

# THE IMPLEMENTATION OF ICT IN TEACHING ENGLISH AS FOREIGN LANGUAGE: A CASE STUDY OF PREMARY SCHOOL ENGLISH TEACHERS IN KOTAMOBAGU, NORTH SULAWESI

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## ABSTRACT

This study aims to find out whether ICTs (Information and Communication Technologies) really helps EFL teachers in Kotamobagu to improve their students' English ability. This study uses the teachers' perceptions as the main sources to answer the research questions of this current study. It focuses on finding the EFL teachers' knowledge level in implementing ICTs, the level of ICT implementation for educational purposes, and problems that teachers might face during ICT implementation in the classrooms. This study uses mixed method of quantitative and qualitative approach by using questionnaire and interview to gain the data. The findings show that in general, teachers have fair capability in using ICTs. They also have positive attitude towards ICT implementation where they claimed that ICTs are useful to improve students' learning achievement. The teachers use ICTs for various reasons and at the last this study found that lack of ICT facilities has become the main problem that they often face.

**Keywords:** ICT, EFL, teaching-learning activities

## ABSTRAK

*Penelitian ini bertujuan untuk mencari tahu apakah TIK (Teknologi Informasi dan Komunikasi) benar-benar mampu membantu para guru Bahasa Inggris di Kotamobagu guna meningkatkan kemampuan berbahasa Inggris siswa mereka. Penelitian ini menggunakan persepsi dari para guru sebagai sumber utama untuk menjawab pertanyaan penelitian dari penelitian ini. Penelitian ini bertujuan untuk mengetahui tingkat pengetahuan para guru Bahasa Inggris dalam menggunakan TIK, tingkat penggunaan TIK untuk tujuan kependidikan, dan masalah yang mungkin dihadapi para guru selama menggunakan TIK dalam kelas. Penelitian ini menggunakan metode campuran dari pendekatan kuantitatif dan kualitatif dengan instrument angket dan wawancara untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa pada dasarnya, para guru mempunyai kemampuan yang cukup dalam menggunakan TIK. Mereka juga memiliki sifat positif terhadap*

*penggunaan TIK. Mereka mengatakan bahwa TIK berguna untuk meningkatkan prestasi belajar para siswa. Para guru juga menggunakan TIK untuk berbagai tujuan kependidikan dan pada akhirnya hasil dari penelitian ini mendapati bahwa kurangnya fasilitas merupakan masalah utama yang para guru hadapi.*

**Kata Kunci:** TIK, Bahasa Inggris sebagai Bahasa Asing, Kegiatan Belajar-Mengajar

## INTRODUCTION

Information and Communication Technology or mostly abbreviated as ICT is categorized as one of beneficial components that can improve the quality of language learning (Kandasamy & Shah, 2013). Kandasamy & Shah also added that the millennial generation nowadays are so attached with current technology. This situation leads teachers to adjust with millennial's preferences by engaging technology with their syllabus in order to create enjoyable learning environment which gives more beneficial improvement in learning process and outcome.

### 1. Background of the Study

In Indonesia, the engagement of technology with education has been promoted and socialized since 2013 with its highlight: *The Implementation of Curriculum 2013*. Since then, Indonesian Ministry of Education has encouraged the schools and all educational institutions to use technology in learning process. In addition, the current minister of education and culture of Indonesia named Nadiem Makarim has proclaimed technology as one of his four priorities in education field. He even said that all schools in all provinces should embrace technology as their main helper in learning environment (Ali, 2019).

In Kotamobagu, most of the schools already own computer facilities. The local government also subsidize personal computers and other ICT devices. These subsidies need to be used effectively for students' benefit. The local government expect that the ICT devices provided for the schools can be useful to improve students' achievement (Simbala, 2018). However, the effectiveness of teachers' ICT implementation in Kotamobagu has never been researched before. All of the personal computers and ICT devices that governments provided would be wasted if teachers could not use them efficiently and effectively in creating better learning environment. Thus, it is highly necessary to investigate (1) the ability of English teachers to use ICT in order to improve students' learning performance, (2) the teachers' attitude about the implementation of ICT, and if there is any, (3) the obstacles that teachers might face in the ICT implementation during learning process.

## **2. Research Questions**

By referring to the background of the study, this study proposes several problems that need to be solved. They are:

1. What is the level of EFL teachers' knowledge in the implementation of ICT?
2. What are EFL teachers' attitudes of the implementation of ICT?
3. What is the level of ICT implementation for educational purposes by EFL teachers?
4. What are problems and challenges that EFL teachers faced during the implementation of ICT?

## **3. Significance and Scope of the Study**

This study will focus on finding the perceptions of EFL teachers in Kotamobagu related to their knowledge level of ICT implementation, their attitudes toward it, their level of ICT implementation, their educational purpose and the possible problems that they faced in using ICT. The main thing that differentiate this study to previous studies is the main focus in the local evaluation of EFL teachers in Kotamobagu and also the teachers' perceptions regarding the effectiveness of ICTs implemented in learning process. The result of this study is expected to provide insights to the English teachers, instructors, students, governments, and even the policymakers in order to consider the possible benefits of ICT implementation in language learning and to improve the achievements of students in Kotamobagu.

## **LITERATURE REVIEW**

### **1. The Implementation of ICT in Language Learning**

It is undeniable to say that language learning is strongly related to communication. Almost every individual in the whole world has their own gadget which plays a role as communication device. In fact, communication nowadays is practically engaged with technology and these both elements are hardly to be separated (Alhadlaq, 2016 ; Subramanian & Labs, 2018). Compared to traditional way of teaching such as paper-based learning activities or teacher-centered classroom, the implementation of ICT provides more advanced devices which are more accessible, handy and user friendly, in indoors and outdoors. Thus, language learning and communication becomes more visible through technology usage (Kenning, 2007).

The implementation of ICT makes the language learning more beneficial because of several reasons. First, it provides rich and multidimensional language learning environments, help students to recognize and to practice proper English pronunciation in two ways (Hidayati, 2016). The first is by providing programs or applications with speech recognition, and the last is by letting

students to interact with the native English speakers nor other language learners through teleconferences by using applications such as Skype or Zoom Meeting. Also, It is claimed that by having teleconference, students can have immediate feedback that affect their learning performance because their mistakes is directly corrected (Ghasemi & Hashemi, 2011). The second benefit of ICT implementation is it motivates students to learn (Khanom, 2018). ICT such as Computer Keystroke logging did not only help language learners by supporting them to reflect and discuss their translation tasks but also to develop their motivation and even enthusiasms for translation process (Lindgren et al., 2009). The third potential benefit of ICT implementation is that it helps students to be more creative and independent (Ahmadi, 2018).

Technology cannot replace the real teacher. However, the teachers can play a role as facilitator and evaluator and then educate students to be creative and independent by using ICT. One study which was researched in Malaysia reported that students became more independent when they were able to use internet to find out several English words that they do not know to pronounce and they even became more creative when they made their group presentation by using Power Point Slides (Hafizoah & Zuraina, 2007). By referring to the benefits of ICT implementation, ICT are recommended to be used in language learning.

The ICTs in this study precisely focus on the three main points of the basic implementation of ICT integration which are: 1) to encourage students to search, process, save, present, and share data or information in order to support the learning progression; 2) to encourage students to evolve their self-esteem in accordance with their particular necessities, talents, potentials, interests, and characteristics by having ICTs as media to explore learning resources; and 3) to encourage teachers to use ICTs for developing learning resources and learning media, preparing lessons, organizing and assessing the learning process, and also reporting the learning outcomes (Lubis, 2018). Based on these three main points, the ICTs that will be explored are: computers, printers, speakers, projectors, and cameras. Meanwhile, the software are Microsoft Word (Word Processing), Microsoft Excel (Spread Sheet), Microsoft Power Point, E-mails software such as g-mails or yahoo mails, internet browsing application such as Google, Skype and Zoom Meeting. These ICTs are categorized as basic needs to be used in language learning especially in preparing lessons and presenting materials. These ICTs are also related to the three main points that have been clarified by Lubis since these ICTs can help students to search, process, or share information, boost their self-esteem, and help teachers to develop learning resources.

## **2. EFL Teachers' Knowledge and Attitude towards the Implementation of ICT**

The previous studies reported that the EFL teachers are quite comfortable in using ICT. It is reported that the teachers agreed that ICT plays an important role in language teaching, help self-understanding, and provoke more interaction with students (Thamarana, 2017). Another research also reported that ICT improve the scope of teaching and it is practically useful to teach four skills in English; listening, reading, writing and speaking. The ICT products such as Audio Books, Webinar, Blogs, and Youtube are great deals to be used to teach the four English skills (Ammanni & Aparanjani, 2016). In addition, it is reported that despite the obstacles and challenges that the EFL teachers had experienced in using ICT such as the lack of facilities and limited knowledge's of using technological devices, the teachers still perceived that the implementation of ICT is highly necessary to support language learners' learning and to improve their mastery in English (Kandasamy & Shah, 2013).

## **METHODOLOGY**

### **1. Research Method**

The research method of this study is mixed method by combining quantitative and qualitative method. The data that has been gathered through questionnaires was calculated by using Spread Sheet (MS. Excel) and analyzed quantitatively. The data that has been obtained via interview was transcribed and analyzed qualitatively. Both methods are applied used since they will provide better understanding and serve more reliable result (Creswell, 2012).

### **2. Research Instrument**

The instrument for this study is questionnaire adapted from Kandasamy and Shah (2013) in order to adjust with the significance of this study. The interviews report that supports the questionnaire findings or have corresponding relation with the research questions will also be included in finding section. The interview was held by using vernacular language and then later transcribed to Bahasa, then translated into English. The interviewer decided to use vernacular language in order to make the interviewees more comfortable during the interviewee section despite the facts that the respondents were English teachers.

### **3. Respondents of the Study**

The respondents of this study are 18 English teachers of secondary schools in Kotamobagu. The details of the respondents are described below:

**Table 3.1: The Data of the Respondents**

<b>Name of the Schools</b>	<b>Numbers of Participated Teachers</b>
SMAN 1 KOTAMOBAGU	2
SMAN 2 KOTAMOBAGU	2
SMAN 3 KOTAMOBAGU	1
SMAN 4 KOTAMOBAGU	1
MAN KOTAMOBAGU	2
SMA KRISTEN KOTAMOBAGU	2
SMA ISLAM KOTAMOBAGU	1
SMA KATOLIK THEODORUS KOTAMOBAGU	1
SMK COKROAMINOTO	2
SMKN 1 KOTAMOBAGU	2
SMK 23 MARET KOTAMOBAGU	1
SMA/SMK YADIKA KOTAMOBAGU	1
<b>TOTAL</b>	<b>18</b>

The respondents who took part in the interview sections as interviewees will be labeled as “R” and their real names will never be revealed due to the respondents’ request in order to secure their personal information.

#### **4. The Implementation of the Study**

The data of this study has been collected through questionnaires that have been distributed via Google Docs Form to 20 respondents. However, there were only 18 designated respondents who filled in the questionnaires. The interview was conducted by interviewing 5 respondents who agreed to be interviewed by the researchers.

## **FINDINGS**

### **1. RQ1: What is the level of EFL teachers’ knowledge in the implementation of ICT?**

**Table 4.1: The Level of EFL Teachers’ Knowledge in ICT Implementation**

<b>ICT Capability (Knowledge)</b>	<b>Level, Number, and Percentage</b>	<b>Total</b>	<b>%</b>
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	E	%	G	%	F	%	NC	%
Word Processing (Ms. Word)	1	5.5	5	27.8	12	66.7		18 100
Spread Sheet	1	5.5	1	5.5	16	89		18 100
Power Point	1	5.5	5	27.8	12	66.7		18 100
E-Mailing	1	5.5	6	33.3	11	61.2		18 100
Internet Browsing	3	16.7	10	55.5	5	27.8		18 100
Teleconference (Sky or Zoom Application)			1	5.5	2	11.1	15	83.4 18 100

**Notes:** E=Excellent G=Good F=Fair NC=No Capability

The level of EFL teachers' knowledge in the ICT implementation is divided into four levels, which are *excellent*, *good*, *fair*, and *no capability*. The Table 4.1 shows that there is 1 teacher (5.5%) from the total 18 respondents who had excellent capability in using Word Processing. Meanwhile, there were 5 teachers (27.8%) who reported that they possessed good capability in operating Word Processing. Next, there were 12 teachers (66.7%) who perceived that their capability in operating Word Processing was just fair and there was no teacher who claimed that they had no capability in operating Word Processing. This result shows that most respondents (teachers) are able to operate Word Processing where there was 5.5% who could operate the program flawlessly, 27.8% who had good level of capability in operating it, and 66.7% which served as majority could operate it fairly. It means the knowledge level of EFL teachers in Kotamobagu in operating Word Processing is categorized *fair*. In addition, Table 4.1 also shows that the knowledge level possessed by EFL teachers in Kotamobagu related to their capability in operating Power Point has the same amount and percentage with the respondents' level in operating Word Processing. It is concluded that the respondents' knowledge level in operating Power Point is categorized as *fair*.

In operating Spread Sheet, Table 4.1 reported that there was 1 teacher (5.5%) who could operate this application perfectly, 1 teacher (5.5%) could operate it in good level, 16 teachers (89%) could operate it fairly and there was no teacher who was unable to operate it. Compared to Word Processing, the respondents had more little knowledge in operating Spread Sheet. It can be seen through the report where most of the teachers could just operate Spread Sheet software fairly. One respondent who took part in interviewee section and labeled as "R3" stated that:

"We.... English teachers... do.... Do not really use Microsoft Excel in the classroom. For me, I just mostly used... Word... Power Point... to make my teaching materials.... Uhm... yeah... I use Excel to label and calculate students' grade.... But I just know the operation such as *plus*, *minus*, *times to*, *divide*, like that you know....I rarely use it (Ms. Excel) for making teaching materials" R3.



R3's comment shows that she just mostly used Word Processing and Power Point to make her teaching materials. She rarely used Spread Sheet and because of this matter. She only had fair level of knowledge in operating Spread Sheet. Another respondent who was labeled as "R5" also added another reason of why she did not master Spread Sheet as well as she mastered Word Processing. Her statement is clarified below:

"You meant... when I prepare my teaching materials??.... Uhm... Excel... it is... it is usually related to calculation or Math right? I am an English teacher... so... so I think... in learning social science such as language... I don't think it is really necessary to use Excel. In Excel... Uhm... we can... we can made graph... or... yeah... things related Math. But... for learning English, I think Power Point is the most suitable among other programs in Microsoft Office. My students... they... they really like if I present materials in Power Point especially when I attach videos or... slides with GIFs" R5.

R5 claimed that her reason of not being so good in operating Spread Sheet was because she personally thought that Spread Sheet is highly related to Math and those who learn social science such as English do not really need that kind of application. She also added that her students were mostly interested to learn when she provided materials in Power Point especially when she added visualization. At last, the result which is showed in Table 4.1 and the interview report claimed that the majority of EFL teachers in Kotamobagu had *fair* level of knowledge in operating Spread Sheet.

Related to the use of Electronic mail (e-mail), table 4.1 shows that 1 teacher (5.5%) was excellent in using it, 6 teachers (33.3%) were good in using it, and 11 teachers (61.2%) were *fair* in e-mail utilization. Table 4.1 also shows that the majority of respondents claimed that they have good knowledge level in this area. Related to the internet browsing, 10 respondents claimed that they had good level on it. It is reported that there were 3 respondents (16.7%) who claimed themselves had excellent knowledge level in internet browsing, while 10 respondents (55.5%) had good level and 5 respondents (27.8) had fair level. The percentage of EFL teachers in Kotamobagu who had good level in internet browsing was even more than 50%. The report of this capability is different from the response to the capability word processing, spread sheet, power point, and e-mailing. It is concluded the knowledge level in internet browsing possessed by EFL teachers in Kotamobagu is categorized *good*.

In addition, the capabilities in ICT implementation which are related to internet or online area has better level users. It is particularly seen where e-mailing had 33.3% good users and Internet browsing had 55.5% good users. In contrast, word processing and power point only had 27.8% good users and spread sheet only had 5.5% good users. The majority of the respondents perceived that they only had fair knowledge level in these Microsoft office operating systems.



In contradiction, there was no respondent who had excellent level of knowledge in doing teleconference by using Skype or Zoom Application. Table 4.1 shows that there was only 1 respondent (5.5%) claimed that he had good knowledge level in operating it and there were 2 respondents (11.1%) had fair knowledge level in using it. Shockingly, it is reported that the majority of the respondents (83.4%) reported that they had no capability in operating Skype or Zoom Application to generate teleconference. Although the majority of the respondents' knowledge level of using internet browsing are categorized as good, there were 15 respondents (83.4%) acknowledged that they did know to operate Skype or Zoom Application to generate teleconference. The respondent who was labeled as "R5" also gave her comment in this case.

"Teleconference...??? It is like.... Video call right...??? uhm... in this high school, we do not have online class or distance learning... We just have regular class. In regular class, I do not think video call is necessary. And... I... I personally rarely use Skype or... what is that...??? What did you say before??? \_\_\_\_\_ Oh yeah... Zoom... This is my first time to hear that..." R5.

R5's statement shows that she had no capability in doing teleconference because there was no online class in the school where she taught. She also mentioned her personal thought which stated that teleconference is unnecessary for regular class. In fact, she rarely used Skype Application and the first time she heard about Zoom application was in the interview section. Another respondent who was labeled as "R4" also strengthened the opinion of R5.

"Internet browsing is a must. Besides, I think everyone search everything through Google right??? Do you agree with me??? \_\_\_\_\_ I also provide my learning materials by adding supported materials from the internet beside the main text book that has been provided by the school. However, I personally think that teleconference is totally a different thing. I know that teleconference is mostly used for online learning. In Indonesia, online learning is mostly implemented in universities. You know, like *Universitas Terbuka* (Opened University). As I know, most primary and secondary schools in Indonesia implement regular class. Maybe in the big cities like Jakarta, they already implemented online learning... but not in Kotamobagu. Therefore, I think I do not need to use teleconference in my class" R4.

R4 stated that internet browsing is a necessary and she assumed that these days, everyone does internet browsing especially by using Google. However, R4 perceived that teleconference is not as important as internet browsing. Both R4 and R5 agreed that they did not need to do teleconference because they did not teach students via online. That was the main reason of why they did not have capability in doing teleconference.

Overall, it can be said that ICT implementation's knowledge level of EFL teachers in Kotamobagu was *fair* in operating Microsoft Office such as word processing, spread sheet, and power point. The teachers also claimed to have *fair* knowledge level in using e-mails. In contrast,

the majority of teachers claimed that they had *good* level of knowledge in internet browsing but mostly had *no capability* in doing teleconference.

## 2. RQ2: What are EFL teachers' attitudes of the implementation of ICT?

**Table 4.2: Teachers' Attitudes of ICT Implementation**

		Types of Attitudes and Percentage									
No.	Statements	VD	%	D	%	N	%	A	%	VA	%
1	I feel comfortable using ICT as a medium in teaching and learning.							17	94.5	1	5.5
2	The use of ICT in teaching and learning excites me.					1	5.5	16	89	1	5.5
3	Computer is a valuable tool for teachers					1	5.5	16	89	1	5.5
4	Computer will change the way students learn in my classes							17	94.5	1	5.5
5	Computer helps students understand concepts in more effective ways							17	94.5	1	5.5
6	Computer helps teachers to teach in more effective and efficient ways							17	94.5	1	5.5
7	Computer helps teachers to teach in more enjoyable and likeable ways							17	94.5	1	5.5
8	The implementation of ICT in the classroom makes students learn better							16	89	2	11
9	The use of computer stresses me out	1	5.5	3	16.7	9	50	5	27.8		
10	If something goes wrong when I use computer, I will not know to fix it			1	5.5	10	55.5	7	39		
11	ICT is not conducive to student learning because it is difficult to use	2	11.1	2	11.1	8	44.6	3	16.6	3	16.6

12	Computer is not conducive to good teaching because it creates technical problems	1	5.5	6	33.5	10	55.5	1	5.5
13	Using computer is wasting time and effort	1	5.5	9	50	3	16.7	5	27.8

**Notes:** VD=Very Disagree D=Disagree N=Neutral A=Agree VA=Very Agree

There were 13 questions that had been provided by the researchers to the respondents in order to find out their attitudes toward ICT implementation. Question no. 1 to 8 are questions which were designed with the statements that refer to the positive effects of ICT implementation. Meanwhile, Question no. 9 to 13 were designed with the statement that refer to the negative effects of ICT implementation. Types of attitudes are categorized from VD=Very Disagree, D=Disagree, N= Neutral, A=Agree, and VA=Very Agree. Agree and Very Agree are classified as positive attitude while Disagree and Very Disagree are classified as negative attitude.

Table 4.2 shows that most of the respondents had *positive* attitudes toward the implementation of ICT. There were 94.5% respondents *agreed* that they were comfortable in using computer as teaching and learning medium. 89% respondents *agreed* that they were excited in using computer and computer was categorized as valuable item for them. In addition, 94.5% *agreed* that ICT would change students' ways of learning in the classroom, it would help students to learn in more effective ways, may help teachers to teach in more effective and efficient ways, and would help teachers to teach in more enjoyable ways. Interestingly, 89% respondents *agreed* that the implementation of ICT helped their students to learn better and 11% were *very agreed* about this statement. It means the respondents' attitudes toward the implementation of ICT are classified as *positive*.

In addition, there were some respondents who argued that the implementation of ICT might trouble them sometimes. In table 4.2, it is stated that 55.5% respondents *agreed* that if the computers that they use suffer technical problems, the computers are categorized as unconducive to be used in teaching-learning activities. However, despite the technical problems, respondents still agreed that ICT implementation was useful in their classroom like had been stated by respondent who was labeled as "R2" below:

"Sometimes, I was lost when there was a blackout, or my presentation could not be displayed on projector due technical problem. However, I always like to use technology in my classroom. It elevates the learning atmosphere and the students also contribute more if I display them something in front of the class through projectors" R2.

Overall, the statement obtained from R2 and the reports that can be seen in table 4.2 show that the respondents had *positive* attitudes toward ICT implementation in order to have better language teaching-learning activities.

### 3. RQ3: What is the level of ICT implementation for educational purposes by EFL teachers?

**Table 4.3: The Level of ICT Implementation for Educational Purposes by EFL Teachers**

No.	Statements	Often	%	Rarely	%	Never	%
1	Teaching-Learning for Specific Topic	16	88.8	2	11.1		
2	Teaching Listening Skill	15	83.3	3	16.6		
3	Teaching Reading Skill	16	88.8	2	11.1		
4	Teaching Writing Skill	18	100				
5	Teaching Speaking Skill	3	16.6	11	61.1	4	22.2
6	Finding and Accessing Information regarding Teaching Materials	18	100				
7	Making Presentation	16	88.8	2	11.1		
8	Preparing Lessons	17	94.5	1	5.5		
9	Communicating with Students	3	16.6	14	77.7	1	5.5
10	Communicating with Other Teachers	4	22.2	12	66.6	2	11.1
11	Monitoring and Evaluating Students' Progress or Keeping Track of Students' Performance	16	88.8	2	11.1		
12	Preparing Reports	16	88.8	2	11.1		

Table 4.3 shows that 100% of the respondents claimed that they *often* use ICT to teach writing skill. Also, 94.5% claimed that they *often* use ICT for preparing lessons. 88.8% claimed that they use ICT *often* for teaching-learning for specific topic, teaching reading skill, making presentation, and monitoring students' progress. The respondent labeled as R1 gave his comment regarding this matter as stated below:

“Like I told you before, ICT is very useful for me to teach English in more effective and efficient way. This school also supports it by providing good speaker that I usually use to teach listening. I use ICT to teach all skills whether it is listening, speaking, reading or writing. While teaching listening, I also use the video that I display to teach my students to speak. Students can practice the natives’

pronunciation through the videos. My students' grades have been improved lately if I keep using ICT and displaying them videos" R1.

R1 reported that he was so attached with technology in teaching English to his students and he also taught four skills (listening, reading, writing, and speaking) by using ICT. He even claimed that his students' grade has been improved because he used ICT in his class activities.

In other hand, there were 61.1% of the respondents claimed that they *rarely* use ICT to teach speaking skill and there were even 22.2% of the respondents claimed that they *never* use ICT for that matter. Meanwhile, there were 77.7% of the respondents claimed that they *rarely* use ICT to communicate with students. A respondent who was labeled as R3 clarified her reason for this matter as stated below:

"I... I usually use ICT for... (sigh)... for teaching writing and reading... because... I just need to type several materials... like... like giving some paragraphs... to... to compare which paragraph contains irregular verb, and... which paragraph contains regular verbs... like that... uhm... but... for Speaking... I don't think I ever use it to teach... that skill. Uhm... for speaking, I ask students to practice with their classmates. I never use ICT... to teach speaking. I don't really know how to use ICT in term of teaching speaking honestly... I just... know... know how to prepare materials through Power Point. That's all" R3.

R3 stated that she often uses ICT to teach reading and writing and the reason of why she never uses ICT to teach speaking was because she did not know how to teach speaking skills through ICT. She said that she just instructed her students to learn speaking by communicating to each other. In addition, she clarified that she just knew to prepare materials by typing her presentation in power point and she did not know other methods to use ICT in order to teach speaking skill. Another respondent labeled as R5 also gave her opinion of why she rarely uses ICT to communicate with her students. Her statement can be read below:

"Like I told you before... I never use Teleconference  
WhatsApp??? Hmm.... I rarely contact my students through WhatsApp. I ever did. But it was just when some of my students sent me Christmas greetings and I replied to them. However, regarding school matter.... I rarely contact them via WhatsApp... What I know is... the students in my class, they... they have their own WA group. The class president is the admin. That's what I know. Besides, I don't think it is really appropriate for teachers and students to contact each other via WA. I was sometimes contacted by students' parents via WA if they wanted to know about specific matter related to their children. I think it is still appropriate for teachers and parents to contact each other via WA. However, I do not think if this case happens between teacher and student. It's not polite I think" R5.

R5's statement clarified that she never communicates with her students via teleconference because she did not use it. She also rarely communicates with her students via other application such as

WhatsApp because her students have their own WhatsApp group. The main reason is because she believed that it was impolite for teaching and students to contact each other via WhatsApp.

Overall, it is reported that the respondents as EFL teachers used ICT *often* for various purposes where 100% of the respondents implement ICT for teaching writing and 88.8% of the respondents *often* use ICT for numerous reasons.

#### 4. RQ4: What are problems and challenges that EFL teachers faced during the implementation of ICT?

**Table 4.4: Problems and Challenges faced by EFL Teachers during ICT Implementation**

No.	Statements	Often	%	Rarely	%	Never	%
1	Lack of Technical Support	4	22,2	14	77.7		
2	Lack of Time for the Preparation	2	11.1	15	83.3	1	5.5
3	Limited Knowledge on How to make Full Use of ICT	7	39	10	55.5	1	5.5
4	Limited Understanding on How to Integrate ICT into Teaching	7	39	10	55.5	1	5.5
5	Lack of Software or Websites that Support Teaching and Learning	6	33.4	11	61.1	1	5.5
6	Lack of Facility	10	55.5	8	44.5		
7	Lack of Training in Using ICT	10	55.5	8	44.5		

Table 4.4 shows the potential problems and challenges which were faced by EFL teachers in Kotamobagu during ICT implementation. Based on the majority, it reports that 83.3% respondents were *rarely* lacking time in preparation, 55.5 % claimed that they *rarely* had limited knowledge and understanding related to ICT implementation, and 61.1% claimed that they were *rarely* lacking of supportive software or websites for their teaching activities. In contrast, 55.5% respondents claimed that they were *often* lacking of facility and lacking of training. Some respondents explain more about their reasons regarding those reports through interview.

“I do not have my own laptop. I usually just use the computer in teachers’ office to print out my materials or to type my materials in Power Point. Since I need to do extra works related to administrative stuffs, such as syllabus and teachers’ report, I am lacking of time to prepare my materials by using the computer in teachers’ office” R2.

R2 reported that she did not have her own personal computer, and she was also overburdened with administrative tasks that she had to do. That is why she just had less time to prepare her teaching materials using ICT. R4 who claimed herself lacking of time in school also gave her own opinion as stated below:

“Uhm... I .... I .... Besides being a teacher, I am... I am also a housewife, so..... I also need to... need to take care many things... many things at my house... Therefore, I only have limited... eh... less time to prepare... to prepare my teaching materials using ICT... I mostly... ask... ask my students to... to do their tasks in... in their textbooks” R4.

R4 claimed that her other task as housewife caused her for not having enough time to prepare her teaching materials using ICT. In other hand, R3 stated her statement regarding of why she claimed that she did not have enough knowledge or understanding in implementing ICT and why she claimed that there were no enough software or websites to support her teaching activities.

“I am old enough... you see... I am not young anymore... I don’t think I can be good enough in technology... like... like my juniors... I think I only have limited knowledge in technology... Sometimes, I ask my daughter to type for me. I have bad eyesight and use glasses. It is hard for me to type in front of the computer... besides, I do not think there are many helpful software or websites that can help me to prepare my teaching materials... I even do not memorize if there is one particular software or website... I usually just.... Just.... Just.... Do google searching” R3.

R3 claimed that she was not young anymore and it might influence her knowledge and understanding to master ICT. She also claimed that she did not know any peculiar software or website to help her to prepare her teaching materials. Meanwhile, R2, R4, and R5 gave their comments regarding the lack of facility and lack of training.

“I really hope my school will provide us, the teachers... with more facilities... like laptop, more speakers, and more projectors. We only have one speaker and one projector. There are approximately 15 teachers here.... And... one projector gives us hard time to use ICT in our class activities. That is why most teachers do not use ICTs here” R4.

“We even borrow computers from other school to hold our national exam... then... do you expect us to regularly use ICT in our class activities...? It’s kind of impossible.... This school.... Only have 3 computers... and they are old computers... I also do not even have my own. Lack of facility is the main problem here” R2.

Both R4 and R2 reported that lack of facilities is the main problem in their school and it caused them limited access in ICT implementation. In addition, R5 gave her reason of why she claimed lack of training is unavoidable problem in ICT implementation.

“For me... I know myself really well... Although I know some techniques to use ICT for teaching activities, but I think I only have limited knowledge about it...



My friends are also the same... they do not have much knowledge to handle ICT tools... I hardly find someone who can help me with the ICT implementation... I hope in the future... some experts can give us training in school regarding... regarding ICT implementation” R5.

Overall, it is concluded that the main problems that the respondents *often* face are lack of facility and training in operating ICTs. Meanwhile, lack time of preparation, knowledge and understanding, also, limited software or website in teaching are problems that the respondents *rarely* faced.

The findings of the study support the previous study that have been conducted by Kandasamy and Shah in Malaysia around 2013 and Lubis who researched about the perceptions of pre-service teachers in Indonesia back then in 2018 which stated that their respondents had positive attitudes toward ICT implementation. Kandasamy and Shah pointed that the biggest problem that their respondents faced in implementing ICTs are the lack of knowledge in several particular software especially in operating Microsoft Excel. Meanwhile, Lubis’ finding showed that his respondents just mostly used ICTs for technical level such as preparing lessons rather than practical level such as improving students’ communicative competence in English whereas, these both previous studies did not explore the questions related to teleconference or virtual meeting such as Skype or Zoom and also did not put listening and speaking as some elements in their questionnaires.

This present studies more focused to explore the fours skills in communication (listening, speaking, reading, and writing) in the questionnaire in order to know whether or not EFL teachers in Kotamobagu implemented ICTs effectively to improve their students’ English’ communicative competence. This study reported that EFL teachers in Kotamobagu used ICTs mostly to teach listening and writing. However, majority of the respondents did not use applications such as Skype or Zoom Meeting that might be potential to teach speaking skill and eventually were lacking of capabilities in operating ICT devices that can ignite students’ speaking ability.

Overall, this study supports the both previous studies which claim that the EFL teachers state that ICT implementation is useful to improve students’ language learning. The novelty of this study focuses to find out whether or not the teachers use ICTs to improve all four skills and its evaluation towards the local needs where this study relays in exploring EFL teachers in Kotamobagu as the object of this study. The lack of facility that has been faced by respondents of this study is also new to be found out among the previous studies.

## CONCLUSION

Based on the findings, we find that ICT implementation's knowledge level of EFL teachers in Kotamobagu was categorized as *fair* in operating Microsoft Office such as word processing, spread sheet, power point and using e-mails. Meanwhile, they had *good* level in internet browsing but in contrast had *no capability* in doing teleconference. Regarding to teachers' attitude towards ICT implementation, it is reported that they have *positive* attitude towards the use of ICT in teaching English. It is also reported that the respondents use ICT in their classroom with various reasons but mostly use it for teaching writing and listening. Lack of facility is reported as the main problem that the teachers *often* face during the implementation of ICT.

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