

CHAPTER I

INTRODUCTION

This chapter will go deeper into the research's background, questions, purposes, significance, scope, conceptual framework, and methodology.

A. Research Background

Information and communication technologies (ICT) are widely utilized in various fields. In the educational field, ICT has become an essential issue for language teachers around the globe. According to Valk, et al. (2010, p. 118), "ICT may empower both teachers and students by enhancing communication and engagement, providing new forms of delivery, and generally altering teaching and learning processes." Teaching English using ICT is not a new concept for teachers worldwide (Rank, et al., 2011). Primarily, when English is taught in non-native-speaking countries, ICT is mainly used to provide authentic materials to learners. These materials can help students improve their speaking, listening, reading, and writing abilities.

Schoepp (2005) notes that integrating ICT into education, particularly classroom instruction, is not as simple to do; because it integrates a complex process, and teachers may meet obstacles or barriers during their teaching process. Although educators may understand the benefits of ICT in the classroom, many studies have shown that challenges remain in implementing these tools (Balanskat, Blamire, and Kefala, 2006; Silviyanti & Yusuf, 2015). As the integration's primary implementers, teachers face most of the challenges.

Understanding the barriers to ICT use in learning and teaching environments is essential because it may offer "advice for how to enhance technology integration" and promote more ICT use (Schoepp, 2005, p. 2). However, if teachers recognize the barriers, they can overcome these obstacles and become efficient and effective users (Alwani, 2005).

Early observations and interviews with English teachers at SMKN 13, SMKN 9, and SMKN 14 Bandung determined that all schools have implemented and integrated ICT. They utilize an assortment of different learning platforms (hardware and software). However, using these facilities is felt to be less than

optimal because it is constrained by teachers' understanding, creativity, competence (knowledge, skills, and attitudes), and supporting infrastructure regarding the use of ICT. In addition to this, the preliminary observations indicate that the adopted teaching method is still teacher-centered. This technique makes students more likely to be passive and rapidly become bored.

Furthermore, Bingimlas (2009) provides a list of difficulties that include a lack of teacher confidence, a lack of teacher qualification, resistance to change, a negative attitude, a lack of time, a lack of practical training, a lack of accessibility, and a lack of technical support as barriers to ICT integration. Teachers' digital competence and attitudes towards ICT are crucial for successfully integrating digital technology into teaching and learning environments.

Moreover, the implementation of ICT in school-related learning contexts is strongly correlated with teachers' perceptions of their ICT competence (Hatlevik, 2017; Klassen & Chiu, 2010; Pareja Roblin et al., 2018). The English teachers in this study expressed differing views on how ICT should be utilized in the ELT classroom. The findings highlight that each teacher encounters unique challenges when integrating ICT into their teaching.

This research focuses on teacher perceptions of using ICT for English language teaching. ICT is chosen because ICT is seen as a powerful tool for educational reform and transformation. Several prior studies have demonstrated that proper implementation of ICT can improve educational quality and link it to the real world. (Lowther et al. 2008; Weert & Tatnall 2005). Using ICT, learning can occur at any time and in any location. For example, online course materials are accessible 24 hours a day, seven days a week. Online classrooms allow students and instructors to engage simultaneously and with ease. Learning and education no longer rely only on printed materials due to ICT.

B. Research Questions

Based on the preceding description, this research aims to address the following questions:

- a. What are teachers' perceptions about the impact of using ICT for English language teaching?
- b. What barriers and challenges do teachers encounter when using ICT for English language teaching?

C. Research Purposes

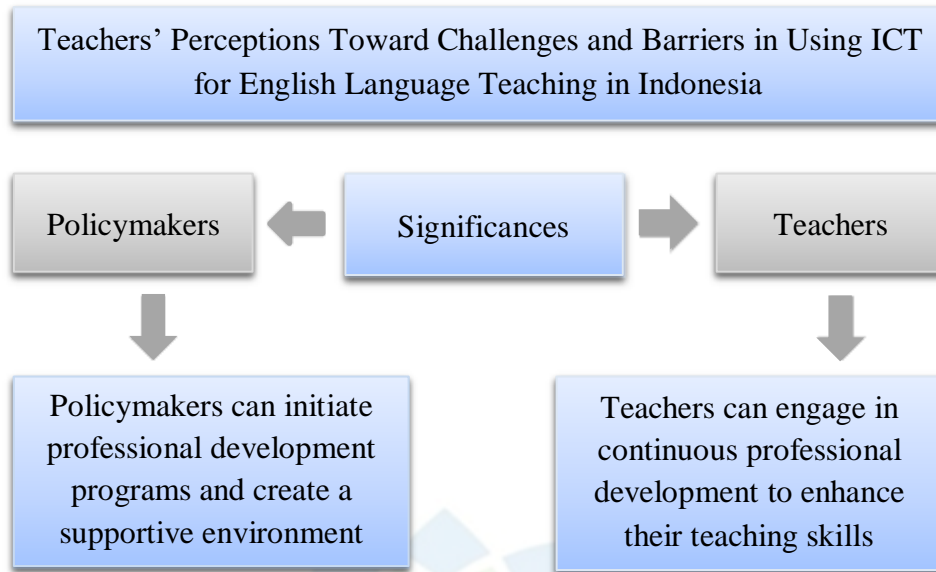
Based on the research questions, this research intends to achieve the following objectives:

- a. To discover the teachers' perception of using ICT for English language teaching.
- b. To identify the teachers' barriers and challenges when using ICT for English language teaching.

D. Research Significances

The findings of this research could be utilized to enrich English language teaching (teaching and learning experiences) and also provided further information in related fields for future research. Practically, it was expected to continuously improve the quality of English language teaching and learning in Indonesia. The results of this research provided important insights for policymakers and could be used to develop and popularize ICT usage at the educational level. In summary, ICT use by teachers and policymakers improved the effectiveness, inclusivity, and efficiency of education. It ultimately helped strengthen the educational system by creating new avenues for collaboration, communication, and resource use.

Table 1. 1 Research Significances



Policymakers served as key decision-makers and influencers in the adoption and implementation of ICT for English language teaching. Their strategic leadership and support were essential for creating an enabling environment that maximized the potential of technology to enhance English language learning experiences for students and empowered teachers to effectively leverage digital resources and tools. Teachers, as users, played a vital role in harnessing the potential of ICT for English language teaching by facilitating engaging learning experiences, personalizing instruction, promoting collaboration, providing feedback, cultivating digital literacy, and fostering global connections among students.



E. Research Scope

This research aimed to discover teacher perceptions, challenges, and barriers regarding the use of ICT in the English language teaching and learning process. The participants were limited to three vocational high schools in Bandung, Indonesia, and included English teachers who were available and willing to participate in this research through a questionnaire and interview sessions.

F. Previous Study

The first research is by Nhu et al. (2019), entitled "Issues and Challenges in Using ICT for Teaching English in Vietnam." This study aimed to comprehend the concerns and obstacles faced by language teachers in Vietnam when using ICT to teach English to students. Twenty Vietnamese primary school teachers from four different provinces were surveyed to determine their concerns and obstacles when integrating ICT into their English instruction.

The second research is by Muslem et al. (2018), entitled "Perceptions and Barriers to ICT Use Among English Teachers in Indonesia." This study aimed to examine how English teachers view and encounter ICT integration in ELT courses. This study combined qualitative and quantitative methodologies. 26 English teachers from 16 public senior high schools in Banda Aceh were chosen using a purposive sampling technique. The data was gathered through interviews and questionnaires. Both qualitative and quantitative methods were used to analyze and evaluate the data. The findings demonstrated how valuable ICT was to English teachers in their classrooms.

The third research is by Hadijah and Shalawati (2017), entitled "Investigating Teachers' Barriers to ICT (Information Communication Technology) Integration in Teaching English at Senior High Schools in Pekanbaru." This study aims to evaluate the barriers. This descriptive study combined qualitative and quantitative methods to investigate the underlying impediments to ICT integration. Following the distribution of questionnaires to fourteen senior high school teachers in Pekanbaru, an open-ended interview was conducted to gain additional information about the teachers' challenges to incorporating ICT. The data revealed that the teachers faced obstacles in terms of ICT accessibility, time, growth, and technical support.