

ICT IN EFL CLASSROOM: PRACTICES AND BARRIERS

(A Case Study at SMK Ma'arif NU Bobotsari)

A Thesis

Submitted to Department of English Education

Postgraduate Program of Universitas Muhammadiyah Purwokerto

in partial fulfillment of the requirements for the degree Master of English Education



By:

Anjar Lusiani

2020105006

MASTER OF ENGLISH EDUCATION PROGRAM

UNIVERSITAS MUHAMMADIYAH PURWOKERTO

2022

SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:


Name : ANJAR LUSIANI
ID Number : 2020105006
Department : Magister of English Education
Thesis Title : ICT IN EFL CLASSROOM: PRACTICES AND BARRIERS

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of English Education, the Postgraduate Program of Universitas Muhammadiyah Purwokerto

Purwokerto, 28th July 2022

Supervisor,


Saefurrohman, Ph.D
NIK. 2160372

Approval of Thesis for Submission

This thesis titled : ICT in EFL Classroom: Practices and Barriers

by Anjar Lusiani

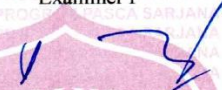
has been examined by the board of examiners on 8th August 2022.

All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The Board of Examiners certify that the thesis is eligible for submission.

Board of Examiner

Examiner I


Dr. Suwartono, M.Hum
NIK. 2160112

Examiner II

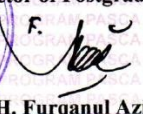

Ash Ernawati, Ph.D
NIK. 2160209

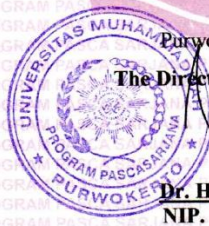
Examiner III


Saefurrohman, Ph.D
NIK. 2160372

Purwokerto, 19th August 2022

The Director of Postgraduate Program


Dr. H. Furqanul Aziz, M.Pd.
NIP. 19621106 198910 1 001



Statement of Authorship

I hereby confirm that the thesis entitled "ICT in EFL Classroom: Practices and Barriers" is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Purwokerto with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis proposal has not been submitted for the award of any previous degree in any tertiary institution in Indonesia or abroad

Name : Anjar Lusiani

ID Number : 2020105006

Department : Master of English Education Post Graduate Program

Purwokerto, 28th July 2022



Anjar Lusiani

MOTTO

Bismillah

Start the day with prayer and the Koran for more
blessing



DEDICATIONS

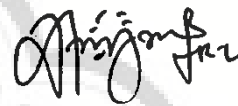
I would like to dedicate my countless thanks to the Most Gracious and the Most Merciful, ALLAH SWT who always gives me all the best of this life and there is no doubt about it. I deliver Shalawat and Salam to the Prophet Muhammad SAW and his family. This thesis is presented to fulfill one of the requirements in accomplishing the S-2 Degree at Master of English Education Department in the Universitas Muhammadiyah Purwokerto.

The writer would like to take my opportunity to express my deep and sincere gratitude to the following:

1. My beloved parents, my father, Ratam, S.Pd, M.Pd and my dearest mommy Surmini, S.Pd, for their prayers, patience, understanding, encouragement and support towards my education journey. I am who I am because of my parents.
2. My dear brothers, Didi Dwi Krisnandi and Tri Bowo Pangestika for their support and encouragement toward my education.
3. My supervisor, Mr. Saefurrohman, Ph.D, for his untiring enthusiasm and invaluable advice.
4. The teachers who participated in this study (Dini, Anita, Farida, Lani), for their willingness to share their experiences during interviews.
5. My deep thanks to “Mon meilleur ami” who always stand by me, thanks much for your sincere, you are best companion.
6. My dearest travel mate, SAM ANGGYONGIMNIDA (lidya and ipin) thank you for always cheer me up during I was doing my thesis.
7. My classmates in Master of English Education Department who always support me.

Overall, thanks so much to anyone who can't be mentioned directly who has helped me in completing this thesis. Hopefully, this thesis can be useful for us and become the input for the parties in need.

Purwokerto, 18th August 2022



Anjar Lusiani



ACKNOWLEDGEMENT

Assalamu'alaikum Wr Wb

All praises to Allah for the tremendous blessing and mercy that allow me to accomplish this bachelor thesis entitled: “English Teacher Common Practices in Integrating ICT in EFL Classroom at SMK Ma’arif NU Bobotsari.”

Realizing that this paper would not be done without pray, guidance, help and supervision from people surrounding who always give support and motivation to the writer. Thus, the writer would like to express my big special thanks to:

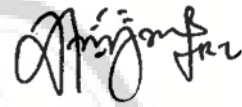
1. Dr. Jebul Suroso, S.Kp., Ns., M.Kep., the rector Universitas Muhammadiyah Purwokerto.
2. Dr. Furqanul Aziez, M.Pd, the director of Master of English Education Department who has given permission to write this thesis.
3. Mrs. Asih Ernawati, Ph.D the chief of English Education Department who has permitted me conducting this study and for all help that you gave to me.
4. Mr. Saefurrohman, Ph.D as the thesis supervisor who has given me chance to conduct this study and for guidance and assistance in completing this thesis.
5. All of English Teachers from SMK Ma’arif NU Bobotsari, for your helping so that I can successfully do this study.
6. My lecturers in Master of English Education Department who have inspired me during study in this department.
7. The hugest honor and grateful would be tributed to my beloved mother and father for truly uncounted loves, cares, motivation, patience and pray during daylight and nightfall.

8. All of my family's members and friends who have supported me.

The writer realizes that this study still has weaknesses but this thesis may be useful for readers. Thus, suggestions from readers will be appreciated.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 18th August 2022



Anjar Lusiani

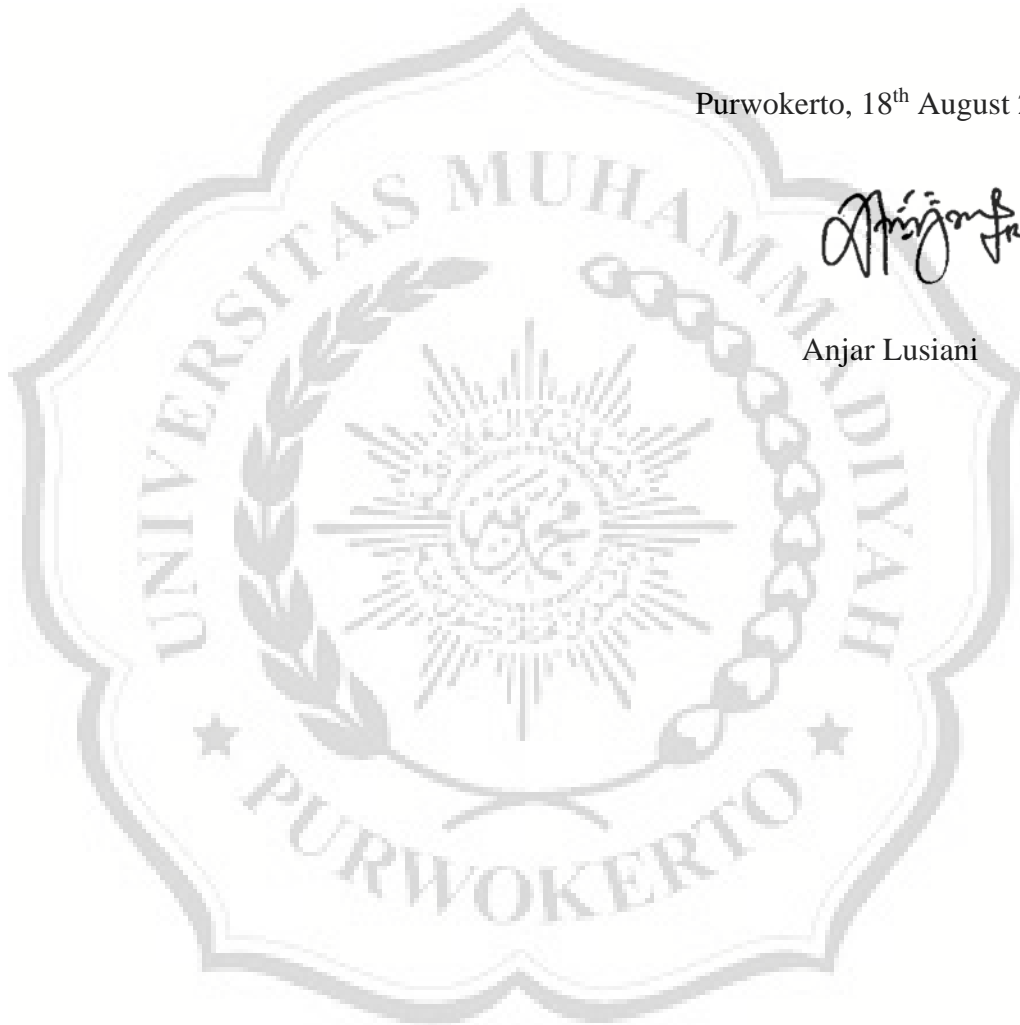


TABLE OF CONTENTS

COVER	i
SUPERVISOR’S APPROVAL FORM	ii
APPROVAL THESIS SUBMISSION	iii
STATEMENT OF AUTHORSHIP	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF APENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Question	3
C. The Objective of Study	4
D. Contribution of the Study	4
E. Definition of Terms	4
F. Organization of Study	5
CHAPTER II LITERATURE REVIEW	7
A. Definition of ICT	7
B. ICT integration in English Language Teaching	8
C. Stages or Procedures in Teaching Learning Process	11
D. Benefit of Integrating ICT	14
E. Kinds of ICT	17
F. Teachers’ motivation to integrate ICT	20
G. Barriers that Hinder Teacher to Integrate ICT in the Classroom Teaching	23
H. Previous Research Finding	26

CHAPTER III RESEARCH METHODOLOGY	30
A. Research Design.....	30
B. Research Context	31
C. Research Participants	31
D. Source of Data.....	32
E. Technique of Data Collection	32
F. Trustworthiness	37
G. Data Analysis	38
CHAPTER IV ANALYSIS AND DISCUSSION	40
A. Analysis.....	40
B. Discussion	68
CHAPTER V CONCLUSION AND RECOMMENDATIONS	74
A. Conclusion	74
B. Recommendation	75
REFERENCES.....	76
APPENDICES.....	79

LIST OF APENDICES

Appendix A. Demographic Participant

Appendix B. Blueprint Classroom Observation

Appendix C. Observation Sheet

Appendix D. Blueprint Interview

Appendix E. Interview Guide

Appendix F. Plagiarism-Free Certificate



Abstract

Lusiani, A., 8 August 2022, Department of English Education
ICT in EFL Classroom: Practices and Barriers
Thesis Supervisor: Saefurrohman, Ph.D

This study aimed at giving detail description of English teachers integrated ICT into their English teaching practices. It specifically examined English teachers' motivation for integrating ICT, the ways the English teachers integrated ICT into their English lessons, and their barriers in integrating ICT into EFL classrooms. Guided by a case study design, four EFL teachers at SMK Ma'arif NU Bobotsari were recruited to participate in the study. The reason of researcher chose English teacher from this vocational high school because of the researcher's familiarity of the locality, the accessibility of the area which made easy for the researcher to develop quick relationship with the participants hence making data collection easier. Empirical data were collected through interviews and classroom observations. The result from observation showed that only one teacher that integrated ICT to all stages of teaching process; opening activity, core activity, and close activity. Meanwhile, the other three teachers integrated ICT only in core activity for delivering the material. This study also showed that all the teachers agreed on the benefits of ICT-EFL integration to facilitate their learning and teaching process. From the result of interview, it was found that there were three factors that motivated English teachers to integrate ICT in their EFL classroom practices, namely self-efficacy, impact on teaching, and educational value. They also shared the same view on the barriers they encountered when integrating ICT tools in the classroom. Insufficient facilities, inadequate infrastructure, lack of time, lack of training, and teachers' competence, were identified as the barriers hindering teachers to use ICT to facilitate teaching.

Keywords: English teacher, Motivation, Practices, Barriers, ICT integration, EFL classroom