

## ABSTRACT

**Alfa Adnan Raditya. (2024). Teacher Perceptions Toward Challenges and Barriers in Using ICT for English Language Teaching in Indonesia.** A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

The integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) has become a transformative approach in Indonesia, reshaping traditional pedagogical practices. This research aimed to investigate: (1) the impact of using ICT for English language teaching and (2) the barriers and challenges teachers encounter when using ICT for English language teaching. A qualitative descriptive approach was employed, involving 13 English teachers from three vocational high schools in Bandung, Indonesia. Data were collected through questionnaires (distributed online using Google Forms, featuring ten statements), interviews (semi-structured face-to-face interviews with 13 English teachers), observations and documentation (field notes, lesson plans, and photos from the research environment).

The results indicate that teachers recognize the potential of ICT to foster a dynamic learning environment and enhance student motivation. However, barriers such as inadequate ICT resources and challenges like allocating sufficient time to prepare ICT-based lessons hinder full adoption. The research underscores the importance of understanding contextual factors in ICT integration, paving the way for more inclusive and effective digital learning frameworks.

In conclusion, while ICT offers significant potential for transforming English language teaching, addressing the identified challenges and barriers is crucial. The research suggests implementing policies that enhance ICT accessibility, provide professional development, and support teachers' confidence and competence. This study contributes to the growing body of knowledge on ICT use in education and offers insights to improve English language teaching.

*Keywords: ICT, English Language Teaching, Teachers' Perceptions, Challenges, Barriers.*