Indonesian EFL Teachers' Challenges: Integrating ICT in EFL Teaching

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Abstract: The influence of ICT in language teaching has become a new, exciting, and demanding area to explore. Moreover, considering teachers' role as facilitators, it is necessary to explore how they perceive ICT use in language teaching and to describe the challenges they have been experiencing during its implementation. This qualitative study explored the integration and challenges of using ICT in EFL teaching. The participants of this study were six Indonesian EFL teachers from Central Kalimantan Province, and they were interviewed to gain information. The data from semi-structured interviews were thematically analyzed. The results of this qualitative study indicated that the teachers have integrated technological tools into their teaching activities in terms of web-based and non-web-based learning. Laptops and mobile phones were the most prominent technological tools used by the teachers in the classroom. Those technologies are purposefully used in teaching EFL skills and evaluation. However, the implementation is challenging, as the teachers argued that they needed more professional training in dealing with technical issues, limited technological tools, internet network issues, and the digital divide. The outcomes strengthen the comprehension of the implementation of technologies in EFL learning and encourage advanced investigation about educational technology's influence in the EFL education realm.

Keywords: teacher challenges, ICT, EFL teaching, non-web-based learning

INTRODUCTION

The rapid development of information and communication technology (ICT) appears to influence human life in many sectors. As one of the essential parts, education receives the impact of ICT development because of the belief in the usefulness of technological tools in education progression. In language learning, especially English as a Foreign Language (EFL), plentiful studies reviewed the use of ICT in EFL learning. In Indonesia, for instance, Al Arif et al. (2023) found that using YouTube to watch English videos or movies progressively improves learners' listening and pronunciation skills. In the same vein, Vietnamese EFL educators applied artificial intelligence (AI), namely ChatGPT, for

teaching writing, as AI has been proven to reduce teachers' workload in terms of their teaching preparation (Nguyen, 2023).

Despite the review of ICT usage in EFL learning, several researchers investigated teachers' and students' attitudes towards integrating ICT in their learning activities. This aspect was admitted as one of the prominent factors in successfully integrating technologies in learning and caused the users to effortlessly adjust to ICT advancement (Albirini, 2006; Kara, 2009). Bannus and Emeral (2023) found that university students expressed a highly positive attitude towards the application of ICT in their EFL learning because the tools offered rapid access to knowledge that the students need. From the teacher perspective, they showed a similar attitude, which was positive, and presented passionate motivation to implement technological tools in their teaching activities (Tran et al., 2023).

Nevertheless, even though the technological tools might offer benefits and be positively accepted by educators and pupils, the scholars also discovered that challenges may arise in integrating ICT into EFL learning. For example, in Turkey, Önalan and Kurt (2020) noticed that EFL teachers have obstacles to adopting ICT: insufficient ICT, limited regular training, and inadequate school support. Similarly, Alghasab et al. (2020) added that teachers' high workload, lack of parental assistance, or health issues are additional barriers to successful ICT integration in EFL teaching in Kuwait. Nonetheless, the Qatari EFL teachers expressed that adopting technology is not problematic in their teaching method because they certainly experienced few problems (Chaaban & Ellili-Cherif, 2017). Shifting from the Middle East region to the United States (US), English teachers experienced comfortableness and self-confidence in exploiting new technology tools in their classrooms (Andrei, 2017).

Based on the discussion previously, there are interestingly different findings related to EFL teachers' problems in terms of integrating ICT into their teaching method. In the Indonesian context, however, the studies that are associated with the topic tend to be few in order to explore at the senior high school level, especially in the Kalimantan region. To bridge the gap, this study proposed the following research notions:

1. What kinds of ICT are used by Central Kalimantan Senior High School EFL teachers in their EFL teaching?
2. What challenges do Central Kalimantan Senior High School EFL Teachers face when integrating ICT into their EFL teaching?

Teachers' Attitude towards ICT in EFL

Teachers' attitudes towards ICT in EFL understanding have substantial implications for applying ICT in the classroom. Haryanto (2021) mentioned that their attitude is essential to accomplish learning objectives. Based on this reason, many studies have been conducted to understand EFL teachers' attitudes in terms of the integration of ICT in their teaching process (Ahmed et al., 2020; Kozikoğlu & Babacan, 2019; Pratolo & Solikhati, 2020; Raygan & Moradkhani, 2022; Williyan & Sirniawati, 2020). Starting with the primary level, educators accept using ICT in their classrooms (Nair et al., 2012). Even though the students can be identified as young learners at an early level, the teacher realizes ICT can boost the understanding process.

Similarly, Vuong (2024) discovered that teacher comfort is a significant factor in implementing ICT in the classroom. This means that the more comfortable EFL teachers operate ICT equipment in their lessons, the higher the probability of integrating this technology into teaching methods. Furthermore, Vuong realizes that teachers' age and location do not affect their attitude towards ICT. However, there is one interesting factor that warrants further investigation, which is their job status. This factor significantly influences their attitude towards ICT in EFL learning.

Correspondingly, Isnani and Widyantoro (2020) clearly state that Junior High School English teachers are positive about using ICT in their lessons. Interestingly, they found that the teachers showed zero anxiety while using ICT. Moreover, the teachers are pleased with the improvement of ICT in education. It gives them a familiarity with the benefits of ICT and shares them with others to motivate the integration of ICT in their lesson. Because of this reason, EFL teachers propose ICT as an essential and priority equipment that should be available in the school (Abbood & Dakhil, 2021). Likewise, the attained ICT can be utilized in numerous EFL lesson activities, especially for supporting beginner students.

Similarly, at the senior high school level, EFL teachers exhibit an affirmative attitude toward using ICT in their lessons because the teaching process becomes more well-organized and successful (Aminullah et al., 2019). The researchers even categorized the teachers' attitudes into four aspects: planning, teaching process, evaluation, and reflection. Interestingly, their attitudes toward those aspects are undoubtedly positive. This result happens because they have viewpoints on how ICT can advance learning potential and increase the approach to education. In Algeria, the positive attitude of EFL teachers towards the use of ICT is the main factor for the teacher endorsement of the usage of ICT in language lessons since they have experienced tangible benefits compared to traditional teaching methods (Makhlouf & Bensafi, 2021). Based on the previous discussion, most EFL teachers are positive about integrating educational technology. As a result, they use ICT in their teaching process, from preparation to activities in the classroom.

The Usage of ICT by Teachers in EFL Learning

With the rapid development of ICT in recent times, EFL teachers could integrate technological equipment into their teaching method in the classroom. Thus, there is abundant research where experts review the application of ICT by teachers in language learning. Alkamel & Chouthaiwale (2018) divided technology tools used in EFL education into two categories. The first classification was known as non-web-based learning and another category was identified as web-based learning.

About the first ICT type mentioned previously, Nazara (2019) defined non-web-based learning tools as technologies that can be used without an internet connection in the classroom. In 2011, 248 Iranian EFL teachers agreed that CD-Player was a significant instrument in their lessons, especially in teaching spoken skills (Rahimi & Yadollahi, 2011). This is because EFL teachers tend to play films with the CD Player to support their teaching activities. Alkamel & Chouthaiwale (2018) and Nazara (2019) approved movies as definitely economic ICT tools for EFL teachers to assist their lessons. Moreover, EFL teachers operate a projector to visualize their presentation, including image, sound, or video, at the front of

the classroom (Faoziah et al., 2019). As a result, teachers may use this technological equipment simultaneously to improve their teaching qualities. In addition, Alkamel and Chouthaiwale (2018) also uncovered that teacher used television and radio because of a similar reason to the usage of film in their classroom.

Correspondingly, EFL teachers appear to use computer or laptop technology in their teaching procedures. The tool can be classified as non-web-based learning without an Internet connection. However, a computer or laptop can be linked to the internet, and when the tool is connected, a computer or laptop can be defined as web-based learning (Boonmoh et al., 2021). Usually, computers or laptops are supported by other technological equipment, such as printers. The equipment can print teachers' documents or handouts on paper, and the tool operation clearly does not need any internet connection   (Alkamel & Chouthaiwale, 2018). With this technology, teachers may print pictures, learning practices, or assignments for their students.

Focusing on computers as non-web-based learning, some computer software is utilized by teachers in the classroom. As found in several countries, PowerPoint has been used by EFL educators for teaching language in their classrooms since the application can visualize teachers' learning material as well as their presentation (Ahmed et al., 2020; Boonmoh et al., 2021; Faoziah et al., 2019; Ismaili, 2021). Furthermore, Boonmoh et al. (2021) and Ismaili (2021) noticed that Word, computer software for document typing, is another common application exploited by EFL tutors, especially for preparing tasks or handouts for their students. Based on this discussion, Al-Kadi (2018) categorized the popularity of those technological tools in language learning as an ICT, which started in 2005 as 'in the early era' and realized the use of computers in their teaching method as Computer Assisted Language Learning (CALL).

Furthermore, technological tools, which are defined as web-based learning tools, advance teachers' teaching competence in the classroom. In his research, Al-Kadi (2018) considered using those second types of technologies as 'a post-method era'. As mentioned, a computer or laptop may be categorized in this term since the tool can be connected to the internet. When a computer or laptop is connected to the internet, teachers mostly use search engines for teaching preparation or finding websites and helpful software for language learning (Rahimi & Yadollahi, 2011). For this reason, Wi-Fi or internet connection is available and installed in the school (Ismaili, 2021). Even in the United States, Andrei (2017) observed that schools provide digital boards connected to the Internet in every classroom to help teachers display teaching material. He also defined another term for web-based learning tools: digital technologies.

Additionally, Al-Kadi (2018) reviewed the transition of CALL into Mobile Assisted Language Learning (MALL). The advancement of smartphone and tablet technology has led to learning autonomy for teachers and students. As reviewed by Nazara (2019), mobile phones are used to teach pronunciation or reading. Similarly, she found that EFL teachers used iPods to practice receptive and productive skills.

With access to digital technologies to the internet, teachers can explore various websites, software, or applications to enhance the knowledge transfer to their students. In particular, YouTube is one of the notable websites which had been used by EFL

teachers(Alkamel & Chouthaiwale, 2018; Boonmoh et al., 2021; Faoziah et al., 2019; Nazara, 2019). With this website, teachers can consume the teaching materials, produce them as videos, and share them worldwide (Al-Kadi, 2018). In line with him, Ammade et al. (2018) discovered that teachers utilized YouTube to teach challenging topics. Likewise, teachers tend to use Google websites such as Google Spreadsheets and Google Translate. Those websites are used to monitor students' performance and interpret the meaning of the material to learners (Andrei, 2017).

Moreover, most EFL teachers who are based in Thailand use Kahoot in order to evaluate their students (Boonmoh et al., 2021, 2022). As an educational website, the researchers retrieved Kahoot, which has a multiplayer feature where teachers can create activities among the students. Therefore, the website increases students' engagement during the lesson. At the same time, Edmodo is another popular website for student assessment used by teachers (Ammade et al., 2018; Faoziah et al., 2019). Then, educators apply social media websites to EFL teaching. As Al-Kadi (2018) and Ammade et al. (2018) discovered, Facebook is the most popular social media website teachers use to learn EFL. Social media contributes significantly to improving students' achievement as the website can assist with vocabulary, grammar, and writing activities under the same umbrella as Facebook and WhatsApp, which are other social media commonly used for teaching vocabulary (Ammade et al., 2018).

Supporting the findings, Faoziah et al., (2019) uncovered that the tool could help teachers create mini classrooms in the chat group and share class activities with the students. In addition, another similar social media platform, WhatsApp, Line, is mainly used by Thai teachers (Boonmoh et al., 2021, 2022). They use features similar to WhatsApp to form groups to maintain communication with the learners.

Correspondingly, due to the COVID-19 pandemic, EFL teachers seemly adapted to online classrooms. Therefore, they might use communication websites or applications to assist in distance learning. As reviewed by Boonmoh et al. (2021), Zoom, Google Meet, and Microsoft Teams are popular applications for online learning that EFL educators use. This finding supports Al-Kadi's (2018) belief that digital technologies promote independent learning outside the classroom. Additionally, EFL teachers tend to use the newest ICT, popularly known as Artificial Intelligence (AI), in EFL learning. Vall & Araya, (2023) reviewed numerous researches related to the use of AI. Based on their analysis, AI language learning tools can be divided into three categories: machine translation, language tutoring system, and language generation. They also concluded that the reason for using AI is that the tool is undoubtedly accessible online, effective, and low-cost.

On the other hand, Alharbi (2023) discovered that the application or website EFL teachers have used Grammarly mainly to provide feedback to their students. The reason behind this is that teachers believe using AI can help to reduce their workload. Similarly, Barrot (2023) found another popular AI, ChatGPT, and suggested that EFL teachers apply AI in their teaching activities. For instance, the tool can deliver a topic or idea in the writing class and help students create their essay outline.

Teachers' Problem in Integrating ICT into EFL Learning

In this recent year, the research related to teachers' challenges in incorporating technological tools into their EFL teaching process seems to conclude in four areas.

First, teachers need more information and communication technologies in the classroom or school to apply ICT in their teaching process. In Saudi Arabia, for example, teachers rarely used ICT since most schools needed more funds to provide comprehensive ICT tools in the classroom (Al-Maini, 2008). The teachers attempted to propose to the Ministry of Education. However, the bureaucratic process appears convoluted as well as protracted. As a result, most of the proposals were rejected, and we could not proceed.

Further, the EFL teachers refuse to bring their private technological tools because there is no compensation if the tools are damaged or broken (Alghasab et al., 2020). Furthermore, Saudi teachers resist ICT because they are unaware of the benefits of technological tools. Misinterpreting the tools can prevent students from being indisciplined during the lesson.

Nevertheless, Colombian EFL teachers have a different stance than Saudi EFL teachers (Champa et al., 2019). Teachers consider the benefits of technological tools to improve EFL learning in Colombia. They also think ICT contributes to building learners' discipline in the classroom. This different perspective occurs because EFL teachers, who are based in Colombia, are familiar with technology and primarily use it in their daily activities. Similarly, EFL teachers in Qatar do not have significant problems utilizing ICT in their teaching process (Chaaban & Ellili-Cherif, 2017). Most EFL teachers are Arab expatriates who have graduated from universities abroad.

Second, the lack of professional training in the usage of ICT is another challenge for EFL teachers when employing ICT in the classroom. As found in Nepal, most teachers only depend on their simple comprehension to operate technological tools since there is limited practical training from their government (Singh, 2019). As a result, EFL teachers need to explore the advantages of ICT in their teaching process. Even in Japan, a nation with advancing technology implementation in their education system, EFL teachers still need comprehensive training to update their knowledge and appropriate technological tools in their lessons (Irdianto et al., 2023). Echoing the findings previously, Nurhidayat et al. (2024) and Purwati et al. (2024) acquired the EFL training ICT training because this is one of the critical factors in tackling her challenges in applying technological tools in their teaching activities.

Third, the high workload on their profession as teachers indicates limited teachers' time for using ICT in the classroom. They already define this as teaching overload since they have to teach more than usual and do not have time to teach their students in the language laboratory (Al-Maini, 2008). Furthermore, the teachers' burden work reduces their chance to prepare their teaching material by benefitting ICT and training their students to operate the tools (Alghasab et al., 2020; Chaaban & Ellili-Cherif, 2017; Champa et al., 2019). Moreover, their administrative work, besides teaching, significantly increases teachers' responsibilities at school (Singh, 2019). As a result, it lessens their time to apply the ICT in the lesson.

Furthermore, He defines a term, namely the digital divide, for portraying the imparity of learners' understanding of technological tools. The digital divide occurs because some families cannot afford ICT because of their low income. Consequently, the teachers must try

to instruct the students to operate ICT in the school. Nevertheless, as the teachers have excessive work, they do not have much time to prepare the students and decide to avoid applying ICT in their teaching activities.

Fourth, the insufficiency of school support obstructs teachers from integrating their ICT in the teaching process frequently. In other words, the teachers require assistance from the school administration when they experience technical difficulties in their teaching process (Singh, 2019). Similarly, Önalan and Kurt (2020) find similar issues and define this challenge as a barrier for EFL teachers. Therefore, once EFL teachers suffer technical issues and no provision from the schools, they avoid entirely using the technological tools in their upcoming lessons (Alghasab et al., 2020). Following the discussion previously, Irdianto et al. (2023) advise that technical support or Information Technology (IT) staff should be provided for accompanying EFL teachers with technical troubles in the classroom.

METHOD

As this study aimed more to find teachers' experience, the research might appropriately use qualitative methods. According to Tenny et al. (2023), qualitative study has the strength to enlighten human behavior and give the participants more opportunities to elaborate their understanding of certain events. Six Indonesian EFL teachers from the top senior high school level (A accreditation) in Palangka Raya City, Central Kalimantan province, were interviewed to collect the data. Specifically, three teachers represented three state schools, two from two private schools, and one from state Islamic schools. In terms of gender, there were five female teachers and one male teacher. Moreover, the interviewees' professional teaching experiences varied based on their starting career as EFL teachers.

Likewise, they were selected by using convenience sampling. This is because the sampling method is inexpensive and convenient for choosing the research participants based on their availability and willingness (Mweshi & Sakyi, 2020). The interviewees' names used codes to protect their identities and the schools' information. Based on this reason, the participant's data is presented below:

Table 1. The Data of Interview Participants

No	Code	Gender	Schools	Teaching Experiences
1	A1	Female	State Islamic School	1-5 Years
2	A2	Female	Private School	1-5 Years
3	A3	Female	Private School	1-5 Years
4	B1	Male	State School	15-20 Years
5	A4	Female	State School	> 20 Years
6	A5	Female	State School	15-20 Years

In terms of data collection, this study used semi-structured interviews and made appointments with the teachers for online meetings using Zoom media. The instrument was

derived and modified from (Alghasab et al., 2020)a semi-structured interview by Alghasab et al. (2020) to match the research objectives. There were three sections on the interview sheet. First, there was one question related to teachers' teaching experience. Second, it was a topic about the use of ICT in EFL teaching by educators, which had three questions. Last, five questions concerned teachers' challenges in integrating ICT into their EFL teaching. Moreover, the interview sheet was translated into *Bahasa Indonesia* to make teachers comprehend the questions without difficulty.

Regarding data analysis, the interviewer transcribed recording audio from the semi-structured interview and scrutinized it with thematic analysis by applying the NVivo 12 program. Likewise, Thompson (2022) explained that thematic analysis is increasingly popular for examining qualitative data.

RESULTS

ICT used by Indonesian EFL Teachers

Based on the interview analysis, the EFL teachers have experience applying technological tools in their teaching activities. Those tools are classified into two categories: non-web-based and web-based learning. Besides, these classifications are based on how educators practice ICT and that technology needs an internet connection. The first category means teachers do need internet links to use the technology. In other words, the second category can be defined as ICT, which can be used based on the availability of an internet connection with the assistance of NVivo 12 software. The codes from interviewee transcriptions can be visualized into several hierarchy charts.

With regard to non-web-based learning, all teachers evidently integrated numerous ICT into their teaching methods. As shown in chart 1, there are noticeably nine technological tools still in use by the teachers. Interestingly, the laptop deceptively is the most operated technology in their classroom.*" I always use a laptop every day; it is my second brain; I cannot teach without my laptop "*(teacher A4). Even though the tool can be linked to the internet, most teachers operate laptops without a connection. As teacher B1 says, *" I use my laptop for using PowerPoint and presenting short videos"*.

In contrast, CD-Audio appears to be the least applicable tool in EFL teaching since only one teacher applied the technology*: "We use Cambridge Curriculum. Well, from the Cambridge Curriculum, we use books packaged with CD-Audio"* (teacher A3). The tool is mainly utilized to teach listening in class. *"There is a text that is only played in the audio, then the workbook is in the printed book"* (teacher A3). Moreover, PowerPoint is the second most common EFL application educators use. Teacher A1 stated, "*Mostly PowerPoint, it can be like Smart View from a mobile phone that can connect to the TV or from the laptop that uses a control panel that can be connected to the TV"*. The software is used to present teaching media as well as topic material. As a result, some of the interviewees seem to need a projector to view their presentation in a bigger range of vision.*" when it is teaching time [teacher material] is presented at the front of the class using the school's projector"* (teacher A2). Therefore, laptops, PowerPoints, and projectors are three primary technological tools without internet links applied by EFL teachers in their instruction methods.
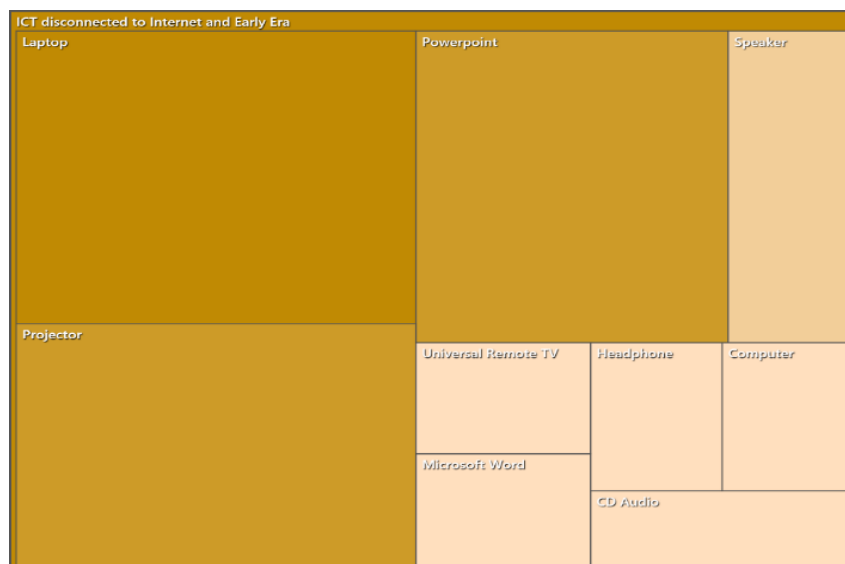
Figure 1. The Hierarchy Chart of Non-Web-Based ICT Used by EFL Teachers

Correspondingly, all the teachers also integrated ICT, which is connected to the internet, into their classrooms. Notably, chart 2 illustrates the technology devices that teachers mainly use. The result is that the handphone is remarkably the leading equipment that assists teachers' activities in the classroom. Teacher B1, for instance, says*, "We do not only have to use LCD projector, but it would also be nice for me to share [lesson material] with my students by smartphone because they have their mobile phones ".* Also, teacher A5 asserts*, "By using mobile phones, we can show our teaching media and upload it to TikTok or just give YouTube link to my student".* Equally important, YouTube is another main ICT tool teachers use in the classroom. As teacher A3 says*, "Learning also be more interactive to our materials while connecting with YouTube".* Likewise, teachers tend to use Quizizz to evaluate their students' performance. The evidence is visible from the interviews as teacher A3 states, *"I also tend to use quizzes for the daily tests."*

Furthermore, chart 2 also portrays Indonesian EFL teachers who have used ample Google applications to support their teaching. They positively applied Google Classroom for virtual classes, Google Forms for students' examinations, or Google Docs for teaching writing skills. They deliver several instances of this:

"like [Google] classroom, we have used it because our school has school email with domain sch.id" (teacher A5)
"Yes, Google Form because I want to score quickly for dividing students into groups" (teacher A4)
"Also, Google Docs for assignments, more precisely like short essays" (teacher A3)

Surprisingly, one of the teachers started integrating artificial intelligence (AI) to teach writing and listening skills in his classroom. The teacher uses ChatGPT for the writing skills. This finding is obviously displayed in the interview responses. As teacher B1 says, *"You can find anything you want to know in ChatGPT; for example, make song lyrics".*

In addition, chart 3 presents teachers' purpose in integrating the technological tools, which has been discussed previously, in their teaching activities. Based on the graphic, most

teachers certainly apply ICT to teach writing. Teacher A1 *asserts, "We can analyze artist Instagram photo captions".* Other examples are:

> *"We actively use Microsoft Word and Google Docs for assignments, precisely, short essays"* (teacher A3)
> *"When you want to make song lyric, type the title and detail on [ChatGPT] it will create your request"* (teacher B1)
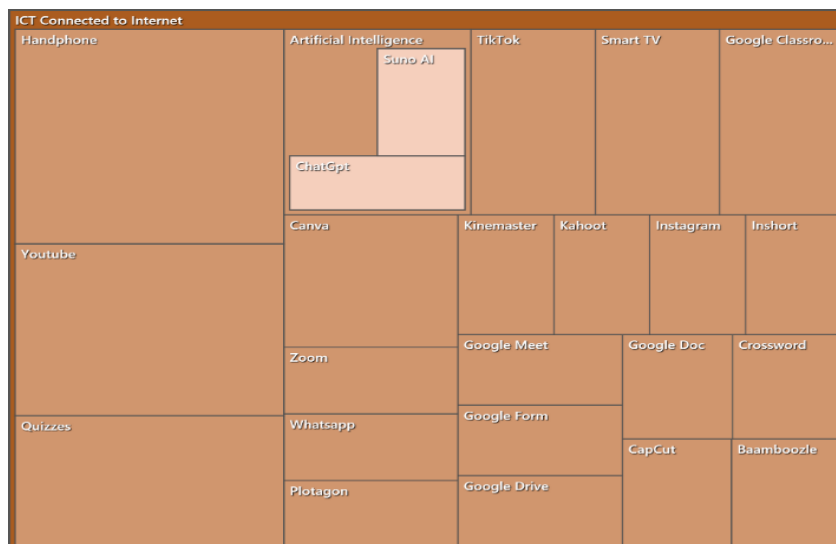

Figure 2. The Hierarchy Chart of Web-Based ICT Used by EFL Teachers

On the other hand, teaching listening skills interestingly is another teacher's objective in using ICT in the classroom. In this case, evidence stated from teachers' response, *"I use the audio, there is an audio part, so it is easy for us just use the link, press the link and immediately played. Then, the students listen to native speaker's audio" (teacher A5)*

Figure 3. The Hierarchy Chart of ICT Integration by EFL Teachers

Besides, ICT may be advantageous to improve interactions among students. Because of this reason, the teachers operate ICT in the classroom since this motive moderately has a large area in the hierarchy chart 3. As teacher A2 *informs, "I also display it using a projector*

in front of the class. Then, the children will try to come forward individually to answer the material in the link games."

However, teaching speaking is a minor reason for utilizing technology tools in teachers' classrooms. Teachers may believe that they can maximize their speaking practice without using ICT. For evidence, as teacher A3 confirms, *"We are more into group discussions. So sometimes we do not use technology whether it is slides [PowerPoint] or YouTube".*

Teachers' Challenges of Integrating ICT in EFL Teaching

Regarding the second research question, Indonesian EFL teachers express their problems applying technological tools in their teaching methods or classrooms. As shown in diagram 1, the challenges are separated into five challenges. In other words, those challenges are the main issue prohibiting ICT integration in EFL teaching.

Focusing on the main issues, most teachers state that inadequate professional training for applying technologies in the classroom is their biggest challenge. There is various evidence of this:

> *"It is still lacking; I need more training. Who knows, there are better and interesting features that I have not known yet"* (teacher A5)
> *"If you say enough, maybe not really, because technology is always evolving, and we need to follow the rhythm"* (teacher A1)
> *"It is lacking; I want to know other than what I have learnt; for example, I do not only make PowerPoint, I should be able to make learning videos as well"* (teacher A4).

Consequently, the lack of teacher training causes teachers to become unconfident in using ICT in the classroom. Teacher A2 says, *"Sometimes it is more like I am not confident in applying technology, so I preferred the discussion method"*. As depicted in diagram 2, all the EFL teachers agree that professional training is obviously essential for integrating ICT into EFL learning. There are ample instances of teachers' statements:

> *"Oh, it is essential so that learning in the classroom is not monotonous"* (teacher A4)
> *"I think it is essential because when teaching in the classroom, children are more interested if we use technology"* (teacher A2)

The second main issue is technical problems when using ICT during lessons. It is apparent that because of power outages, application crashes, or connection cable failures. These explanations can be concluded from the interviews as follows:

> *"For example, using a projector or PowerPoint requires electricity, so if there is a power outage, it can hinder"* (teacher A2)
> *"The problem is that when I want to connect my laptop to the TV, it does not read from the laptop. I tried again switching to HP, it does not read again"* (teacher A1)

This issue probably triggers teachers to panic and reduce their teaching time in the classroom. As teacher A4 says, *"Sometimes it can be a problem too; I cannot access it sometimes; if that is the case, I panic a little if I cannot show my presentation"*. In the same vein, teacher A1 says, *"Also, it can take about a few minutes, so it is like our teaching time is reduced because of these obstacles"*. As a result, those experiences make teachers reduce the usage of technological tools in the classroom.
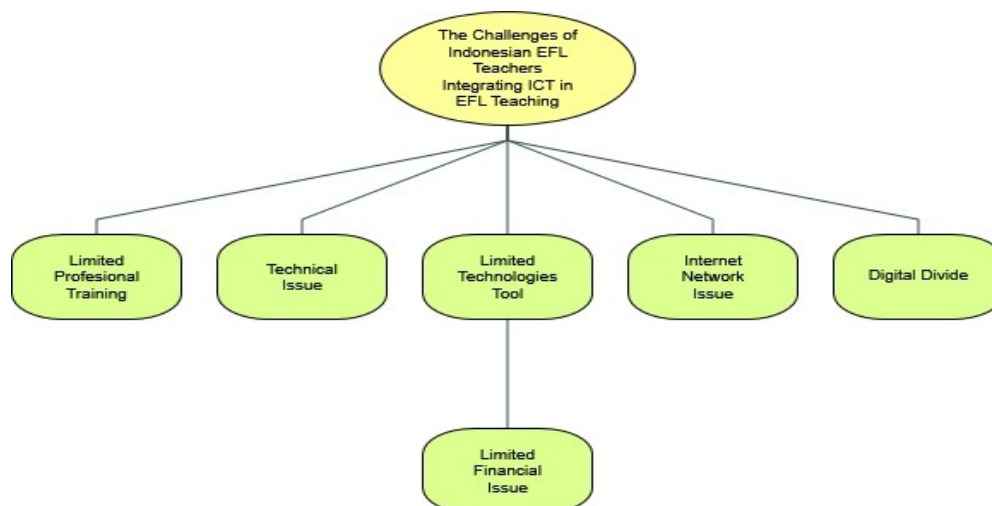
Figure 4. The Diagram of Indonesian EFL Challenges Integrating ICT in Teaching

Following this further, the limited ICT availability in the school is noticeably the third main challenge for teachers in terms of applying the tools. The teachers' interview appears to give examples:

> *"Our facilities are still lacking for class composition with about thirty-five or thirty-seven students"* (teacher A5)
> *"We do have a computer lab. But when it comes to the schedule of computer lab users, it often collides from elementary to high school units"* (teacher A3)

In view of diagram 1, the cause of this obstacle is the school's insufficient budget. For example, teacher A5 says*, "We do not have enough funds to add more; maybe there is an allocation from them to another thing".* Based on diagram 2, all teachers supportively approve that workplace support is essential for their teaching activities, especially when applying ICT in the classroom. For example, teacher A2 says, *"I think it is important for support from schools regarding the application of technology because if there is no support from the school, it is also difficult for us to apply the technology in classroom learning.".* Another example, teacher A3 asserts *"Yes, it is necessary. It would be good to have the school's support for me and the students in the classroom in language learning."*

Figure 5. Teachers' Response to School Support and Training

Finally, the internet connection issue is another problem for teachers since they need it to run ICT connected to the internet. If there is an issue with the signal, the teachers cannot utilize the ICT resources. Teacher A3, for instance, says, "Even though we are a school with

adequate facilities, we still have problems with network connections". Following her statement, teacher A4 s*ays, "Well, sometimes it cannot access they cannot enter the link, so the first obstacle is the internet network".*

Similarly, the digital divide appears among the students in the classroom. As teacher A3 confirms*, "But for some [students] from regencies, they are still unfamiliar with operating the technology".* Therefore, EFL teachers need to train the students in the primary use of technology and reduce teachers' teaching time in the classroom.

DISCUSSION

Related to the qualitative interview analysis, Indonesian EFL teachers have integrated technological tools into their teaching activities. This finding is consistent with Aminullah et al. (2019), Isnani & Widyantoro (2020), Makhlouf & Bensafi (2021), and Vuong (2024) studies about EFL teachers accepted to integrate ICT in their teaching and classrooms. As discovered, they continue to utilize both non-web-based learning and web-based technologies. This finding is optimistic based on the discovery of Alkamel & Chouthaiwale, (2018), which is related to the usage of those two technology classifications. Interestingly, the laptop is the most popular ICT for teachers to teach EFL, and this tool is certainly not used without an internet connection. Consequently, this result completely supports Al-Kadi's (2018) research related to ICT in the early era.

Nevertheless, Indonesian EFL teachers less utilize CD-Player for EFL teaching. As a result, this outcome certainly contradicts Iranian EFL teachers who mostly applied CD-Player in their lessons based on Rahimi & Yadollahi's (2011) paper. Furthermore, this study is in the same vein as the analysis of Ahmed et al. (2020) and Ismaili (2021), where PowerPoint is one of the popular ICTs in EFL teaching used by educators. Subsequently, this research corresponded with, where a projector was used to envision teachers' presentations in the classroom.

In the same way, Indonesian EFL educators tend to frequently employ web-based learning technologies, given the proliferation of diverse technological tools. This investigation strengthens Al-Kadi's (2018) research that defines the technologies as post-method era. As explained, EFL teachers integrate mobile phones while teaching in the classroom. This result encourages Nazara's (2019) finding about applying Mobile Assisted Language Learning (MALL) to support pronunciation learning. The teachers transparently approve of YouTube as a valuable ICT for teaching EFL. Therefore, YouTube effectively supports teachers with challenging topics (Boonmoh et al., 2021).

Regarding evaluation, the research participants likely utilize Quizizz rather than Kahoot. This finding seems interesting since it contradicts EFL teachers' preference in Thailand (Indonesia's neighboring country). Even though both countries are deceptively in the same region, Thai EFL teachers favor applying Kahoot as their popular ICT for reviewing their students (Boonmoh et al., 2022). Both tools are deceptively quite popular, and the reason for this different finding may be further researched.

Correspondingly, using Google applications is convenient for EFL teachers. The EFL teachers have used and fused the applications in their routine. As a result, this ICT practice in the classroom (Andrei, 2017). Unpredictably, in the Indonesian context, an EFL teacher

has started using artificial intelligence (AI), or ChatGPT, to teach writing. This present finding is also similar to Barrot's (2023) study, which scrutinized the benefits and drawbacks of using ChatGPT in foreign language writing. Furthermore, free access obviously is a strong reason for teachers to utilize AI in their teaching activities since this result is consistently found in (Vall & Araya, 2023) research.

In addition, Indonesian EFL teachers appear to prioritize ICT for teaching writing in the classroom. This is because the technology can generate writing outline topics (Barrot, 2023). Likewise, this outcome understandably toughens the review of Ammade et al. (2018) related to the technology tools used in writing teaching in Columbia. They were unexpectedly teaching speaking insurgents for EFL teachers regarding ICT integration in their teaching method. If deployed innovatively, ICT can offer a new approach to teaching listening and speaking skills (Nazara, 2019).

According to interview analysis and findings, there are unusual changes in the significant problem of integrating technological tools in teaching. The lack of training remarkably is the main issue that must be considered. Consequently, this exciting finding opposes Al-Maini (2008) and Alghasab et al. (2020) studies that stated insufficient ICT in the school is the major reason why teachers do not utilize technology in the classroom. This transformation happens because the EFL teachers are already aware of the daily use of technology and apply their experience in the school (Champa et al., 2019). Although the limited availability of ICT is no longer a significant issue, it is still one of the problems in the application of technology in EFL teaching. The cause is still the same as the research conducted by Al-Maini (2008), namely limited funds for providing technology facilities in schools.

As a result, this outcome completely reinforces Singh's (2019) and Irdianto et al. (2023) findings that found similar results where limited training from the government or institutions makes Nepalese and Japanese teachers neglect the benefit of ICT in their teaching practices. Furthermore, Indonesian EFL teachers persuasively support the training as compulsory for improving their technology skills. This similar aspiration was also stated by EFL teachers in different provinces, which are East Nusa Tenggara and West Java, about the urgency of teacher training related to the utilization of ICT in teaching and learning (Nurhidayat et al., 2024; Purwati et al., 2024).

Another interesting finding is that Indonesian EFL teachers do not mention their workload as an issue that prevents the application of technology tools in their teaching practice. In consequence, this study unpredictably opposes Al-Maini (2008), Alghasab et al. (2020), Chaaban & Ellili-Cherif (2017), and Champa et al. (2019) studies where they discovered high workload as one of the primary challenges for ICT integration in EFL teaching. This appealing outcome must be researched to find the future motive.

Likewise, all teachers agree that assistance from their workplace is clearly needed, especially when they experience technical issues. This is because the issue tends to be the second prominent problem for inhibiting technologies in language teaching. Similarly, the internet connection problem becomes another major factor prohibiting ICT usage in the classroom. Subsequently, if teachers panic when encountering those two problems, they

appear to resist the use of technologies in the future (Alghasab et al., 2020; Önalan & Kurt, 2020).

In addition, this study also portrays the digital divide, which is a term created by Singh (2019), from the students'. However, there is a slightly different cause in Nepal and Indonesia. He discovered that the reason for the digital divide is the difference in students' family economic status. However, in this study, it discovered that the inequality of students' school qualities is the leading factor since the students come from different regencies. In other words, their immersion in technologies differs from each other when they enter senior high school level. Hence, the impact is similar in that it leads to teachers avoiding using ICT because they need to teach basic ICT knowledge to equalize students' understanding in the classroom.

CONCLUSION

The present study has contributed to the growing body of research related to ICT use in language teaching and learning. From the findings, it can be inferred that teachers perceived ICT as a significant tool to assist the instructional process. Due to its benefits, the teachers in this study have been trying to incorporate ICT into EFL teaching. Moreover, they attempted to explore various types of ICT, both web-based and non-web-based, such as laptops, mobile phones, or Artificial Intelligence (AI). These situations are a manifestation of their positive attitude towards ICT use.

However, ICT implementation is not without obstacles; the teachers in the present study evidenced that at least five significant challenges in applying ICT are needing more professional training, technical issues, limited technological tools, internet network issues, and the digital divide. These situations indicate that support from the government, organizations, and any related parties will be significant in assisting the advancement and massive use of ICT in the instructional process.

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