



## An Exploration of English Teachers' Experiences, Challenges, and Impact in ICT Integration at Senior High Schools

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### **Abstract**

This study explores the experiences and challenges English teachers face in using ICT in the classroom, their strategies for overcoming these challenges, and highlights their impact on the learning process of using ICT in their classrooms. It seeks to understand the role of ICT in shaping the learning process and outcomes. By examining teachers' perspectives, this study provides a deeper understanding of ICT use in the context of senior high school level, including how teachers create, use, and assess technology in learning. Using a descriptive qualitative approach focusing on descriptive narrative, the research was conducted in two Senior High Schools in Bungku Tengah District, Central Sulawesi. Data were collected through structured interviews with four English teachers based on 17 questions according to the interview guideline. Data analysis techniques used by Miles, Huberman, and Saldana: data condensation, coding, data display, and drawing conclusions. The findings revealed specific challenges aligned with the study's focus on exploring experiences, such as limited facilities, technical issues, a lack of ICT skills among teachers and students in using ICT, and low student engagement and enthusiasm. To address these challenges, teachers implemented strategies such as creating learning materials, using learning applications such as Pijar Sekolah applications, Google Forms, learning videos, reaching out to students, dividing students into groups, establishing learning agreements, and creating a more structured learning process. Teachers observed that ICT improved teaching effectiveness and student learning outcomes more interactive. Students responded positively and showed enthusiasm toward technology-based learning. However, concerns were raised about students' reliance on technology, students prefer to use Google Translate instead of printed dictionaries. The study emphasizes the need for ongoing support, access to adequate resources, and continuous teacher training to maximize ICT's role in improving English language education.

**Keywords:** *ICT Challenges; Impact; Strategies; Teachers' Experiences*

### **Introduction**

In the current day, it will be wise to use information and communication technology (ICT) as a tool or media in teaching and learning. According to Simangunsong et al. (2020), ICT is considered a variety of technology accessible for language learning, which has increased significantly in the twenty-

first century. It is undeniable that ICT tools for education have a huge impact on teaching and learning processes because nearly everyone in today's world uses them for communication, play, and education daily. Technology provides easy access to a variety of English learning materials. ICT tools give students access to a wide range of knowledge and learning opportunities outside of the conventional classroom environment, including e-learning platforms, instructional software, and digital resources (Boateng et al., 2022). With ICT, students can learn anytime and anywhere, increasing flexibility and engagement in English learning.

The use of technology in English language teaching has changed over the years. It started in the 1970s, during the era of the audio-lingual method, when teachers began using cassettes and recorders as a medium to teach listening. Subsequently, visual and audio, such as videos, became prominent tools for English language teaching. Computer technology later advanced to the point of being used as wearable systems (Hafifah, 2019). English teachers capitalise on this modern era by integrating various ICTs (Information and Communication Technologies) into their teaching. Abdulrahman et al. (2022), emphasize the importance of using ICTs for education in teaching and learning English, with a variety of ICTs available for effective use in the classroom. Modern classrooms regularly employ technologies like laptops, LCDs, and sound systems to enhance the teaching and learning experience.

In the digital era, the internet and online platforms are now crucial in learning English. Amalia (2023), teachers can use e-learning platforms and English learning applications to provide interactive materials. Students can easily access these resources via smartphones and tablets, making learning more accessible. According to Abdulkareem Alkamel et al. (2018), ICT has a favorable impact on students' attitudes toward language acquisition. Students have a great opportunity to select the components that best meet their learning strategies—needs that traditional techniques could not fulfill. The availability of resources such as graphics, animations, music, and video clips is very motivating since it allows students to practice and demonstrate language skills in creative ways.

The contributions of ICT in English Language Teaching are numerous and significant. As mentioned by Thamarana (2015), teachers set learning objectives designed to help students develop specific technology skills, including the navigation of digital resources and the appropriate utilization of collaborative platforms. However, the extent to which these skills are incorporated into teaching practices, particularly in under-resourced schools, remains underexplored. ICT offers extensive internet resources that assist teachers in curriculum planning and provide the necessary materials. Simulation and visualization in science, as well as text analysis in literature, are used to enhance students' learning abilities. Additionally, various applications and software are utilized to enhance reflection in language learning and provide appropriate teaching examples. These technologies collectively enhance the teaching and learning experience in English Language Teaching by making lessons more interactive, engaging, and effective. This is also supported by Poudel (2022), that ICT tools have been proven to provide benefits for teachers in various activities such as preparing and presenting lesson materials, searching for and collecting learning resources, motivating students, and updating their knowledge. The same goes for students, who can increase their exposure to English, collect and share learning resources, and interact with their peers and teachers more frequently.

However, apart from the important use of ICT in ELT, there are several obstacles experienced by English teachers. Such as a lack of training and technological skills among teachers, as many of them have not received adequate training in the utilizing of ICT for educational purposes. This obstacle is also highlighted in research conducted by Dwiono & Rochsantiningsih (2018), which explains that teachers face difficulties in integrating ICT into the teaching and learning process due to a lack of training and rapid technological changes. Additionally, limited infrastructure and access to technology hinder the effective integration of ICT in teaching. Many schools in Indonesia, especially those in remote areas, still lack access to technological devices such as computers, the internet, and, of course, frequent power outages. This lack of access hinders teacher's ability to incorporate ICT into their teaching practice. Putri

(2022) also emphasizes that facilities and infrastructure in schools remain obstacles for teachers to utilize ICT tools in the classroom. This obstacle is real because the use of ICT requires supporting infrastructure such as computers, electricity, and so on. Without these infrastructures, the use of ICT tools in the classroom cannot be achieved.

Furthermore, a lack of support and resources is a significant obstacle faced by English teachers in utilizing ICT in teaching. School and government support is often limited, including insufficient funds, technological equipment, and technical guidance. Teachers often have to struggle alone to find ways to implement ICT in their teaching. Kennedy (2023) emphasizes these difficulties in using technology effectively in the classroom, highlighting the lack of support for educators and their limited ICT teaching experience. As a result, teachers who lack support often feel less competent and confident in using ICT. This lack of confidence is exacerbated by a lack of high-quality, ongoing training to integrate technology into the classroom effectively.

Although several studies have highlighted the significance of ICT in enhancing English language instruction, there is a paucity of research addressing the specific issues encountered by senior high school educators in rural or under-resourced environments. Existing studies often focus on urban settings with adequate infrastructure, leaving a gap in understanding how teachers in less-equipped environments manage to integrate ICT into their teaching practices. Given the increasing reliance on digital technologies in education, understanding the practical challenges and strategies for ICT implementation is critical for developing policies and training programs that address teachers' needs. This research is essential for informing policies that provide equitable access to technology and improve teaching strategies across varied educational contexts. Considering that the current educational environment is changing rapidly due to advances in technology and developments in teaching methods, this research aims to explore the experiences and challenges faced by English teachers in using ICT in senior high schools. Specifically, it will examine the perspective of teachers with less than 5 years of experience and teachers with more than 6-15 years of experience to provide a comprehensive view of how evolving technology is being used in their classrooms. The following research questions might be formulated based on the research background discussed above:

What are the challenges do English teachers face when implementing ICT into their teaching and learning activities?

What strategies have been successfully implemented by English teachers to overcome ICT-related challenges in their teaching practices?

How do English teachers perceive the impact of these challenges on their teaching effectiveness and student learning outcomes?

## **Method**

This study used the qualitative research design. According to Creswell (2012), qualitative research is generally used to assess the importance of a main idea, investigate problems, and understand individual views on social problems. Qualitative research is a type of research that focuses on explaining and understanding real-world issues by exploring how certain societal situations shape events, behaviour, and meaning (Maxwell & Reaybold, 2015). This research specifically employed a descriptive qualitative approach focusing on descriptive narrative. As Yin & Robert K (2016) the descriptive approach in qualitative research aims to describe phenomena in depth without interference or influence from the researcher.

This study was conducted at two senior high schools in Bungku Tengah District, Central Sulawesi. One of the schools is situated in an area with adequate technological access and facilities, while the other school has limited access to technology and specific policies regarding ICT use in the classroom. These contrasting conditions were essential for offering a diverse perspective on English teachers' experiences and challenges in implementing ICT into their teaching practices. The study involved 4 teachers with the criteria of teachers with work experience: teachers with less than 5 years, 6-15 years, and more than 16 years of experience. The decision to choose these schools was based on academic considerations. The school with sufficient ICT infrastructure provides insights into how teachers optimize available resources, while the school with limited infrastructure highlights the obstacles encountered in resource-constrained environments. This selection ensures the research captures a broader understanding of ICT implementation under varied conditions, thus enriching the study's findings and implications.

Data were collected through structured interviews involving four English teachers. The researcher asked questions according to the interview guideline, which consisted of 17 questions. Data analysis techniques used by Saldaña (2013) and Miles et al. (2014) include 4 stages, namely, data condensation, coding, data display, and drawing conclusions.

### **Finding**

Findings from the study revealed that the data obtained supports the three research questions supported as the data below:

#### **What Are the Challenges do English Teachers Face When Implementing ICT into Their Teaching and Learning Activities?**

The researcher gathered all of the responses from the teacher interviews. The results related to the challenges teachers face when using ICT to implement teaching and learning activities, focusing on several main categories that surfaced from the data analysis. Based on the data gathered, the challenges faced can be divided into several categories below.

##### **ICT Facilities**

Two (2) of the four (4) teachers reported that the ICT facilities in their school were adequate to support learning, as stated by T1 and T2:

*"In our school, if we talk about ICT facilities, thankfully, they are adequate." -T1*

*"As of today, access to ICT facilities such as the internet is sufficient because I see that we already have a laboratory here, with computers that are complete, including Chromebooks, and the projectors are also complete." -T2*

On the other hand, 2 (two) other teachers reported that the ICT facilities at their school were very inadequate, as stated by T3 and T4:

*"It is still inadequate, very, very inadequate. Because there is no language room yet." -T3*

*"In this school, in my opinion, the facilities are still inadequate; even students are not yet allowed to bring handphones to school." -T4*

This shows that access to adequate ICT facilities supports ICT integration in schools. Schools with appropriate facilities typically provide more substantial support for ICT-based learning. In contrast, schools with limited facilities face more challenges in achieving the efficacy of technology use in the teaching and learning process.

#### Technical Issues

An unstable internet connection can interfere with accessing ICT-based learning platforms and applications. Unstable internet or wifi that is not spread in some classes can hinder access to various digital resources, as stated by T1 and T2

*“The use of the internet or network, which is sometimes unstable when we use it during the learning process.” -T1*

*“Sometimes, we usually use WiFi to access materials, but the wifi does not reach some classrooms, so sometimes I use a hotspot from my handphone.” -T2*

In addition to the problem of unstable internet connections, another challenge often faced in using ICT-based learning platforms and applications is the disruption of the electricity supply. Power outages not only cut off access to learning devices and resources but also affect the quality of the internet network, which often becomes slow or even disconnected altogether when the power goes out. T2 and T4 reported this:

*“..... there are usually problems with electricity, so we are forced to use the old method like writing on a whiteboard.” -T2*

*“Then, the internet connection and electricity often go out, so that it can be quite unreliable.” -T4*

This condition emphasizes the significance of support, which involves not just internet access but also a stable electricity supply. Without these two factors, implementing ICT in learning is difficult to run properly, especially in locations with frequent power outages.

#### Challenges in Teaching and Learning

English teachers face various problems when integrating ICT into learning activities, all of which impact the effectiveness of their teaching. 3 (three) out of four (4) teachers reported a lack of ability of both students and student teachers to use ICT.

*“..... the lack of students' ability to use ICT means that there are still students who are not able to operate ICT.” -T1*

*“Well, the challenge is actually in me. Because it means that students are better at accessing ICT than I am.” -T2*

Another challenge English teachers face when incorporating ICT in learning activities is finding suitable teaching methods or techniques and learning materials. Although technology provides numerous chances to improve learning effectiveness, teachers frequently face challenges in determining effective techniques to employ with ICT, particularly in selecting relevant materials that can engage students' interest. As reported by T1 and T2:

*“For me, I still find it difficult to identify the right method or technique that I can use in my learning.” -T1*

*“Sometimes, when making or looking for materials, I need to find someone to help me. Because nowadays most people use Canva to make PPTs.” -T2*

Additionally, students' lack of responsiveness, activity, involvement, and enthusiasm in learning is another challenge that English teachers face. Despite the expectation that technology will make learning more engaging, as said by T1, T3, and T4:

*“.... in terms of learning materials, students are less responsive or active in exploring or searching for the material provided. -T1*

*“So many students are less interested in this subject, which makes it a big challenge for teachers.” -T3*

*“For me, the problem is with the students. nowadays, students are less interested in learning, so we have to be patient in dealing with that.” -T4*

English teachers encounter various challenges when integrating ICT into learning, which affects their teaching effectiveness. Thus, the effectiveness of ICT integration in English teaching is highly dependent on improving ICT skills for both teachers and students and developing effective strategies to promote students' interest and participation in the learning process.

### **What Strategies Have Been Successfully Implemented by English Teachers to Overcome ICT-Related Challenges in Their Teaching Practices?**

After identifying the challenges that English teachers experience while implementing ICT in learning activities, the researcher looked into the strategies they have effectively used to overcome various ICT-related challenges in their teaching practices. The findings related to these strategies are divided into several codes and categories as below:

#### **Preparation of Materials and Learning**

Based on the interview data, researchers discovered various strategies teachers took to overcome these challenges. One of the main strategies used is searching for and preparing appropriate teaching materials, in which teachers thoroughly prepare learning materials and media. T1, T2, and T4 reported that,

*“..... usually at the beginning of the semester, what I do is, of course, look for teaching materials that are appropriate to the learning outcomes that will be achieved in the upcoming semester.” -T1*

*“..... so, if we want to teach before going to school or entering the classroom, I need to think about which class I will teach. I happen to teach in grade 12, so I have to find out what the material is and then prepare it.” -T2*

*“Yes, the preparation involves making learning materials using a laptop. After that, I share the material with the students. For example, at that time, I wanted to provide material about digital literacy, so I had to find and prepare the material.” -T4*

In addition to material preparation and learning, another strategy in this study is the teacher's attempt to determine the best learning method or methodology for integrating ICT. Given the challenges in selecting a method appropriate for the technology employed, T1 and T3 attempted to adjust their teaching technique to the conditions and needs of their students and maximize the potential of ICT to enhance learning effectiveness.

*“..... I also need to find the right method to teach it, and I also use or choose the tools that are appropriate for the desired learning.” -T1*

*“The first thing is that we have to prepare; for example, if we are teachers, we have to provide the equipment. Then, for example, this year, I will choose the learning method that I like, and it must also be appropriate for the students.” - T3*

Besides selecting the appropriate learning method or technique, English teachers introduce learning materials, especially at the first meeting. As said by T1 and T4

*“So, when teaching in the classroom, what I usually do at the first meeting to introduce ICT is use the Pijar Sekolah app or introduce the material using YouTube or other resources related to the lesson.” -T1*

*“... for the first meeting, we automatically start by introducing ourselves to the students. After the introduction and introduction of the material to be taught, especially now in the Merdeka curriculum, it is impossible for us as teachers to teach directly. I assess the students first. What kind of assessment will we give.” -T4*

Considering the conditions described above, teachers carefully develop learning materials aligned with the desired learning goals and choose appropriate facilities and infrastructure for teaching. Furthermore, teachers place a high value on determining the best approach or strategy for incorporating ICT into learning, tailored to their students' conditions and needs.

### Use of Technology in Learning

The use of technology in learning is one of the ways to deal with various ICT challenges. The findings reveal that teachers are actively involved in selecting, customizing, and employing the technology that is deemed most appropriate to support the teaching and learning process rather than just preparing learning materials. As reported by T1, T2, and T4

*“I usually use the Pijar Sekolah app to conduct lessons and carry out assessments, both summative and formative assessments.” -T1*

*“I usually give the questions through Google Forms, so I no longer use paper when practicing exercises or during the daily tests. I send it to the students.” -T2*

*“Sometimes, I just give students a link to access the lesson. Then, they can open or access the link. So, I have created a link earlier for the learning, so the students need to access it later. There will be questions and answers, everything is already on the link.” -T4*

Not only that, presenting digital learning materials helps teachers deliver dynamic and conveniently available content to students, which increases engagement and motivation to learn. Teachers can help students gain a deeper knowledge of the content by using digital technology effectively, overcoming obstacles in ICT-based teaching, as reported by T1, T3, and T4

*“The activities that I usually do, especially those based on ICT, are presenting or providing materials through learning videos, or sometimes I send learning materials by WhatsApp groups.” -T1*

*“.... initially I had already prepared the game from home, but in the form of that application.” -T3*

*“So, I asked the students to bring their phones, and then I explained that we would only use the phones to access the learning. After that, I gave them a link and explained anything they did not understand about the lesson. Then, I held a Q&A session.” -T4*

Teachers can maximize the usage of technologies or applications appropriate for each student's learning style by studying their preferences and familiarity with various technology tools. When students have access to learning through platforms or devices that they find appealing and simple to use, they are more motivated and engaged in the learning process.

*"I provide options on how to learn using ICT because, as a teacher, I know that students have different characteristics or learning styles. Usually, I give students the option to study or search for learning materials by reading books or using applications like YouTube and Google, and now we, here at this school, are using the Pijar Sekolah application." -T1*

*"So, I have to balance it with the students. I mean, we should not get stuck in previous ways of learning. Now students are in the era of technology, for example, games already use English, so we as teachers must take advantage of that." -T3*

The use of technology in education assists teachers in overcoming ICT challenges by selecting suitable applications such as *Pijar Sekolah* and *Google Forms* for evaluation and interactive materials. Dynamically presented digital materials, such as videos and access links, enhance student engagement. Understanding students' learning styles allows teachers to provide learning alternatives such as books and digital applications, making learning more relevant and interesting in the modern era.

#### Teacher's Approach to Understanding Student Learning

Based on the interview, one of the teacher's strategies is to approach students. A personal approach that pays attention to student characteristics is essential to overcome challenges related to the use of ICT in teaching practice, as reported by T1 and T3:

*"..... I need to know the characteristics of students by conducting diagnostic and cognitive assessments where we can see the students' needs and learning styles." -T1*

*"The first thing is, of course, the approach first, as I said earlier. Then I find out what the problem is. For example, this student does not like me or my teaching method. So, I create groups; for example, 5 people in the class are good at or can speak English, and I appoint these 5 students as coordinators for their friends. So, if these students are embarrassed to ask me, they can ask their coordinator friends instead." -T3*

Furthermore, active student participation in the learning process is essential. Allowing students to actively engage, whether by using learning tools, peer conversations, or technology-based projects, allows them to build important digital skills while increasing their comprehension of the learning material.

*"I always organize or divide study groups in every lesson and ensure that students in the class or within the groups that have been divided are actively involved in the learning process. Then, students can facilitate collaborative projects using mobile phones, laptops, and Chromebooks available at school." -T1*

*"ICT is still quite rare, but when I mention groups, they already know what to do and are directly involved. So, after they are in a group, they need to find what is assigned to them through their phones or laptops. There is no need to search far anymore because ICT is beneficial now." -T2.*

Based on the conditions described above, having a personal approach to students is one of the teacher's strategies for overcoming challenges in utilizing ICT, as is organizing study groups so that students who feel embarrassed about asking questions to their teacher may speak with their more informed classmates. Furthermore, active participation of students in the learning process, whether



through learning tools, group discussions, or technology-based projects, promotes their engagement and comprehension of the material.

### Conducting Monitoring and Evaluation

Monitoring and evaluation are critical strategies for successfully applying technology in teaching. Teachers are responsible for controlling the use of technology. As part of the classroom management strategy, teachers play a crucial role in directing and reminding students to use ICT devices in line with established learning objectives, as expressed by T2 and T4:

*"I just need to remind them that students usually know more about ICT than I do as a teacher. So, I tell them we can use the tool, but the portion should be clear and should not be used it for anything other than learning. That is what I have to tell them about because students often get caught if, for example, I ask them to access the material, but they end up opening something else." -T2.*

*"For the strategy, for me, the important thing is that we establish a learning agreement from the beginning, especially in the context of using ICT. So that it does not deviate from what we have agreed on. So that students also do not deviate from the agreement and are more focused and also responsible in utilizing the ICT." -T4*

Besides that, utilizing existing technology and improving the quality of teaching is essential to ensure effective and relevant learning, especially given the rapid growth of technology. As said by T1 and T2,

*"My strategy is to continue utilising existing technology in the learning process. Secondly, I continue to improve the quality of my teaching by attending various training sessions." - T1*

*"To utilize ICT, I have continued to try to create learning materials that students can access." -T2.*

Teachers employ monitoring and assessment as essential tools to ensure the use of technology in the classroom. Teachers control students' technology usage by reminding them to focus on learning objectives through explicit learning agreements. Furthermore, teachers continue to employ technology to improve teaching quality by making resources more available to students and participating in competence training. These tactics contribute to more relevant and high-quality learning.

### **How do English Teachers Perceive the Impact of These Challenges on Their Teaching Effectiveness and Student Learning Outcomes?**

After knowing the various challenges that English teachers face when implementing ICT-based teaching activities and the strategies that have been successfully implemented to overcome these challenges, this study investigates the impact of these challenges on teaching effectiveness and student learning outcomes, not only on teaching effectiveness but also on student responses and the impact on ICT learning.

### Teaching Effectiveness

Teaching effectiveness is one of the main aspects affected by challenges in using ICT in the classroom. Based on the interview results, several English teachers said that, while experiencing challenges, student achievement is still quite good. Using ICT in the classroom can improve time efficiency and facilitate material delivery.

*“The impact of the challenges I face on teaching effectiveness in the classroom is not too significant because we can see this from the results of student learning outcomes, that I see are still categorized as good, in the sense that what I planned or what I want to achieve can be achieved well.” -T1*

*“I think the impact is that once we understand it, it will become easier for us to teach, and the time will be used more effectively. So, we also have to keep trying to be able to do it.” -T2.*

*“Well, using ICT makes it easier because it is no longer complicated to write and so on. We can explain the material easily, and students no longer need to carry bags filled with heavy books.” -T3.*

### Student Responses to ICT Learning

Teachers reported that students exhibited high enthusiasm and interest when learning through ICT.

*“So far, their response has been very positive. They are very happy when we use ICT in the learning process.” -T1*

*“I feel that I know the students will be happy too if they are involved with ICT.” -T4.*

### Impact on Students

In addition to teaching effectiveness and student response, the influence of ICT causes students to rely on technology. T2 reported that students rely more on digital tools like Google Translate.

*“The impact is that after using ICT, students become dependent on it. For example, when they are asked to bring a printed or traditional dictionary, they prefer something faster, like Google Translate, which we also really need, and also easier.” -T4.*

Despite English teachers' challenges while implementing ICT in the classroom, its influence on teaching effectiveness and student learning outcomes is good. ICT can enhance time efficiency, enhance materials delivery, and modernize and practicalize the learning process. Students' responses to ICT-based learning are positive, expressing high enthusiasm and interest, boosting their motivation to study. However, the use of ICT influences students' reliance on technology, particularly the use of digital tools. ICT has a good influence on teaching and student involvement, although it is necessary to be aware of the potential for reliance. To measure these aspects, the research used teacher-reported results from interviews, which collected their perceptions on how ICT impacted lesson efficiency and student achievement. No direct observations of student learning outcomes or quantitative measures were done, limiting the findings' generalizability but providing valuable qualitative insights into the teachers' experiences.

### Discussion

The study's findings describe three key aspects that require further discussion: the challenges that English teachers experienced when implementing ICT into teaching and learning activities, the strategies successfully implemented to overcome these challenges, and the impacts on teaching effectiveness and student learning outcomes. The following section explores these findings in connection to existing research, offering useful insights and implications for schools and teachers.

## Challenges in Using ICT

The results found that the three major challenges in implementing ICT in teaching and learning are because of ICT facilities, technical issues, and challenges in teaching and learning. Teachers identified infrastructure limitations such as language rooms that had not been provided, internet connections that were often disrupted, and electricity problems. This is reasonable because teachers often face these challenges, regardless of the length of teaching experience they have. This matches the reality of the field and is consistent with the findings of previous research (Champa et al., 2019; Santosa et al. 2022; Ndibalema & Mrosso (2024). ICT implementation in teaching English faces problems such as inadequate infrastructure, insufficient training, and limited resources. This suggests that proper facilities and teachers' ICT skills impact the success of ICT implementation. This aligns with research conducted by Putri & Syafradin (2022), emphasizing that ICT use requires facilities like an internet connection, devices, electricity, etc. Sokku & Anwar (2019) argue that the lack of teachers' ICT skills is the reason why they are not ready to implement ICT in the classroom. Students are often confused when using ICT because they typically use it to play games rather than study. This shows a lack of interest in learning among students, and many students are passive in the learning process. Ghanbaripour et al. (2024) Emphasize teachers' role in developing plans to increase student enthusiasm and ICT involvement.

Teachers should use effective methods and guides to encourage students to use ICT for learning instead of enjoyment Brame (2016). However, in contrast, Souheyla (2019), who presents a different perspective, argues that, despite limited facilities and inadequate internet access, ICT integration is beneficial when combined with training and innovation. Teachers who are comfortable using technology can promote active learning and increase student learning outcomes, highlighting the importance of teacher innovation and professional development in overcoming technical challenges.

Therefore, increasing teacher capacity through ongoing training and proper infrastructure is critical. Teachers can use pedagogical innovation to use ICT more effectively, enhance student engagement, and overcome existing resource restrictions. This underlines the need for collaboration among teachers, schools, and policymakers in promoting inclusive and sustainable ICT deployment.

## Strategies to Overcome ICT Challenges

The study found that teachers have implemented strategies to overcome these challenges and maximize the potential of ICT in learning. The result found that teachers use the strategy of preparing appropriate materials and methods, using learning applications such as Pijar Sekolah applications, Google Forms, learning videos, reaching out to students, and conducting monitoring and evaluation. That strategy used is also consistent with Efriana (2021), who suggests addressing ICT implementation issues, such as creating teaching materials, using simple platforms, reaching out to students in advance, and asking for tutor assistance. This is quite reasonable because it reflects a proactive approach to addressing the challenges teachers experience when bringing ICT into the classroom. Teachers can create a more supportive and structured learning environment by implementing these strategies. Additionally, teachers also divided students into groups and established learning agreements at the beginning of the academic term. Zuchrifa (2024) states that implementing learning agreements can be a helpful strategy to improve academic quality and discipline in the classroom. The learning agreement enhances disciplinary behaviour and impacts other parts of student discipline. This aligns with Brewer et al. (2007), who state that a learning contract is a result of discussions between teachers and students to align learning and teaching objectives. Teachers also monitor students when using technology during ICT-based learning. Montaya & Barbosa (2020), by observing students' use of technology, educators can help them use technology wisely and safely, which will help students use the internet responsibly.

However, group divide strategies in ICT-based learning are not effective without good management, leading to uneven participation and domination among some students. In contrast, others contribute minimally, and a lack of clarity in work division leads to conflict (Donelan & Kear, 2023). Dyer et al. (2018) Learning agreements are commonly perceived as ineffective, their effectiveness is dependent on the implementation and integration into education. Learning agreements may fail if they are extremely inflexible or not linked with real learning needs, resulting in participant disengagement. Therefore, monitoring and controlling the use of technology by teachers in ICT-based learning will encourage the implementation of safer and more efficient technology.

### **Impact on Teaching and Learning Effectiveness**

The findings indicate that ICT impacts the effectiveness of classroom teaching. The impact of using ICT in English learning can be seen through the increased involvement of students in learning activities. ICT makes the learning process easier to adapt to students' requirements; making materials more easily and interactively, making teaching more time efficient. ICT can significantly enhance the effectiveness of teaching and learning. This aligns with Rahis Pasaribu et al. (2023) that using ICT in language learning improves efficiency and effectiveness for teachers and students, and impacts how learning processes and receive information or knowledge. Maryono (2016) states that ICT helps teachers facilitate teaching, manage time, provide materials, and deliver effective learning to achieve better learning outcomes. The response from students is also quite good, and students show enthusiasm for learning about technology. This is similar to Triassanti et al. (2022), which revealed that students responded positively to using ICT media in English learning. ICT media enhances students' understanding of the material presented by the teacher, increases their enthusiasm, and keeps them engaged in the learning process. Using digital tools like Google Translate and other learning apps so that students can complete assignments or understand materials more easily, the time needed for learning and teaching becomes efficient.

However, although the use of ICT has good effects, there is concern about students' dependence on technology. Teachers indicate that students' reliance on digital resources which can limit critical thinking and develop language skills independently. Hori & Fujii (2021) show that while ICT is an effective learning tool, excessive use can hinder basic language skills development. The use of technology in classrooms should be assessed not only by how frequently it is utilized but also by its effectiveness. Therefore, to be effective, ICT must be used in a balanced way, ensuring that students develop cognitive, language abilities and technological competencies. Teachers must manage ICT adoption to balance technical support with the development of students' critical thinking and autonomous learning abilities.

### **Conclusion**

This study explores the experiences and challenges English teachers face in using ICT in the classroom, their strategies for overcoming these challenges, and highlights their impact on the learning process of using ICT in their classrooms. The challenges, strategies, and impacts faced by teachers generally tend to be similar, regardless of the length of their job experience. The results show that English teachers face several challenges, including limited facilities, technical issues, and other challenges such as a lack of skills among teachers and students in using ICT and a lack of student engagement and enthusiasm during the teaching and learning process. To address these challenges, teachers implement several strategies, including creating learning materials, using learning applications such as Pijar Sekolah applications, and Google Forms, learning videos, reaching out to students, dividing students into groups, establishing learning agreements, and monitoring to create a more structured learning process.

The positive impact of ICT use can be seen in improved teaching effectiveness and student learning outcomes through more interactive and efficient delivery of materials, although there are

concerns about students' reliance on technology. This study provides insights for teachers and schools to support the effective use of ICT through the provision of adequate facilities, continual training, and innovative teaching practices. With the correct support, ICT has the potential to significantly improve the quality of English learning in the long term.

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