

CHAPTER II

LITERATURE REVIEW

A. Definition of ICT

ICT is an abbreviation for Information and Communication Technology. ICT may be used in EFL teaching to promote the four basic competencies of learning English: reading, writing, listening, and speaking. According to Blurton in Mafang'ha (2016), information and communication technology (ICT) is described as a broad set of technical tools and resources used to transmit, generate, distribute, collect, and organize information. Computers, the internet, broadcasting technologies (radio and television), and the telephone are examples of these technology. ICT are basically tools, they can be hardware such as computers, projectors, mobile phone, etc., and software such as Microsoft Word, PowerPoint, etc. (Wang and Woo, 2007). The teaching process is a method of organizing the teacher, the learner, the curriculum, and other elements in a systematic manner to achieve pre-determined goals and objectives, Mafang'ha (2016).

Perron et al. (2010) define ICTs as electronic instruments that may be used to access, transmit, and preserve information. The internet has had a significant impact on these technologies. Selvan et al. (2012) provided another definition of ICT, defining it as the integration of communication and telecommunication (telephone lines and wireless signals) computers, entity framework, as well as appropriate software, data transfer, and audio / video management system, which allows users to build, connect, store, distribute, and manipulate data.

Rusman (2015) discusses media and learning. Technology in schools is defined broadly as hardware and software (hardware), as well as human resources, all of which may be beneficial to increase student learning experiences. According to Manuelli in Mpofu and Mathys (2011), this includes all types of technology such as computers, the

internet, websites, smartphones, mobile phones, and other wireless communication devices, networks, and different specialized devices.

Based on the explanation above, it can be concluded that Technology Information and Communication (ICT) is electronic equipment consisting of: hardware, software, and all activities related to processing, manipulating, managing, and transferring or transferring information intermediates. That equipment that includes hardware, such as computers, digital cameras, etc. Meanwhile, that equipment that include software, such as Excel, PowerPoint, or other resources and tools, and communication facilities.

B. ICT integration in English Language Teaching

The use of ICT in language teaching and learning is not a new notion or practice for teachers, particularly in places where English is taught as a foreign language (Rank et al., 2011). The use of technology makes foreign language teaching and learning simple, effective, and enjoyable (Skinner and Austin 1999). It also provides not just an authentic setting for learning but also assists the learner in improving language abilities such as listening, reading, speaking, and writing (Warschauer, 2004). Prior to the usage of computers, audio visual media were used as pedagogical aids in the delivery of language courses. The phonograph, radio, television, and telephone were among the tools employed (Salaberry, 2001).

ICT is thought to have aspects that assist the development of second language abilities in the field of English teaching and learning. It provides rich, multidimensional learning settings for language learners, allowing them to communicate with native speakers, interact with other learners at a distance, and access genuine resources (Chapelle, 2003; Felix, 2001; Mullama, 2010). Furthermore, several characteristics of contemporary communication technology, such as emails, chats, and discussion boards, are tools for the enhancement of

linguistic communicative skill, in addition to giving chances for engagement across distance.

One approach to promote English learning is the use of ICT integrated into learning. The process of gaining knowledge by qualified teachers in adopting ICT integrated into learning is defined as facilitation. The use of ICT into the learning process is supposed to lead to students learning in depth. Students are expected to be able to dig up material, analyze it, and comprehend it, rather than just studying on the surface, which merely learns and memorizes.

In Indonesia, English language teaching is challenging, with problems ranging from teaching methodologies and teachers' English language ability to a lack of authentic resources and chances to use the target language. The conventional teacher-centered approach of teaching is typical of Indonesian language teaching. Furthermore, students are frequently passive and rarely participate in learning activities. The integration of ICT holds promise for transforming and improving the existing situation of Indonesian EFL.

Teachers can change their teaching and learning activities by integrating Technology. It might help them progressively adapt their teaching approach from teacher-centered to learner-centered, allowing students to take an active participation in the learning activity. Furthermore, the extensive multimedia features it possesses might provide a wide range of authentic content as well as possibilities for direct communication with either native English speakers or English language learners from other nations.

The media may be used to clarify the information delivered by the teacher when studying English. According to Abdulhak in Rusman (2015), there are three types of ICT use: first as a media tool or educational tool, which means as a supplement to explain the material presented by the teacher, second as an information source, in which students gather information such as through ICT based on the teacher's

guidance, and third as a system learning, in which ICT is developed as an integrated learning system as a function of media, resources, and also learning.

The ICT tools can be integrated in EFL classroom to improve four basic skills that should be acquired by the students. One of the skills in English that students should develop is listening. Understanding accent, pronunciation, intonation, word meaning, and the meaning of speaking is all part of listening. Students can grasp what the teacher says and explains through listening. Students usually do not pay attention to the teacher while he or she discusses the lesson. It causes students to misinterpret the lesson. In order to make students interested in listening to the teacher's explanation, the teacher uses ICT tools to solve this problem. Multimedia is an important component that should be used to improve students' listening skill. Multimedia technology like as audio, video, and animation are becoming more popular and potentially useful listening tools. Students may interpret intonation and acquire the pronunciation of words used by native speakers by using resources such as a computer, radio, audiotape, podcasts, tape recorders, iPods, and videos in English teaching learning. As a result of integrating ICT into the teaching of listening skills, students' listening skills and self-confidence can improve.

Reading is one of the most challenging skill to master in English. Some students dislike reading since the book contains numerous challenging vocabularies that students must know in order to comprehend the meaning of the sentences. Reading gets simpler when the teacher integrates ICT resources such as utilizing an electronic dictionary and glossary to discover and translate difficult terms, searching the internet for more information about the text, using multimedia software, and employing reading-based computer applications. Websites that teach English, on the other hand, make reading exercises as fun as possible and provide the possibility to

participate with vocabulary acquisition. Students have learned to grasp and relate topics via the use of English resources that include narrative or animation. As a result, including ICT into the teaching of reading skill makes several contributions to improving students' reading skills

Speaking is viewed as a productive skill that students should acquire, but it may also be viewed as a significant issue when learning English. Speaking skills may be strengthened when teachers include ICT tools into English classroom education since students cannot ask questions if they do not grasp their difficulties if they do not talk. Internet voice chat, speech synthesis applications, and artificial intelligence computer programs are some technologies that can help students enhance their speaking skills. Furthermore, web-based storytelling boosts student enthusiasm, encourages creativity and imagination, and gives students additional opportunity to practice speaking.

Teaching writing skill is also a crucial component of integrating ICT in the EFL classroom. ICT tools can be claimed to have fostered and supported students' writing skills in terms of quality, as well as encouraged students to write. Some ICT technologies can help students improve their writing skills, such as utilizing Wikis to correct their grammar, blogs, email, e-portfolios, and social networking sites like Facebook and Twitter. Students that use ICT tools to improve their writing skills have many friends on social media and communicate with one another to share their expertise.

C. Stages or Procedures in Teaching Learning Process

As previously said, the teacher is the most important part of the learning process, whether or not ICT is used in the classroom. This is consistent with Brown (2001: 345), who stated in Rika (2011) that teachers are the major elements who play important roles in regulating the teaching learning process in large students. Teachers utilize their abilities and

attitudes to manage the class. Some dimensions of teacher competency include cognitive, emotional, and psychomotoric. The cognitive part is linked to instructors' understanding of teaching content, topics, and teaching methods. The emotional features are demonstrated by the teachers' approach in reciprocating the situation and the presence of the other instructional learning components. The psychomotor element is fulfilled by teachers' ability to coordinate their physical movements in regulating the teaching learning process.

Learning and teaching are two concepts that cannot be separated. Learning is what a person must do as a subject who receives lessons, while teaching is what the teacher must do so that students can understand the teaching material that has been delivered. The teacher is the main component in the teaching process. Teaching is not just conveying information to students. Teachers must have teaching skills based on a number of theoretical knowledge so that teachers can carry out their duties properly. Teaching skills are quite complex professional competencies, as an integration of various teacher competencies as a whole and comprehensively (Mulyasa, 2010:29). Teaching skills are abilities that must be possessed by a teacher in organizing a learning environment when the teaching and learning process takes place, so it is hoped that the teaching and learning process can take place optimally in accordance with the learning objectives. According to Turney in Mulyasa (2010:29), there are 8 teaching skills that greatly determine the quality of learning. The eight teaching skills include questioning skills, giving reinforcement, conducting variations, explaining, opening lessons, guiding small group discussions, managing classes, teaching small groups and individuals, and closing lessons.

One of the jobs of a teacher is that of a manager; in this situation, the teacher is one of the people who arrange the lesson. As a result, teachers must thoroughly comprehend the methods or stages of the teaching and learning process outlined in the lesson plan. According to

Ahmadi et al (2011:42) in Annisa (2020), there are three components of processes used in the teaching learning process: opening, presentation/content, and closing or conclusion. The three components can be described as follow:

1. Opening activity/Introduction

This component which is the activity to improve the students' motivation, to inform objective learning, to improve students' brain storming. The opening activities are intended to serve as beginnings, unfreeze activity that will put students more comfortable, inspire them to engage, and establish the atmosphere for the day. Opening activities serve as a springboard for the lesson of the day. As a result, they must be relevant to or connected to the day's lesson. They are not just activities for the comfort of students or activities for the sake of enjoyment. They serve as a warm-up for the main event. They also provide a motivating purpose during the first few minutes of class. Engage their interest, integrate current information with the new material you will give, and demonstrate the relevancy of your teaching to their real life experience. Some effective opening activities such as playing video clip from a news story that relates to content, playing a game, song by its analysis, etc.

2. Main activity/Presentation

This component consists of delivering the material, helping to explore the information of the mind, accompanying students to doing exercise. In this component, teacher should use interest method in order to students get the point material. The core activities in learning are strongly influenced by the design or lesson plans made by the teacher. In principle, the core activities in the previous learning need to be designed and identified by the teacher in a systematic way that allows them to be carried out in the learning. The process of core activities in learning will describe the use of learning strategies and approaches used by teachers in the learning

process, because essentially the core learning activities are the implementation of strategies and learning approaches (Ruhimat, 2020)

3. Closing activity/Conclusion

In this component, teacher giving conclusion about the material, questioning the students to evaluate, giving feedback and motivation. The following are the activities performed by the teachers when closing the lesson, according to Mulyasa (2010: 84). First, make conclusions about the material studied (conclusions can be made by the teacher, by students at the request of the teacher, or by students with the teacher). Second, provide some questions to assess the level of achievement of the goals as well as the efficacy of the learning that has occurred. Third, providing the depth materials that must be examined, as well as the activities that must be completed (both individual and group assignments) in line with the themes studied. Fourth, conduct a post-test orally, in writing, and in practice.

D. Benefit of Integrating ICT

Information and communication technologies (ICTs) have some benefits for teaching and learning. Integrating ICT in the teaching and learning process of English in the classroom is very helpful for the teachers to deliver the material in a pleasant atmosphere. Moreover ICT also can be used to provide authentic materials to learners. These materials can help students improve their speaking, listening, reading, and writing abilities. According to Muslem and Abbas (2017), there are two effective ways to improve students' language skills: travelling abroad and using multimedia. According to Ahmadi (2018), using technology allows learners to control their learning process and gain access to information that their teachers cannot control.

Many studies have found that ICT has made a significant contribution to improving language teaching and learning. These are the benefits of integrating ICT in EFL classroom according to Mafang'ha (2016);

1. Individualized Interactivity

Traditional pedagogic methods focused on a passive one-way flow of information from teachers to students. World Bank (2004) in Mafang'ha (2016) reports that recent trends towards a constructivist approach to teacher-student interaction suggests that learning process can be enhanced through use of technologies which adapt the presentation of needs, preferences and requests. Due to the interactive nature of most of the ICT technologies, it is well suited for creative learning approach in which experimentation and creative thinking skills are emphasized.

2. Delivery of Educational Resources

ICT can be used to provide immediate up to date resources using one or more media to large numbers of educators and learners easily and relatively cheaply. Any changes made to resources are easily available to educators and students without incurring major additional distribution costs. An additional benefit is the huge resource base that resides on the World Wide Web. Tinio (2003) in Mafang'ha (2016) asserts that ICT has the ability to transcend time and space making possible asynchronous learning. Online materials can be accessed 24 hours a day, seven days a week. ICT has enabled instructions to be received simultaneously by multiple geographically dispersed learners to be able to access resource persons, learning resources, mentors and professionals from all over the world.

3. Access to Global Knowledge Base/Internet

Perhaps the clearest benefit to education from ICT according to World Bank report (2004) comes from ability to share knowledge, experiences with an emerging networked global community. Students can actively search for their counterparts in other countries to develop joint research projects on a variety of topics e.g. environment or health issues. The same technology allows students and wider community access to both global and local cultural resources.

4. Facilitating Interaction with Resources

According to Bullock (2004) ICT provides educators with a wide range of very interesting opportunities for creating resources that allow learners high levels of interactivity. This can lead to creation of interesting and exciting interaction of learners with educational resources.

5. Simplify Teaching Job.

Plomp et al., (2007) states that use of ICT such as videos, television and multimedia computer software that combine text, sound and colorful moving images can be used to provide challenging, authentic content that will engage students in the learning process. Moreover networked computers with internet connectivity can increase learner motivation as it combines the media richness and interactivity of other.

Another research conducted by Costley (2014) and Tutkun (2011), they explained the benefits of integrating ICT in the classroom teaching. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase. The usage of technology has shifted practices from being teacher-centered to learner-centered. Teachers should act as facilitators

and guides for their students' learning, and this transformation will help students learn more effectively (Riasati, Allahyar, & Tan, 2012).

The effects of advances in information technology have a significant impact on learning programs such as online learning, blended learning, and distance education systems. Cakici (2016) explains the positive impacts of ICT on English teaching such as the availability of materials such as images, animation, audio, and video to facilitate presenting and practicing a language, assisting teachers, and being student-centered. According to Zhao in Hidayati (2016), the many applications and efficacy of technology may be grouped into four areas: access to learning resources, possibilities for communication, feedback, and learner motivation.

E. Kinds of ICT

The rapid growth of the Internet has triggered a technological revolution in all aspects of our lives, including education. More and more educators are using ICT in foreign language teaching and learning. ICT has a notable impact on the teaching-learning process. Hartoyo in Arifin (2020) stated that there are several media that can be used in ICT; they are interactive multimedia, television, computer, and sound system. Cahyani and Cahyono (2012) mentioned in their publication that numerous sorts of technology have impacted the way teachers teach English, and one of the types of technology supplied for language learners is language laboratories. Teachers think that the integration of ICT tools in the classroom to make language education more attractive is inextricably linked to the effectiveness of teaching and learning activities. Non-web-based or web-based technology facilitates language acquisition; yet, teaching language with technology has numerous hurdles, and instructors must be able to overcome some technical concerns in the classroom.

These are several types of ICT that can be integrated in EFL classroom teaching learning activities:

1. LCD

Using a multimedia projector in the classroom, the teacher may present a material not only orally but also visually, which helps learners focus better in the classroom. They can also discuss collaboratively between verbal and nonverbal concerns, as well as theoretical and material difficulties.

2. Computer/Laptop

A computer allows for a print-rich learning environment. It may be utilized for a wide range of issues and can give learning settings for students to investigate and experiment with mathematical relationships, as well as provide fresh approaches to assignments.

3. Smartphone

Learners can use the dictionary feature on their mobile phones to add new terms to their vocabulary. They can check the spelling, pronunciation, and usage of the word they are looking for. Additionally, users can communicate with their professors via Short Message Service (SMS) and get their doubts clarified.

4. Internet

Teachers can get benefit from using the internet since it can give a wealth of educational tools. Teachers may quickly obtain diverse things for their classrooms by using the internet..

5. Google classroom

Google Classroom has a number of sophisticated features that make it an excellent tool to utilize. The advantage of adopting Google Classroom is that teachers can control and produce or gather students' assignments, as well as spend much more time with students and much less time on paper work.

6. E-mail

E-mail is best for developing skill in online literacy. We all write differently online and also for a different audience. Students can communicate with native speakers of the target language via email by creating a free personal email account (e.g., g-mail, yahoo, or Hotmail). Students may mail their homework to the appropriate teachers and get it corrected in turn. Additionally, the teacher may make modifications, feedback, and ideas for the improvement of each piece of work and return them.

7. Social media

According to Gupta (2014) and Siti (2020), social media refers to many online platforms and technologies that individuals use to exchange material, pictures, perspectives, insights, and experiences with others. Social media refers to social networking sites such as Facebook, Twitter, Instagram, Whatsapp, an online forum, a chat room, and so on. Teachers may utilize social media to further their professional growth.

8. YouTube

YouTube is a video program that may be viewed from a laptop, computer, or mobile phone. Teachers frequently utilize YouTube to show information in English classes. YouTube videos may be utilized in English language instruction to improve vocabulary, accents, pronunciation, and many other characteristics of English.

9. PowerPoint

PowerPoint is a software tool that is frequently used in information and knowledge presenting activities. Text, picture, and video elements can all be used to create presentation material. Using PowerPoint as projected media in English classes makes instruction more exciting and gives various choices.

10. Microsoft Word

Microsoft Word has a strong presence in the teaching and learning process, and it is presently the most widely used program in education. It provides several broad relative benefits to instructors and students in terms of teaching and learning. Teachers may improve the learning experience by using Microsoft Word.

11. Podcast

Students may listen to fresh clips, music, and videos on the web and spend more time viewing movies at the theater, on TV, or on their computers. A podcast is a collection of digital media files that are disseminated through the internet. Many free podcasts for English instruction are available for teachers to download.

F. Teachers' motivation to integrate ICT

Motivation is a condition in which a person wants to perform certain activities to achieve goals. The term motivation is derived from the word 'motive,' which may be defined as a pushing force that influences the willingness to begin performing a sequence of tasks. Motivation is also correlated to how hard someone works to attain a goal. Motivation can also be defined as internal factors and external factors that influence and encourage someone to enhance achievement, attain performance or change behavior and attitudes. Motivational factors must be recognized as one of the most essential factors. Being motivated is being pushed to action (Ryan & Deci, 2000) in Mahdum et al (2019). As a result, the idea of motivation relates to the reasons why individuals think and behave the way they do.

Technology may help educators create more effective teaching and learning activities by facilitating tasks and improving their performance. Recently, researchers investigated the usage of ICT in the classroom. They demonstrate that integrating ICT into the classroom helps teachers enhance students' competency (Barreh 2013; Romrell 2014; Drajadi &

Rochsantiningasih 2018). It can serve as a tool to aid in the classroom activities.

Two of the most important drivers of successful ICT integration in learning process are teachers' attitudes and motivation in ICT usage (Al-Awidi & Aldhafeeri, 2016; Qasem & Viswanathappa, 2016). These two factors enable teachers to utilize ICT not just to prepare and support teaching process, but also to motivate students to learn independently outside of the classroom. The encouragement to use ICT in learning activities is referred to as motivation to utilize ICT in classroom process. According to Catarina (2012), the success of using ICT in education is governed by interconnected and complicated aspects. The study's findings generally identify variables that support the use of ICT in schools as teachers' beliefs, values, and perceived attitudes.

Current studies have mentioned a variety of factors that significantly influence technology integration in classrooms in general and in EFL classrooms in particular, such as the popularity of ICT as a learning support, teachers' motivation to change the current pedagogical practices, and the advantages for teachers and students (Al-Awidi & Aldhafeeri, 2017; Li & Walsh, 2010). Rodliyah (2018), who investigated how teachers in vocational schools use technology in learning practices in English classrooms. In his research, Rodliyah (2018) found that teachers use technology for various reasons, such as the interest of teachers in using technology, current demands, requiring the benefits of technology and also because teachers feel confident when integrating English lessons with technology. In contrast to (Hakkarainen et al., 2001; Rodliyah, 2018) analyzing the relationship between the ability of teachers to use technology tools, teachers' pedagogical thinking, and individual reports of teachers in the practice of using technology in the classroom.

Finally, Mahdum et al (2019) in their research revealed that there were four factors that motivated teacher in integrating ICT in their teaching practices, namely : self-efficacy, educational values, impacts on

teaching and the training that the teachers have ever gotten. The self-efficacy hypothesis has been frequently applied in studies of individual motivations to utilize ICT. A high feeling of computer self-efficacy among teachers determines how frequently and how ICTs are employed in their everyday teaching and learning activities, according to research (Papastergiou, 2010) in Mahdum et al (2019). According to Hadijah and Shalawati (2017), self-efficacy is the belief that a teacher has in using technology in the classroom, and this belief is also tied to the teacher's skill and understanding of the usage of technological devices.

There are some indicators used to know the factor that motivated teacher to integrate ICT in the teaching process according to Mahdum et al (2019).

1. Indicator of teachers' Self-Efficacy
 - a. Teacher believes toward the ability and knowledge that they have to use ICT in learning activities.
 - b. Teachers' interesting to use ICT in learning activities because of the good results and benefits that they can get.
 - c. Teacher is able to search, evaluate and choose ICT tools appropriately to support learning activities
 - d. Teacher has certain strategies to solve problem and obstacles with the use of ICT.
 - e. Teacher has willingness to continue integrating ICT in learning activities in the future.
2. Indicator of Educational Value
 - a. The use of ICT can facilitate student-centered learning.
 - b. The use of ICT can prepare students for their future careers.
 - c. The use of ICT provides an opportunity to improve the quality of teacher in teaching.
 - d. The use of ICT can improve students' understanding.
 - e. The use of ICT provides an opportunity to follow the latest information.

- f. The use of ICTs can provide opportunities to study new things.
3. Indicator Impacts on Teaching
 - a. The use of ICT can contribute to making students work more actively and problem-based.
 - b. The use of ICT can inspire and make students able to express themselves.
 - c. The use of ICT can improve the quality of student learning.
 - d. The use of ICT can make learning more meaningful.
 - e. The use of ICT can develop teachers' pedagogical abilities.
 - f. The use of ICT can increase self-confidence.
 4. Trainings that have been attended
 - a. The training held by the school made teacher has motivation to use ICT in learning activities.
 - b. Teacher feels need more trainings on how to use ICT in learning activities.

G. Barriers that Hinder Teacher to Integrate ICT in the Classroom Teaching

The practice of integrating Ict into teaching and learning is a complicated one that can face the barriers. Schoep (2015) in Mafang'ha (2019) describes a barrier as any situation that makes development or achievement challenging. Simply said, barriers hinder anything from happening. Researchers and educators have used various categories to classify teachers' barriers to integrate ICT tools in EFL classrooms.

Several studies have classified obstacles into two types: extrinsic and intrinsic. However, their definitions of extrinsic and intrinsic are not the same. Extrinsic hurdles such as time, support, resources, and training were mentioned as first order in one research by Ertmer (2014). While intrinsic barriers such as attitudes, beliefs, habits, and second-level resistance are evaluated. Upitasari (2020) examines difficulties at the teacher and school levels in his research. Teacher-level barriers include

problems such as lack of confidence in using ICT, lack of competence, and resistance to change and negative attitudes toward the use of ICT are found. While for the school-level barrier, problems such as lack of time, lack of effective training, lack of accessibility and lack of technical support are said to affect the usage of ICT in schools. According to Mafang'ha, M (2016), he described that there are various obstacles that prevent the integration of ICT into Efl classroom; 1) Teachers' Attitude Towards the Integration of ICT and Teachers' ICT Knowledge and Skills, 2) Teacher Competence and Confidence, 3) Limited Access to ICT facilities, 4) Teaching experience, 5) Inadequate ICT Infrastructure, 6) Professional Development, 7) Lack of Technical Support. According to Hennessy et al (2010) relatively few teachers identified infrastructure problem, such as the lack of computers in working condition, unreliable electricity or lack of access to the internet, although these varied by country.

According to Mahdum et al (2019), the definitions of teachers' perceptions in using ICT in their research include the teachers' acceptance of using ICT in their teaching, compiling information about ICT, interpreting it, and then implementing the use of ICT in their language teaching. Perceived utility and simplicity of use are the indicators utilized. Teachers' positive perception toward technology is a critical for effectively initiating and implementing ICT in the classroom. Moreover, Teachers' attitudes and views about technology are among the elements that determine appropriate ICT integration in the classroom (Hew, K.F & Brush, 2007). (Keengwa, J & Onchwari, G, 2008). Teachers' attitudes regarding ICT determine their awareness of technology's use, as well as whether or not they integrate ICT into their classrooms. Teachers' attitudes toward technology may be positive in general, but they may still struggle to implement instructional technology due to a variety of factors such as facility, policy, and guidance (Jones, 2017).

Teacher competence in integrating ICT into classroom practices is another obstacle that is closely tied to teacher confidence. ICT competency

is described as the ability to work with a diverse range of technology for a variety of reasons. This is related to other difficulties including training, scheduling, and technical support. The first issue with competence barriers is a lack of adequate training. Teacher training in the use of contemporary technology in the classroom helps to boost teachers' efficiency in efficiently using ICT in education. Self-training is also useful for improving ICT proficiency and use. This may be accomplished by giving chances for self-training at home using materials such as user manuals, CDs, and IT tools. According to studies on the adoption of ICTs, the extent of the barrier varies by nation. In Syria, for example, a main challenge has been identified as a lack of teacher technology usage (Albirini, 2019). According to Prestride (2012), the most relevant skill required of a teacher is ICT aided instruction; nevertheless, many teachers lack this expertise. This might be because it was only recently included to their training program. These ICT tools are beneficial to instructors since they aid in the design of lesson plans, the analysis and administration of student assessments, the acquisition of new knowledge, and the presentation of lessons in a straightforward manner, among other things.

The availability of technology-related school facilities is a crucial component in the adoption of technology integration in EFL classroom. Availability to ICT infrastructure and resources in schools is a requirement for Effective teaching and learning. Inaccessibility or unavailability of ICT, a school-level barrier, has been cited as a major barrier to teachers adopting ICT in the classroom. A lack of resources can be caused by a variety of variables, including a lack of access to hardware and software, low quality hardware, and improper software. The accessibility and availability of ICT facilities such as hardware, software, and so on are critical to the effective adoption and integration of ICT into classroom instruction. In fact, if teachers do not have access to ICT resources, they will not use them. As a result, access to computers, current software, and hardware are critical components of effective technology adoption and

integration. According to several research studies, another difficult obstacle that hinders teachers from incorporating new technology into the classroom is a lack of access to resources, particularly home access, Bingimlas (2009) in Mafang'ha (2016).

Technical issues were discovered to be a significant barrier for teachers. Waiting for websites to open, failing to connect to the internet, printers not printing, malfunctioning computers, and teachers working on obsolete PCs were among the technological difficulties. ICT assistance in schools enables instructors to utilize ICT in the classroom without wasting time troubleshooting software and hardware issues. According to one study, instructors who attempted to complete a task on a computer but were unsuccessful owing to technical difficulties avoided using the computer for many days. This emphasizes the importance of proper technological support in schools.

H. Previous Research Finding

In accordance with the previous research, the researcher found some studies considering English teacher practices and barriers in integrating ICT in EFL classroom.

Wilson and Boateng (2014) conducted the research entitled Integrating ICTs into the teaching process, issues in pedagogical practices in teacher education. This study investigates the difficulties and consequences of integrating ICTs into teacher education, with an emphasis on teachers' pedagogical approaches. The mix method was utilized in this study to obtain empirical data from instructors at a teacher education school in Ghana. 16 teachers were interviewed using stratified and convenience sampling, and 100 closed-ended self-administered questionnaires were distributed to the instructors, 75 of which were returned. Simple means, frequencies, standard deviation, and cross tabulation were used to assess the quantitative data. The responses to the open-ended questions were categorized into themes. The study's findings

revealed a significant disparity in technology utilization in teaching and level of technological expertise among teachers. The main findings of the study were: 1. In spite of the huge investment made by stakeholders in education, technology use and literacy level among instructors is still low; 2. Some instructors used technology to support their pedagogical practices; 3. A number of the instructors were inept and lacked innovative ideas to use technology; 4. Some instructors still depend heavily on the Victorian methods of teaching; 5. Some of the instructors encourage students to use technology to do group work.

Champa, Rochsantiningsih, and Kristiana (2019) used a qualitative technique to research three English instructors at a senior high school in Surakarta to uncover EFL teachers' obstacles in integrating ICT in their teaching. Data is gathered through observation and in-depth interviews with an emphasis on the use of ICT in the teaching and learning process. The data analysis found that the most significant challenges to English teachers integrating ICT are a lack of ICT integration training, competency, infrastructure, and relevant software and materials.

Another research conducted by Habibi and et al (2020) entitled Factors affecting ICT integration during teaching practices: a multiple case study of three Indonesian Universities. The purpose of this qualitative study was to explore elements influencing ICT integration during teaching practices in three Indonesian universities' pre-service teacher training programs (PTTPs) from the perspectives of fifty-five pre-service teachers. This study's topic analysis indicated two primary themes, obstacles and facilitators that influenced the incorporation of ICT during instructional practices. This study resulted in the construction of a conceptual model of elements influencing ICT integration based on the topics. Recommendations are offered to improve Indonesian PTTPs and relevant stakeholders.

Ghavifekr and Rosdy (2015) conducted a research entitled Teaching and learning with technology: Effectiveness of ICT integration

in schools. This study aims to analyze teachers' perceptions on effectiveness of ICT integration to support teaching and learning process in classroom. A survey questionnaire was distributed randomly to the total of 101 teachers from 10 public secondary schools in Kuala Lumpur, Malaysia. The data for this quantitative research were analyzed for both descriptive and inferential statistic using SPSS (version 21) software. The results indicate that ICT integration has a great effectiveness for both teachers and the students. Findings indicate that teachers' well-equipped preparation with ICT tools and facilities is one the main factors in success of technology-based teaching and learning. It was also found that professional development training programs for teachers also played a key role in enhancing students' quality learning. For the future studies, there is a need for consideration of other aspects of ICT integration especially from management point of view in regard to strategic planning and policy making.

A study conducted by Rodhiyah (2018) entitled Vocational school EFL teachers' practices of integrating ICT into English lessons: Teachers' voices. The purpose of this research is to research into how vocational English instructors incorporate ICT into their English teaching techniques in vocational high school settings. It focuses on the reasons vocational high school English teachers use ICT, how they incorporate ICT into their English classes, and their perspectives of the benefits and obstacles of introducing ICT into English classrooms. Three EFL instructors teaching at vocational high schools with widely available ICT resources were invited to participate in this study, which was guided by a case study approach. Interviews and classroom observations were used to acquire empirical data. Due to their interests and favorable attitudes toward ICT, the instructors were found to be self-motivated to use ICT in their English lectures. This research also revealed that English teachers included ICT into their English lectures for a variety of reasons. All of the instructors believed that integrating ICT and ELT will help their learning and teaching

processes. They also agreed on the difficulties they found while employing ICT tools in the classroom. They underlined the necessity for ICT training in ELT. This study emphasizes the significance of school assistance in promoting ICT-based language instruction by providing suitable technology access and facilities, as well as professional ICT training for language instructors.

In general some of the research above examines the challenges faced by the teachers in integrating ICT in ELT and also investigate the factors that influence them in adopting ICT tools to be integrated into EFL classroom. The result showed that the challenges were categorized into two factors; they are characteristics of schools and teachers, while other researchers classify them as internal and external factors. The availability of computers, ICT policy, and ICT training are among the school features, whereas gender, computer experience, beliefs, and creativeness are among the teacher qualities. Internal variables, on the other hand, include instructors' ICT ability, confidence, and attitudes. External considerations include infrastructure availability, support, and time. Despite several research on ICT integration, little is known about whether and to what degree Indonesian EFL instructors, particularly vocational school teachers, use ICT in the classroom. Given the importance of ICT in the EFL classroom and in contrast to prior research, the current case study investigated how vocational school English teachers integrated ICT into their classroom and what factors drive them to adopt ICT tools to be integrated in the classroom. Furthermore, the barriers they faced during integrating ICT into their teaching practices. Thus, the study contributes to a deeper understanding of how English instructors utilize ICT technologies to mediate their English teaching practices and students' English learning at vocational schools where English is still regarded as a foreign language.