2014).

The integration of ICT has also changed the aspects of human life, including in English language teaching (Dudeny & Hockly, 2012). Previous works have investigated some factors on the integration of ICT in English language teaching. Machmud et al., (2021) identified the development and policies of ICT integration in four countries in ASEAN, such as Thailand, Myanmar, Singapore, in Indonesia and the researcher found that the ICT in Education has moved forward in each country. Additionally, Lubis (2018) has found that ICT provides the solution in English language teaching toward the students' communicative skills. In a specific context, Rodliyah (2018) concludes that English teachers in a vocational school in Indonesia agreed that ICT facilitates the teachers' English language teaching and learning process.

At the same time, although the advancement of ICT brings about assistance to the instructional process, it also presents challenges. Some new and unfamiliar ICT tools may take time for some to utilize as both students and teachers need to equip themselves with new skills. Kessler and Hubbard (2017) emphasize that digital skills are vital in dealing with ICT integration for teachers.

Pedagogical competence and technical aspects may also be the barriers for them due to lacks of supports, like professional developments and facilities. These factors have been identified as instrumental factors in learning, especially in a full online environment (König et al., 2020). Teachers' inadequate access to technology and school facilities is a prominent limitation in South Africa schools (Tachie, 2019). Aryani et al., (2022) highlighted that different levels of readiness in using ICT can also influence the effective and meaningful use of ICT in the teaching and learning process. Technical aspects with new ICT trends, like immersive learning may also take place to hinder effective ICT integration in primary levels (Adnan et al., 2019).

Looking at the rationale presented on the ICT integration in English language teaching in previous studies, this research aims to investigate the perceptions and challenges of teachers in EFL classrooms on the integration of ICT use for different reasons that other researchers have not done before at the primary-level.

METHOD

Research Design

The researcher employed a qualitative descriptive approach as the research design of this study. Qualitative research assisted the researcher to find the solution and the research questions and helped the reader to understand more the connection between the researcher and the study case (Creswell, 2018). Qualitative research has a natural

setting, handles data in the form of words, proceeds; the researcher is the key to the research instrument and analyses the data inductively (Bogdan & Knopp, 2003). A case can be based on several units of analysis: an individual, a group of individuals, a class, a school, or even an event. Thus, this design is appropriate to the focus of this research which analysed English teachers' perception and barriers on ICT role in EFL classroom.

Setting and Participants

This research was conducted in one of the elementary schools in the Badung area. The reason for choosing this school is because teachers integrated ICT in their class instruction. All the participating respondents also agreed to participate in the study as indicated in the signed observation checklist consent form. At this stage, the researcher investigated the use of ICT of 5 English teachers teaching in three classes. The researchers chose these 3 classes because of the problems teachers face at the school, namely their challenges in using ICT. Furthermore, the researchers assured the teachers that the information they provided was confidential and would only be used for research and academic purposes.

Data Collection Method(s) and Analysis

The data were collected from means of observations and interviews. The observations in the classroom were based on the interactions between teachers and students during the learning process in the classroom. Information is

collected in video recordings of the learning meetings that have taken place. An observation checklist was employed to capture the learning process integrated with ICT.

To have a deeper understanding on the observation results, the interviews were conducted by using WhatsApp. This is due to limited access of meeting due to the pandemic and also for efficiency. The primary purpose of in-depth interviews is to present constructions of the present in a context regarding individuals, events, activities, feelings, motivations, responses or perceptions, levels, and forms of involvement (Nugrahani, 2014). Therefore, in in-depth interviews, informants can express their opinions, and those opinions can be used as a basis for further research. The open-ended questions were designed and modified from a similar study by Muslem et al. (2018) to collect qualitative data about the perceptions and challenges of English teachers from the application of ICT in the EFL classroom. There are 5 questions for the interview process that can be presented as follows.

1. Do you think the use of ICT is essential in teaching compared to no ICT use?
2. Do you think the ICT tools and techniques available in your school are accessible for use in teaching English by the teachers and students?
3. Do you think that ICT has significant value for human societies in general? Give your reason.

4. Do you think ICT can be used as curriculum materials at school? Why?
5. What do you consider to be some of the challenges of using ICT in ELT?

RESULTS AND DISCUSSION

Results

This study's result by observation showed that 3 teachers as the respondents used and showed familiarity with the used tools and devices of ICT, such as Microsoft Office (Word, Excel, PowerPoint), Google Products (Google Meet, Google Sites, Google Mail, Google Form, Google Drive, Google Document, and Google slide), Multimedia resources (Videos and Audios), Hardware (Laptop, Gadget, LCD Projectors, DVD Players, CD Players, Webcams, Camera, and Mac), Software (an English book program), WWW (World Wide Web), Blog, Social Media, and Computer Games. To verifying the data, classroom observation was conducted twice in each class of participants. During the pandemic situation, the class always be held on a Video call. The students joined the Video call on Google meet. The students have a schedule to join the video call every day with different teachers and lessons. The researcher always follows the class by joining Google Meet and watching the participants' class.

The researcher started the observation at grade 2 with Teacher A on Monday at 8 a.m. In the first observation (Observation #1, March 1st, 2020), the teacher greeted and led the students to

pray before beginning the class. The students followed all of the teacher's instructions. In the learning process, the students must turn off their microphones to listen to the teacher's voice when she was teaching. The student should also turn on their camera so the teacher can see the students and interact with each other.

Teacher A reviewed the class materials using the PowerPoint presentation. She showed the flashcard on the PowerPoint and asked the students to guess. After that, when she was teaching the materials, she still used the PowerPoint presentation to show the book's materials. In the second-class period (Observation #2, March 8th, 2020), she used the existing facilities in Google Products, used the online whiteboard (Jamboard), explained the new material, and share the result of the whiteboard with the Google classroom.

The second participant is Teacher B. She started her class on Google Meet and invited the students by sending the link on the email and WhatsApp group. The students always join her class on time. In the first meeting (Observation #1, March 3rd, 2020), Teacher B reviewed the material by using the Wordwall online game; she gave the Wordwall link and asked the students to open their smartphones or a new tab on the laptop to play the game. The game results were immediately visible in the teachers' Wordwall and Teacher B showed the result by presenting her screen on Google classroom. For explaining the material, she used the video from YouTube and explained more materials directly. The

second meeting (Observation #1, March 10th, 2020). Teacher B started her class by using the online whiteboard (Whiteboard.fi). She shared the link and asked the students to join her online whiteboard. The students answered the questions on their whiteboard while the teacher was looking at their whiteboard progress.

The third participant is Teacher C. In the first observation (Observation #1, March 5th, 2020), he showed the video on his screen in the Google Classroom. The students watched the video, and he asked them to remember the story or the complex vocabulary. Then he explained the materials by using the PowerPoint presentation that has been done before by Teacher A. The second meeting (Observation #2, March 12th, 2020). He reviewed the material by using the British council website (<https://learnenglishteens.britishcouncil.org/>). He shared the screen on the Google meet and played the video then the students must be able to guess the teacher's questions by saying the answers. For the material, the teacher was using the book application.

Researchers looked for 55 interview responses data on perceptions and barriers in integrating ICT in the EFL class through open-ended online interviews through WhatsApp. The interviews were conducted from April 1 - April 5, 2021. The teachers were interviewed with some questions that the researcher prepared. The interviews with teachers showed a very positive response because the teachers agreed that the use

of ICT in the teaching and learning process is essential than not using ICT. It concurs with Lubis' finding (2018) informing that the teachers in Indonesia have been using the ICT in their English language teaching, and teachers in his study have been familiar with the ICT. In addition, Rodliyah (2018) stated that her interview findings concluded that the English teachers were familiar with ICT tools such as Laptops, DVD players, MS Words, PowerPoint, and other devices. ICT-focused learning with technologies such as radio, television, the internet, computers, and films has become an essential topic of attention in recent years (Blum & Parette, 2015; Dewi et al., 2019; Son et al., 2011). Some teachers said that ICT supports the learning process and makes it easier for teachers to teach. It proves that ICT can greatly support learning, which is a must for every teacher to use ICT in their classrooms to improve the effectiveness and quality of learning and, more importantly, improve ICT mastery for both teachers and students as a provision for life. In the era of technology that continues to change and develop.

The era will continue to develop, and it is hoped that teachers and students can achieve the expected targets. Learning media certainly brings the role of a teacher to be more innovative and productive in presenting the material presented to students in class. Teachers must be good at choosing learning media that can motivate students and communicate in learning in the classroom. In the interview results, the

teachers said that it was clear that ICT can help teachers find information, including materials, learning videos, teaching worksheets, and student conference meetings when online learning is required. With ICT, the learning process in EFL classes is more fun, and teachers can easily find the required material by searching for it on the Internet. It will significantly make it easier for teachers to find creative ideas to teach students in class. ICT makes teaching easier and makes teaching time more efficient. Rodliyah (2018) in her article, also found the same thing that integrating ICT in classroom practice will make learning more effective, and student motivation in learning will also increase. Teachers also have a positive attitude towards integrating ICT so that teachers and students can benefit from it. The use of ICT is also very much needed for students because they will look for sources of information that will add insight and English skills. It was also found by (Muslem & Juliana, 2017) in his article he also mentioned that ICT is very useful for students in finding some information that will continue to add insight and unconsciously hone their critical thinking. The reasons for the use of ICT in English language teaching, also found by Lubis (2018) who stated that ICT could be helpful in material, prepare lessons and make presentations to study and study student processes.

ICT is also used to transfer learning materials that will support, improve student learning experiences and provide positive values to students in

its application (Machmud et al., 2021). Another benefit of using ICT is to make lessons effective, improve quality (Nurseto, 2012) and delivery of information using ICT will ease the students to understand the material (Ahern, 2016). The use of ICT also impacts a student's motivation and self-confidence (Pradipta et al., 2021; Rodliyah, 2018). It is not only to find information but also to make it easier for teachers to communicate with students, especially during online learning during the pandemic. As Muhson (2010) stated that ICT as a tool of communication between teachers and students. It helps teachers teach and keeps students enthusiastic because they must keep being creative with technology advances. The use of computers with the web and internet networks can be used as learning media for students who will provide new learning experiences and influence good conceptual understanding (Ghavifekr & Rosdy, 2015; Setyaningrum, 2018). It relates to the teacher's reason for using ICT in learning English for elementary school students.

However, even though all teachers show a positive side and support in using ICT in English Language Teaching, they believe that ICT has a very positive impact on English language teaching. Teachers' positive attitude to the use of ICT will also positively impact the development of students. Teachers who can use technology and motivate themselves in using ICT as a necessity will optimize student learning rather than teachers who think ICT is a pressure on

them. It needs to be considered because the practical reasons for using ICT will also be related to the effectiveness of using ICT and are internal factors that will significantly influence their students (Dashtestani, 2013; Hu & McGrath, 2011; Kao et al., 2014). Several teachers interviewed about how access to ICT tools and techniques in schools integrated with learning English. The researcher got various positive answers; namely, the school provided ICT tools in schools for teachers and students to integrate them in the EFL class.

Therefore, it is a very beneficial thing for teachers and students to improve English skills in students and make students more motivated by learning English. Al-Munawwarah (2014) found a similar result that the integration of ICT by using tools and techniques can help teachers carry out learning activities that are fun, interesting, increase students' independence and motivate them to learn English. Moreover, access to these ICT tools will significantly support the English learning process; as said by one of the teachers that the school even provides a mini-Lab and technology center to conduct projects or presentations. Support from schools is needed for the needs of supporting learning for students. Not only that, but the role of the teacher in motivating themselves to use ICT is also needed so that the process runs smoothly. Supporting the teachers will make the teacher maximal in educating students and positively influencing the students themselves. In technological advances,

teachers must be able to make students accustomed to learning by using ICT. Seeing the development of the era that continues to advance, students must be ready for any technological changes. Therefore, a school must also be able to prepare a school curriculum that integrates ICT into it.

The utilization of ICT in learning enables the individual learning process to take place to develop students' independence in the learning process. It is integrating ICT in learning hopes that it can involve students in the rapid life changes that are consistently experiencing changes in the use of technology. The addition of students' abilities due to the use of Information and Communication Technology can develop an attitude of initiative and willingness to learn independently. Students can decide for themselves and consider when and where to use ICT appropriately and optimally, including its implications now and the future. In technological advances, teachers must be able to make students accustomed to learning by using ICT. Seeing the development of the era that continues to advance, students must be ready for any technological changes. Therefore, a school must also be able to prepare a school curriculum that integrates ICT as above it.

Integrating ICT has not only various benefits but also barriers it has in any integration process. The barriers that are currently being addressed are still the same as those found in several previous studies. Some of these problems interfere with the teaching and learning process in

the classroom. Internet connection, for example, will make users very uncomfortable because with internet interference, teachers and students will spend a very long time, and some teachers and students will lose critical processes or materials. Internet connection is essential when the teacher is teaching. The school that facilitates the teaching and learning process should be rethought because this is a severe problem for teachers and the lack of teaching time. Learning time is only 35 minutes to 45 minutes, making teachers more focused on maximizing time to deliver the material. Time constraints are considered to interfere with the learning process if the internet connection is unstable. On the other hand, using the internet during online learning is also a big obstacle when teachers hold online classes with their students and the network is cut off or there is a power outage. The second obstacle that is no less important is the development of the highly anticipated ICT-based curriculum. The reason is, with a complete ICT curriculum material, students will know how to use ICT properly and adequately. This curriculum development will help students to develop their competitive ICT skills continuously. The third problem is the teacher's lack of knowledge. All teachers claimed to be reasonably competent in using technology. However, teachers still need to improve their ability to integrate ICT in teaching English to improve students' learning process. Therefore, teachers need to be supported and trained to integrate teaching into

language teaching. It is the teacher's job and a joint task between schools and the government to provide training that makes teachers more proficient in integrating ICT without asking others. This training indirectly provides mental support for teachers, and teachers feel valued because of training assistance from schools or the government. However, a great teacher is expected to process himself how to integrate ICT in his classroom, either by searching for tutorials on YouTube, searching for some information on Google, or taking free online training independently.

Discussion

Teacher's Perception in Integrating of ICT in EFL Class

This study indicates that the English teacher in one of the elementary schools in Bandung has a good perception of the use of ICT in teaching. From observations in 3 classes and interviews with 5 participants who work as teachers, they said that ICT is very useful for teaching EFL classes. The same thing was also found by Isnani (2019) who stated that ICT powerfully creates innovation in teaching and learning English, and ICT acts as a tool, source, and driver for students' English (Aziz & Rahman, 2017). The integration of ICT in schools greatly facilitates teaching, especially in increasing teachers' creativity in the teaching-learning process. Teachers are asked to be creative, and with the help of ICT developments, this is very helpful for teachers to find creative ideas for teaching materials in EFL classes (Abdurahmonov

et al., 2020; Azmi, 2017). In this case, ICT can also help students improve their English skills with various kinds of teaching and learning activities that are more fun for students (Maqbulin, 2020; Suryana, 2013; Zakir, 2018). Abundant language input is available on the internet to use as a practical learning resource. Apart from that, many apps available on the play store or web browsers also help design lessons. These applications and features include videos, power points, web browsers, social media, games, quizzes, and Google Classroom support classrooms.

The benefits of integrating technology to improve learning quality have also been recognized (al Arif, 2019). Integrating ICT-based games in English language teaching is very suitable for students in primary school. A similar finding by Asnadi et al. (2018) agreed on the effectiveness of ICT-based Games in English language teaching. Games that are integrated into the lesson make it easier to present the material and are also used to achieve learning goals. It is also confirmed by the findings from Mahmoud and Tanni (2014) who stated that games must have a purpose and be helpful to be more effective in the learning process. It will relate to positive teacher perceptions of teaching material (Koh et al., 2012). It is believed that students in primary school prefer to interact by playing games while studying (Gürsoy & Korkmaz, 2011). A game can positively impact and effectively teach English, especially in teaching vocabulary and grammar (Badea, 2015; Boeker et al.,

2013; Tengku Mohamad Maasum et al., 2015). ICT integration is an extraordinary innovation that motivates students not to be bored in the learning process. In addition, ICT is a rich source for accessing teaching materials such as videos and podcasts that can help teachers teach speaking or native speaker pronunciation to students (Çakici, 2016; Otero, 2016). Several benefits of integration: equipping students with creativity and lifelong learning.

The importance of ICT in the learning process is increasingly visible with technological advances in a short time. Learning becomes unlimited with the presence of technology in the learning process (Paudel, 2020). Like it or not, teachers are required to integrate technology in teaching, especially in 21st-century learning. Therefore, it is essential to bring technology as alternative media/props or other learning resources into the classroom (Hafifah, 2019). Teachers realized that most of the students were already familiar with the technology. So, it is not difficult to carry and use it in the teaching and learning process.

The Barriers in Integrating of ICT in EFL Class

This study underscores some of the problems that are revealed in integrating ICT in the English classroom. Integrating ICT into teaching and learning is a complex process and one that may face several difficulties. The barriers faced by several teachers that the researcher found were also facilities and infrastructure

(Maqbulin, 2020), the ability of teachers to operate ICT (Özdemir, 2017) and time management (Al-Munawwarah, 2014). The first barrier is the problem of facilities and infrastructure; for example, inadequate personal facilities for teachers can hinder it. If the facilities are minimal, teachers will find it difficult to prepare materials and search for materials from the internet. Assignment submissions that must send to the teacher's email cannot see student assignments. It should be with the teacher's adequate facilities, and learning can take place anytime and anywhere. So learning does not have to be at school but by utilizing private facilities. In addition, teachers can develop material in printed books by utilizing the internet, and teachers can prepare exciting materials such as using PowerPoint, images, sound, video, and animation. On the other hand, using the internet during online learning is also a big obstacle when teachers have online classes with their students and the network is cut or there is a power outage. Schools must be able to provide internet for teachers so that learning runs smoothly. It is stated by Suryana, (2013) that adequate facilities and infrastructure for teachers will support the work of teachers in the learning process. The lack of an internet network is a significant problem where the internet is currently a means of supporting learning for teachers (Gafur & Surjono, 2010). That is why this problem prevents teachers from working optimally to integrate ICT in their teaching even though they have positive perceptions about the use of ICT.

The second problem is about the teacher's lack of knowledge. The limited ability of teachers to use technology significantly affects their self-confidence to apply technology-based learning in the classroom. Fear because teachers are afraid of being wrong in operating technology in front of students. That way, teachers who already feel unable to use technology do not have the motivation to study technology more deeply and do not have curiosity, so teachers only use technology in the teaching and learning process in class, not seriously. The competence of teachers in utilizing various ICT facilities is less influenced by the age factor and the teacher's competence. In terms of age, sometimes, old teachers have difficulty keeping up with the rapid development of information and communication technology, which ultimately makes them overwhelmed in utilizing these devices to support learning materials. Indeed, a teacher must be able to integrate information and communication technology in the learning process creatively (Hadijah & Shalawati, 2020). It must continue to be done so that students' enthusiasm for learning is increased and learning objectives achieved. No matter how sophisticated the technology supports the learning process, teachers still play an essential role (Andayani, 2016). The role of a teacher cannot be replaced, so the creativity of a teacher is necessary. It is not only a teacher's task but a joint task for the school and government in providing training that makes the teacher more proficient in

integrating ICT (Saxena, 2017). The training indirectly provides mental support for teachers, and teachers feel appreciated because of the school or the government's training assistance. However, a great teacher is expected to process how to integrate ICT in their class by themselves, either by searching for YouTube tutorials, searching for some information on Google, or taking free online training independently.

Time constraints are also why teachers do not integrate technology too much. Alkahtani, (2017) stated that time constraints were a significant obstacle to integrating technology. For teachers to integrate technology into learning requires a very long learning and preparation time. Preparation to provide tools such as hardware and software, materials and mental preparation as well as the confidence to learn technology, because the technology currently developing is considered too fast. Several recent studies have shown that many teachers have competence and confidence in using computers in the classroom. However, they still use less technology because they do not have enough time. Many researchers identified time constraints and difficulties in scheduling time as barriers to using ICT (Alkahtani, 2017). According to Hero, (2020), the most common challenge reported by all teachers is their lack of time to plan technology-based lessons, surf different Internet sites, or view various aspects of educational software. Sajid (2013) found that the lack of time for teachers in many aspects of their work had affected their

ability to complete assignments. It includes the time it takes to find an Internet connection, prepare lessons, explore and practise using technology, deal with technical issues, and receive adequate training. Also, time constraints when teaching also arises from an internet connection. It will make the user uncomfortable because with internet interference, teachers and students will spend a very long time, and some teachers and students will lose critical processes or materials. An internet connection is an important thing when the teacher is teaching. Learning time, only 35 minutes to 45 minutes, makes the teacher focus more on how time can be maximized to deliver the material. Time constraints are considered to interfere with the course of learning if the internet connection is unstable

CONCLUSION

The researcher concludes that regardless of previous ICT training and educational background, all teachers still integrated the ICT into their English language teaching due to the strong internal interest and motivation from the teacher and perceived belief in its benefits. ICT has evidenced to be helpful not only for the teachers, but also to the students as it can assist their learning the materials more effectively. The teachers' comments regarding the need for the ICT training and tools must require immediate attention from the school, educational institutions, the government, and the other related parties, to make the teacher's work optimally and increase the

critical need. The researcher also found that the teacher also feels the integration of the ICT on the technical levels includes finding the presentation, the materials, and other resources to teach the students. Even though the teachers agree that the ICT integration in English language teaching helps the learning process more exciting and meaningful, the technical problems and the time allocation, the lack of the material curriculum, and the lack of teacher competencies in ICT become the most constraints to conduct the learning process. Besides considering this study's limitation, it is worth the following studies to investigate the more comprehensive data regarding the most ICT integration problem.

The thing that must be improved is how schools provide the best internet for teachers to teach in schools, and so the government must be ready with network providers because of the integration of ICT. In addition, curriculum materials must continue to be developed to make students understand more about how to use ICT, and there is no doubt about training teachers on the use of ICT. It is a very mandatory thing that the school or the government must do.

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