

## PERCEPTION AND CHALLENGE FOR INTEGRATING ICT IN ENGLISH LANGUAGE TEACHING

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### Abstract

The field of education has seen a significant change due to information and communication technology (ICT). Education ministries worldwide have already approved the integration of ICT into educational systems. Since a decade ago, English Language Teaching (ELT) has been integrated with information and communication technology (ICT) in secondary schools. Adoption of and efforts for integration ICT in ELT differ significantly from the state of an actual implementation. The study seeks to investigate the attitudes of English teachers at the secondary level regarding ICT integration in Communicative Language Teaching (CLT) as well as the variables that prevent its implementation. The article also makes an effort to look at the difficulties English instructors in secondary schools have in successfully integrating ICT into their classrooms. In an effort to assess instructors' attitudes on using ICT in ELT. The result shows teachers' attitudes towards ICT-integrated CLT 79.62%, which obtained the "high" category, and another aspect was 75.91%, which got the "high" sort in facing challenges due to the implementation of ICT. Overall, 77% of teachers achieved good scores in all aspects. The present studies do not adequately address the unique issues that instructors encounter when implementing ICT into their courses, such as a lack of training, resources, and an unwillingness to change. Even if the majority of instructors are enthusiastic about ICT, it is vital to examine how these attitudes convert into real-world classroom procedures and how they affect student learning results.

## Introduction

Globalization and rapid technological advancements have resulted in a borderless world of global knowledge and global learning (Umar & Hassan, 2015). Information and communication technology (ICT) has become increasingly important in various areas, including education. The government has explicitly acknowledged the importance of ICT in education by adopting initiatives such as Smart Schools, computer laboratories, educational web TV, and Teaching Mathematics and Science in English. Teachers and students today have better access to information than ever before. However, student learning effectiveness will be restricted until educators grasp the instructional potential of ICT. According to a Bengkulu University research, students who prefer autonomous and group learning environments—particularly millennials—perform much better academically when they participate in digital application-based learning. Integrating digital technology and multimedia into the classroom is necessary to create a more interesting and effective learning environment (Baryanto et al., 2023). Teachers' beliefs are the critical factor affecting how technology is implemented in teaching and learning. It implies that enhancing students' academic achievement, necessary thinking skills, and creativity requires teachers to employ ICT. (Simin & Sani, 2015). ICT Utilization to Improve Education Learning is challenging because teachers lack the essential technology abilities to use English as a tool to assist in the learning process, not the other way around. Using electronic media in English learning activities can provide a variety of engaging learning strategies for the benefit of teachers and students (Yumnam, 2021). Teachers can assist student learning by looking to media of technology, such as smartphones, in an era where digital tools are widely used. (Maru et al., 2021). Additionally, teachers can more easily enlighten students by utilizing the internet as a medium by doing things like looking for content online (Bhandari, 2020). Since the majority of teaching resources are now available online, it is crucial for teachers to be tolerant of the rapidly evolving technologies and to apply them in English courses. Teachers should also be proficient in using technology.

Technology education shouldn't be something new, but it is a skill that English teachers need to be proficient in. In this situation, teachers can quickly pick up technology skills, as seen by how simple it is to receive resources from the internet (Hafifah & Sulisty, 2020). This benefit makes it simpler for teachers to carry out their duties of instructing and studying (Al-Kadi & Ahmed, 2018). It is crucial to teach reading to students with an emphasis on ICT integration, especially when everything uses new teaching methodologies (Dianti & Atmanegara, 2019). Students who can use technological media support this, making it easier for teachers to use technology, resulting in more unified teaching and learning activities (Shabbir & Khan, 2019). However, this makes teachers' opinions about the use of technology in English instruction more critical. Because every teacher has a different learning style, how well teachers advance in integrating technological elements into English instruction may depend on their perceptions about incorporating ICT.

Other than using a mixed learning strategy, teaching English in the classroom also makes use of technology to its fullest potential (Nugroho & Matra, 2022). However, effective use of ICT in school will ensure this achievement. Because of this, it is crucial to comprehend instructors' perceptions by way of the deployment of ICT in English classrooms, even though teachers have a variety of teaching techniques. Additionally, it can be challenging to integrate ICT into English study. To incorporate ICT resources into the classroom and to establish a productive teaching and learning environment, education policy has been revised. The Secondary English Curriculum has also been modified as a result of this.

For successful technology-enhanced language learning, digital technologies are made available in classrooms, and teachers receive specialized training in ICT use. The success of these programs will only be guaranteed while tools of ICT were used decently in the ground level, which is in the classroom. Although both government and non-government organizations have taken several good initiatives to use ICT efficiently in the teaching and learning process. In order to comprehend teachers' attitudes towards examine how these policies and initiatives are being put into practice on the ground level before using ICT in school to educate students to secondary level students and identifying the difficulties they encounter in doing so.

ICT use in learning language and instruction is not a new method for teachers (Dobrotae et al., 2012). Especially in nations where English was taught as a foreign language. According to Skinner & Austin (1999), the use of technology makes teaching and learning foreign languages simple, engaging, and exciting. In addition to providing a genuine learning environment, it also supports the development of the learner's language abilities in the areas of speaking, reading, writing, and listening. The independence of learning at their own time, pace, and location is provided to learners by technology improved language learning and mobile assistant language learning (Dash & Kuddus, 2020). Smartphones, tablets, and iPods are a few MALL gadgets that help learners learn languages more quickly and easily (Chatterjee & Kuddus, 2015).

According to Lankshear & Knobel (2018), ICT has enabled new and more effective ways of doing things and provides new instruments that support students' creation of learning. However, research shows that ICT use, particularly among teachers, is still restricted (Gakuru et al., 2009). As a result, understanding how and why ICT is used or not used in various circumstances remains critical. According to research, including ICT in school encourages students to actively participate in their education rather than being passive observers or listeners. ICT is also regarded to be important for assessing the effectiveness of classroom instruction and student learning (Lin et al., 2012). Because of the promise it provides, ICT has developed to play a crucial role in efforts to reform education. Many countries have set aside significant funds to integrate ICT into teaching. Since the late 1990s, many governments have developed strategic strategies to increase ICT spending in their institutions of learning (Gao & Hargis, 2010).

Since the late 1990s, governments have been investing heavily in Information and Communication Technology (ICT) in their educational systems. Australia spent \$8 billion on ICT in 2008, while the US spent over \$9.5 billion in 2006. The UK invested £880 million in ICT between 2008 and 2009 (Luu & Freeman, 2011). European nations have also recognized the benefits of ICT, with the first phase of laptop computers distributed to primary schools for standard

one student. Demouy and Kukulska Hulme said MALL gives students a wide range of opportunities to practice speaking and listening (Demouy et al., 2011). By way of the process of socializing, social networking sites (SNS) aid language learners in the development of their language skills. In terms of accuracy, fluency, and pronunciation, it also helps young learners speak English more effectively. Young language learners are encouraged to acquire a second language both inside and outside of the classroom by various technology-based cartoon films and blogs. With curiosity and passion, YouTube facilitates language learning (Dwi et al., 2013).

Regarding this, Silviyanti argued emphatically that YouTube encourages students to study by viewing videos and perfecting their native-sounding pronunciation (Silviyanti & Yusuf, 2015). YouTube facilitates language learning by way of interest and passion. In this regard, Silviyanti asserted unequivocally that YouTube stimulates learners to study by viewing videos and practicing pronunciation like a native speaker. Another technology tool, multimedia, improves teachers' teaching ability and builds the excellent use of class time (Dash & Kuddus, 2020). It encourages communication between teachers and students while rejecting the conventional teacher-centered educational approach. Studies have been conducted to investigate instructors' attitudes toward incorporating ICT in education, since adopting new technology successfully requires that users have a good attitude about it.

According to Skryabin et al (2015), the successful integration of technology in language education is primarily determined by instructors' attitudes about technology. Teachers' attitudes on computer use in the classroom. Furthermore, instructors' personal backgrounds, enthusiasm in utilizing ICT, and desire to integrate in EFL classrooms all play a role in successful ICT integration in classroom settings. The government adopted the "ICT in Education Master Plan 2012-2020" after researching the advantages of ICT in education, particularly in language teaching. The approach states that students at all educational levels have access to ICT-based training and education resources. In order to achieve a real-time impact of ICT in education, the government has implemented multimedia/smart classrooms in educational institutions.

The government prioritizes ICT-based English language teaching in secondary education rather than ICT literacy as part of the training provided to secondary school teachers on how to use ICT tools in the classroom. (Reichelt et al., 2016). A teacher's guide has been created by the National Curriculum and Textbook (NCTB) for educators to better understand the subject and effectively instruct students using ICT resources. (Khan & Kuddus, 2020). A teacher's guide has been created by the National Curriculum and Textbook (NCTB) for educators to better understand the subject and effectively instruct students using ICT resources.

After reading relevant articles on the topic, the researcher was motivated to look into the practicalities of implementing ICT in Education policies and initiatives by examining secondary level English teachers' attitudes toward ICT integrated into CLT and the difficulties they encountered in putting it into practice. Although ICT usage in the classroom has advanced, previous research has mainly ignored the particular challenges faced by teachers in Bengkulu, Indonesia. A world of global information and learning without borders has been made possible by globalization and technological advancement, but a noticeable lack of infrastructure, such as

dependable internet connectivity and access to contemporary technological resources, makes it difficult to integrate ICT effectively in English language instruction.

Teachers' perspectives and technical expertise are crucial to the efficacy of student learning; nonetheless, many educators bemoan a lack of opportunities for training and professional development that are relevant to their needs. Teachers find it difficult to use ICT resources effectively in the classroom due to this mismatch, particularly in rural and impoverished areas where training gaps and restricted access to technology make instruction more difficult. Furthermore, previous research has typically overlooked the ways in which regional education policies influence instructors' viewpoints and the inclusion of ICT into their lectures. If instructors prioritize ICT literacy above comprehensive training in pedagogical approaches for incorporating technology, they may be unable to use these tools successfully.

For both teachers and students, smartphones and the internet may be interesting teaching resources. Technology-enhanced language learning is one example of blended learning, which is essential to providing high-quality English instruction. More research is needed to understand the contextual elements that affect teachers' instructional practices and attitudes toward ICT because of the consequences of local legislation as well as the unique problems that instructors encounter, such as inadequate infrastructure and training.

On the other hand, teachers' perspectives about using ICT in school to teach English can influence their success. It is critical to analyze teachers' attitudes about using ICT in school and identify problems they confront in order to ensure successful implementation of ICT. The perspectives of the teacher regarding the use of technology in the classroom, as well as their personal backgrounds, passion, and willingness to integrate into EFL classrooms, all play a part in successful ICT integration.

When attempting to properly integrate ICT into their English language teaching practices, teachers at SMAN 1 South Bengkulu encounter a number of challenges. For educators wishing to integrate digital resources into their lessons, Bengkulu's seaside location poses significant hurdles due to limited availability to trustworthy technology and fast internet. Moreover, a lot of teachers feel unprepared or have not had enough ICT training, which reduces their confidence and ability to utilize these technologies effectively. Moreover, cultural perspectives on technology may influence educators' use of ICT in the classroom; some may perceive it as a needless hassle rather than an essential supplement to their pedagogy. Financial constraints make these problems worse by preventing the school from making investments in state-of-the-art infrastructure and technology. As a result, teachers at SMAN 1 South Bengkulu may struggle to create engaging, technology-enhanced learning environments that facilitate student participation and success, reflecting the broader context of educational practices in this diverse region of Indonesia.

Although many studies have examined the integrating ICT in English Language Teaching, there is a lack of previous research on how teachers identify the perception and challenge of integrating ICT in English Language Teaching. Therefore, the researcher intended to fill the gap on perception and challenge.

## RESEARCH QUESTION

1. What are teachers' perceptions of integrating ICT in English Language Teaching?
2. What specific challenges do teachers face when integrating ICT in English Language Teaching, particularly in terms of proficiency with ICT tools in class and availability of institutional training and resources?

## **Methods**

### **Design**

Using a quantitative survey study methodology, the researcher investigated the concerns and attitudes of four English instructors at SMAN 1 South Bengkulu. This strategy was selected because it allows for the methodical collection of numerical data to consistently portray the viewpoints of instructors and ensures that the local educational setting is represented. As defined by Creswell (2012), survey research is a quantitative method in which a sample or the entire research population is given a survey to describe the population's traits, opinions, behaviors, or attitudes. In general, questionnaires are used in survey research to acquire data from research subjects. In order to collect data for this research, structured questionnaires were created utilizing a blend of tried-and-true tools and newly developed items specifically designed for this context. This allowed for a methodical analysis of attitudes and issues. In order to ensure relevance and reliability in assessing teachers' attitudes on ICT integration, the survey questions were developed following a thorough review of the literature and included components from previously validated tools (Hafifah & Sulisty, 2020). The questionnaire data was examined quantitatively to discover teachers' perceptions of attitudes and challenges in implementing ICT in CLT.

### **Context and Participants**

SMAN 1 South Bengkulu is situated in the coastal city of Bengkulu, Indonesia. The city is home to a diverse range of ethnic groups, including Malay, Javanese, and indigenous Bengkulu inhabitants. This diversity affects teaching strategies and perspectives on integrating technology into the classroom.

In terms of total teaching experience, the four teachers have been an English instructor for more than two years. They are selected after giving it some thought. To start with, they have teaching expertise in English. Secondly, media was typically used to teach English. A complete procedure for total sampling was used as the sample consisted of four teachers with similar traits and educational backgrounds. This strategy guarantees that all group members are included and provides a lot of information about their experiences using ICT into the classroom.

### **Instruments**

The researchers developed a survey after carefully examining the pertinent literature to find out what secondary level teachers felt about integrating ICT in CLT and to find out what challenges they faced. Moreover, previous research findings that highlight significant barriers to efficient ICT use in language education have an impact on the challenges that educators face when implementing technology (Simin & Sani, 2015).

The average assessments from a five-point Likert scale, which quantitatively evaluates attitudes and difficulties and offers statistical context for interpretation, will serve as the basis for the study findings. Likert scales, which allow for more complexity, are often employed to evaluate attitudes and viewpoints through graded responses. With five possible answers, the Likert scale enables respondents to indicate how much they agree or disagree with a statement or question on a positive-to-negative scale (Hutchinson, 2021). The 5-point Likert scale is easy to use and comprehend for both survey administrators and participants. Compared to higher-point scales, it requires less time and effort to complete. more closely fits the screens of mobile devices than higher-point scales.

Each question is representation of two types of categories: Attitude towards ICT integrated CLT (question number 1-13) and Challenges of implementation of ICT in CLT (question number 1-11). The questionnaire's 24 items directly address views and concerns concerning ICT integration in English language training. These items, which were either designed particularly for this study or derived from earlier research, offered context for the findings. Then, the survey captures a comprehensive view of teachers' perceptions regarding the integration of ICT in Communicative Language Teaching (CLT), as previously discussed in the literature" (Skryabin et al., 2015).

### **Data Collection**

Respondents to the questionnaires were supplied by the researcher to make sure that data collection followed the goals of the study and was consistent. It was advised that in order to make sure they properly understood the questions, respondents should take the surveys home and give the subjects more thought. The responders should pick up the questionnaires the next day, hence reducing the level of bias in the data. The researcher will code and tabulate the information in Microsoft Excel once each respondent has finished their survey.

### **Data Analysis**

Microsoft Excel application was used to measure and evaluate the data from the responses. The data were evaluated, and conclusions were drawn using the mean and standard deviation calculated using Microsoft Excel. The study's accuracy in methodology is strengthened by using mean and standard deviation as the main statistical measures to analyze the data from the structured questionnaires. The mean shows teachers' attitudes toward ICT integration, while the standard deviation shows the variability in those attitudes. Moreover, using Microsoft Excel for this analysis makes precise calculations and effective data management possible.

## **Results**

In this research, the data display explained the results of the research in each component. This study aimed to investigate the perception and challenge of integrating ICT in English language teaching. In this research, the total number of teachers who answered the questionnaires

was 4 English teachers in SMAN 1 South Bengkulu. The questionnaire used in this research was adopted from Khan & Kuddus (2020). Data analysis was reported, and the analytical techniques applied in the data computation were explained in this research computation using Google form and Microsoft Excel. The summary result data analysis can be seen as followed :

**Table 1**  
*The summary in each component*

No	Aspects	Mean	Percentage	Stdev
1	Attitude towards ICT integrated CLT	51,75	79,62%	8,221
2	Challenges of implementation of ICT in CLT	41,8	75.91%	8,139

The overview of teachers' cognitive factors when utilizing ICT was displayed in the table. Teachers accounted for the largest percentage of the Attitude towards ICT integrated CLT (79,62%) with a mean score of 51,75 and standard deviation was 8,221. The final one, with a mean of 41,8, is the lesser percentage, which came from challenges of implementation of ICT in CLT (75,91%), and standard deviation was 8,139. According to the justification given above, more of 77% of teachers get a good score of each aspect.

**Table 2**  
*Data analysis of attitude towards ICT integration in CLT*

NO.	Attitude towards ICT integrated CLT	(S A)	(AGREE)	(UND)	(DIS )	(S D)	AV	Category
1	Statement 1	1(25%)	2 (50%)			1(25%)	4	High
2	Statement 2		2 (50%)	2 (50%)			3,5	Moderate
3	Statement 3	1 (25%)	1 (25%)	2 (50%)			3,75	Moderate
4	Statement 4	2 (50%)	1 (25%)	1 (25%)			4,25	Very High
5	Statement 5	1 (25%)	2 (50%)	1 (25%)			4	High
6	Statement 6	1 (25%)	2 (50%)	1 (25%)			4	High
7	Statement 7		3 (75%)	1 (25%)			3,75	Moderate
8	Statement 8	2 (50%)	1 (25%)	1 (25%)			,25	Very High



9	Statement 9	1 (25%)	2 (50%)	1 (25%)		High
10	Statement 10	1 (25%)	2 (50%)	1 (25%)		High
11	Statement 11	1 (25%)	3 (75%)		,25	Very High
12	Statement 12	1 (25%)	2 (50%)	1 (25%)		High
13	Statement 13	1 (25%)	2 (50%)	1 (25%)		High

In this category, majority of the questionnaire items obtained “high” category in questionnaire item number 1, 5, 6, 9, 10, 12 and 13. The result show 75% of the teacher chose strongly agree while the rest 25% chose agree. The predicate obtained was “very high” with the mean score of 4,75. In questionnaire item number 4, the result show 50% of the teachers chose strongly agree while the rest 25% chose agree and undetermined. The predicate obtained was “very high” with the mean score of 4,25. In questionnaire item number 8 and 10, the result show in number 8 50% of the teachers chose strongly agree while the rest 25% chose agree and undetermined. In questionnaire item number 10, the result show 25% of the teachers chose strongly agree while the rest 50% chose agree and 25% chose undetermined. The predicate obtained was “moderate” In questionnaire item number 2, 3, and 7. the result show 75% of the teachers chose agree while the rest 25% chose undetermined. According to these results, it may be concluded that teacher’s attitude towards ICT integrated CLT had positive effect on learning English.

**Table 3**

*Result towards the challenges of implementation of ICT in CLT*

Challenges of implementation of ICT in CLT	(S A)	(A)	(UND)	(DA)	(SD)	AV	Category
1 Statement 1	1 (25%)	2 (50%)	1 (25%)			4	High
2 Statement 2		3 (75%)	1 (25%)			3,75	Moderate
3 Statement 3	1 (25%)	2 (50%)	1 (25%)			4	High
4 Statement 4	2 (75%)	1 (25%)	1 (25%)			3,25	Moderate
5 Statement 5	2 (50%)	1 (25%)	1 (25%)			4	High
6 Statement 6		3 (75%)	1 (25%)			3,75	Moderate
7 Statement 7	3 (75%)	1(25%)				3,75	Moderate
8 Statement 8	1 (25%)	2 (50%)	1 (25%)			4	High
9 Statement 9	1 (25%)	2 (50%)	1 (25%)			4	High

10	Statement 10		2 (50%)	2 (50%)	3,5	Moderate
11	Statement 11	1 (25%)	1 (25%)	2 (50%)	3,8	High

In this category, majority of teacher obtained the answer “High” while the rest was obtained moderate. Category in the result of high was the questionnaire item number 1, 3, 5, 8, 9, 11. While the rest was get answer “moderate” in number 2, 4, 6, 7, and 10. The item number 4 and 7 told that 75% chose very agree. It showed that teachers have limited time to integrate ICT in their teaching and also they have Insufficient technical support for teachers. Most teachers admit that there are many challenges that must be faced in teaching English using ICT media. These deficiencies must be addressed and solutions found so that they do not interfere with learning activities. According to these results, it may be concluded that Challenges of implementation of ICT in CLT had significant effect on integrating ICT in English Language Teaching

**Table 4**  
*The mean of range of the Likert scale*

No	Answer	Proper Range	Scale	Category
1	Strongly Agree	4.20 - 5.00	5	Very High
2	Agree	3.40 - 4.19	4	High
3	Undetermined	2.60 - 3.39	3	Moderate
4	Disagree	1.80 - 2.59	2	Low
5	Strongly Disagree	1.00 - 1.9	1	Very Low

Source: Michael Manyange (2015)

Based on table above, all aspect were in good category which Attitude towards ICT integrated CLT gains 79,2% and Challenges of implementation of ICT in CLT was 75,91% . All aspects were above 50% which the percentage were above average. According to explanation above, it can be inferred the majority of teachers have very good attitude towards the usage of ICT in teaching and learning while most of teacher also have more of 50% challenge to solve the lack of the needs of ICT. So, overall are indicated that each aspect of questionnaire were in “High” category. It means that teachers’ Attitude towards ICT integrated CLT and challenge have high category towards using ICT as an English teaching media.

**Discussion**

The researcher uses ICT as a medium for English language acquisition to evaluate the teacher's cognitive element. Given their background in using technology as a teaching tool to teach English, the researcher employed a questionnaire to ask the four teachers who responded. The aspect of attitude towards ICT integrated CLT was gained 79,2%. It means the teacher’s attitude

was significantly effective in the teaching process. ICT-integrated communicative language teaching (CLT) results from integrating information and communication technology (ICT) into language learning and instruction. While many educators embrace technology, some remain cautious due to concerns about its reliability, learning curve, and potential distractions in the context of classroom implementation. The government has given ICT a critical role, particularly in language learning. In addition, a number of initiatives from both the public and private sectors have been made to successfully integrate ICT into education and the study of English as a foreign language. Research indicates that most second-language English teachers at SMAN 1 South Bengkulu hold a favorable view of ICT-integrated CLT, despite encountering specific challenges in their classrooms.

Another aspect that concerns the implementation challenges of ICT in CLT gained 75,91%. It means integrating ICT in CLT for learning and teaching English still has some educational challenges. Poor access to technology is an enormous challenge when it comes to ICT implementation, especially for English language learners in schools. Teachers' and students' ability to use ICT for English language learning at SMAN 1 South Bengkulu is greatly impacted by local problems like poor infrastructure, especially erratic internet connections, and restricted access to necessary devices like laptops and tablets. These restrictions make it difficult for technology to be successfully used in the classroom, which causes differences in the opportunities and results that students have for learning. Moreover, the issue is made worse by teachers' lack of specialized ICT training, which makes them feel unprepared to integrate technology into their lesson plans and reduces the effectiveness of using ICT to promote language learning.

The technological gap is one of the most significant difficulties related to ICT. Despite fast technological improvements, various communities have substantial gaps in access to ICT resources and skills. This disparity can be linked to multiple factors, including socioeconomic position, geographic region, education level, and age. As a result, persons without access to ICT have challenges in terms of work, education, and social integration. Because technology is constantly evolving, people must continuously adapt and upgrade their abilities to keep up with the latest innovations in ICT. This can be difficult for persons who do not have the financial means to obtain appropriate training and education.

Despite these challenges, the attitudes of ICT have evolved. There was initially mistrust and worry surrounding the use of technology, with fears about employment displacement and privacy loss. However, as ICT has become more prevalent, people's opinions of technology's opportunities and benefits have altered. People now see information and communication technology as a tool for increasing productivity, innovation, and communication. The COVID-19 epidemic boosted ICT adoption by making it necessary for distant employment, online learning, and virtual communication. People's perceptions of information and communication technology (ICT) differ. Some individuals see ICT as a game-changing instrument that has changed the way we interact, work, and access information, while others see it as a possible threat to privacy and security (Gekara et al., 2019). However, as ICT continues to provide countless benefits to individuals and society, the overall perception of ICT has become increasingly positive.

Furthermore, the ease of access to information via ICT has altered our perceptions of knowledge and learning. The internet has evolved into a massive repository of information, allowing people to access educational resources, learn new skills, and remain current on current events. This has altered our approach to education and made lifelong learning possible for people of all ages. As a result, people's perceptions of ICT as a tool for knowledge acquisition and self-improvement have improved. Finally, ICT has significantly impacted society, posing both obstacles and opportunities. Major problems with infrastructure are preventing SMAN 1 South Bengkulu's ICT integration attempts in the classroom from progressing, such as sporadic internet connectivity and restricted access to laptops and tablets. In addition, teachers are not getting enough ICT training, which might cause them to lose confidence and become less proficient at integrating technology into their lesson plans. It is challenging to effectively use ICT in the classroom because of these particular geographic barriers, which limits the opportunities for teachers and students to fully engage in technology-enhanced learning experiences. Teachers' perceptions are directly impacted by these factors since inadequate training and limited access to technology might lower their confidence and decrease their likelihood of integrating ICT into their lesson plans. By addressing these challenges, educational stakeholders can better support teachers in harnessing the full potential of ICT for enhancing language learning outcomes. As technology advances, overcoming obstacles and ensuring equitable access to ICT resources will become increasingly important in realizing its full potential for the benefit of all. Finally, since ICT provides countless benefits to individuals and society, its view has changed substantially. Finally, the difficulty and perception of ICT outcomes and conclusions reflect this sector's complex and dynamic character and the necessity for continual efforts to navigate its impact on society.

Another issue is that English language learners lack digital literacy abilities. While young people are sometimes referred to as digital natives, it cannot be assumed that all pupils have the skills to explore and utilize internet resources for language learning effectively. Teachers may have to spend time instructing students on online platforms, language study apps, and digital tools, which takes time away from genuine language education.

This study aligns with recent research indicating that the use of ICT in English language teaching (ELT) significantly benefits students. For instance, a study on high school students in South Bengkulu revealed that online ICT media are preferred for learning reading, which enhances language skills and engagement while providing authentic learning experiences (Safitri et al., 2024). Students expressed satisfaction with ICT integration in language learning, noting advantages such as increased motivation and opportunities for independent study. Moreover, students demonstrated improved writing skills through various ICT tools, supporting the idea that these technologies facilitate a student-centered approach to learning (Safitri et al., 2024).

The results of this study highlight significant attitudes and problems that English teachers at SMAN 1 South Bengkulu have when it comes to using ICT into language instruction. Improving technical assistance and resources is essential for successful implementation, and increased teacher training programs should prioritize effective ICT integration and ongoing professional development to address these problems. In order to increase student participation, curriculum construction must also include ICT-related objectives. Additionally, time management strategies

should be included to help teachers manage their workload effectively. Following these recommendations can help schools create a friendly environment for educators, which will enhance the educational opportunities for kids in a technologically advanced culture.

### **Conclusions and Recommendations**

According to the findings, 79.62% of teachers have a positive attitude toward ICT integrated CLT, 75.91% confront implementation challenges, alongside 77% score well in all areas. Teachers should adopt a learner-centre approach when integrating ICT into Computer-Lectured Teaching (CLT). This involves using technology to facilitate interactive learning experiences, such as virtual classrooms, discussion forums, and digital storytelling tools. Teachers should also consider the diverse learning styles and abilities of their students, providing multiple modes of representation, expression, and engagement. The perception of teachers towards ICT in CLT is crucial for its successful implementation. Some may view technology as a tool for enhancing traditional teaching methods, while others may see it as a disruptive force. Teachers should adopt a positive attitude towards ICT in CLT, recognizing its potential to enrich language learning experiences. However, teachers face challenges in implementing ICT in CLT. Access to adequate ICT infrastructure and professional development is essential as technology evolves rapidly. Teachers must stay updated with the latest trends and tools in educational technology to integrate them into their teaching practices effectively. Integrating ICT into CLT offers numerous opportunities and challenges for teachers.

Several useful suggestions for enhancing the use of ICT in English language training may be made in light of the study's findings. Better teacher preparation programs should be created first, emphasizing the development of both technical skills and pedagogical methods unique to ICTs. Seminars and continuous professional development sessions that give teachers the tools and practical knowledge they need for a successful ICT integration might help achieve this. Second, educational institutions ought to create explicit guidelines that promote the use of technology in the classroom by allocating enough resources and infrastructure. Moreover, enhancing collaboration among educators can promote information exchange and peer assistance while they navigate the obstacles associated with using ICT. By addressing these areas, educators can be better equipped to utilize technology in their teaching practices, ultimately benefiting student learning outcomes. By embracing a learner-centered approach, adopting a positive perception of technology, and addressing resource availability and professional development, educators can overcome these barriers and enhance students' language learning experiences.

In conclusion, the success of ICT-integrated CLT in language learning and teaching depends on positive attitudes and support from teachers and students. By addressing concerns and providing aid, technology can transform language teaching and make learning more dynamic. Challenges in integrating ICT at SMAN 1 South Bengkulu include limited digital literacy among teachers and students, inadequate access to technology and internet, insufficient ICT training for educators, and distractions from rapid technological advancements. Addressing these specific challenges is

essential for effective ICT integration in teaching and learning. Despite these, there is room for improvement in language learning and instruction.

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