

**TEACHERS' OBSTACLES IN ICT INTEGRATION FOR
ENGLISH LANGUAGE TEACHING**

(The Case Study of Teachers Junior High School In Rejang Lebong)

THESIS

This thesis is submitted to fulfill the requirement for “Sarjana”

degree of English Tadris Study Program



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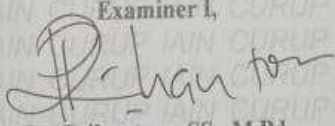
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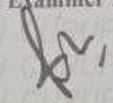

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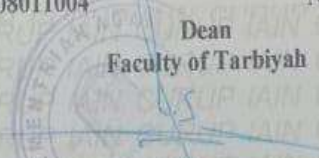
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara Lola Pitaloka mahasiswi IAIN Curup yang berjudul **“TEACHERS’ OBSTACLES IN ICT INTEGRATION FOR ENGLISH LANGUAGE TEACHING”** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih.
Wassalamu`alaikum, Wr.Wb

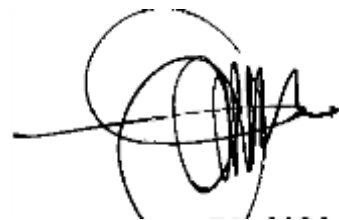
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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled “ **Teachers’ Obstacles in ICT integration for English Language Teaching**”.

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, July 2024

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A handwritten signature in black ink, appearing to read 'Lola Pitaloka', with a stylized flourish at the end.

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Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled "Teachers' Obstacles in ICT integration for English Language Teaching" This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would

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Curup, July 2024

The Researcher



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MOTTO AND DEDICATION



اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا وَأَنْتَ تَجْعَلُ الْحَزْنَ إِذَا شِئْتَ سَهْلًا

“Ya Allah, tidak ada kemudahan kecuali atas izin-Mu. Dan tidak ada kesedihan (kesulitan), jika Engkau berkehendak semua akan menjadi mudah”.

‘FAILURE WILL COME TO THOSE WHO GIVE UP’

AND

‘LOVE AND PATIENCE IS THE KEY TO SUCCESS’

In the name of ALLAH this thesis is dedicated to:

- ✚ Allah who always give his full Rohmah and Blessing to me.
- ✚ The greatest man in my life, he is my awesome father **Mr. Wirawisata** and my wonderful mother in the world **Mrs. Kusriani** for everything that cannot be said in words, thank you very much. All my struggles up to this point are always dedicated to the two most valuable people in my life and I am eternally indebted to my parents(ILY).
- ✚ My Beloved Brother And Sister, **Edo Yulius** and **Vela Lusitasari,S.Pd** who always take care of me and support me through their prayers. And also thankyou for your smile my beautiful niece **Gempita Aiswa Nahla**.

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- ✚ My Favorite Person **Tarikh Rahmat Pribadi, S.Pd**. Thank you for your loves and supports me throughout the process . You have played such an important role throughout my journey, in understanding the challenges I faced and in providing encouragement when it seemed impossible to continue (ILY).
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Thanks a bunch to all people that always support me to finish my study **that i can't mention one by one. Without you All i'm nothing!!!!**

ABSTRACT

Lola Pitaloka, 2024 : **Teachers' Obstacles in ICT Integration for English Language Teaching.**

Advisor : **Dr. Eka Apriani, M.Pd**

Co-advisor : **Sarwo Edy, M.Pd**

This research aimed to find out (1) What obstacles do teachers encounter in integrating ICT into teaching English?; (2) How do teachers overcome the obstacles to integrating ICT into teaching?. The data were conducted on June 2024 from 2 English teachers of there are two Junior High Schools ,namely: SMPN 5 Rejang Lebong and SMPN 6 Rejang Lebong. This used a descriptive research with a case study design; The instruments were an interview, narrative, and observation. The interview addressed to teacher as key informants to find out what factors an obstacle to teachers's ICT integration and how teacher overcome obstacles to the integration of ICT in English Language teaching at junior high school in Rejang Lebong. To find out the obstacles faced by teachers in integrating ICT, researchers used theories about the obstacles teachers face in using ICT, which are divided into lack of support, lack of confidence, and lack of equipment. Based on the results of interviews, researchers found that these obstacles greatly influence teachers in ICT-integrated teaching. In addition, researchers also investigated how teachers overcome obstacles faced in ICT-integrated teaching. This researcher's findings show that teachers continue to integrate ICT even though there is a there is a lack of support; namely, teachers use a collaborative approach method with colleagues and discuss with the school principal how important ICT-integrated teaching is for teachers and students in the modern era. Furthermore, teachers' lack of self-confidence can be overcome by looking for their own training resources on the internet, using tutoring applications such as YouTube, TikTok, and Instagram, collaborating with colleagues, and joining the English teacher community in Rejang Lebong. then, lack of equipment; teachers can use practical equipment, namely smartphones. Learning can vary depending on the available platforms, such as Quizizz, Google Classroom, and so on. Apart from that, teachers can also take advantage of the resources available at school, such as Infocus and laptops, so they can vary learning tools using technology.

Keywords: *Teacher's Obstacle, Integration ICT, Teaching English.*

LIST OF CONTENT

STATEMENT OF OWNERSHIP	iii
PREFACE	iii
ACKNOWLEDGEMENT	iv
MOTTO AND DEDICATION	vi
ABSTRACT	viii
LIST OF CONTENT	ix
LIST OF TABLES	xi
LIST OF APPENDIXCES	xii
CHAPTER I	1
INTRODUCTION	1
A. Backround Of The Research	1
B. Research Question	7
C. Purpose Of The Research	7
D. Significance Of The Research	7
E. Scope and Limitation of the study	8
F. Definition Of The Key Terms	9
G. Organizations of The Research	10
CHAPTER II	11
LITERATURE RIVEW	11
A. English Language Teaching	11
1. Teaching English	11
B. ICT integration	14
1. Definition of information and communication technology (ICT)	14
2. Types of the information and communication technologies (ICT)	16
3. Media based on information and communication technology (ICT)	20
C. Information and communication technology (ICT) in English language teaching	22
D. Teacher’s obstacles in english language teaching	23
E. Related Previous Study	27
CHAPTER III	29
METHODOLOGY	29
A. Kind of research	29

B. Subject of The Research.....	29
D. Technique for collecting data.....	30
E. Instrument of the research.....	33
F. Expert Validity.....	39
G. Technique of data analysis.....	40
CHAPTER IV.....	43
FINDING AND DISCUSSION.....	43
A. FINDING.....	43
B. DISCUSSION.....	55
CHAPTER V.....	60
CONCLUSION AND SUGESSTION.....	60
A. CONCLUSION.....	60
B. SUGESSTION.....	62
REFERENCES.....	63

LIST OF TABLE

Table 3. 1 Blueprint of Interview Guidance (RQ 1)	34
Table 3. 2 Blueprint of Interview Guidance (RQ 2)	36
Table 3. 3 Blueprint Narrative Inquiry	38
Table 3. 4 Blueprint Observation Checklist	38
Table 4. 1 The Result of Interview and Observations (RQ 1)	44
Table 4. 2 The Result of Narrative Data (RQ 1).....	46
Table 4. 3 The Result of Interview and Observations (RQ 2)	48
Table 4. 4 The Result of Narrative Data (RQ 2).....	40

LIST OF APPENDIXCES

APPENDIX I	Validation of Interview Guidance
APPENDIX II	Validation of Observation Checklist
APPENDIX III	Interview Transcription
APPENDIX IV	Narrative Data
APPENDIX V	Observation
APPENDIX VI	Documentation of Participants

CHAPTER I

INTRODUCTION

A. Background Of The Research

The increasing influence of technology on our lives is one of the most obvious trends in the modern world. Technology, or more specifically, information, communication, and technology (ICT), is developing at a rapid pace across all domains, including education. One of the features of the modern educational environment, which has replaced conventional learning, is the utilization of technology. In order to generate interactive teaching and learning, it has been discovered that the use of ICT in the education sector in practically any work or scenario is integrated into the process. According to Tinio, ICT is the abbreviation of information and communication technology used to create something. It organizes, exchanges, and displays information in any format, including text, images, graphics, and video.¹ In addition, ICT also helps enhance traditional learning activities.

In its application, many paradigms say that the integration of ICT in the learning process is a method. However, in fact, ICT is not a method but a medium through which teaching methods can be easily and interestingly delivered in the process of learning with media aids. It shows that ICT integration in learning is not one method but rather a medium in which various methods, approaches, and philosophies of pedagogy can be applied. It shows that the effectiveness of ICTs depends on how and why

¹ Victoria L and Tinio and Stephen Browne, *'ICT in Education'*, 2020, 1-32.

they are implemented.² Because, all this time, there's been a lot of misguided teachers' paradigms about the integration of ICT in the learning process. So the implementation of ICTs has become very low, with various obstacles emerging.

The importance of ICT has been evident from the beginning. By using online media as a flexible and useful means of teaching, we can maximize the benefits. Through the means of knowledge creation, collaboration, and reflection. The use of ICT is beneficial for language learners and teachers, as stated by Situjuh Nazarah. Aside from that, it can be effectively used to make learning more engaging, strengthening, inspiring, expanding, and thrilling.³ With this in mind, many supporting technologies and applications may be useful tools for students to explore up-to-date information and improve their English skills. Technology integration uses software supported by providers for real-world applications, so students can learn to use computers in a flexible, purposeful, and innovative manner. In the teaching and learning process, several ICT tools can be used in schools, such as computers and laptops. LCDs, audio devices, and scanners. DVD players, multimedia projectors, email, WhatsApp, Google Classroom, Eric, YouTube, Canva, and Google Meet. Technology provides many choices. so that learning is more interesting and innovative, Besides, the use of communication and

² Salehi L., Tinio, and Stephanie Browne, '*ICT in Education*', 2020, 1-32.

³ Parlindungan Pardede and Universitas Kristen Indonesia: *EFL Theory & Practice: Voice of EED UKI* (February 2019), 126-35.

information resources also greatly helps students in increasing their learning motivation and level of effort in learning.⁴ Besides, the use of ICT in English teaching will help students practice self-reflection before starting to teach and encourage innovation.

Although the use of ICT for students and teachers in English language learning is widespread, it does not exclude the possibility of a teacher experiencing difficulties or obstacles in the application of ICT in the teaching process. In accordance with Schoepp studying the obstacles to the use of ICT in the teaching and learning process is very important because this knowledge can provide guidance for how to improve technology integration and encourage greater use of ICT.⁵ Therefore, this needs to be balanced as an important thing for a teacher in integrating ICT in the learning process. In accordance with what is stated by Hidayati a system that integrates ICT into the learning process will improve the quality of education for students by increasing motivation, facilitating the acquisition of basic skills, encouraging research and exploration, and preparing individuals. for the push of the world of technology. It makes the integration of the touch very important in the learning process, and the role of one is really important in creating interesting learning.

In the context of teaching English, technology-based learning materials are one of the factors that have a positive impact on the learning

⁴ Apriani. E, Hidayah J CURUP IAIN, *'The ICT Used by the English Lectures for Non-English Study Program Students at IAIN Curup'*, 8.1 (2019), 26–37.

⁵Schoepp, K. (2018). *"Barriers to technology integration in a technology rich environment. Learning and Teaching in Higher Education:Gulf Perspective"*, (2018) 1-24.

process and can be a challenge in improving the standard of English teaching and maximizing student skills. The use of ICT in educational activities is very important and is often referred to as one of the tools that can help students improve their understanding of a subject and provide significant opportunities for EFL students. Therefore, Sife, as in Arkorful, stated that ICT has the capacity to improve the accessibility of information, facilitate communication through electronic facilities, increase student participation in synchronous education, and improve teamwork and collaboration.⁶ The aim is to use ICT to support students in learning and teaching English language skills in a clear and concise manner.

Based on pre-observation in several schools in Rejang Lebong, researchers found that some English teachers had integrated ICT and some teachers had not integrated ICT in English language teaching. So, researchers interested in doing research on teachers' integration of ICT into the English language learning process, are there any obstacles that teachers face when integrating ICT into the English learning process? And the researchers will also investigate how teachers overcome obstacles in the learning process. Based on the results of these observations, the researchers chose schools where the coverage of ICT integration used by teachers was higher and more sustainable in accordance with the subject criteria that the researchers needed. Based on this statement, the researcher chose SMPN 5 Rejang Lebong, and SMPN 6 as research subjects. This

⁶ Valentina Arkorful and Nelly Abaidoo, 'The Role of E-Learning: Advantages and Disadvantages of Its Adoption in Higher Education', *International Journal of Instructional Technology and Distance Learning*, 12.1 (2019), 29–42.

research will be based on the theory put forward by Nikopoulo, K., and Gialamas, v. who categorize barriers to the use of ICT in the learning process into three categories: lack of support, lack of confidence, and lack of equipment.⁷

Why is this research important to do? Because at the junior high school level, the teacher's role in increasing and developing students' interest in learning English is greater, Teachers must also be able to adapt to current developments. In this modern era, teachers are required to be innovative and able to create interesting teaching by integrating ICT into their teaching. Integrating ICT in teaching will help teachers facilitate teaching materials and create interesting teaching. Besides that, the use of ICT in the teaching and learning process can improve educational performance because this tool makes students motivated and active in class.⁸

Several previous studies have suggested that integrating ICT in the learning process is necessary and will have a positive impact. According to research conducted by Kurniawan (2017), teachers' ICT qualification and ICT integration into ELT as perceived by teachers themselves and students English achievement in 10 state senior high schools in Palembang. (Unpublished Thesis). Faculty of Teacher Training and Education, Sriwijaya University. In his research at fourteen high schools in Palembang, he concluded that the incorporation of ICT is significantly

⁷Nikolopoulo, K. a. "*Barries to ICT use in high schools: Greek teachers perceptions.*" Journal of computers in education, (2019). 59-75.

⁸Apriani Eka. Hidayah Jumatul CURUP IAIN Apriani, '*The ICT Used by the English Lectures for Non-English Study Program Students at IAIN Curup*', 8.1 (2019), 26–37.

positively correlated with students' English achievement.⁹ This shows how important the integration of ICT is in the learning process, especially in learning English. Because integration itself will bring benefits to the process of teaching and learning English.

Based on the previous studies that investigated teacher constraints in integrating ICT in the learning process, previous research only focused on teacher constraints in integrating ICT into learning English at the senior high school level. This research was conducted by Dedi Kurniawan (2017) *Obstacles Faced by Teachers in Integrating ICT into ELT in Senior High Schools in Palembang*. While the existing studies are clear and establish research on the integration of ICT in English learning, they also discuss teachers' constraints in integrating ICT into ELT at the senior high school level in Palembang. However, it does not discuss how a teacher overcomes these obstacles. So the difference in the next research will be carried out in different places and levels of education, and it will also identify how an English teacher overcomes the obstacles experienced in integrating ICT in the learning process. Therefore, this research will be conducted on English teachers at the junior high school level in Rejang Lebong. The aim of this research was to identify the obstacles faced by teachers and how a teacher overcomes obstacles in integrating ICT in the English learning process.

Based on the description mentioned above, the author is interested in conducting research on teachers' obstacles to integrating ICT into

⁹ Kurniawan D., "*Obstacles teachers face in integrating ICT into ELT in senior high schools in Palembang*". University Sriwijaya: Palembang (2017), p. 10–18.

teaching English. Therefore, this research is entitled "**Teacher's Obstacles toward ICT Integration in English Language Teaching.**" It is hoped that this research will succeed in providing a collection of information about the obstacles faced by teachers in integrating ICT into teaching English and how teachers overcome these obstacles.

B. Research Question

Based on the background above, the problem of this research are:

1. What obstacles do teachers encounter in integrating ICT into teaching English?
2. How do teachers overcome the obstacles to integrating ICT into teaching?

C. Purpose of The Research

Based on the research questions, the researcher aims to analyze:

1. To find out what obstacles teachers experience in integrating ICT when teaching English.
2. To find out how a teacher overcomes the obstacles experienced when integrating ICT into English language teaching.

D. Significance of The Research

1. For teachers and prospective teachers

This research is very useful for a teacher, especially an English teacher. Especially in the modern era, teachers are required to be intellectual teachers in order to create an interesting learning process,

as is the case with integrating ICT as an interesting medium in the teaching process.

2. For Students

The benefit for students is that they can enjoy the exciting learning process that a teacher has created by integrating ICT as a medium for learning. Moreover, in this modern era, students will not follow the learning process well when they feel the lesson is boring.

3. For further researcher

For the study of digital education, this research will yield new and more extensive results. It is unnecessary to ask questions about the digital lifestyle and the future of education. This research represents one of the main pillars of the mobile technology-based education approach, which is ICT. This research will also be helpful to researchers in enhancing their ability to communicate during collaboration.

E. Scope and Limitation of The Study

In this study, the researchers restricted the theory to the use of Nikopoulo, K., and Gialamas, v. (2019), which categorized obstacles to ICT use in the learning process into three categories: lack of support, lack of trust, and lack of equipment. The goal is to get more specific data. In this study, the researchers focused on investigating the obstacles faced by junior high school teachers in integrating ICT when teaching English. Later, the subjects in this study were limited to junior high school teachers who taught English in Rejang Lebong.

F. Definition of The Key Terms

1. Teacher Obstacle

According to Brousseau (in Suore 2019, p. 3), are teaching difficulties or obstacles experienced by a teacher in the learning process. In this study, the researchers looked at a teacher's obstacle to integrating ICT into the English language teaching process.

2. ICT integration

Technology integration means using equipment in the classroom by combining technology that can make the class innovative. He also defines technology integration as the effective application of educational technology to achieve desired learning outcomes.¹⁰

In this study, the researchers will look at teachers who have integrated ICT into English language learning and identify obstacles experienced by teachers when combining ICT with language learning.

3. Teaching in the English Classroom

Teaching, according to Mousae (2017), is an interaction between the teacher and his surroundings with the goal of improving the behavior of the student. It implies that in order for instruction to be successful, the instructor must provide a cozy atmosphere for the students. Learning English means developing English language skills in a contextual and acceptable manner according to the context, conditions, and situations of students' daily lives.

¹⁰ Randall Isobel. "*Sejarah, TIK dan Pembelajaran di Sekolah Menengah*". (Tahun 2018). hal.16

G. Organizations of The Research

- Chapter I Introduction that consists of Background of the study, Research question, Objectives of the study, Delimitation of the research, Significant of the research, Definition of the key terms and organization of the research.
- Chapter II Representation of literature review of related theories, including a general description of the theory of ICT, ICT in Language Teaching, and teachers's objectives in English language teaching.
- Chapter III Representation of literature review of related theories, including a general description of the theory of ICT, ICT in Language Teaching, and teachers's objectives in English language teaching.
- Chapter IV Findings and discussions consist of findings and discussions, and then all the data will be analyzed in this chapter.
- Chapter V Conclusion and Suggestion: It consists of the conclusion of the research and some suggestions for the reader.

CHAPTER II

LITERATURE RIEW

A. English Language Teaching

1. Teaching English

The general public's understanding of English as a foreign language may be similar to the understanding of French-speaking people, but it may differ if we look closely at the differences in the use of English in different countries. Language education in the world has a diverse approach, as seen in the state of English as a language in each country. English status is different because English is the mother tongue in some countries, for example. The United States and English, the second language in many countries in the world, are official and easily found languages in those countries, such as the Commonwealth, where people are used to communicating with English, and the third is a foreign language, where English is accepted as an international language and applied only in the field of education as a subject.¹¹

Based on the teaching of English as a foreign language, teachers must be able to manage the classroom effectively. Teachers must be creative and apply creative teaching methods, techniques, and media, as Brown describes. Teaching is the process of teaching students how to do something, giving them instructions on how to make it, using language, and leading them to understand something. The responsibility of teachers is to make students feel comfortable and

¹¹ Crystal, D. *English as a Global Language*. Publisher: Cambridge University Press. 2018.

enthusiastic about learning, especially their English language skills, by using creative teaching techniques and media so that students can concentrate on the learning process. According to Moulis teaching is an interaction between the teacher and his surroundings with the goal of improving the behavior of the student. It implies that in order for instruction to be successful, the instructor must provide a cozy atmosphere for the students.

Based on the statement above, which explains that English teachers should create attractive classes using methods and techniques that are attractive to students in English classes, Besides interesting methods, teachers must also use attractive learning media. According to the National Education Association learning media is a form of communication in both print and visual forms, including hardware technology. Schramm's opinion states that a learning medium is a "message-bearing technology that can be used for learning purposes. Regarding this type of learning medium, it is divided into four sections as follows:

- 1) Audio media

Audio media is related to the feeling of hearing. Messages transmitted through audio are thrown into hearing emblems, both verbal and nonverbal. Some types of audio media include radio, computer audio, magnetic tape recorders, black plates, and language labs.

2) Visual Media

Visual media is a type of media that relates to the visual senses. For example, images, diagrams, graphics, and so on.

3) Audio Visual media

Visual audio media is an intuitive modern media that is adapted to technological developments, including media that can be heard, seen, as well as heard and seen. Audio is a type of visual media, including frames, series, transparent media, movies, television, video/VCD, and CD.

4) Multimedia

Multimedia is a type of media that involves all visual and auditory senses in one learning activity. All the capabilities that exist in other media already exist in the computer or multimedia. Multimedia can display writing, images, movements, sounds, and beautiful colors. Besides, there are more new programs aimed at increasing learning variation.

Based on the description of the type of learning media above, it can be concluded that the use of hardware or technology-based media in learning can include the four above learning media. Accordingly, one of the interesting learning media is the use of technology-based media, often referred to as ICT integration. According to Randall technology integration means using equipment in the classroom by combining technology that can make the class innovative. He also defines technology integration as the effective

application of educational technology to achieve desired learning outcomes.¹² Technology is as much a part of classroom utility as other teaching aids; it can be an important combination with additional teaching resources. Students are also interested in learning English when teachers integrate ICT into English classes. So that it helps them become more active in learning and can explore their talents and interests by using technological media (Arifah 2020).

B. ICT Integration

1. Definition of Information and Communication Technology (ICT)

The term ICT is defined as the technology tools and resources used to communicate, create, store, share, transmit, and exchange information.¹³ Likewise, as stated by Asabere and Enguah, ICT is defined as a facility, tool, or piece of equipment that provides services to process, store, and disseminate information in all forms, including voice, text, data, graphics, and video, to everyone. Wang and Woo also stated that ICT is basically a tool that can be hardware or software. Hardware such as computers, projectors, digital cameras, and software, including Microsoft Word and Power Point.

Technology integration uses software supported by providers for real-world applications, so students can learn to use computers in a flexible, purposeful, and innovative manner. In the teaching and

¹² Randall Isobel. " *History, ICT and Learning in Secondary Schools* ". (2018). p.16.

¹³ Viictoria L., Tinio, and Stephen Browne, ' *ICT Education* '. (New York: Stephen Browne Group Leader, 2020), p. 1–12.

learning process, several ICT tools can be used in schools, such as computers, laptops, LCDs, audio devices, scanners, DVD players, multimedia projectors, email, WhatsApp, Google Classroom, Eric, YouTube, Canva, and Google Meet. Technology provides many choices, so that learning is more interesting and innovative.

On the other hand, the integration of information and communication technology into the learning process is associated with many learning and teaching techniques. Technology continues to evolve as a tool to help teachers and learners of foreign languages facilitate and mediate the learning process. Computers with Internet facilities provide an opportunity for educators and students to transform knowledge directly in the learning process. Thus, it can be a medium for learning so that the transfer of knowledge to students is enjoyable and beneficial. According to Randall technology integration means using equipment in the classroom by combining technology that can make the class innovative.¹⁴ Technology is as much a part of classroom utility as other teaching aids; it can be an important combination with additional teaching resources. Students are also interested in learning English when teachers integrate ICT into English classes. So that it helps them become more active in learning and can explore their talents and interests by using technological media.

¹⁴ Randall Isobel. *"History, ICT and Learning in Secondary Schools"*. (2018). p.16.

2. Types of the information and communication technologies (ICT)

In an educational context, the point is defined within a more limited scope in this study. ICT is divided into two categories: computer-based technology and Internet-based technology. There are several types of computer-based technologies, such as multimedia technology, telecommunications technology, and computer network technology. In addition, internet-based technologies are divided into three categories: social media, online libraries, and apps.¹⁵ The use of ICT in the teaching and learning process can improve educational performance because this tool makes students motivated and active in the classroom.¹⁶ It concludes that the internet is also a tool of transformation that transforms teacher-centered learning into student-centered learning.

1) Computers based on technology

Computer-based technology is one type of ICT that is based on both hardware (hardware) and software (software) supporting it. It includes processors (data processors), data and information storage media (hard disk, CD, DVD, flash disk, memory card, etc.), recording tools (CD Writer, DVD Writer), input tools (keyboard, mouse, scanner, camera, etc.), and output devices (monitor disks, printers, LCD projectors,

¹⁵ Ho Chi and others, 'An Explanatory Study of ICT in English Language'.14.4 (2019), 32–46.

¹⁶ Eka Apriani, 'A New Literacy: The Role of Technology to Develop Student's Character', 21.1 (2016), 59–72.

speakers, etc.). Computer-based technologies are categorized into three types, namely:¹⁷

a) Multimedia technology

Hennessy explains that multimedia technology includes a variety of technical media that include hardware projection technology, CD players, speakers, laptops, desktop computers, notebooks, earphones, digital cameras, headphones, flash drives, and phones.¹⁸

b) Telecommunications technology

Telecommunications media include cell phones and faxes. This communication technology is now developing rapidly. Not just mobile phones and faxes.

c) Computer network technology

This technology consists of hardware such as LAN, internet, wifi, and others.

¹⁷ Nunuk Suryani, 'Pengembangan *ICT Dalam Pembelajaran* '. (Universitas Sebelas Maret:2019), p. 36-44.

¹⁸ Parlindungan Pardede, '*EFL Theory & Practice: Voice of EED UKT* (Universitas Kristen Indonesia, 2019), p. 127.

2) Technology based on internet

Internet-based technologies are divided into three categories: social media, online libraries, and apps.¹⁹ Furthermore, Blurton states that the internet is the largest collection of human knowledge ever collected and is available to every student and teacher equipped with ICT at any time and from anywhere through online libraries and applications.²⁰ One form of ICT is social media, which is one of the advances in technology. There are several types of Internet-based technologies:

a) Social media

Kaplan & Haenlein explained that social media is a collection of internet applications that enable the creation of a variety of content around the world. Interactivity, platform quality, and mechanisms for sharing knowledge are characteristics of social media.²¹ In short, it can be concluded that social media is one of the tools of information and communication

¹⁹ Chi and others.

²⁰ Blurton, C. Blurton, De Korte, and Our Focus, *'New Directions of ICT-Use in Education'*, 2019. Retrieved from <http://www.unesco.org/education/educprog/lwf/dll/edict.pdf> (December 18, 2019).

²¹ Andreas M. Kaplan and Michel Haenlein, *'Users of the World, Unite! The Challenges and Opportunities of Social Media'*, Business Horizons, (February 2019, 2020), 59–68.

technology (ICT) that people use to communicate with others online.

b) The online library

A digital library is a library whose collections are stored in digital format (as opposed to printed media, microform, or other) and can be accessed by a computer. In addition, the digital library initiative defined by Blurton is taking place in countries around the world that will make the collection electronically accessible via the Internet.²²

c) The application

Applications are part of Internet-based technology. An application is a program or piece of software designed and written to meet a specific purpose for the user. There are a variety of applications that start in the educational context. There are MindMap, Application, Duo Lingo, Zoom, Cake, and Thesaurus.

²² Blurton, De Korte, and Our Focus.

3. Media based on Information and Communication Technology (ICT)

Information and Communication Technology (ICT), as part of science and technology in general, is all technology related to the collection, processing, storage, dissemination, and presentation of information. If you look at the current time, the development of information technology, especially in Indonesia, is growing. With the presence of information and communication technology, it can be easier for us to learn and get the information we need from anywhere, anytime, and from anyone. In the world of education, the development of information technology has begun to have a positive impact because, with the evolution of information technology, the education world has begun to show quite significant changes.

The media based on information and communication technologies (ICT) in the world of education cannot be separated from the demands of learning in the 21st century. In a global education perspective, ICT is the teacher's store (supporter) of the effective maintenance of education. In fact, ICT's development encourages all the elements of modern education; teachers, students, parents, and schools are required to be ineffective in revealing it. According to Alessi and Trollip information and communication technology (ICT) is not just how to operate computers alone, but how to use technology to collaborate, communicate, conduct research, and solve various issues

in the learning process that is increasingly complex and developing dynamically.²³

According to Sadiman (2018), the general media has the following advantages:

- 1) Clarify the presentation of the message so that it is not too verbal. Overcome the limitations of space, time, and sensory power.
- 2) The correct and varied use of media can overcome the passive nature of a pupil. In this case, the media is useful to arouse the excitement of learning, enables a more direct interaction between the student and the environment and reality, and allows the student to learn on their own according to their abilities and interests.
- 3) With the unique nature of each student plus different environments and experiences, while the curriculum and educational materials are determined equally for each student, teachers experience many difficulties when they all have to be solved on their own. This problem can be solved with the media, that is, its inner ability: to give the same stimulus, equalize the experience, and induce the same perception.

Furthermore, Feiziel submitted that media learning has special functions and roles, including:

²³ Alessi, S. M., & Trollip, S. P. "*Multimedia for learning: methods and development (3rd ed.)*". Boston: Allyn and Bacon.(2011).

- 1) Capture an object and an event. Important events or rare objects can be captured with photos, movies, and recorded through video or audio; then the events are saved and used as needed.
- 2) Manipulating situations, events, or objects. Through learning media, teachers can present lesson materials that are abstract to concrete so that it is easy to learn and eliminate verbalism.
- 3) Increased motivation for learning. The use of digital media increases student learning motivation, so students' attention to the learning material can be increased.

C. Information and Communication Technology (ICT) in English Language Teaching.

Most technologies have created opportunities and challenges for teachers and students in the learning process. as explained that the recent increase in the use of information and communication technologies (ICT) affects how English and other languages are taught and learned.²⁴

Technologically integrated learning requires specific strategies to make it effective in student learning and teacher professional development. As far as we know, teachers are the key to improving learning by integrating ICT. The teacher's attitude towards the use of technology in the teaching and learning process is one of the main factors in achieving meaningful use of technology in education. Technology is as much a part of classroom utility as other teaching aids; it can be an important

²⁴ Warschauer, M., Ware, p.D. "*Learning, Change and power: competing discourses of technology and literacy*". In K. M. In J. Chiro, Handbook of reseach on new literacies . New York: Lawrence Erlabaum. 2019. p. 215-240.

combination with additional teaching resources. Students are also interested in learning English when teachers integrate ICT into English classes.

It can be concluded that if teachers have specific strategies and good attitudes toward ICT-based integrated teaching, there will be positive results in student learning. However, this also does not eliminate the possibility that a teacher will also encounter obstacles in integrating ICT. That is what will be the focus of this research.

D. Teacher's Obstacles in English Language Teaching

Obstacles, according to Brousseau (in Suore 2019, p. 3), are teaching difficulties or obstacles experienced by a teacher in the learning process. Currently, electronic devices are used as a tool for learning and teaching languages in ELT classrooms. Based on this, teachers are the key to improving learning by integrating ICT. A teacher's attitude towards the use of technology in the teaching and learning process is one of the main factors in achieving meaningful use of technology in education. According to Albirini technology in education depends on the teacher's attitude towards the use of technology.²⁵ Moreover, the teacher's attitude is considered the main one in the use of technology. Therefore, their attitude towards computers plays an important role in their acceptance and use of computers. But the integration of ICT is also not without some challenges. Seretha has mentioned several traps that can exist in the integrated ICT

²⁵ Albirini Abdulkafi. "Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers". *Computers & Education*. 2016. p.373-398.

class.²⁶ It does not eliminate the possibility that it will have difficulties integrating ICT.

Based on the above, the main obstacle to the use of ICT in learning that teachers face in schools is the limited means and resources of support. The materials referred to are computers, laptops, and Infocus. The next obstacle that affects teachers' use of ICT in learning is the availability of internet networks and signals. The next problem is the availability of electricity. Then, the technical knowledge of teachers about information and communication technologies is limited to the next obstacle in the use of ICT for classroom learning. Later, fears and considerations about the negative impact of using devices such as phones and laptops in schools became obstacles for teachers to use ICT in classroom learning. Given fears of misuse of ICT tools, schools have issued a policy that prohibits teachers from bringing mobile phones to school. The smallest obstacle for teachers to use ICT is related to data management.

In addition to these shortcomings, there are other types of shortfalls argued by some previous researchers, such as lack of time, lack of ICT training, a lack of opportunities to expand, and so on. The other most common obstacle for teachers is, for example, the lack of time they have. They don't have enough time to plan outstanding technology lessons or explore various aspects of the world wide web (www) or software. Most teachers assume that it takes more time to design projects involving the

²⁶ Srestha, P "*The potential of mobile technologies for english language learning in Nepal*". Journal of NELTA.16. 2019.p. 107-112.

use of new technologies than to prepare lessons for teaching in traditional ways with books and worksheets.

According to Nikopoulo, K., and Gialamas, v. which categorized obstacles to ICT use in the learning process into three categories: lack of support, lack of confidence, and lack of equipment.²⁷

1. Lack of support

Teacher development in implementing learning really requires support from the school. In integrating ICT into the learning process, teachers need support from the school principal, whether there is a policy regarding the use of ICT in schools, professional development training on integrating technology, adequate funding, or school infrastructure. Lack of support from the school, including lack of policies regarding ICT, lack of funds for implementing ICT, and lack of infrastructure funds from the school, will be obstacles for teachers in integrating ICT into the learning process, resulting in less than optimal learning, and teachers will not be able to carry out innovative activities in the field of technology in learning.

2. Lack of confidence

Teachers face many challenges when trying to integrate ICT into their teaching, and some of them are their knowledge, skills. According to Papanastasiou, E.C., and Angeli beliefs and attitudes are

²⁷ Nikolopoulo, K. a. "Barries to ICT use in high schools: Greek teachers perceptions." *Journal of computers in education*, (2019). 59-75.

important factors in how teachers use ICT in teaching activities.²⁸ Empirical evidence supports the claim that teacher confidence in teaching practices is important in explaining why teachers adopt digital technology for teaching and also understand the benefits of using digital technology to teach. lack of confidence in using ICTs in their teaching. Many teachers are afraid to use ICT in their education and become anxious when they have to use their ICT knowledge and skills. If they do not have a good understanding of the potential benefits of using ICT in teaching, they may not have the motivation or specific training to integrate ICT into teaching activities.

3. Lack of equipment

Meanwhile, the lack of availability of networks, electricity, and other supporting means, which include the availability of computers, laptops, and computer labs, became an obstacle to the lack of equipment. (lack of equipment). In a Sicilian study, teachers complained about how difficult it was to have computer access. Teachers identified the shortage of computers and peripherals, the number of copies of software, and the lack of simultaneous internet access as the main obstacles to the implementation of ICT in Indonesian educational institutions. The accessibility of ICT resources does not guarantee the success of implementation in teaching, and this is not only due to the lack of ICT facilities but also due to other

²⁸ Papanastasiou, E.C. and Angeli. "Evaluating the use of ICT in education: psychometric properties of the survey of factors affecting teachers with technology SFA-T3". *Educational Technology & Society*. (2020). 69-86.

problems such as the absence of high-quality hardware, appropriate software education, and access to ICT resources.

E. Related Previous Study

Several previous studies have suggested that integrating ICT in the learning process is necessary and will have a positive impact. According to research conducted by Kurniawan D (2017), teachers' ICT qualification and ICT integration into ELT as perceived by teachers themselves and students English achievement in 10 state senior high schools in Palembang. (Unpublished Thesis). Faculty of Teacher Training and Education, Sriwijaya University. In his research at fourteen high schools in Palembang, he concluded that the incorporation of ICT is significantly positively correlated with students' English achievement.²⁹ This shows how important the integration of ICT is in the learning process, especially in learning English. Because integration itself will bring benefits to the process of teaching and learning English.

Based on the previous studies that investigated teacher constraints in integrating ICT in the learning process, Previous research only focused on teacher constraints in integrating ICT into learning English at the senior high school level. This research was conducted by Dedi Kurniawan (2017) in *HOLISTICS Journal*, Volume 6, Number 11, June 2017: Obstacles Faced by Teachers in Integrating ICT into ELT in Senior High Schools in Palembang. While the existing studies are clear and establish research on

²⁹ Kurniawan D."Obstacles teachers face in integrating ICT into ELT in senior high schools in Palembang. University Sriwijaya: Palembang (2017), p. 10–18.

the integration of ICT in English learning, they also discuss teachers' constraints in integrating ICT into ELT at the senior high school level in Palembang. However, it does not discuss how a teacher overcomes these obstacles. So the difference in the next research will be carried out in different places and levels of education, and it will also identify how an English teacher overcomes the obstacles experienced in integrating ICT in the learning process. Therefore, this research will be conducted on English teachers at the junior high school level in Rejang Lebong. The aim of this research was to identify the obstacles faced by teachers and how a teacher overcomes obstacles in integrating ICT in the English learning process.

CHAPTER III

METHODOLOGY

A. Kind of Research

The method used in this research is qualitative, as is the design of the case study. According to Creswell a case study is a research strategy to investigate something thoroughly by collecting information completely using various procedures for collecting data on something that is inappropriate.³⁰ It is also a form of scientific research that focuses on one unit, e.g., people, groups, organizations, programs, processes, social units, and policies. In line with that, the research was conducted to find out the teachers obstacles toward ICT integration in English teaching and how to overcome those obstacles.

B. Subject of The Research

The participants in this study were English teachers who taught at the junior high school level in Rejang Lebong. Based on pre-observations, the researcher are interested in making English teachers in junior high schools research subjects to find out the obstacles they face in integrating ICT and how teachers overcome these obstacles. The researcher selected subjects using purposive sampling, i.e., selection based on consideration of certain objective.

Based on the statement above, the participants in this research were English teachers of junior high schools (5, and 6) in

³⁰ Creswell, J. W., & Creswell, J. D. *“Research Design; Qualitative, Quantitative & Mixed Method Approaches 5th Edition”*. California: SagePublications, Inc. (2018).

Rejang Lebong. In this research, the researchers will take 2 teachers as key informants. These teachers are used as participants and need to be conducted in a case study with various considerations: 1) the teacher comes from a school that is not very popular; 2) the teacher still integrates ICT in every teaching even though the school facilities do not support it; and 3) the teacher has ways to overcome this problem or obstacles in integrating ICT during teaching.

Teacher A comes from junior high school 5 in Rejang Lebong. She is 44 years old, has 20 years of teaching experience, and is currently taking PPG-pre-service. Then, Teacher B came from junior high school 6 in Rejang Lebong. She is 45 years old and has 19 years of teaching experience.

C. Technique for Collecting Data

In collecting data, researchers will use interviews, narrative inquiry, and observation. Researchers will conduct two interviews using semi-structured interviews. Interviews and narrative investigations will be conducted involving direct interaction with respondents to gain in-depth insight into their perspectives, experiences and understanding of the research topic. By combining these two methods, researchers aim to collect data thoroughly and comprehensively to answer research questions effectively. Then, to confirm the data, observations were made with the aim of obtaining valid data.

1. Interview

Researchers conducted semistructured interviews to answer the first research question, namely, “*What obstacles do teachers encounter in integrating ICT into teaching English?*”. Researchers collected data first by conducting interviews with teachers, and secondly by conducting narratives which aimed to support and obtain valid data.

The researcher will also conduct semi-structured interviews to answer the second question, namely, “*How do teachers overcome the obstacles to integrating ICT into teaching?*” The researchers took the data first by conducting interviews with teachers, and then to confirm the data, they conducted an observation and narratives aimed at obtaining valid data.

The researchers conducted semi-structured face-to-face interviews with teachers who participated in the study. Semi-structured interviews are qualitative data collection approaches in which researchers ask a series of planned but open questions to participants. Then, the interview session with the teacher lasted about thirty minutes. The researchers used the Indonesian language in interviewing participants. The interview was conducted in accordance with the informant’s consent. All interviews are recorded on the basis of informant consent. Before starting the interview, the researcher explains the purpose of the research and asks the informant to provide the information requested in the

interview protocol. With this semi-structured interview, the researchers gained detailed insight into the teachers' obstacles toward integration in English language teaching and how they overcome those obstacles.

2. Narrative Inquiry

The implementation of narrative inquiry in this research involves the same informants as those used in the previous interview data collection. This process is similar to interviews, but there is a significant difference: in narrative inquiry, informants are given complete freedom regarding the time and place to express their experiences related to the implementation of English-language drama. In this method, informants are asked to write their stories in detail, describing their experiences, challenges, and the lessons they learned during the drama performance. The researcher provides guidelines or trigger questions to help informants organize their narratives, but ensures that these instructions remain flexible to avoid restricting their freedom of expression.

The implementation of narrative inquiry in this research also involves the same informants as used in previous interview data collection. This process is similar to an interview, but there is a significant difference: in narrative inquiry, informants are given complete freedom regarding the time and place for expression of their experiences regarding the implementation of ICT integration in teaching. In this case, the method is that informants

are asked to write their stories in detail, describing their stories experiences, obstacles, and how to overcome obstacles when integrating ICT in teaching. Researchers provide guidelines or trigger questions to help informants organize their narratives, but ensure that the instructions remain in place flexible to avoid restrictions on their freedom of expression.

3. Observation

In this research, researchers will use the checklist observation method, which means making direct observations by visiting the location and observing. The researcher, as an observer, has determined the indicators that he wants to observe from the objects in the table. The researchers conducted an observation to confirm the data, aimed at obtaining valid data

D. Instrument of The Research

1. The Interview Guidance

In this research, the tool used to collect data was an interview guide. In interviewing participants, researchers need an interview guide to help collect data. The interview guide was designed based on the theory of Nikopoulo, K., and Gialamas, V. (2019) which explains that there are three factors that cause teachers' obstacles in integrating ICT in the learning process: lack of support, lack of confidence, and lack of equipment. The theory from Nikopoulo, K., and Gialamas, V. (2019) was then developed from theory to indicators until questions were designed to be

asked. The interview guide includes several questions, namely,

Table 3.1: Interview Guide to Answer the First Research Question

1) What factors cause obstacles for English teachers in integrating

ICT in teaching?, table 3.2 to confirm the data from tables 3.1, and

table 3.3 Interview Guide to answer the second research question

2) How does a teacher overcome obstacles in integrating ICT into

the teaching process?

Table 3.1
Interview guide for the first research question.

Aspect	Indicator	Questions
Lack of support	1) There is no policy from the school	1. Does your school have a policy on ICT integration in teaching English? 2. What are the challenges you face as an English teacher due to the absence of school policy on ICT integration? 3. How does the lack of school policy on ICT integration affect your teaching methods?
	2) The school budget is insufficient	4. Is the school budget sufficient to support ICT integration in your English classes? 5. How does the insufficient school budget affect your ability to integrate ICT in teaching English? 6. What are the main difficulties you encounter due to the lack of budget for ICT integration in your English classes?
	3) There is no training to support teachers	7. Have you received any training on ICT integration for teaching English? 8. How does the lack of training affect your efforts to integrate ICT in teaching English? 9. What obstacles do you face due to the absence of ICT training provided by the school?

Lack of confidence	1) Lack of teacher knowledge about ICT	10. Do you feel that you have sufficient knowledge about ICT to integrate it into your English lessons? 11. How does the lack of knowledge about ICT affect your confidence in integrating it into your English lessons? 12. What challenges arise from your limited knowledge about ICT when teaching English?
	2) Lack of teacher skills in integrating ICT	13. Do you feel that you have sufficient skills to integrate ICT into your English teaching? 14. What specific challenges do you face due to the lack of skills in integrating ICT in your English teaching? 15. How does your lack of ICT skills impact your effectiveness in teaching English?
Lack of Equipment	1) Lack of computer availability	16. Are there enough computers available for you to use ICT in your English teaching? 17. How does the lack of computer availability hinder your ability to integrate ICT in teaching English? 18. What problems do you face due to the limited number of computers in your English classes?
	2) There is no computer lab	19. Does your school have a computer lab available for teaching English? 20. How does the absence of a computer lab impact your efforts to use ICT in teaching English? 21. What are the difficulties encountered due to the lack of a computer lab for ICT integration in English teaching?
	3) Lack of network and electricity availability	22. Are network and electricity reliably available for you to use ICT in your English teaching? 23. How does the lack of network and electricity availability affect

		<p>your ICT integration in teaching English?</p> <p>24. What are the most significant challenges you face due to unreliable network and electricity in your English teaching?</p>
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Table 3.2

Interview guide for the second question in the research.

Aspect	Indicator	Questions
Lack of support	1. There is no policy from the school	<p>1. How do you manage to teach English effectively despite the absence of a school policy on ICT integration?</p> <p>2. What strategies do you use to compensate for the lack of a school policy on ICT integration?</p>
	2. The school budget is insufficient	<p>3. What strategies do you employ to overcome budget limitations for ICT integration in your English classes?</p> <p>4. How do you ensure effective ICT integration despite an insufficient school budget?</p>
	3. There is no training to support teachers	<p>5. How do you address the lack of ICT training to ensure effective integration of ICT in your English teaching?</p> <p>6. What methods do you use to self-train or seek external resources for ICT integration?</p>
Lack of confidence	1) Lack of teacher knowledge about ICT	<p>7. What steps do you take to improve your knowledge of ICT for better integration in your English teaching?</p> <p>8. How do you ensure continuous learning and improvement in your ICT knowledge?</p>
	2) Lack of teacher skills in integrating ICT	<p>9. How do you improve your ICT skills to ensure effective integration in your English teaching?</p> <p>10. What practical exercises or resources do you use to enhance your ICT skills?</p>
Lack of equipment	1) Lack of computer availability	<p>11. How do you manage to integrate ICT into your English teaching despite the limited availability of</p>

		computers? 12. What alternative tools or methods do you use when computers are not available?
	2) There is no computer lab	13. How do you compensate for the lack of a computer lab in your ICT teaching methods for English? 14. What solutions do you implement to provide ICT experiences without a dedicated computer lab?
	3) Lack of network and electricity availability	15. How do you deal with the lack of reliable network and electricity to ensure the integration of ICT in your English teaching? 16. What contingency plans do you have in place for network or electricity failures during ICT-integrated lessons?

2. Narrative Inquiry

Participants may be asked to provide written narratives or personal journals reflecting on specific experiences or events. In this research, the experiences referred to are those of the teachers English. In other words, participants create their written notes and submit them to the researcher. These written notes provide rich insights into the thoughts, emotions, and reflections of individuals regarding the teachers' obstacle and teachers' overcoming the obstacles in ICT integration. From these notes, the researcher uses instruments based on the same theory as the interview to classify the written notes of the participants. Here is the table description:

Table 3.3
Narrative Inquiry Findings

NARRATIVES	
Theory	Findings
Lack of support	
Lack of confidence	
Lack of equipment	

3. Observation ceklist

In this research, researchers will use the checklist observation method, which means making direct observations by visiting the location and observing. The researcher, as an observer, has determined the indicators that he wants to observe from the objects in the table. The researchers conducted an observation to confirm the data, aimed at obtaining valid data. The observations listed below are:

Table 3.4

Observation checklist to confirm data the second research question

Theory	Indicator	Aspect Observed	Observational Notes
Lack of support	1) There is no policy from the school	1. Strategies to teach effectively despite the absence of a school policy on ICT integration. 2. Methods to compensate for the lack of a school policy on ICT integration.	
	2) The school budget is	3. Approaches to overcome budget limitations for ICT	

	insufficient	integration. 4. Ensuring effective ICT integration despite insufficient school budget.	
	3) There is no training to support teachers	5. Addressing the lack of ICT training. 6. Self-training or seeking external resources for ICT integration.	
Lack of confidence	1) Lack of teacher knowledge about ICT	7. Steps taken to improve knowledge of ICT for better integration. 8. Ensuring continuous learning and improvement in ICT knowledge.	
	2) Lack of teacher skills in integrating ICT	9. Improving ICT skills for effective integration. 10. Practical exercises or resources used to enhance ICT skills.	
Lack of equipment	1) Lack of computer availability	11. Managing to integrate ICT despite limited availability of computers. 12. Alternative tools or methods used when computers are not available.	
	2) There is no computer lab	13. Compensating for the lack of a computer lab in ICT teaching methods. 14. Solutions implemented to provide ICT experiences without a dedicated computer lab.	
	3) Lack of network and electricity availability	15. Dealing with unreliable network and electricity to ensure ICT integration. 16. Contingency plans for network or electricity failures during ICT-integrated lessons.	

E. Expert Validity

In this study, the researchers used expert validity to determine whether the blueprint was valid or not. The accuracy of the synthesis

interview instrument and the observation checklist means that the instrument used to collect the data is valid. Content validity means whether a research question has measured or investigated any aspect of the research question. In content validity, researchers need a validator to evaluate the synthesis of interviews and lists of observations, where the instruments used in the interview and the list of observations must correlate with theoretical points. After the interview instrument and the observation checklist were made, the researcher then validated the interview instrument and the observation checklist with one of the lecturers at IAIN Curup as expert validation. There are three points stating the purpose added to indicate the purpose of the instrument clearly, the accuracy of the statement, and paying attention to grammar.

F. Technique of Data Analysis

The next activity, after collecting data, is to perform data analysis, which Miles and Huberman often mention with the method of interactive data analysis. They revealed that the activity in the qualitative data analysis done interactively is what is going on continuously until it is complete, so that the data is saturated.³¹ In this study, it uses three stages of data analysis: the data reduction stage, the data display stage, and the conclusion or verification stage.

³¹ Harris Herdiansyah, '*Metodologi penelitian kualitatif untuk ilmu-ilmu sosial*' (Jakarta:Salemba Humanika, 2019), 128

1. Data reduction

Data reduction in this research is the activity of summarizing, selecting the basic things, focusing on the important things, setting aside the unnecessary, and organizing the raw data obtained from the research. The result is written in the following way:

- 1) Play the result of the recording several times in order to correctly write the answer spoken by the subject.
- 2) Transcribe the results of interviews with research subjects with a different code for each subject. As for the coding in the test results of this research interview, it is as follows:
The Interviews: Subject of Research.
- 3) Re-check transskrip results by listening back to interview recordings to reduce writing errors.

2. Data display

The presentation of data in this study is done by collecting information in sequence so that the information obtained can be used as a source to determine conclusions. The presentation of data on this study is presented in the form of a narative teks that is a description of the teachers obstacles toward ICT integration in English language teaching (teachers' obstacles in ICT integration for English language teaching) and the activities carried out by the research subjects.

3. Conclusion or verification

Conclusion drawing or verification is the stage after data is presented by means of data reflection and evaluation. The conclusion in this study was made by describing the obstacles of teachers to the integration of ICT in teaching English language (the teaching obstacle) in solving the problems of each subject based on the teaching obstacle in the review literature contained in Chapter II.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

In this chapter, the results of the research are presented. It consists of the results of interviews and observations on factors of teachers obstacles in ICT integration and how teachers overcome these obstacles in teaching English. In conducting the research, an interview consisting of 24 questions about the obstacles teachers face to ICT integration in English teaching was distributed to 2 respondents. To investigate how the teacher overcomes the obstacle toward ICT integration in English language teaching, the researchers conducted interviews consisting of 16 questions and also performed observations as supporting actions of respondents to obtain data.

1. Teachers' Obstacles in ICT Integration for English Language Teaching

In this research question, the researcher used the interview and narrative data to provide an explanation of Teachers' Obstacle in ICT Integration for ELT. The interviews offered in-depth insights from participants regarding their experiences and the specific ways in which Teachers' Obstacles in ICT Integration for ELT.

Meanwhile, narrative data was able to identify common themes and patterns in participants' stories, which illustrate the obstacles faced in integrating ICT. This qualitative approach not only corroborates the

interviews data but also enriches our understanding of the teachers' obstacles in ICT integration for ELT.

a. The Data of Interview

Interview data was collected to investigate the problems teachers face when integrating ICT in teaching. Participants' responses provide a detailed explanation of whether the three aspects of teachers' obstacles in ICT integration for ELT. From Interviews with all respondents showed that teachers experienced these obstacles when integrating ICT in schools. In this research, all respondents experienced these obstacles when integrating ICT into teaching. The following an data on teachers' obstacles based on interviews :

Table 4.1
The Result of interview
All Participants

No	Obstacles	Findings
1.	Lack of support	1. Less support from the school 2. There is no policy from the school 3. The School budget is insufficient 4. There is no training to support teacher
2.	Lack of confidence	1. Lack of teacher knowledge about ICT 2. Lack of teachers skill about ICT
3.	Lack of equipment	1. Lack of computer availability 2. There is no computer lab 3. Lack of network and electricity availability

Based on the interview data above, It shows that there are eleven problems teachers face when integrating ICT into teaching. This problem can be categorized into three obstacles, according to the theory put forward by Nikopoulo, K., and Gialamas V. (2019).

Apart from that, the teachers also stated that these problems are interrelated and greatly influence the effectiveness of learning with integrated ICT. The absence of a policy will affect teachers in the teaching process with sustainable ICT integration because of the various challenges that will be faced, one of which is the availability of digital resources. Lack of budget will also affect availability necessary to support teaching by integrating ICT. The absence of training has an impact on teachers' ability to integrate ICT, because teachers will lack knowledge and skills in ICT.

Additionally, teachers also felt a lack of knowledge about integrating ICT into teaching, which will make it difficult for teachers to choose which tools are suitable for teaching to create interactive classes. It influences teachers' confidence in the integration of ICT in teaching. teachers' lack of skills in integrating ICT will affect the teaching process, such as when operating technological devices but lacking understanding and skills, it will waste a lot of time, the methods used will look boring or uninteresting because they are not skilled in operating them, and they will also select an inappropriate device. The lack of skills also shows that teachers are not confident when wanting to integrate ICT into English language teaching.

Meanwhile, the lack of equipment such as less availability of computers, there is no computerab, and lack of network/

electricity to integrate ICT in teaching will affect the effectiveness of teaching and learning. Lack of availability will hinder teachers in achieving planned learning goals and will make learning not optima

b. The Narrative Data

Table 4.2
The Resut of Narrative
All Participants

No	Obstacles	Findings
1.	Lack of support	1. The school does not yet have a written policy regarding ICT integration, making it rare for other teachers to integrate ICT. 2. There is also no special training from schools to help teachers in seeking knowledge and skills in integrating ICT.
2.	Lack of confidence	3. Lack of knowledge and skills in integrating ICT makes other teachers rarely integrate ICT. 4. Teachers are less confident in integrating ICT. Because they are afraid that their students are more skilled in operating ICT.
3.	Lack of equipment	5. Using computers is usually difficult due to the lack of computer availability and also having to share schedules with other teachers. 6. There are several classes where the network and electricity are damaged, which hinders me when I want to integrate devices such as infocus in the classroom.

Based on the data from teachers' narrative above , the data suggest that the lack of support would make teachers feel indifferent and unaware of the importance of ICT integration in English language teaching and result in teachers having difficulty adapting to technological developments. The lack of confidence

will make teachers reluctant to integrate ICT. This is usually due to teachers' lack of knowledge and skills in integrating ICT. The lack of equipment makes it difficult for teachers to integrate ICT, so that teachers also become indifferent in using ICT in teaching English.

2. Teachers' Overcome the Obstacles in ICT Integration for English Language Teaching

In this research question, the researcher used the interview, observations, and narrative data to provide an explanation of how Teachers' Overcome the obstacles in ICT Integration for ELT. The interviews offered in-depth insights from participants regarding their experiences and the specific ways in which Teachers' Obstacles in ICT Integration for ELT.

Meanwhile, the data of observations and narrative data to reinforce or verify the result of interviews.

a. The Data of Interview

The data of interview was collected to investigate teachers' efforts to overcome barriers in the integration of ICT for ELT. Participants' responses provide detailed explanations of how they overcome these obstacles based on these three aspects of theory to continue integrating ICT in teaching at school. Interviews with all respondents show that teachers have taken steps that can be said to be very helpful in overcoming obstacles when integrating ICT into teaching at school. In this research, all respondents overcame these

obstacles in almost the same way. Following is data on teachers overcoming obstacles based on interviews:

Table 4.3
The data of Interviews and Observations
All of Participants

No	Theory	Teachers' Overcome
1.	Lack of support	<ol style="list-style-type: none"> 1. Teachers use an approach method by collaborating with colleagues in ICT integration and teachers hold discussions with colleagues and also the principal about the integration of ICT in teaching at school. 2. Teachers still integrate ICT, even with simple ICT integration such as using Power Point in learning. 3. Teachers look for independent training sources on ICT integration by attending workshops or seminars on ICT, and teachers also look for sources on the internet and use tutoring platforms such as YouTube, TikTok, and Instagram.
2.	Lack of confidence	<ol style="list-style-type: none"> 1. To improve teachers' knowledge and skills using tutoring applications such as Youtube, TikTok, and Instagram. 2. The teacher collaborate with colleagues who are more advanced in the ICT field. 3. The teachers can join the English teacher community in Rejang Lebong on the integration of ICT in English language teaching.
3.	Lack of equipment	<ol style="list-style-type: none"> 1. The teacher uses a practical tool, namely a smartphone and use your own internet network. 2. Teachers can also take advantage of the availability of resources at school, such as Infocus and their own laptops.

Based on the interview data above, It shows that Teachers are able and have ways to overcome obstacles that might influence them to

integrate ICT in learning. Based on the steps taken by teachers to overcome obstacle to ICT integration, which may be effective because the results of teacher observations also show that teachers use these steps gradually to continue to integrate ICT in teaching at school. Teachers still carry out teaching by integrating ICT even though there is no supporting policy and lack of budget regarding ICT integration in schools by utilizing available technological resources such as projectors, computers and other alternative tools, namely cell phones, which support integrated teaching. Teachers are also looking self-paced training resources by collaborating with colleagues or joining forces Community of English teachers, looking for resources about internet, using applications, and attending webinars.

Additionally, to improve skills, teachers look for sources from the internet, platforms, and applications and also collaborate with colleagues. Then, to ensure that improving skills in integrating ICT into teaching is effective, teachers carry out evaluations and reflect regularly after learning. Teachers stated that with the limited availability of computers, there is no computer lab, and lack of network/electricity teachers are making efforts to continue to integrate ICT by: first, using a practical tool, namely a smartphone; second, using available technological tools such as projectors and laptops; and third, continuing to use computers by creating student teaching groups. All teaching activities are carried out in the classroom and use the internet itself to minimize the obstacles faced in continuing to integrate ICT

b. The Narrative Data

Table 4.4
The Result of Narrative
All Participants

No	Obstacles	Findings
1.	Lack of support	1. Teachers use an approach method by collaborating with colleagues in ICT integration and teachers hold discussions with colleagues and also the principal about the integration of ICT in teaching at school and still integrate ICT, even with simple ICT integration 2. looking for other alternative ways, namely by using the internet, looking for training such as workshops, seminars, and also join an English teacher community that discusses ICT integration.
2.	Lack of confidence	3. To improve skills and knowledge, teachers also collaborate with colleagues and also use applications such as YouTube, TikTok, and Instagram.
3.	Lack of equipment	4. To replace the lack of computer availability, teachers usually integrate ICT with the help of practical tools, namely smartphones. 5. Teaching uses an English classroom, but still with the help of ICT devices. 6. and use the internet themselves. Because to use the school internet is inadequate.

Based on the data from teachers' narrative above, the data suggest that Teachers continue to integrate ICT into their teaching by overcoming some of the obstacles that may be encountered when integrating ICT. Teachers stated that they overcame the obstacles of a lack of ICT integration support, starting with simple use in the classroom. Teachers also collaborate and discuss with fellow teachers and principals, and they seek independent training resources to

continue teaching with integrated ICT. Due to their lack of confidence, teachers stated that they could overcome this by looking for tutors on smartphone applications such as YouTube, TikTok, and so on. Teachers also collaborate with fellow teachers who are more advanced in the field of ICT and join the English teacher community in Rejang Lebong to improve their knowledge and skills in integrating ICT. Then, the lack of equipment suggests that the teachers continue to integrate ICT by using practical technological devices, namely smartphones. Teachers use smartphones in teaching using the internet themselves. teachers always provide understanding and explanation to students that learning English is closely related to ICT, especially in the modern era. So as to minimize student complaints regarding the lack of existing networks at school. Another action taken by teachers is to make a schedule for using technology such as Infocus and computers, even though facilities are still lacking.

1. The Triangulation Data

The triangulation was employed to enhance the robustness of the findings. By utilizing multiple data sources such as surveys, interviews, and narratives, the researcher was able to cross-verify the consistency of the information and provide a more comprehensive understanding of teachers' obstacle in ICT integration for ELT. This approach ensured that the conclusions drawn were well-supported and reliable, offering a richer and more nuanced perspective on the

teachers' obstacles and how teachers' overcomes the obstacles in ICT integration for ELT.

2. Teachers' Obstacles

To address the first research question, the researcher employed interview and methods. The interviews results revealed that teachers really experience obstacles based on aspects of this theory when integrating ICT in teaching. Narrative further strengthens these findings by illustrating the teachers' obstacles in ICT integration for ELT. Additionally, the interview and narrative took notes that the obstacles experienced by teachers in the field greatly influence teacher effectiveness in integrated ICT learning.

3. Overcoming Obstacles

To address the second research question, the researcher utilized interview, observation and narrative methods. Interviews and observations record how teachers overcome obstacles when integrating ICT in teaching. The steps taken by teachers to overcome these obstacles are considered effective, because teachers always implement them in every integrated teaching. Narrative data is provided individual experiences of teachers, highlighting their experiences journey to overcome the obstacles experienced when integrating ICT in English language teaching. Participant shows how they overcome these obstacles in various aspects.

B. DISCUSSION

A discussion of the research findings is included in this section. This research asks two research questions. The teachers' obstacles in ICT integration for English language teaching is the first topic of discussion, while the second conversation focuses on how teachers overcome obstacles to ICT integration in English language teaching. Here are some of the discussions that the researcher identified based on the findings of the research:

This research concludes that teachers in integrating ICT into English language teaching significantly experience various obstacles, namely lack of support from schools, lack of confidence, and also lack of equipment. The interview results show that teachers really experience these obstacles in accordance with the theoretical aspects of Nikppolou K and Gialamas, v (2019) where they categorize teachers' obstacles in using ICT in learning in 3 categories: 1) Lack of support, 2) Lack of self-confidence, 3) Lack equipment support. In this research, all aspects were proven to be felt by the participants and they assessed that these obstacles really influenced ICT integrated learning.

Firstly, Lack of Support is related to the lack of the lack of support from the school to support ICT-integrated teaching. Regarding the lack of support the institution this study reveals that the absence of a school policy regarding ICT Integration, lack of support will be related to an insufficient budget, and integrating ICT without support will result in the absence of professional teacher training regarding the integration of

ICT in teaching. The concern of lack of support is mentioned by one of the teachers in the interview. As explained by Teacher A :

“In my opinion, the absence of a policy makes teachers feel there is no need to implement ICT. A lack of budget will result in a lack of availability needed to integrate ICT into teaching, and definitely affect my ability to integrate ICT. Because previously, a teacher had desires and goals for learning, training will provide new knowledge and skills for teachers. If there is a lack of training it will affect teachers in integrating ICT, due to limited technical skills, lack of ICT-based teaching strategies.”

The statement above, shows that the lack of support from schools greatly affects teachers in effective ICT-integrated learning. Lack of school support for the integration of ICT in teaching will hinder teachers in implementing ICT. The data from interview also relevant with data from teachers' narrative, the data suggest that the lack of support would make teachers feel indifferent and unaware of the importance of ICT integration in English language teaching and result in teachers having difficulty adapting to technological developments.

Secondly, Lack of Confidence is related to teacher-level internal obstacles to integrating ICT in teaching. Regarding the lack of support from the institution this study reveals that teachers' lack of knowledge and skills to integrate ICT in teaching greatly affects the effectiveness of technology-based teaching. The concern of lack of support is mentioned by one of the teachers in the interview. As explained by Teacher B :

“If we do not master ICT in teaching English, we will feel less confident and reluctant to use ICT. This lack of knowledge can limit my ability to choose and use the right tools according to students' learning needs.”

Statement above, shows that teachers' lack of skills in integrating ICT will affect the teaching process, such as when operating technological devices but lacking understanding and skills, it will waste a lot of time, the methods used will look boring or uninteresting because they are not skilled in operating them, and they will also select an inappropriate device. The data from interview also relevant with data from teachers' narrative, the data suggest that, the lack of confidence will make teachers reluctant to integrate ICT. This is usually due to teachers' lack of knowledge and skills in integrating ICT. The lack of equipment makes it difficult for teachers to integrate ICT, so that teachers also become indifferent in using ICT in teaching English.

Thirdly, Lack of Equipment, This will greatly affect integrated ICT teaching. Regarding the lack of support the institution this study reveals that the lack of computer availability makes it difficult for teachers to teach because they have to make other teaching plans, and it also makes it difficult for teacher to achieve planned learning goals related to optimal ICT integration due to ineffective learning. Next, the lack of computer laboratories also hinders teachers' teaching about ICT integration. Then, the lack of network and electricity availability also hinder teachers from implementing ICT-integrated teaching. The concern of lack of support is mentioned by the teacher in the interview. As explained by Teacher A :

“Because when I want to integrate ICT, the lack of computer availability will hinder the effectiveness of learning. Initially, students could use their own computers, but due to computer limitations, they had to share and take turns. Next, without a

computer laboratory, children cannot develop as we hope in learning English which must be linked to technological advances. and will experience difficulties when they want to use equipment that should be available in the computer laboratory but it turns out there is no computer laboratory. Then, Lack of network and electricity availability affects ICT integration. Because, when we want to teach online or use a computer. but the availability of network and electricity is lacking, so the learning plans will not be fulfilled and teaching will not be optimal.”

Statement above, it shows that the lack of equipment that supports ICT integration also greatly influences ICT-integrated teaching. Lack of availability of computers, lack of computer lab, and lack of network and electricity to integrate ICT in teaching will affect the effectiveness of teaching and learning. Lack of availability will hinder teachers in achieving planned learning goals and will make learning not optimal. The data from interview also relevant with data from teachers' narrative, the data suggest that the lack of equipment makes it difficult for teachers to integrate ICT, so that teachers also become indifferent in using ICT in teaching English.

However, this research also shows how teachers overcome the obstacles in ICT integrated teaching. data obtained from interviews and narratives. Teachers have practical ways to overcome these obstacles, both in terms of ***Lack of support***, teachers overcome this by collaborating and discussing with colleagues about ICT, continuing to integrate ICT with simple uses, and looking for sources on the internet to get training to improve skills in ICT integration. The concern of lack of support is mentioned by one of the teachers in the interview. As explained by Teacher A :

“I will continue to integrate ICT into teaching using simple and practical methods, even though there is no school policy regarding ICT integration. and also take a good approach by discussing or collaborating with colleagues regarding ICT. Then implement it, starting from simple use to gradually using more advanced technology. That is my strategy for the further introduction of ICT. Next, I use the resources that are available and use practical technological tools, namely smartphones. Then, By seeking independent training or using internet resources, as well as other supporting applications. Methods of collaborating, discussing with colleagues, and also using online resources”

The Statement, show that teacher continue to integrate ICT in teaching by using technological resources that are already available in schools and also other alternative tools that support ICT-integrated teaching, such as smartphones. Then, continue to integrate ICT in teaching by taking a discussion approach with colleagues and talking with the school principal about the implementation of ICT in teaching which is also important. Last, Teachers overcome these support obstacles by conducting independent training by looking for sources on the internet, such as using applications, Teachers also seek informal training, such as attending webinars and collaborating with colleagues who have mastered ICT integration.

The data from interview also relevant with data from teachers' narrative, the data suggest that the to overcoming some of the obstacles that may be encountered when integrating ICT. lack of ICT integration support, starting with simple use in the classroom. Teachers also collaborate and discuss with fellow teachers and principals, and they seek independent training resources to continue teaching with integrated ICT.

Lack of Confidence, teachers overcome this teachers overcome lack of knowledge by looking for sources on the internet, practice independently, using applications such as YouTube, TikTok, and Instagram, and collaborating with colleagues who have mastered ICT integration. The concern of lack of support is mentioned by one of the teachers in the interview. As explained by Teacher B :

“I will attend webinars or online seminars hosted by educational organizations, technology companies, or educational communities that discuss practical applications of ICT in English language learning. Then, I look for training opportunities that may be obtained from education and search for resources on the internet to improve my ICT skills in teaching English so that it can be effective. Practice independently, look for sources on the internet, and use applications that are related to English so that they can be applied in ICT-integrated English teaching.”

The Statement above, shows teachers' efforts to improve skills and knowledge in integrating ICT and how to ensure increased skills and knowledge in ICT-integrated teaching.

The data from interview also relevant with data from teachers' narrative, the data suggest that due to their lack of confidence, teachers stated that they could overcome this by looking for tutors on smartphone applications such as YouTube, TikTok, and join the English teacher community in Rejang Lebong.

Lack of Equipment, teachers overcome this obstacle by using alternative tools, namely cell phones and also Teachers also use resources available at school, such as Infocus. there is no computer laboratory; the teachers overcome this by continuing to teach in the classroom, but still with integrated teaching. According to Randall

technology integration means the use of equipment in the classroom by combining technology that can make the class innovative.³² Teachers teach in class using cellphones, infocus, and laptops. The lack of network and electricity availability, teachers must integrate ICT into their teaching while minimizing the use of network and electricity. Teachers use their own cellphones and networks. Then, teacher also always prepare handouts, print-out worksheets, or print media for emergency plans if there is a network or internet failure. The concern of lack of support is mentioned by one of the teachers in the interview. As explained by Teacher A :

“I am looking for another alternative, which is using a smartphone. I will still teach in class by asking students to bring their phones, but still supervised. I also use my own laptop and sometimes use an infocus and use my own internet network when the school internet is inadequate. We can only minimize the use of electricity by always preparing handouts, even though I teach using ICT integration.”

The statements above, it shows the teacher's strategy to continue integrating ICT even though there is no availability of a computer laboratory and lack of computer availability at school. Then, teachers overcome the lack of network and electricity availability in schools by minimizing electricity and network usage. The data from interview also relevant with data from teachers' narrative, the data suggest that the lack of equipment suggests that the teachers continue to integrate ICT by using practical technological devices, namely smartphones.

³² Randall Isobel. " *History, ICT and Learning in Secondary Schools*".2018. p.16.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusions were formulated from research questions, while suggestions provided some ideas addressed to English teachers, and further research related to the teacher's acts in informing teaching toward ICT integration.

A. CONCLUSION

Based on the findings of the research, the researcher will make conclusion by showing the result of the interview and observation checklist toward the English teacher.

1. Teachers' Obstacles in ICT Integration for English Language Teaching.

It can be concluded that teachers' obstacles to integrating ICT greatly influence ICT-integrated learning. Lack of support will make teachers feel that they have no obligation to integrate ICT, thus making indifferent to using ICT in teaching and making teachers unable to adapt to technological developments in the learning process. Apart from that, a lack of confidence also greatly influences unattractive learning outcomes when integrating ICT. because trust is related to a lack of knowledge and skills, making teachers afraid to integrate ICT in teaching. Then, the lack of equipment, which affects the effectiveness of learning, makes it difficult for teachers to implement ICT.

2. Teacher Overcome the Obstacles in ICT Integration for English Language Teaching

How to overcome this: To continue integrating ICT in teaching, even though there is a there is a lack of support, teachers use approach methods, collaborate with colleagues, and also discuss with the principal the topic that integrated teaching is important for teachers and students in learning in the modern era. Furthermore, due to a lack of confidence, teachers can overcome this by looking for their own training resources on the internet and using tutoring applications such as YouTube, TikTok, and Instagram. Teachers can also collaborate with colleagues who are more proficient in ICT and can join the English teacher community in Rejang Lebong regarding the integration of ICT in English teaching. Then, due to a due to a lack of equipment, teachers can overcome this by using the most practical equipment that junior high school students and themselves already have, namely smartphones. By using a smartphone, learning can vary depending on the platforms available on the smartphone, such as Quizzizz, Google Classroom, and so on, related to teaching English. Apart from that, teachers can also take advantage of the availability of resources at school, such as Infocus and their own laptops, to be able to vary learning tools by utilizing technology.

B. SUGESSTION

From the findings presented earlier must becreative four, there are some sugestions that can be taken as a consideration for the School and English teachers.

1. For teachers, it is expected to undertake training that focuses on the integration of ICT in English language teaching, whether independently or from school. Teachers are also expected to be active in attending workshops, seminars, or online courses that discuss the practical applications of ICTs in the context of learning English so that they can maximize learning and create interesting learning in the modern era.
2. For schools, it is expected to provide good policy and infrastructure support, namely by ensuring adequate technological infrastructure and accessibility to the necessary hardware and software, as well as supporting and facilitating training for teachers on the use of ICT in the context of their own English language learning.
3. Because the research's subject were experienced English teacher from SMPN Rejang Lebong, the researcher advises other researcher to do studies that are superior to thisone and that can be utilized as a guide or source of reated information.

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PEMERINTAH KABUPATEN REJANG LEBONG
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Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Rejang Lebong dengan ini menerangkan bahwa :

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Nama tersebut telah melaksanakan Penelitian dengan Judul "Teacher's Obstacle Toward ICT Integration In English Language Teaching" di SMP Negeri 5 Rejang Lebong yang dilaksanakan pada tanggal 12 Juni 2024 s/d 12 September 2024.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Curup, 22 Juli 2024

Kepala Sekolah



EVI NOVIANTI S.Pd

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Hal : Surat Izin Selesai Penelitian

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Up. Ka Prodi Manajemen Pendidikan Islam
Fakultas Tarbiyah
Di -

TEMPAT

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Judul Proposal Penelitian : **"Teacher's Obstacle Toward ICT Integration In English Language Teaching"**
Waktu Penelitian : 12 Juni 2024
Lokasi Penelitian : SMP Negeri 06 Rejang Lebong

Dengan ini kami **Menyatakan Selesai Untuk Izin Penelitian** kepada Mahasiswa yang tersebut di atas.

Demikian Surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMP Negeri 6 Rejang Lebong



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PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
 Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/256/IP/DPMP/TSP/VI/2024

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : /In.34/FT.I/PP.00.9/06/2024 tanggal Juni 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL :	Lola Pitaloka /Mubai,09-09-2002
NIM :	20551030
Pekerjaan :	Mahasiswa
Program Studi/Fakultas :	Tarbiyah /Tadris Bahasa Inggris
Judul Proposal Penelitian :	"Teacher's Obstacle Toward ICT Integration In English Language Teaching"
Lokasi Penelitian :	SMPN Rejang Lebong
Waktu Penelitian :	12 Juni 2024 s/d 12 September 2024
Penanggung jawab :	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
 Pada Tanggal : 12 Juni 2024



An. Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu
 Kabupaten Rejang Lebong



Tembusan :

1. Kepala Badan Esbangped Kab. RL.
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN Rejang Lebong
4. Yang bersangkutan
5. Arsip



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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Nomor	495 /ln.34/FT/PP.00.9/05/2024	2 Mei 2024
Lampiran	Proposal dan Instrumen	
Hai	Permohonan Izin Penelitian	

Kepada Yth. Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu (PTSP)
 Kab. Rejang Lebong

Assalamualaikum Wr. Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	Lola Pitaloka
NIM	20551030
Fakultas/Prodi	Tarbiyah / TBI
Judul Skripsi	Teachers' Obstacle toward ICT Integration in English Language Teaching
Waktu Penelitian	2 Mei 2024 s.d 2 Agustus 2024
Lokasi Penelitian	SMPN di Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih.

an Dekan
 Wakil Dekan I.



[Signature]
 Dr. Sakut Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002.

Tembusan : disampaikan Yth :

1. Rektor
2. Wakil 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX I

Validation of Interview Guidance

Interview guidance for the first research question

Aspect	Indicator	Questions
Lack of support	1) There is no policy from the school	1. Does your school have a policy on ICT integration in teaching English? 2. What are the challenges you face as an English teacher due to the absence of school policy on ICT integration? 3. How does the lack of school policy on ICT integration affect your teaching methods?
	2) The school budget is insufficient	4. Is the school budget sufficient to support ICT integration in your English classes? 5. How does the insufficient school budget affect your ability to integrate ICT in teaching English? 6. What are the main difficulties you encounter due to the lack of budget for ICT integration in your English classes?
	3) There is no training to support teachers	7. Have you received any training on ICT integration for teaching English? 8. How does the lack of training affect your efforts to integrate ICT in teaching English? 9. What obstacles do you face due to the absence of ICT training provided by the school?
Lack of confidence	1) Lack of teacher knowledge about ICT	10 Do you feel that you have sufficient knowledge about ICT to integrate it into your English lessons? 11 How does the lack of knowledge about ICT affect your confidence in integrating it into your English lessons? 12 What challenges arise from your limited knowledge about ICT when teaching English?
	2) Lack of teacher skills	13 Do you feel that you have

	in integrating ICT	<p>sufficient skills to integrate ICT into your English teaching?</p> <p>14 What specific challenges do you face due to the lack of skills in integrating ICT in your English teaching?</p> <p>15 How does your lack of ICT skills impact your effectiveness in teaching English?</p>
Lack of Equipment	1) Lack of computer availability	<p>17. Are there enough computers available for you to use ICT in your English teaching?</p> <p>18. How does the lack of computer availability hinder your ability to integrate ICT in teaching English?</p> <p>19. What problems do you face due to the limited number of computers in your English classes?</p>
	2) There is no computer lab	<p>20. Does your school have a computer lab available for teaching English?</p> <p>21. How does the absence of a computer lab impact your efforts to use ICT in teaching English?</p> <p>22. What are the difficulties encountered due to the lack of a computer lab for ICT integration in English teaching?</p>
	3) Lack of network and electricity availability	<p>23. Are network and electricity reliably available for you to use ICT in your English teaching?</p> <p>24. How does the lack of network and electricity availability affect your ICT integration in teaching English?</p> <p>25. What are the most significant challenges you face due to unreliable network and electricity in your English teaching?</p>

Interview guide for the second question in the research.

Aspect	Indicator	Questions
Lack of support	1. There is no policy from the school	1) How do you manage to teach English effectively despite the absence of a school policy on ICT integration? 2) What strategies do you use to compensate for the lack of a school policy on ICT integration?
	2. The school budget is insufficient	3) What strategies do you employ to overcome budget limitations for ICT integration in your English classes? 4) How do you ensure effective ICT integration despite an insufficient school budget?
	3. There is no training to support teachers	5) How do you address the lack of ICT training to ensure effective integration of ICT in your English teaching? 6) What methods do you use to self-train or seek external resources for ICT integration?
Lack of confidence	4. Lack of teacher knowledge about ICT	7) What steps do you take to improve your knowledge of ICT for better integration in your English teaching? 8) How do you ensure continuous learning and improvement in your ICT knowledge?
	3) Lack of teacher skills in integrating ICT	9) How do you improve your ICT skills to ensure effective integration in your English teaching? 10) What practical exercises or resources do you use to enhance your ICT skills?

Lack of Equipment	4) Lack of computer availability	11) How do you manage to integrate ICT into your English teaching despite the limited availability of computers? 12) What alternative tools or methods do you use when computers are not available?
	5) There is no computer lab	13) How do you compensate for the lack of a computer lab in your ICT teaching methods for English? 14) What solutions do you implement to provide ICT experiences without a dedicated computer lab?
	6) Lack of network and electricity availability	15) How do you deal with the lack of reliable network and electricity to ensure the integration of ICT in your English teaching? 16) What contingency plans do you have in place for network or electricity failures during ICT-integrated lessons?

APPENDIX II

Validation of Observation Checklist

Theory	Indicator	Aspect Observed	Observational Notes
Lack of support	1) There is no policy from the school	1. Strategies to teach effectively despite the absence of a school policy on ICT integration. 2. Methods to compensate for the lack of a school policy on ICT integration.	
	2) The school budget is insufficient	3. Approaches to overcome budget limitations for ICT integration. 4. Ensuring effective ICT integration despite insufficient school budget.	
	3) There is no training to support teachers	5. Addressing the lack of ICT training. 6. Self-training or seeking external resources for ICT integration.	
Lack of confidence	1) Lack of teacher knowledge about ICT	7. Steps taken to improve knowledge of ICT for better integration. 8. Ensuring continuous learning and improvement in ICT knowledge.	
	2) Lack of teacher skills in integrating ICT	9. Improving ICT skills for effective integration. 10. Practical exercises or resources used to enhance ICT skills.	

Lack of equipment	1) Lack of computer availability	11. Managing to integrate ICT despite limited availability of computers. 12. Alternative tools or methods used when computers are not available.	
	2) Lack of computer availability	13. Compensating for the lack of a computer lab in ICT teaching methods. 14. Solutions implemented to provide ICT experiences without a dedicated computer lab.	
	3) Lack of network and electricity availability	15. Dealing with unreliable network and electricity to ensure ICT integration. 16. Contingency plans for network or electricity failures during ICT-integrated lessons.	

Catatan Validator

1. Mohon peneliti perhatikan komen validator di bawah tiap tabel
2. Jika peneliti merevisi instrument sesuai komen validator, menurut validator, secara konten instrument penelitian ini akan valid
3. Validator juga memberikan contoh bentuk blueprint yang menurut validator valid secara konten. Silahkan peneliti gunakan contoh blueprint yang validator buat jika ingin. Atau peneliti boleh merevisi instrument peneliti sesuai dengan komen yang validator berikan. Kurang lebih sama saja
4. Jika sudah dilakukan revisi, silahkan lanjut mengambil data

Curup, 6 Juli 2024

Validator

Ruly Morganna, M.Pd

APPENDIX III

Interview Transcription

Interview : Teacher A

- Researcher : Apakah sekolah Anda memiliki kebijakan tentang integrasi TIK dalam pengajaran bahasa Inggris?
- Teacher : Ada, tetapi bukan kebijakan tertulis.
- Researcher : Apa saja tantangan yang Anda hadapi sebagai guru bahasa Inggris akibat tidak adanya kebijakan sekolah tentang integrasi TIK?
- Teacher : Menurut saya, karena tidak adanya kebijakan menjadikan guru merasa tidak harus menarapkan TIK. Tapi, kembali ke guru masing2 dengan kesadaran pentingnya TIK dalam pembelajaran.
- Researcher : Bagaimana tidak adanya kebijakan sekolah tentang integrasi TIK mempengaruhi metode pengajaran Anda
- Teacher : Dan itu mempengaruhi metode pengajaran, karena dengan tidak adanya kebijakan atau aturan yang wajib dalam integrasi TIK, maka penggunaan tik menjadi jarang dan guru hanya akan menggunakan metode yang biasa dan tidak menarik.
- Researcher : Apakah anggaran sekolah cukup untuk mendukung integrasi TIK di kelas bahasa Inggris Anda?
- Teacher : Saya rasa sudah cukup.

- Researcher : Bagaimana anggaran sekolah yang tidak mencukupi mempengaruhi kemampuan Anda dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Menurut saya, karena yang diperlukan itu sudah tersedia seperti infocus dan jaringan walaupun masih kurang. Jadi kalau memang ada keterbatasan anggaran tidak terlalu berpengaruh.
- Researcher : Apa kesulitan utama yang Anda temui akibat kurangnya anggaran untuk integrasi TIK di kelas bahasa Inggris Anda?
- Teacher : Kesulitan utama itu mungkin sulit dalam artian takut untuk meminta kepala sekolah untuk memenuhi kebutuhan fasilitas.
- Researcher : Apakah Anda pernah menerima pelatihan tentang integrasi TIK untuk pengajaran bahasa Inggris?
- Teacher : Belum pernah.
- Researcher : Bagaimana kurangnya pelatihan mempengaruhi upaya Anda dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Karena saya belum pernah mendapatkan pelatihan yang khusus untuk bahasa Inggris yang seperti apa dan saya hanya mempelajari sendiri, jadi sangat mempengaruhi pengajaran dengan ilmu yang saya dapat mungkin masih kurang.

- Researcher : Hambatan apa yang Anda hadapi karena tidak adanya pelatihan TIK yang disediakan oleh sekolah?
- Teacher : Karena saya hanya mendapat pelatihan TIK yang umum dan belum pernah mendapatkan yang khusus bahasa Inggris. Jadi hambatan yang saya hadapi itu dari segi pengetahuan yang lebih mengenai TIK dalam pengajaran bahasa Inggris.
- Researcher : Apakah Anda merasa memiliki pengetahuan yang cukup tentang TIK untuk mengintegrasikannya ke dalam pelajaran bahasa Inggris Anda?
- Teacher : Belum, masih butuh banyak belajar lagi.
- Researcher : Bagaimana kurangnya pengetahuan tentang TIK mempengaruhi kepercayaan diri Anda dalam mengintegrasikannya ke dalam pelajaran bahasa Inggris?
- Teacher : Sangat mempengaruhi. Karena mengingat ini zaman modern. Sehingga terkadang anak-anak murid itu lebih paham terhadap TIK dibandingkan kita sebagai guru. Jadi kalau kurang pengetahuan akan menjadikan kita tidak percaya diri, takut dan malu juga.
- Researcher : Tantangan apa yang muncul dari keterbatasan pengetahuan Anda tentang TIK saat mengajar bahasa Inggris?

- Teacher : Menurut saya, tantangan pertama itu terlalu banyak menghabiskan waktu dalam mengoperasikan alat TIK. Yang awalnya pengajaran akan efisien dengan menggunakan TIK, karena kurangnya pengetahuan sehingga belajarnya menjadi tidak efisien. Terus tantangan kedua karena kurangnya pengetahuan menjadikan guru takut akan kerusakan alat TIK.
- Researcher : Apakah Anda merasa memiliki keterampilan yang cukup untuk mengintegrasikan TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Belum.
- Researcher : Tantangan spesifik apa yang Anda hadapi karena kurangnya keterampilan dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Karena kurangnya keterampilan dalam TIK yang menjadi tantangan saya adalah bagaimana supaya tetap bisa mengintegrasikan TIK dalam pengajaran bahasa Inggris.
- Researcher : Bagaimana kurangnya keterampilan TIK Anda mempengaruhi efektivitas pengajaran bahasa Inggris Anda?
- Teacher : Sangat mempengaruhi efektivitas pengajaran. Pengajaran yang seharusnya menarik dan terampil menjadi sedikit membosankan karena kurangnya keterampilan.
- Researcher : Apakah tersedia cukup komputer untuk Anda menggunakan TIK dalam pengajaran bahasa Inggris Anda?

- Teacher : Tersedia, namun masih kurang.
- Researcher : Bagaimana kurangnya ketersediaan komputer menghambat kemampuan Anda dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Menurut saya tidak terlalu menghambat, karena saya bisa menggunakan menggunakan alat TIK yang lain seperti infocus atau alternatif lainnya.
- Researcher : Masalah apa yang Anda hadapi akibat jumlah komputer yang terbatas di kelas bahasa Inggris Anda?
- Teacher : Menurut saya akan menjadi tidak efektif dan terganggu juga. Misalnya di pembelajaran yang seharusnya siswa dapat menggunakan komputer sendiri, karena kurangnya ketersediaan menjadikan siswa harus berbagi atau bergantian dalam penggunaannya.
- Researcher : Apakah disekolah anda tersedia lab komputer untuk menggunakan TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Iya.
- Researcher : Bagaimana tidak adanya laboratorium komputer mempengaruhi upaya Anda dalam menggunakan TIK dalam pengajaran bahasa Inggris?

- Teacher : Menurut saya, untuk sekarang laboratorium komputer itu tidak terlalu berpengaruh. Karena rata-rata orang sekarang sudah mempunyai laptop dan hp. Jadi bisa di aplikasikan di ruang kelas saja tanpa harus dilaboratorium komputer. Kecuali memang ada kegiatan yang mengharuskan menggunakan lab komputer.
- Researcher : Kesulitan apa yang dihadapi karena kurangnya laboratorium komputer untuk integrasi TIK dalam pengajaran bahasa Inggris?
- Teacher : Menurut saya, Karena lab komputer itu adalah tempat yang memang menyediakan lingkungan yang mendukung teknologi. Jadi kalo tidak ada lab komputer akan sulitmendapatkan ketersediaan yang lengkap, seperti jaringan,atau yang lainnya.
- Researcher : Apakah jaringan dan listrik tersedia secara andal untuk Anda menggunakan TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Kurang tersedia.
- Researcher : Bagaimana kurangnya ketersediaan jaringan dan listrik mempengaruhi integrasi TIK Anda dalam pengajaran bahasa Inggris?
- Teacher : Sangat berpengaruh, kalau tidak ada jaringan dan listrik pasti sangat menghambat pembelajaran dengan menggunakan TIK.

Researcher : Apa tantangan paling signifikan yang Anda hadapi akibat jaringan dan listrik yang tidak stabil dalam pengajaran bahasa Inggris Anda?

Teacher : Tantangannya itu bagaimana saya harus tetap mengintegrasikan TIK dalam pembelajaran walaupun kadang jaringan dan listrik itu tidak stabil.

Interview : Teacher B

Researcher : Apakah sekolah Anda memiliki kebijakan tentang integrasi TIK dalam pengajaran bahasa Inggris?

Teacher : Iya sudah ada.

Researcher : Apa saja tantangan yang Anda hadapi sebagai guru bahasa Inggris akibat tidak adanya kebijakan sekolah tentang integrasi TIK?

Teacher : Karena ini di area modern. Untuk pembelajaran bahasa Inggris memang seharusnya sudah berkaitan dengan TIK. Jadi tantangan saya adalah bagaimana tujuan pembelajarannya bisa tercapai dengan tetap bisa mengintegrasikan TIK walaupun tidak ada kebijakan itu sendiri yang bisa mempengaruhi ketersediaan yang mendukung TIK.

Researcher : Bagaimana tidak adanya kebijakan sekolah tentang integrasi TIK mempengaruhi metode pengajaran Anda?

- Teacher : Dan pasti mempengaruhi metode pengajaran. Misalkan kita ingin mengintegrasikan TIK dengan bantuan alat infocus. Karena kebijakan sekolah tidak ada otomatis ketersediaan jugakurang dan pemakaiannya akan terhambat juga.
- Researcher : Apakah anggaran sekolah cukup untuk mendukung integrasi TIK di kelas bahasa Inggris Anda?
- Teacher : Cukup.
- Researcher : Bagaimana anggaran sekolah yang tidak mencukupi mempengaruhi kemampuan Anda dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Pasti mempengaruhi. Yang tadinya seorang guru punya keinginan dan tujuan dalam pembelajaran.tetapi karena adanya keterbatasan yang disebabkan oleh kurang anggaran sehinggaakan menghambatpengintegrasian TIK dan pengajarannya menjadi tidak maksimal.
- Researcher : Apa kesulitan utama yang Anda temui akibat kurangnya anggaran untuk integrasi TIK di kelas bahasa Inggris Anda?
- Teacher : Menurut saya sulit dalam mengaplikasikan. Karena kurangnya anggaran akan berakibat pada kurangnya ketersediaan yang dibutuhkan dalam pengintegrasian TIK daam mengajar.
- Researcher : Apakah Anda pernah menerima pelatihan tentang integrasi TIK untuk pengajaran bahasa Inggris?
- Teacher : Belum pernah.

- Researcher : Bagaimana kurangnya pelatihan mempengaruhi upaya Anda dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Bagi saya sangat mempengaruhi. Karena akan tertinggal atau tidak update dalam Integrasi TIK yang semakin modern. Sedangkan bahasa Inggris itu setiap tahunnya harus ada perkembangan dan kemajuan. Baik itu dari segi metode pengajarannya apalagi dengan pengintegrasian TIK.
- Researcher : Hambatan apa yang Anda hadapi karena tidak adanya pelatihan TIK yang disediakan oleh sekolah?
- Teacher : Tidak update. Banyak hal-hal baru yang tidak diketahui yang seharusnya bisa diterapkan dalam pengajaran bahasa Inggris. Sehingga pengajarannya masih sederhana.
- Researcher : Apakah Anda merasa memiliki pengetahuan yang cukup tentang TIK untuk mengintegrasikannya ke dalam pelajaran bahasa Inggris Anda?
- Teacher : Masih Kurang sekali.
- Researcher : Bagaimana kurangnya pengetahuan tentang TIK mempengaruhi kepercayaan diri Anda dalam mengintegrasikannya ke dalam pelajaran bahasa Inggris?
- Teacher : Sangat berpengaruh. Kalau kita tidak menguasai TIK dalam pengajaran bahasa Inggris kita akan merasa tidak percaya diri dan sungkan untuk menggunakan TIK.

- Researcher : Tantangan apa yang muncul dari keterbatasan pengetahuan Anda tentang TIK saat mengajar bahasa Inggris?
- Teacher : Tantangan yang muncul itu menurut saya, bagaimana saya tetap bisa membuat pembelajaran yang tetap menarik ketika mengintegrasikan TIK walaupun dengan cara yg sederhana.
- Researcher : Apakah Anda merasa memiliki keterampilan yang cukup untuk mengintegrasikan TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Masih kurang.
- Researcher : Tantangan spesifik apa yang Anda hadapi karena kurangnya keterampilan dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Tantangan yang saya hadapi itu bagaimana pembelajaran tersebut tidak monoton dan bisa kreatif dalam mengajar bahasa inggris.
- Researcher : Bagaimana kurangnya keterampilan TIK Anda mempengaruhi efektivitas pengajaran bahasa Inggris Anda?
- Teacher : Sangat mempengaruhi efektivitas pengajaran. Karena, ketika tidak menguasai atau tidak mempunyai keterampilan TIK yang baik, maka kita mengajar akan hanya menggunakan satu metode secara terus menerus. Sehingga membuat pembelajaran tidak menarik.
- Researcher : Apakah tersedia cukup komputer untuk Anda menggunakan TIK dalam pengajaran bahasa Inggris Anda?

- Teacher : Ketersediaan ada namun masih kurang.
- Researcher : Bagaimana kurangnya ketersediaan komputer menghambat kemampuan Anda dalam mengintegrasikan TIK dalam pengajaran bahasa Inggris?
- Teacher : Sangat menghambat. Karena ketika ingin menggunakan ketersediaan komputer untuk pengajaran, tetapi ketersediaan komputer kurang itu sangat mengganggu proses pembelajaran.
- Researcher : Masalah apa yang Anda hadapi akibat jumlah komputer yang terbatas di kelas bahasa Inggris Anda?
- Teacher : Masalah yang saya hadapi itu. Pembelajaran jadi tidak efektif karena anak-anak harus berbagi atau bergantian menggunakan komputer.
- Researcher : Apakah disekolah anda tersedia lab komputer untuk menggunakan TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Iya tersedia.
- Researcher : Bagaimana tidak adanya laboratorium komputer mempengaruhi upaya Anda dalam menggunakan TIK dalam pengajaran bahasa Inggris?
- Teacher : Sangat mempengaruhi. Karena dengan tidak adanya laboratorium komputer anak-anak tidak bisa berkembang sesuai dengan yang kita harapkan dalam pembelajaran bahasa Inggris yang seharusnya dikaitkan dengan kemajuan teknologi.

- Researcher : Kesulitan apa yang dihadapi karena kurangnya laboratorium komputer untuk integrasi TIK dalam pengajaran bahasa Inggris?
- Teacher : Menurut saya, Kesulitan yang saya hadapi itu ketika ingin menggunakan perangkat yang memang seharusnya tersedia di laboratorium komputer tetapi ternyata tidak ada laboratorium komputer itu akan menghambat pengajaran saya untuk meningkatkan pembelajaran secara maksimal dan sulit untuk mencapainya tujuan pembelajaran saya.
- Researcher : Apakah jaringan dan listrik tersedia secara andal untuk Anda menggunakan TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Tersedia.
- Researcher : Bagaimana kurangnya ketersediaan jaringan dan listrik mempengaruhi integrasi TIK Anda dalam pengajaran bahasa Inggris?
- Teacher : Sangat berpengaruh. Karena, ketika ingin mengajar berbasis online atau pun menggunakan komputer. Tetapi ketersediaan jaringan dan listriknya kurang, maka rencana pembelajaran akan tidak bisa terpenuhi dan tidak maksimal dalam pengajarannya.
- Researcher : Apa tantangan paling signifikan yang Anda hadapi akibat jaringan dan listrik yang tidak stabil dalam pengajaran bahasa Inggris Anda?

Teacher : Tantangan signifikan yang saya hadapi itu bagaimana saya bisa tetap mengajar dengan mengintegrasikan TIK walaupun jaringan dan listriknya tidak stabil.

Interview Transcription for the Second Question

Interview : Teacher A

Researcher : Bagaimana Anda tetap mengajar bahasa Inggris dengan efektif meskipun tidak ada kebijakan sekolah tentang integrasi TIK?

Teacher : Walaupun tidak ada kebijakan sekolah mengenai integrasi TIK. Tetapi, saya berusaha tetap megajar dengan mengintegrasikan TIK dengan menggunakan ketersediaan yang ada dan kemampuan yang sudah saya miliki.

Researcher : Strategi apa yang Anda gunakan untuk mengatasi kurangnya kebijakan sekolah tentang integrasi TIK?

Teacher : Melakukan pendekatan dengan berdiskusi pada rekan kerja, kemudian membicarakan hasil diskusi kepada kepala sekolah.

Researcher : Strategi apa yang Anda gunakan untuk mengatasi keterbatasan anggaran dalam integrasi TIK di kelas bahasa Inggris Anda?

Teacher : Strategi saya yaitu dengan menggunakan ketersediaan yang memang sudah ada.

Researcher : Bagaimana Anda memastikan integrasi TIK yang efektif meskipun anggaran sekolah tidak mencukupi?

Teacher : Saya selalu melakukam evaluasi setelah saya mengajar dengan mengintegrasikan TIK dalam pembelajaran bahasa inggris. Dan saya juga melakukan refleksi.

- Researcher : Bagaimana Anda mengatasi kurangnya pelatihan TIK untuk memastikan integrasi TIK yang efektif dalam pengajaran bahasa Inggris Anda?
- Teacher : Saya mencari sumber dan pelatihan sendiri untuk meningkatkan keterampilan saya terhadap integrasi TIK agar pengajaran bahasa Inggris dapat efektif.
- Researcher : Metode apa yang Anda gunakan untuk melatih diri sendiri atau mencari sumber daya eksternal untuk integrasi TIK?
- Teacher : Metode yang saya gunakan itu yang pertama kolaborasi dengan rekan kerja, yang kedua saya paling suka searching di internet.
- Researcher : Langkah apa yang Anda ambil untuk meningkatkan pengetahuan Anda tentang TIK agar lebih baik mengintegrasikannya dalam pengajaran bahasa Inggris Anda?
- Teacher : Karena forum sesama guru gitu. Jadi, saya biasanya belajar dari pengalaman orang lain, setelah saya kembangkan dan saya sesuaikan dengan kebutuhan siswa dalam pembelajaran.
- Researcher : Bagaimana Anda memastikan pembelajaran dan peningkatan pengetahuan TIK Anda secara berkelanjutan?

- Teacher : Saya biasanya terus menerus menggunakannya. Karena, jika berhenti maka pengetahuan TIK yang dimiliki pasti hilang. Dan saya juga melakukan refleksi pembelajaran ketika mengintegrasikan TIK.
- Researcher : Bagaimana Anda meningkatkan keterampilan TIK Anda untuk memastikan integrasi yang efektif dalam pengajaran bahasa Inggris Anda?
- Teacher : Saya selalu belajar dan mengikuti pelatihan mandiri untuk meningkatkan keterampilan TIK saya. Dan saya juga selalu menerapkan secara berkelanjutan.
- Researcher : Latihan praktis atau sumber daya apa yang Anda gunakan untuk meningkatkan keterampilan TIK Anda?
- Teacher : Kalau saya biasanya, latihan dengan menggunakan handphone untuk mencari sumber untuk meningkatkan keterampilan saya. Karena penggunaannya praktis.
- Researcher : Bagaimana Anda tetap mengintegrasikan TIK ke dalam pengajaran bahasa Inggris meskipun ketersediaan komputer terbatas?
- Teacher : Saya tetap mengintegrasikan TIK dengan menggunakan ketersediaan yang ada. Biasanya menggunakan handphone dan juga infocus untuk meminimalisir penggunaan komputer yang memang kurang.
- Researcher : Alat atau metode alternatif apa yang Anda gunakan ketika komputer tidak tersedia?

- Teacher : Saya biasanya menggunakan heandphone dan juga infocus untuk meminimalisir penggunaan komputer yang memang kurang.
- Researcher : Bagaimana Anda mengatasi kurangnya laboratorium komputer dalam metode pengajaran TIK untuk bahasa Inggris Anda?
- Teacher : Saya mengatasinya dengan mengintegrasikan TIK dengan menggunakan perangkat TIK yang memang bisa digunakan diruangan kelas tanpa harus ke laborotorium komputer, misalnya dengan infocus atau laptop.
- Researcher : Solusi apa yang Anda terapkan untuk memberikan pengalaman TIK tanpa laboratorium komputer yang khusus?
- Teacher : Saya akan mengajar bahasa inggris dikelas, namun tetap mengintegrasikan TIK dengan menggunakan bantuan perangkat pendukung TIK yang lain.
- Researcher : Bagaimana Anda mengatasi kurangnya jaringan dan listrik yang andal untuk memastikan integrasi TIK dalam pengajaran bahasa Inggris Anda?

- Teacher : Jika kekurangan jaringan biasanya saya mengatasinya dengan menggunakan jangn internet saya sendiri. Kemudian untuk kurangnya ketersediaan listrik itu tidak bisa diatasi. Namun, bisa kita minimalisir untuk penggunaannya. Seperti jika kita ingim menggunakan laptop, kita usahakam baternya sudsh penuh gitu sehingga kita hanya butuh aliran listrik untuk penggunaan infocus.
- Researcher : Rencana darurat apa yang Anda siapkan untuk kegagalan jaringan atau listrik selama pelajaran yang mengintegrasikan TIK?
- Teacher : Saya selalu sedia handout walaupun saya mengajar dengan menggunakan integrasi TIK. Jadi kalau ada kegagalan misalnya mati lampu otomatis jaringan wifi mati juga. Pembelajaran saya akan tetap berjalan.

Interview : Teacher B

- Researcher : Bagaimana Anda tetap mengajar bahasa Inggris dengan efektif meskipun tidak ada kebijakan sekolah tentang integrasi TIK?
- Teacher : Saya akam tetap mengintegrasikan TIK dalam pengajaran dengan menggunakan metode yang sederhana dsn praktis walaupun tidak ada kebijakan dari sekolah tentang integrasi TIK.
- Researcher : Strategi apa yang Anda gunakan untuk mengatasi kurangnya kebijakan sekolah tentang integrasi TIK?

- Teacher : Saya melakukan pendekatan baik itu dengan berdiskusi atau berkolaborasi dengan rekan kerja mengenai TIK Kemudian mengimplementasikannya mulai dari penggunaan yang sederhana sampai menggunakan teknologi yang lebih maju lagi secara bertahap. Itu adalah strategi saya untuk pengenalan TIK lebih berlanjut.
- Researcher : Strategi apa yang Anda gunakan untuk mengatasi keterbatasan anggaran dalam integrasi TIK di kelas bahasa Inggris Anda?
- Teacher : Dengan menggunakan alat teknologi yang praktis yaitu heandphone kemudian menggunakan bisa menggunakan sumber daya yang memang sudah tersedia disekolah seperti infocus.
- Researcher : Bagaimana Anda memastikan integrasi TIK yang efektif meskipun anggaran sekolah tidak mencukupi?
- Teacher : Dengan melakukan evaluasi dan mengidentifikasi pembelajaram dengan mengintegrasikan TIK apakah efektif atau tidak, berhasil atau tidak.
- Researcher : Bagaimana Anda mengatasi kurangnya pelatihan TIK untuk memastikan integrasi TIK yang efektif dalam pengajaran bahasa Inggris Anda?

- Teacher : Saya terus berlatih sendiri dengan mencari sumber di internet dan mengikuti komunitas guru untuk berkolaborasi mengenai integrasi TIK yang memang sudah ada di rejang Lebong.
- Researcher : Metode apa yang Anda gunakan untuk melatih diri sendiri atau mencari sumber daya eksternal untuk integrasi TIK?
- Teacher : Saya akan searching google, berkolaborasi dengan sesama guru bahasa inggris direjang lebong.
- Researcher : Langkah apa yang Anda ambil untuk meningkatkan pengetahuan Anda tentang TIK agar lebih baik mengintegrasikannya dalam pengajaran bahasa Inggris Anda?
- Teacher : Mencari sumber di internet ,terus berlatih mandiri, dan bertanya kepada rekan kerja yang memang sudah menguasai integrasi TIK.
- Researcher : Bagaimana Anda memastikan pembelajaran dan peningkatan pengetahuan TIK Anda secara berkelanjutan?
- Teacher : Harus tetap diterapkan,jangan berhenti begitu saja dalam penerapannya. Biasanya aya juga melakukan refleksi untuk mengetahui peningkatan pengetahuan pembelajaran dengan mengintegrasikan TIK.
- Researcher : Bagaimana Anda meningkatkan keterampilan TIK Anda untuk memastikan integrasi yang efektif dalam pengajaran bahasa Inggris Anda?

- Teacher : Selalu mencari ilmu-ilmu baru dan selalu belajar berlatih mengenai integrasi TIK yang didapatkan dari platform seperti google, atau aplikasi.
- Researcher : Latihan praktis atau sumber daya apa yang Anda gunakan untuk meningkatkan keterampilan TIK Anda?
- Teacher : Penggunaan sumber daya internet dan aplikasi yang memang berkaitan dengan bahasa inggris
- Researcher : Bagaimana Anda tetap mengintegrasikan TIK ke dalam pengajaran bahasa Inggris meskipun ketersediaan komputer terbatas?
- Teacher : Dengan memberi pemahaman kepada siswa bahwa bahasa inggris itu memang perlu dikaitkan dengan TIK. Jadi memang harus menggunakan Heandphone sebagai alat alternatif yang praktis untuk digunakan dalam pengajaran bahasa inggris.
- Researcher : Alat atau metode alternatif apa yang Anda gunakan ketika komputer tidak tersedia?
- Teacher : Saya biasanya menggunakan heandphone.
- Researcher : Bagaimana Anda mengatasi kurangnya laboratorium komputer dalam metode pengajaran TIK untuk bahasa Inggris Anda?
- Teacher : Tetap mengajar bahasa inggris dengan mengintegrasikan TIK daidalam ruangan kelas bahasa inggris dan dibantu dengan alat yang memang mendukung integrasi TIK.

- Researcher : Solusi apa yang Anda terapkan untuk memberikan pengalaman TIK tanpa laboratorium komputer yang khusus?
- Teacher : Melakukan pengajaran bahasa inggris didalam ruangan kelas bahasa inggris itu sendiri namun tetap dengan mengintegrasikan TIK dengan alat yang mendukung seperti infocus, laptop, dan heandphone.
- Researcher : Bagaimana Anda mengatasi kurangnya jaringan dan listrik yang andal untuk memastikan integrasi TIK dalam pengajaran bahasa Inggris Anda?
- Teacher : Kembali ke alat alternatif lagi yaitu dengan menggunakan heandphone sehingga untuk kurangnya listrik bisa teratasi dan jaringan internet kembali ke diri sendiri. Namun perlu diberi pemahaman juga kepada siswa bahwa bahasa inggris itu erat kaitannya dengan TIK sehingga nanti mereka bisa memahami bahwa membutuhkan sedikit pengorbanan dari segi kuota internet
- Researcher : Rencana darurat apa yang Anda siapkan untuk kegagalan jaringan atau listrik selama pelajaran yang mengintegrasikan TIK?
- Teacher : Walaupun saya mengajara menggunakan TIK. Untuk jalan alternatifnya saya selalu menyiapkan media yang sederhana yang memang tidak berhubungan dengan listrik dan jaringan seperti media dari kertas plano.

APPENDIX III

The Result Of Narrative

Teacher A :

Menggunakan TIK dalam pembelajaran itu memang akan membantu guru untuk menyampaikan materi dengan baik, membuat kelas menjadi menarik dan tidak membosankan. Saya sebagai guru bahasa inggris merasakan dampak positif dari pengintegrasian TIK dalam pembelajaran seperti, ketika saya menggunakan TIK dalam mengajar saya melihat siswa dalam kelas sangat antusias mengikuti pembelajaran yang saya ampuh. Seperti yang kita tahu bahwa mata pelajaran bahasa inggris itu dianggap susah, namun ketika saya mengimplementasikan alat teknologi dalam mengajar dengan bantuan aplikasi dan media presentasi yang menari alhamdulillah pembelajaran menjadi sesuai dengan rencana pembelajaran saya, murid mengikuti pembelajaran dengan baik.

Namun, disamping dampak baik tersebut saya juga mengalami beberapa hambatan ketika ingin mengintegrasikan TIK dalam pengajaran. Sebagai guru saya merasa terkendala dengan beberapa hal seperti kurangnya fasilitas yang memadai, seperti jaringan dan listrik, komputer. Jadi, ruang kelas disekolah ini ada beberapa kelas yang memang jaringan dan listriknya rusak sehingga menghambat saya ketika saya ingin mengintegrasikan perangkat seperti infocus dikelas.

Sekolah kami ini juga, belum memiliki kebijakan yang terlulis mengenai integrasi tik, sehingga membuat guru yang lain jarang dalam mengintegrasikan tik. Dari 5 guru bahasa inggris disekolah ini ada 2 orang yang memang menggunakan tik dalam mengajar selebihnya masih menggunakan buku. Saya tetap menggunakan tik dalam mengajar walaupun mungkin pengetahuan dan keterampilan saya masih kurang. Karena, sekarang saya mengikuti PPG-prajabatan sehingga hal seperti ini memang sudah seharusnya saya terapkan dan memang tidak jauh dari ruang lingkup TIK. Untuk meningkatkan kemampuan saya juga berkolaborasi dengan rekan kerja dan juga menggunakan aplikasi seperti youtube, tiktok dan instagram.

Tambahan, Biasanya dalam proses belajar mengajar dengan mengintegrasikan TIK saya jarang menggunakan lab computer dan lebih sering menggunakan ruangan kelas dengan menggunakan perangkat infocus dan juga smarphone. Walaupun sebenarnya sekolah untuk tingkat smp disekolah kami ini belum memperbolehkan murid membawa smarphone, tetapi untuk tetap berlangsungnya pembelajaran dengan terintegrasi TIK, saya tetap memperbolehkan membawanya namun masih tetap dalam pantauan. dan untuk penggunaan alat tersebut akan dijadwalkan misalnya minggu pertama menggunakan infocus, minggu kedua menggunakan smarphone dan begitu seterusnya dalam pengimplementasiannya.

Teacher B

TIK itu erat kaitannya dengan pembelajaran bahasa Inggris, apalagi di era modern ini. Dimana untuk menciptakan kelas yang inovatif dan menarik. Saya sebagai guru selalu menjelaskan kepada siswa bahwa TIK itu penting dalam belajar bahasa Inggris dan itu terbukti ketika saya menerapkannya. Pada saat itu saya menggunakan aplikasi Quizizz dalam pembelajaran dan mereka suka dengan menggunakan media tersebut.

Saya biasanya mengintegrasikan TIK dengan bantuan alat praktis yaitu smartphone. Karena untuk penggunaan komputer itu biasanya susah mengingat ketersediaan komputer yang kurang dan juga harus berbagi jadwal dengan guru lain. Untuk ketersediaan infocus juga sangat kurang di sekolah kami dan itu membuat pengintegrasian TIK dengan infocus jarang terlaksana. Ketersediaan listrik dan jaringan juga kurang terutama jaringan. Sehingga untuk pengintegrasian TIK dalam pengajaran saya biasanya menyuruh murid membawa smartphone dan menggunakan internet sendiri. Karena untuk menggunakan internet sekolah tidak memadai.

Kendala-kendala tersebut sebenarnya sangat mengganggu untuk pengintegrasian TIK dalam pengajaran. Namun, saya sadar pentingnya TIK dalam pendidikan di era modern ini membuat saya berusaha untuk tetap mengintegrasikan TIK dengan berbagai kendala yang saya hadapi ketika di lapangan tersebut. Saya terus memotivasi siswa dan memberikan pengertian bahwasanya TIK dalam pembelajaran bahasa Inggris itu penting untuk meminimalisir keluhan siswa. Karena terkadang mereka juga mengeluh dengan kurangnya ketersediaan jaringan internet seperti WiFi di sekolah yang menghambat pembelajaran terintegrasi TIK yang mengharuskan menggunakan internet sendiri. Dengan motivasi dan pengertian serta penjelasan yang terus menerus saya berikan sebagai guru, mereka juga menyadari hal tersebut dan keluhan yang sering meluap menjadi berkurang. Untuk meminimalisir penggunaan internet saya juga biasanya membuat jadwal penggunaan perangkat seperti infocus dan komputer dalam pembelajaran untuk bisa lebih bervariasi.

Dari sekolah juga tidak ada pelatihan khusus untuk membantu guru dalam mencari pengetahuan dan keterampilan dalam mengintegrasikan TIK. Saya sebenarnya sedikit kecewa akan hal itu, namun saya mencari jalan alternatif lain yaitu dengan menggunakan internet, mencari pelatihan seperti workshop, seminar, dan saya juga mengikuti komunitas guru bahasa Inggris yang bahasannya tentang integrasi TIK. Komunitas sekabupaten Rejang Lebong tersebut adalah tempat para guru untuk berbagi cerita, pengetahuan tentang integrasi TIK. Mengingat era modern ini guru dituntut untuk bisa menyesuaikan dengan perkembangan teknologi sekarang dalam pembelajaran agar lebih menarik.

APPENDIX IV

Observational Participants

Observed : Teacher A

No	Aspect Observed	Checklist of finding		Observational Notes
		Yes	No	
1.	Strategi untuk mengajar secara efektif meskipun tidak ada kebijakan sekolah tentang integrasi TIK	✓		Guru tetap mengintegrasikan TIK dalam pengajaran dengan menggunakan ketersediaan dan kemampuan yang ada
2.	Metode untuk mengatasi kurangnya kebijakan sekolah tentang integrasi TIK	✓		Guru melakukan pendekatan dengan berdiskusi pada rekan kerja, kemudian membicarakan hasil diskusi kepada kepala sekolah.
3.	Pendekatan untuk mengatasi keterbatasan anggaran dalam integrasi TIK	✓		berdiskusi pada rekan kerja
4.	Memastikan integrasi TIK yang efektif meskipun anggaran sekolah tidak mencukupi	✓		Guru selalu melakukan evaluasi setelah saya mengajar dengan mengintegrasikan TIK dalam pembelajaran bahasa inggris. Dan juga melakukan refleksi.
5.	Mengatasi kurangnya pelatihan TIK	✓		Guru D mencari sumber dan pelatihan sendiri untuk meningkatkan keterampilan
6.	Pelatihan mandiri atau mencari sumber daya eksternal untuk integrasi TIK	✓		Kolaborasi dengan rekan kerja, yang kedua saya paling suka searching di internet,
7.	Langkah-langkah yang diambil untuk meningkatkan pengetahuan tentang TIK agar lebih baik dalam integrasi	✓		Guru D belajar dari pengalaman guru lain, setelah itu dikembangkan dan menyesuaikan dengan kebutuhan siswa dalam pembelajaran.
8.	Memastikan pembelajaran dan peningkatan pengetahuan TIK secara berkelanjutan	✓		Guru D terus menerus menggunakannya TIK dalam pengajaran bahasa inggris. dan melakukan refleksi
9.	Meningkatkan keterampilan TIK untuk integrasi yang efektif	✓		Saya selalu belajar dan mengikuti pelatihan mandiri untuk meningkatkan keterampilan TIK

10.	Latihan praktis atau sumber daya yang digunakan untuk meningkatkan keterampilan TIK	✓		Guru D biasanya, latihan dengan menggunakan headphone untuk mencari sumber untuk meningkatkan keterampilan.
11.	Mengintegrasikan TIK meskipun ketersediaan komputer terbatas	✓		Duru D menggunakan ketersediaan yang ada. Biasanya menggunakan headphone dan juga infocus untuk meminimalisir penggunaan komputer yang memang kurang
12.	Alat atau metode alternatif yang digunakan ketika komputer tidak tersedia	✓		headphone dan juga infocus
13.	Mengatasi kurangnya laboratorium komputer dalam metode pengajaran TIK	✓		Guru D menggunakan perangkat TIK yang memang bisa digunakan di ruangan kelas tanpa harus ke laborotorium komputer.
14.	Solusi yang diterapkan untuk memberikan pengalaman TIK tanpa laboratorium komputer yang khusus	✓		Guru D tetap mengajar di ruangan kelas bahasa inggrsi dengan menggunakan alternatif lain yang mendukung integrasi TIK
15.	Mengatasi jaringan dan listrik yang tidak stabil untuk memastikan integrasi TIK	✓		Guru D mengatasinya dengan menggunakan jangan internet saya sendiri. dan minimalisir untuk penggunaan listrik Seperti jika kita ingim menggunakan laptop, kita usahakam baterainya sudah penuh gitu sehingga kita hanya butuh aliran listrik untuk penggunaan infocus.
16.	Rencana darurat untuk kegagalan jaringan atau listrik selama pelajaran yang mengintegrasikan TIK	✓		Guru D selalu sedia handout walaupun saya mengajar dengan menggunakan integrasi TIK.

Observed : Teacher B

No	Aspect Observed	Checklist of finding		Observational Notes
		Yes	No	
1.	Strategi untuk mengajar secara efektif meskipun tidak ada kebijakan sekolah tentang integrasi TIK	✓		Menggunakan metode yang sederhana dan alat praktis seperti heandphone. kemudian menerapkannya dengan penggunaan perangkat mobile seperti aplikasi yang menarik.
2.	Metode untuk mengatasi kurangnya kebijakan sekolah tentang integrasi TIK	✓		Melakukan pendekatan baik itu dengan berdiskusi atau berkolaborasi dengan rekan kerja mengenai TIK. Kemudian mengimplementasikannya mulai dari penggunaan yang sederhana sampai bertahap
3.	Pendekatan untuk mengatasi keterbatasan anggaran dalam integrasi TIK	✓		Teacher F Dengan menggunakan alat teknologi yang praktis yaitu heandphone atau menggunakan ketersediaan yang memang sudsb tersedia di sekolah
4.	Memastikan integrasi TIK yang efektif meskipun anggaran sekolah tidak mencukupi	✓		Dengan melakukan evaluasi dan mengidentifikasi pembelajaram dengan mengintegrasikan TIK apakah efektif atau tidak, berhasil atau tidak.
5.	Mengatasi kurangnya pelatihan TIK	✓		Saya terus berlatih sendiri dengan mencari sumber di internet dan mengikuti komunitas guru untuk berkolaborasi mengenai integrasi TIK yang memang sudah ada di rejang Lebong.
6.	Pelatihan mandiri atau mencari sumber daya eksternal untuk integrasi TIK	✓		Teacher F selalu searching google, dan berkolaborasi dengan sesama guru bahasa inggris direjang lebong.
7.	Langkah-langkah yang diambil untuk meningkatkan pengetahuan tentang TIK agar lebih baik dalam integrasi	✓		Mencari sumber di internet ,terus berlatih mandiri, dan bertanya kepada rekan kerja yang memang sudah menguasai integrasi TIK.

8.	Memastikan pembelajaran dan peningkatan pengetahuan TIK secara berkelanjutan	✓		Teacher F tetap diterapkan, jangan berhenti begitu saja dalam penerapannya. Biasanya aya juga melakukan refleksi untuk mengetahui peningkatan.
9.	Meningkatkan keterampilan TIK untuk integrasi yang efektif	✓		Teacher F selalu mencari ilmu-ilmu baru dan selalu belajar berlatih mengenai integrasi TIK yang didapatkan dari platform seperti google, atau aplikasi.
10.	Latihan praktis atau sumber daya yang digunakan untuk meningkatkan keterampilan TIK	✓		Penggunaan sumber daya internet dan aplikasi yang memang berkaitan dengan bahasa inggris.
11.	Mengintegrasikan TIK meskipun ketersediaan komputer terbatas	✓		Teacher F sering menggunakan Heandphone sebagai alat alternatif yang praktis untuk digunakan dalam pengajaran bahasa inggris.
12.	Alat atau metode alternatif yang digunakan ketika komputer tidak tersedia	✓		biasanya menggunakan heandphone.
13.	Mengatasi kurangnya laboratorium komputer dalam metode pengajaran TIK	✓		Teacher F melakukan pengajaran bahasa inggris didalam ruangan kelas bahasa inggris itu sendiri namun tetap dengan mengintegrasikan TIK
14.	Solusi yang diterapkan untuk memberikan pengalaman TIK tanpa laboratorium komputer yang khusus	✓		melakukan pengajaran bahasa inggris didalam ruangan kelas bahasa inggris menggunakan Heandphone, proyektor, dan laptop.
15.	Mengatasi jaringan dan listrik yang tidak stabil untuk memastikan integrasi TIK	✓		Teacher F menggunakan alat alternatif lagi yaitu dengan menggunakan heandphone sehingga untuk kurangnya listrik bisa teratasi dan jaringan internet kembali ke diri sendiri
16.	Rencana darurat untuk kegagalan jaringan atau listrik selama pelajaran yang mengintegrasikan TIK	✓		Menyiapkam media yang sederhana yang memang tidak berhubungan dengan listrik dan jaringan seperti media dari kertas plano.

APPENDIX V Documentation



BIOGRAPHY



Lola Pitaoka was born in Lebong on September 9th 2002. She is daughter of Mr. Wirawisata and Mrs. Kusriani. She Has one brother, her brothers name is Edo Yuius. She is the youngest one. She finished her eementry school at SDN 6 Lebong Seatan graduated in 2014. Hence, she continued to junior high school at SMP Negeri 6 Lebong in 2014 to 2017. After that she became a student of Senior high school at SMK Negeri 3 Lebong in 2017-2020 . Then, she decided to continue her educationin University Level at IAIN Curup and Seected English Tadris Study Program. At the and of her study, she could finish her thesis with the title “Teachers’ Obstacles in ICT Integration for English Language Teaching (The case study of English teacher in Rejang Lebong).”