INTEGRASI TIK DALAM PENGAJARAN BAHASA INGGRIS DI INDONESIA ABAD KE-21: MITOS DAN REALITA

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Abstrak: Meskipun dikaji dan digalakkan, artikel berbasis penelitian di dalam ranah publikasi masih terbatas berkaitan dengan pandangan guru bahasa Inggris di Indonesia tentang apakah integrasi TIK betul-betul menjadi solusi dalam praksis pengajaran bahasa Inggris yang terefleksikan dalam pengalaman mereka. Oleh karena nya, penelitian ini bertujuan untuk mengetahui persepsi dan sikap 13 guru bahasa Inggris terhadap integrasi TIK. Penelitian ini menggunakan desain kualitatif deskriptif yang mana kuesioner sebagai instrumen nya terdiri dari 8 pertanyaan terbuka pilihan ganda dan 4 pertanyaan terbuka. Temuan menunjukkan bahwa walaupun integrasi TIK berdampak pada persepsi positif, manfaat integrasi tersebut masih terfokus pada tingkat teknis, bukan pada aspek komunikatif dan fungsional dalam proses belajar siswa. Kedua, alokasi waktu dan masalah teknis menjadi kendala utama untuk mengimplementasikan integrasi tersebut. Sehubungan dengan pendidikan bahasa Inggris, studi ini memberikan potret landasan untuk mengkaji kembali perumusan integrasi TIK untuk keterampilan komunikatif siswa.

Kata Kunci: *integrasi ICT, pengajaran bahasa Inggris, persepsi, sikap*

ICT INTEGRATION IN 21ST-CENTURY INDONESIAN ENGLISH LANGUAGE TEACHING: MYTHS AND REALITIES

Abstract: Albeit profoundly addressed and promoted, limited research-based articles are identified in publication regarding the Indonesian EFL teachers' views on ICT integration pertaining to whether it is considered as the real solution to ELT praxis reflecting on their experiences. Thus, the present study was aimed at seeking 13 English teachers' perception on and attitude toward the implementation of ICT integration. Descriptive qualitative design was used in which a questionnaire consisting of 12 close- and open-ended questions was employed. The findings indicated that even though such framework triggers positive perception, the benefits of the integration were still focused more on the technical levels, not the communicative and functional ones in students' learning process. Second, time allocation and technical problems became the major constraints to realize such integration. With respect to English education, this study provides a grounding portrait for associated parties to revisit the formulation of ICT integration toward students' communicative skills.

Keywords: *ICT integration, English language teaching, perception, attitudes*

INTRODUCTION

One of the concerns within the framework of 2013 Curriculum in Indonesia is the integration of Information Communication Technology (ICT) as the learning concept in English language teaching and learning in which it aims at promoting students' learning autonomy and communicative development. However, the teachers' perception on and attitude toward its implementation still tends not to have linearity with the purpose due to lack of qualifications, readiness, and resources to employ the new concept in the learning process (Hidayati, 2016).

Thus, the aim of this study was to analyze the implementation of ICT integration by seeking the attitude and perception of English teachers. Discussions about ICT in EFL-context English Language Teaching (ELT) have been being pronounced by scholars. In a broad scope, information and communication technology is a term defined as any kind of technology employed to get, manipulate, store, exchange, and produce information (Hoque & Alam, 2010; Perron,

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et al., 2010). In a narrower scope, particularly concerning English language teaching (henceforth ELT), ICT refers to computer-and-internet-based technologies employed by the teachers and students in order to help achieve the intended learning outcomes (Tri & Nguyen, 2015). They can use it in many different approaches and methods in the process of sharing, receiving, and processing related information without border for the sake of language quality improvement and progressive adaptation to world's demands (Esther, 2013).

As the factor influenced by experience, the exploration of teacher's perception on and attitude toward ICT integration in EFL classroom still needs attention. The former fundamentally deals with cognitive process of understanding performed by a person, which results in the articulation of responses on the perceived phenomenon (Devito, 1997, 75; Sobur, 2009, p. 446). Meanwhile, the latter concerns on one's mindset, which leads to behavioral tendency in the driving circumstances (Allport, 1935). In other words, perception pinpoints the perceptual reaction after a complex process of cognition from the stimuli given to a person, while attitude exposes the actual state or readiness after the prior cognitive process. Thus, the present study focused on the transparencies of the implementation of ICT integration among the EFL teachers majorly encompassing: (1) what type of ICT have been used in teaching English language subject; (2) in what stages of teaching the ICT is employed; (3) what challenges they encounter; and (4) what benefits can be gained from the implementation of ICT integration in EFL classroom context. The coverage is under the two influential factors of perception and attitude, namely: past experience, intensity of the stimulus, and situation for the former (Rakhmat, 2009, p. 55), while feelings, cognition, and behavior for the latter (Pickens, 2005, p.44).

It is not something new proposed in 2013 Curriculum. The history of its emergence can be traced back to 2001 showing that the development and implementation of ICT in the area of education has been included in the government's regulation no. 133/M.PAN/5/2001 (Yuhetty, 2002). It encouraged the use of ICT as an integral part in both the curricula and instructions by schools or other educational institutions. Then, the consideration of becoming ICT as an essential part of 2004 Curriculum (namely Competence-Based Curriculum) mostly for vocational schools, according to UNESCO (2004) came into being. Currently, all subjects including English are indirectly urged to employ technology-based learning tools on the basis of alignment with the changing learning philosophy from instructivism to constructivism (Hidayati, 2016). Reflected to 2013 Curriculum, the concept of ICT integration in ELT is on the basis of the advancement of information technology; the convergence of science and technology, the influence and impact from technology-based sciences, and multi-literacies (Kemdikbud, 2014). Further, the interpretation of those challenges is converted into certain statements. First, curriculum should equalize the quality of students' hard and soft skills. Second, discovery, project, and problem-based learnings become the foundation of scientific approach realization in which the role of ICT is undeniably important. Third, knowledge of information technology should be blended in all subjects including English as learning media, rather than a separate subject (Ministry of Education and Culture [MOEC], 2014; Nur & Madkur, 2014, p.125). According to the regulation of MOEC no. 45/2015, the implementation of ICT integration covers three major points: (1) The encouragement for students to search, process, store, present, and share data and information in order to support the learning continuity; (2) The encouragement for students to develop self-esteem in accordance to their own needs, potentials, talents, interests, and characteristics by using ICT as a means of exploring the learning resources; and (3) The encouragement for teachers to employ ICT in: developing learning resources and learning media, preparing the lessons, conducting and evaluating the learning process, and reporting the learning results.

Such regulation is not under no purpose or reason since it is clearly grounded from the four aforementioned bases. Some literature pinpoints its benefits in language learning (Darasawang & Reinders, 2010). First, such learning media help promote students' learning autonomy. Multimodality by combining various learning modes – aural, visual, verbal, online – will possibly enhance students' awareness on self-regulated learning involving metacognitive skills to establish, manage, orient, and maintain their

learning progress. It also indirectly affects their motivation in the process of either obtaining the lessons or developing their language skills (in Tri & Nguyen, 2015, p. 34-35). Second, such ways of learning will likely enable active learning styles, maintain good classroom interaction, enhance self-control, and introduce positive practical knowledge experiences for students. This leads to the development of critical thinking and higher-order-thinking skill since textbooks are not the only source of learning, and meaningful practical engagement is appropriately suited to both the objectives and students' characteristics (Hidayati, 2016). To the extent of teaching process, ICT may help teachers gain access to a wide range of authentic materials, which are also underlined in 2013 Curriculum (Tri & Nguyen, 2015). Internet availability and supporting softwares and hardwares can be maximally employed to create materials enabling students' communicative ability and digital literacy like using computer programs or online learning platforms. This leads to a "more contextualized and pedagogically relevant feedback" (Hidayati, 2016, p. 50). Isisag (2012) also argued that ICT opens some opportunities for teachers. It allows them to adapt the materials based on the circumstances and students' needs and characteristics in which authentic materials can be properly employed in the classroom. Directly, they can organize and sequence how those materials boost up the students' engagement and interest. Because of its flexibility, then, teachers may possibly integrate the four language skills meaningfully.

Some have conducted an investigation on Son, Robb, and Charismiadji (2011) examined the attitude of local English teachers in Indonesia toward computer literacy and investigated some influencing factors on the use of computer. The results suggested that most participants felt comfortable with computers, yet not really competent in using it. Besides, although their perception were indicated positive toward the use of computers, limited facilities at school, students' computer literacy, and limited time and access to the internet became the most contributing factors. The similar circumstances revealed in Hidayati's study (2016) asserting that socio-cultural contexts might contribute to the quality of ICT integration. They include teachers' qualifications, number of students per class, and

limited facilities and resources for applying such learning media. The findings from Al-Munawwarah's (2014) study also indicated that ICT integration helped the teachers in creating interesting and enjoyable learning activities, promoting learner autonomy, and enhancing students' learning motivation. However, time allocation and technical problems still become the major challenges encountered.

Regardless the current trends dealing with the ICT integration in EFL learning, little has concerned to the exploration on the synchronization between the conception of ICT integration and the actual attitudes in implementing such integration Indonesian EFL teachers. Therefore, this research was aimed at seeking English teachers' attitude and perception on the implementation of ICT integration in 2013 Curriculum. It covered: types of ICT used; benefits of using it; contributing factors upon its use; and perception on the implementation of ICT integration in English language teaching (ELT). Considering the aforementioned circumstances, this study is about to address the following question.
1. How are Indonesian EFL teachers' experiences in ICT integration?

METHOD

The design of this study was descriptive qualitative. It is used to gain some evidences concerning the perception on and attitudes of the teachers toward ICT integration in EFL classroom setting (Creswell, 2009). The subjects of the research were 13 English school teachers from five schools in Bandung: 1 elementary, 3 junior high and 1 senior high purposively selected for the sake of obtaining rich information (Creswell, 2009). Besides, their schools have been implementing 2013 Curriculum for 3 years within which ICT integration is being more encouraged to realize.

Table 1. Demography of the participants

Category	Sub-category	f
Gender	Male	3
	Female	10
Length of teaching service	Below 10 years	5
	Above 10 years	8
Length of ICT integration	Below 5 years	5
	Above 5 years	8

The research instrument employed in the present study was a questionnaire adopted from Kandasamy and Shah (2013); Khassawneh (2012); and Son, Robb, and Charismiadji (2011) in which it consists of 12 questions formulated into four types of questions: two open-ended multiple choice; two closed-ended questions; four open-ended questions; and the remaining four ones are for participants' demography. Google Form was used under the rationale of providing easiness for the respondents in completing the questionnaire. While, the rationale of taking this questionnaire is to get adequate information related to the respondents' experience in ICT integration in EFL context.

Specifically, the questionnaire consists of four parts. Part A clarified the personal information of the participants in which length of using ICT becomes the main criteria of selection in this research. Part B clarified types of ICT used in the classroom. Part C clarified the objectives of integrating ICT. Besides, the process of students' involvement in ICT-integrated ELT was also addressed. Part D clarified three points: (1) the challenges in implementing ICT integration; (2) the perception on ICT integration in terms of self-awareness to initiate the implementation and usefulness of the integration in general; and (3) its significance in English teaching and learning process.

After getting the permission from the respective school, the questionnaire was administered to the teachers on February 29th and March 21st, 2017, and was returned on March 1st, 3rd, and 23rd and April 3rd, 2017. To obtain more comprehensive data, triangulation was employed by combining the close- and open-ended questions. Besides, to gain data trustworthiness, the transcription of the open-ended questions was cross-checked by each of the participants for any mistyped words or unconfirmed ideas.

The data gained were analyzed and displayed descriptively. The data obtained from the questionnaire were categorized pertaining to the implementation of ICT integration in EFL classroom. After the categorization process, data from open-ended multiple choice questions were displayed in the form of description. While, data from open-ended short essay questions were all re-typed. The overall data were then displayed in the forms of table and descriptions. Interpretation and conclusion of the data were then drawn to answer the research question and obtain the essence of the present study.

FINDINGS AND DISCUSSION
Findings

The findings indicate that all respondents have been familiar with some asynchronous types of ICT as the learning media including Microsoft office (Word, Excel, Powerpoint), E-mail, multimedia resources (audios and videos), gadgets (e.g. handphones), and hardwares (e.g. infocus). However, some respondents are still not accustomed to integrating synchronous types including learning softwares, World Wide Web (henceforth internet), blog, social media, and computer games. Interestingly, only one out of the thirteen respondents, Respondent 12, also employs blog as the learning media in English class. Thus, in general, the use of those ICT-based learning media is considered beneficial for English teaching and learning process. Some argued:

> *Yes, it is beneficial because it makes easier for either the students or learning, particularly in searching for learning sources*. (R1)
> *Yes, it definitely provides easiness as a method. It is various and interesting*. (R5)
> *It is beneficial, particularly in learning. It eases the learning process. It can grab students' attention. Besides, it can be learning media as well*. (R7)

However, Respondent 3 provides a different perspecive. She argued:

> *It is helpful in learning, particularly in finding out other sources. However, I have never asked the students to use ICT comprehensively on using the internet before like email (the English assignment is sent through email) because of either my lack of ICT mastery or students' ability to use it. I ever tried, yet it was not so successful. The students are not really responsive because the facilities are also limited at school. Thus, in my opinion, seventh-grade students do not comprehensively know technology (handphone, computer, etc)*.

Second, it deals with the objective(s) of ICT integration in English teaching and learning process. Even though the majority found it beneficial in finding and accessing related materials and preparing lessons, some of them are still not often to make presentation by using such learning media. Interestingly, Respondent 9 confirms fewer scope of integration in most activities, even for preparing reports, except for finding and accessing related materials and monitoring and evaluating students' progress or performance, whereas she has been one of the regional instructors of 2013 Curriculum.

This leads to the typical practice in the actual teaching and learning process. Since all respondents realize the concept of ICT integration in English classroom as an alternative way to search for more information except textbooks, some of them also ask the students the same activity before the class begins for their discussion on the next meeting. Some argued:

The students are usually involved in the process of finding certain information. They are asked to find examples or widen their knowledge about the materials that will be taught and discussed in the classroom. (R4)

I often ask them to watch audiovisual materials. I ask the students to browse a particular material. They also use dictionary or Google and email. (R9)

The students are asked to find out by themselves about the materials that are going to be learnt by using the internet. After that, I and the students discuss the materials in class. (R10)

Table 2. Objective of ICT integration in EFL classroom

Respondent	Objective(s)
R1	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, preparing reports, and monitoring and evaluating students' progress or performance.
R2	Teaching and learning process, finding and accessing related materials, preparing lessons, preparing reports, monitoring and evaluating students' progress or performance.
R3	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, preparing reports, and monitoring and evaluating students' progress or performance.
R4	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons.
R5	Finding and accessing related materials, preparing lessons, preparing reports, and monitoring and evaluating students' progress or performance.
R6	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, preparing reports, and monitoring and evaluating students' progress or performance.
R7	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, and preparing reports.
R8	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, and preparing reports.
R9	Finding and accessing related materials, and monitoring and evaluating students' progress or performance.
R10	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, preparing reports, and monitoring and evaluating students' progress or performance.
R11	Teaching and learning process, finding and accessing related materials, preparing lessons, and preparing reports.
R12	Teaching and learning process, finding and accessing related materials, preparing lessons, and monitoring and evaluating students' progress or performance.
R13	Teaching and learning process, finding and accessing related materials, making presentation, preparing lessons, preparing reports, and monitoring and evaluating students' progress or performance.

Some others give assignment to the students or conduct an exam. They argued:

Usually, the students make a short presentation in front of the class. However, it is only for grade 6 only. For the lower-grade classes, I present a video, for instance, about counting something in that video, pause, and then give instructions in the screen to count it. Or, I ask them to follow movement as what is projected in the screen. Later, I check their understanding by using games or worksheets. (R7)
I ask them to watch learning videos. I ask them to watch the materials and give assignment like making an email. (R12)
The students are asked to send assignment via email and share the materials via hand phone. (R13)

However, Respondent 3 argued that the concept of ICT integration in teaching and learning process is still not considered as a better way to have learning experience among the students. When she asked them to make PowerPoint collaboratively or to do assignment via line or WhatsApp, they prefer the traditional way; that is handwriting.

Then, the implementation of ICT integration also leads to some contributing factors constraints to realize it well. First, the majority confirm that limited time becomes the major challenge to solve in which the maximization of the ICT use cannot be meaningfully realized in the classroom. The alloted time on the lesson plan urges them to, unfortunately, implement ICT-based learning as thorough yet simple as possible. Second, they also share the same opinion that limited access to the internet and limited facilities affect the integration process in the classroom. Besides all those major constraints, personal technology literacy becomes another particular concern including: lack of computer skills (R3, R5, R6) and limited knowledge of operating ICT (R2, R3, R6). While, the least contributing factors are lack of interest of students (R3) and lack of ICT-based materials (R4).

Regardless those existing dilemmas, all of them perceive that ICT integration has not something to do with the influence from school, instructional content, and pedagogical considerations (see Appendix, Q8), such as: lack of personal interest, lack of school support, curricular restriction, and inflexible teaching methods. It is, indeed, in line with the previous finding concerning the use of ICT for the purposes of teaching and learning process, preparing lessons, and preparing reports. These indicate that the school's ICT-based infrastructure has been supported well leading to the increasing self-awareness of the teachers.

The initiation of ICT integration proposed in 2013 Curriculum also leads to positive responses among the respondents. They cover the self-awareness on ICT integration and the self-perception on such integration for the implementation of English teaching and learning process. The former is reflected by the respondents' general points of view upon themselves to upgrade their technological knowledge and competence. They find it enjoyable to use ICT in which they

Table 3. Obstacles in ICT integration

Respondent	Contributing factors
R1	Limited time.
R2	Limited knowledge of operating ICT.
R3	Limited time, limited access to internet, lack of computer skills, limited facilities, limited knowledge of operating ICT, and lack of interest of students.
R4	Limited access to internet, limited facilities, and lack of ICT-based materials.
R5	Limited time, limited access to internet, and lack of computer skills.
R6	Limited time, limited access to internet, lack of computer skills, limited facilities, and limited knowledge of operating ICT.
R7	Limited time, limited access to internet, and limited facilities.
R8	Limited time and limited access to internet.
R9	Limited time, limited access to internet and limited facilites.
R10	Limited time, limited access to internet, and limited facilities.
R11	Limited access to internet and lack of ICT-based materials.
R12	Limited time, limited access to internet, and limited facilities.
R13	Limited access to internet and limited facilities.

feel comfortable using it and are willing to learn more. Such circumstance triggers the belief that there must be a special training regarding ICT-integrated English language learning in teacher education programs. Besides, they are more aware of increasing their self-efficacy. The majority have known how to integrate ICT into existing classroom curricula and feel confidence in using ICT-based materials in the classroom. All those responses automatically contrast the statement that ICT is difficult to use (Q9, statement 4), even though Respondent 4 and 10 have a different perspective agreeing that ICT seems still not easy to utilize.

Furthermore, the latter coverage concerns to whether the respondents also have similar perception on ICT integration toward English teaching and learning. First, they argued that ICT generally can enhance their teaching quality. It results in the encouragement of more effective teaching and learning process. Some said:

Yes, it provides more options to prepare learning media, eases the assignment submission, and gives more information related to the lessons. (R1)
I become more open-minded in seeking the related information. Besides, I realize that there are still many weaknesses, and it triggers my desire more to develop and get more information from other parts of the world toward the better English teaching. (R5)

In the actual implementation, some believe that the classroom atmosphere, which is conducive, will promote good teaching influenced by the use of ICT. Some others, however, agree that it leads to the emergence of technical problems, which can promote otherwise (R1, R3, R4, R8, and R9).

Second, ICT can also make foreign language learning interesting. It may promote a positive change of students' learning strategies in the process of enhancing their activeness and autonomy, despite the contrasting perception of Respondent 3. One of the contributing factors is its rich and wide learning sources, that can be explored and used except textbooks. Interestingly, Respondent 2 is not in the same perspective as others influenced by her lack of knowledge in operating ICT. On the other hand, she argued that ICT is a potential means of realizing good

teaching through its technical easiness and easy-to-use characteristic (Q11 and Q13). It indicates that the implementation of ICT integration does not cover all of its types in terms of applying them as learning media. The last yet not least is the majority believe that the students' English skills improvement is likely encouraged by this integration. Some said that it benefits their students' receptive skills.

Yes, it is beneficial for improving listening. The students will be accustomed to it. For writing, they also can directly correct themselves. They become accustomed to reading online. (R1)
Yes, it is. The students can learn English from the native speaker by using videos. (R8)
Yes, it is because by reading the directions while using the ICT, it means that the students indirectly urge them to find out how to operate such kind(s) of ICT-based learning media. (R10)

Some others said that it benefits their students' pronunciation skill.

One of the benefits is enriching the learning sources. Further, it also eases us to learn more from native speaker because ICT can help communicate with native easily. However, it is not really optimal. This circumstance is influenced by: internal factor like the educational background of the students some of which did not get English before and external one like the students' limited capability and limited facility. (R3)
Regarding the English skill, it may be quite obvious in terms of pronunciation. They usually become faster in correcting their own pronunciation errors after listening to the audio or video materials from native speaker. (R4)
By using ICT, the students' English ability will increase because many pronunciation practices from the media can be delivered or given. (R12)

While, there is no clear indication on the benefits of ICT integration toward their students' communicative and functional English skills improvement. Respondent 2 only stated that the students become more encouraged to follow the

trends by using the technology. They also become not bored and more interested in following the learning process since it provides easiness and a variety of learning resources, according to Respondent 6, 7, and 12.

Discussion

Reflected from the findings above, the majority of the respondents have ever used some types of ICT as the learning media in English class, particularly word processing applications. It is in line with what Son, Robb, and Charismiadji (2010) found that word processing applications got the highest rank in terms of its use as learning media. Thus, they provided positive arguments considering those types beneficial, in general. One of the reasons is on its simplicity and helpfulness for the teachers to find other related sources and conduct the teaching. They can attract the students' attention and motivation more to learn English compared to the traditional way; that is blackboard use.

Regarding the scope of integration according to the regulation of MOEC no. 45, Year 2015, the findings indicate that ICT integration has influenced the way some of the respondents prepare the lessons and develop the materials since they are able to get wide access of other sources through internet and websites. Besides, it triggers them to better design their materials delivery and presentation. This encourages them to integrate ICT in the process of preparing reports and monitoring the students' learning progress, which is in line with Khandasamy and Shah (2013). However, the practical benefits of such integration in the English learning process seems still not covering the communicative scope in which they only involve the students to search for other information related to the lessons without considering how ICT is used as the driving tool in improving communicative quality. Most of the responses indicate that ICT as learning media is often applied for students in the process of understanding the materials (Hidayati, 2016), not for teacher-student collaboration as well.

Interestingly, even though easier accessibility to get a wide range of learning resources through internet helps them a lot, they also found allotted time and access to the internet still limited. The other shortcomings are lack of computer skills; limited facilities; limited knowledge of operating ICT; lack of interest of students; and lack of ICT-based materials. This confirms the same circumstance as what Khandasamy and Shah (2013) and Al-Munawwarah (2014) investigated finding that time allocation and technical problems became the major challenges faced by the teachers. Adequate supply of ICT resources and facilities is also still problematic in realizing the integration (Hidayati, 2016).

The last yet not least is the respondents' beliefs on ICT integration in general and in ELT process. The results indicate that they consider ICT integration as a helpful way in conducting teaching and learning process. They can enrich learning resources, ease the materials delivery, and students' evaluation. Interestingly, although some constraints emerge, the concept of ICT integration triggers self-actualization of the teachers to learn more about technology-based learning media and self-esteem on the competency of using ICT itself in the classroom. However, they argued that ICT integration may also trigger uncondusive learning and teaching since it creates technical problems. As a result of those circumstances, there is still unclear whether ICT integration is helpful in improving the students' English abilities, according to the responses. On one side, all of them agree that ICT helps their students to improve English skills. On the other side, the level of integration in English classroom concerns more on their motivation booster and attention grabber (Hidayati, 2016; Al-Munawwarah, 2014), not communicative and functional levels.

CONCLUSION

This research is aimed at addressing the following research question, *"How are Indonesian EFL teachers' experiences in ICT integration?"* First, most of the respondents have employed technology-based learning media in their English class. However, the benefits of the integration is still more on the technical levels including finding related materials and preparing presentation, not the communicative and functional levels for their students' English learning process and progress. Second, even though they agree that ICT integration can help the learning more meaningful and interesting, time allocation and technical problems become the major constraints to conduct a proper integration. Consequently, there seems no clear-cut evidence

on whether ICT integration is considered beneficial for improving students' productive and communicative skills. Thus, reflected from the present findings, it indicated that the concept of ICT integration in 2013 Curriculum led to positive attitude and perception of the English teachers, yet was not fully viewed positively from the benefits in the actual implementation aimed at students' English learning development and encountered constraints.

Therefore, this concept is worth to provide specific formulation synchronized with communicative and functional levels of ELL. Besides, considering the limitations of this study, it is worth for further studies to investigate more comprehensive data regarding the actual implementation of ICT integration among Indonesian English teachers obtained by observation, interview, and other methods.

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Appendix a.
The questionnaire

Q5. Types of ICT used

Types of ICT	Number
Microsoft Office (Word, Excel, Powerpoint)	13
Softwares	4
E-mail	10
World Wide Web	4
Multimedia (Audio&Video)	12
Blog	1
Social media	7
Gadgets (e.g. handphones)	11
Computer games	4
Hardwares	7

Q6. Is, in your opinion, the use of ICT as the learning media beneficial? Why or why not?
Q7. Objectives of ICT integration in English teaching and learning process

No.	Items	Tick (√)
1.	Teaching and learning process	
2.	Finding and accessing related materials	
3.	Making presentation	
4.	Preparing lessons	
5.	Preparing reports	
6.	Monitoring and evaluating students' progress or performance	
7.	Other (please specify):	

Q8. How do the students usually involve in using ICT in the teaching and learning   process?

Q9. Challenges in implementing ICT integration

Factors affecting the implementation of ICT integration			
Limited time		Limited facilities	
Limited access to the Internet		Limited knowledge of operating ICT	
Lack of computer skills		Lack of interest of students	
Lack of interest		Lack of ICT-based materials	
Lack of school support		Inflexible teaching methods	
Curricular restriction		Other (please specify):	

Q10. Perception on ICT integration in English classroom

Self-awareness on ICT integration

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I enjoy using ICT.					
2.	I feel comfortable using ICT.					
3.	I am willing to learn more about ICT.					
4.	I think that ICT is difficult to use.					
5.	I believe that it is important for me to learn how to use ICT.					
6.	I would like to use ICT in the classroom.					
9.	I believe that training in ICT-integrated English language learning should be included in teacher education programs.					
16.	I know how to integrate ICT into existing classroom curricula.					
17.	I am competent to use ICT-based materials in the classroom.					

Self-perception on ICT integration in English classroom

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.	I think that my teaching can be improved by using ICT.					
8.	I think that ICT can make foreign language learning interesting.					
10.	ICT may change the way students learn in my class(es) actively and autonomously.					
11.	The ICT is not conducive to student learning because it is not easy to use.					
12.	ICT encourages more effective teaching and learning process.					
13.	ICT is not conducive to good teaching because it creates technical problems.					
14.	ICT can rich the learning resources except textbooks.					
15.	Students can improve their English skills through using ICT					

Q11. How does ICT integration benefit or not benefit you as the English teacher?

Q12. How does ICT integration develop or not develop the students' English competencies?