

# Teachers' Voices on the Use of ICT tools in Teaching English at Senior High School

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## Abstract

This study aims to examine teachers' experiences in utilizing Information and Communication Technology (ICT) tools for English language teaching at the senior high school level. In the digital era, ICT integration is essential for enhancing instructional effectiveness, fostering student engagement, and promoting independent learning. Using a qualitative approach, interviews with two English teachers from SMA Negeri 2 Tanjungpinang were conducted to explore both the benefits and challenges of ICT use in the classroom. The findings reveal that tools such as PowerPoint, Learning Management Systems (LMS), and speaking applications like Elsa Speak improve instructional delivery, assessment, and student participation. However, challenges persist, including limited infrastructure, lack of training, and rigid platform features that hinder flexibility. The study underscores the need for better infrastructure, ongoing teacher development, and more adaptive ICT systems. These insights are vital for stakeholders aiming to enhance English language teaching through effective technology integration.

**Keywords:** *ICT Tools; teaching english; teacher voices; barriers; senior high school.*

## 1. Introduction

In the digital age, the use of information and communication technology (ICT) in the classroom is becoming more and more crucial to raising the standard of instruction. ICT gives teachers a lot of chances to make learning more dynamic, adaptable, and relevant when it comes to teaching English. The technology allows students to access various learning resources, while teachers can use multimedia tools and online platforms to deliver materials in a more engaging way (Ghavifekr & Rosdy, 2015). In addition, ICT also helps to increase student motivation and engagement, as suggested by Al-Munawwarah (2014), who states that digital technology provides a more immersive and contextualized learning experiences.

Despite its huge potential, the implementation of ICT in schools, especially in Indonesia, still faces various obstacles. The limited technological infrastructure is one of the primary issues, particularly in rural areas where digital devices and internet connectivity are frequently insufficient (Halim et al., 2020). In addition, teachers often do not receive sufficient training to optimally utilize technology in learning (Tondeur et al., 2017). This is in line with the findings of Rahman et al. (2018), who mentioned that the lack of technical skills among teachers is one of the main obstacles in utilizing ICT to support the learning process. This condition causes the application of ICT has not had the maximum impact on English language learning at the high school level.system (Becta, 2010).

However, in-depth research on how teachers utilize ICT and how they overcome these challenges is still very limited. To fill this gap, this study aims to explore teachers' experiences in using ICT, particularly in English language learning at the high school level. By adopting a blended learning-based approach, which has been proven effective for integrating technology into learning (Rasheed et al., 2020), this study is expected to provide practical recommendations to overcome the obstacles of ICT implementation. Furthermore, this study has significance in providing insights for policy makers and curriculum developers to support technology integration more effectively (Kim et al., 2013). Thus, the results of this study are expected to improve the quality of English language teaching in Indonesia and bridge the gap in the implementation of educational technology.

"What barriers do teachers face when implementing ICT tools in English Language Teaching at Senior High Schools?" is the research question that may be formulated based on the previously discussed background. This question aligns with the issues highlighted in earlier sections, which emphasize both the growing importance of ICT in education and the practical challenges teachers encounter. We hypothesize that there are multiple obstacles to using ICT tools in

English language instruction, including internal factors such as teacher proficiency and readiness to adopt technology, as well as external factors like infrastructure limitations, regulatory constraints, and lack of institutional support. Therefore, the aim of this study is to identify these barriers and provide strategic recommendations to optimize ICT integration in English language teaching.

### **I. Ict tools**

It has been acknowledged that integrating ICT into English language instruction is a successful way to produce engaging and dynamic learning environments. ICT makes it possible to incorporate digital content like movies, educational apps, and online resources that promote student interest in learning English (Yunus et al., 2013). Another study by Salehi and Salehi (2012) confirmed that technology gives teachers the flexibility to design learning activities that suit students' needs, such as project-based activities involving collaborative work and the use of online resources. In addition, ICT supports independent learning, where students can access materials asynchronously through platforms such as Moodle or Google Classroom (Higgins et al., 2012).

According to research, there are several advantages of using ICT in English language instruction. By using interactive multimedia tools like instructional games and simulation apps, technology can boost student engagement (Schmid et al., 2014). Another study by Lestari et al. (2020) showed that ICT helps students develop speaking and listening skills through audio-visual-based applications. In addition, ICT also improves students' critical thinking skills by encouraging them to utilize global information sources in the learning process (Wu et al., 2014). For teachers, ICT helps simplify the assessment process through an efficient digital evaluation system (Becta, 2010).

Despite its great benefits, the application of ICT in English language learning is not free from challenges. One of the problems often encountered is limited technological infrastructure, especially in rural areas or schools with limited budgets (Buabeng-Andoh, 2012). In addition, many teachers face obstacles in adopting new technologies due to lack of training and technical support (Tondeur et al., 2017). According to Pelgrum (2001), the successful implementation of ICT is highly dependent on the readiness of educational organizations, including support from school principals and policy makers. Another study by Ertmer and Ottenbreit-Leftwich (2010) showed that cultural barriers, such as conservative views on traditional teaching, can also hinder ICT integration.

### **II. Integrations of ict tools in english language teaching**

Studies on teacher's voice in ICT implementation provide valuable insights into how they utilize technology and the challenges faced. Since they are the primary decision-makers in the learning process, teachers are crucial to the effective use of technology, claim Zhao and Frank (2003). Teachers that have a positive attitude towards ICT are more likely to successfully incorporate technology in the classroom, according to research by Tezci (2011). Nonetheless, a lot of educators feel overburdened by the demands to become proficient in new technologies without sufficient assistance (Halim et al., 2020). This viewpoint emphasises the necessity of continuous training and focused assistance to boost instructors' ICT confidence.

Vanderlinde and Braak (2010) assert that the effectiveness of technology implementation is contingent upon both the pedagogical application of these tools as well as their availability. Educators must know how to include ICT tools, such collaborative platforms like Padlet or Edmodo and language learning apps like Duolingo or Busuu, into the learning process to get the best results.

When it comes to integrating ICT into English language instruction, student involvement is just as important as the teacher's role. Students can actively engage in online discussions, group projects, and independent material research thanks to technology (Wang & Vásquez, 2012). Additionally, technology makes it possible for students to learn at their own pace and from any location through blended learning, which combines in-person and online instruction. The digital divide is still a major obstacle, nevertheless, especially for students in underprivileged areas (Selwyn, 2011). Therefore, educational regulations that allow for equal access to technology are necessary.

Furthermore, technologies such as virtual reality applications can help students enhance their language skills and cultural competence through task-based learning (Doughty and Long, 2003). ICT also offers more tailored evaluation using learning analytics, allowing teachers to better track student development (Siemens, 2013). Thus, ICT integration necessitates a strategic strategy that takes into account access, teachers' digital competencies, and students' requirements in order to maximize the benefits of English language learning.

## **2. Method**

In this study, instructors are interviewed as research subjects in order to employ a qualitative research methodology. This approach was selected to demonstrate how much teachers utilise ICT tools to teach English in the classroom. As stated by Dornyei (2007), qualitative research uses non-numeric data, and the results will be in the form of descriptions or narratives. Similarly, according to Ari (2017), qualitative research is designed to describe or provide information regarding the extent of ICT Tools usage by educators in Senior High Schools in applying technology in English language learning activities.

Based on this research method, the instruments and results will be related to the research title, namely regarding Teacher's Voices of using ICT tools in teaching English at Senior High School, and the research results will be presented

in the form of descriptive narratives and additional tables. The respondents will not be influenced by the researcher, so the results or answers provided by the respondents will be processed purely without manipulation by adding elements other than the responses from the respondents. The subjects of this research are 2 English teachers who are educators at SMA Negeri 2 Tanjungpinang. Because they are teachers who teach English as a foreign language and have a close relationship with the usage of English and the use of ICT tools in the teaching and learning process, the respondents were selected.

Data collection was conducted through video recordings and interviews distributed to the English teachers at SMA Negeri 2 Tanjungpinang. The interviews began on November 21 and December 2, 2024. This interview contains questions regarding the use of ICT Tools in English language learning. The interviewed teachers will be asked to answer questions about the use of ICT Tools in English language learning in a single interview recording that includes 6 questions about ICT Tools. Respondents will be given questions as well as reasons for using ICT Tools in learning activities and the challenges faced in using these ICT Tools based on their experiences in the teaching process.

The purpose of this study is to clarify the difficulties teachers at SMA Negeri 2 Tanjungpinang encounter when utilising ICT tools in the classroom to teach English. This study employs a thematic analysis approach in conjunction with a qualitative methodology. Thematic analysis, according to Braun & Clarke (2006), is a technique for finding, examining, and summarising themes in data that offers a versatile framework that can be tailored to different qualitative research settings. They highlight how well it can examine in-depth qualitative data to find trends pertaining to the phenomena under study. According to the interview's findings, respondents encounter a number of difficulties with infrastructure and facilities that support the use of ICT tools in the learning process, including energy and internet connectivity. It is anticipated that this study would improve knowledge of the difficulties teachers encounter during the teaching and learning process.

### 3. Result

To explore how ICT is applied in classroom teaching, the researcher conducted interviews with senior high school English teachers. The findings reveal that ICT tools offer significant advantages, including enhanced student engagement, improved teaching efficiency, and support for autonomous learning. However, several notable challenges were also identified, such as limited technological infrastructure, insufficient teacher training, and resistance to adopting new teaching methods. The study also highlights the effectiveness of various ICT applications such as collaborative platforms, multimedia tools, and digital assessment systems in fostering interactive and meaningful learning experiences. These results were analyzed in relation to relevant literature to provide a comprehensive understanding of the role and impact of ICT integration in English language instruction:

Table 1. Types and Usage of ICT Tools in English Language Teaching

No	Type of ICT Tools	Frequency of Use	Teaching Activities
1	PowerPoint, Google Forms, Quizziz, Kahoot, LMS, YouTube	Regularly used, especially for evaluation and daily exercises	Delivering materials, evaluation, and quizzes
2	Elsa Speak, Ome TV, audio materials	Occasionally used depending on the lesson's needs	Speaking and pronunciation practice
3	Video/audio-based applications like YouTube and LMS tools	Frequently used for delivering learning materials and listening exercises	Interactive audiovisual practice to engage students

Based on the Table 1. Teachers reported utilizing a variety of ICT tools to support their teaching practices. The most commonly used tools include PowerPoint, Google Forms, Quizziz, Kahoot, Learning Management Systems (LMS), and YouTube. These tools are primarily employed for delivering instructional materials, conducting evaluations, and organizing daily exercises.

In addition to these mainstream tools, some teachers integrated speaking-focused applications like *Elsa Speak* and *Ome TV*. These tools were used less frequently and typically adapted based on specific lesson objectives, such as enhancing students' speaking and pronunciation skills. Teachers also leveraged audio-based materials and LMS platforms to facilitate listening exercises, combining videos and other multimedia resources to create engaging learning experiences. The flexibility and adaptability of these tools allowed teachers to meet varied student needs effectively.

Table 2. Benefits of Using ICT Tools in English Language Teaching

No	Benefits	Explanation
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1	Enhances teaching effectiveness	Facilitates students' understanding of materials through engaging audiovisual media
2	Provides interactive learning experiences	Makes students more active and less bored with technology-based learning
3	Simplifies progress evaluation	LMS and quizzes enable automatic assessment through scoring systems
4	Supports student autonomy	Students can study anywhere using technology-based applications

Table 2. shows that Teachers identified multiple benefits of integrating ICT tools into English language teaching. Firstly, these tools significantly enhance the effectiveness of teaching by making complex concepts more accessible and engaging through audiovisual presentations. Students are more motivated and active during lessons, as the interactive nature of ICT tools minimizes boredom commonly associated with traditional teaching methods.

Secondly, ICT tools provide opportunities for teachers to offer personalized and autonomous learning experiences for students. Platforms like LMS enable students to access materials, quizzes, and assignments independently, allowing them to learn at their own pace.

Another critical benefit lies in the facilitation of student progress evaluations. Teachers can use quiz platforms and LMS systems to automate scoring and feedback, making it easier to track students' learning outcomes and address specific areas for improvement.

Table 3. Challenges in Integrating ICT Tools in English Language Teaching

No	Challenges	Details
1	Technical issues	Slow internet, limited electricity, and suboptimal tools like projectors
2	Incomplete ICT tool features	Quiz platforms are inflexible in accepting alternative answers such as contractions ( <i>doesn't</i> vs. <i>does not</i> )
3	Student-related barriers	Lack of confidence in speaking and difficulty finding suitable speaking partners on platforms like Ome TV
4	Teacher creativity and time constraints	Additional creativity is required to develop engaging teaching models and adjust time to meet technical needs

Based on the Table 3. Despite the numerous benefits, teachers also encountered significant challenges in implementing ICT tools. One of the primary issues was related to technical difficulties, such as slow internet connectivity and the dependence on electrical infrastructure. In some cases, inadequate or malfunctioning equipment, such as projectors, further hindered the seamless use of ICT tools.

Another challenge stemmed from the limitations of certain ICT platforms. For instance, quiz systems were noted to lack flexibility in accepting alternative answers, such as contractions (e.g., *doesn't* versus *does not*), leading to student frustration over missed points.

Moreover, student-related barriers posed additional challenges. Many students struggled with confidence during speaking exercises, particularly when interacting with native speakers on platforms like *Ome TV*. The unpredictability of such platforms also created inefficiencies in finding suitable conversation partners.

Finally, teachers highlighted the additional time and creative effort required to develop engaging lesson plans using ICT tools. Balancing time for preparation while ensuring the tools effectively supported learning objectives proved demanding, especially in classrooms with diverse technological resources.

The results show that although ICT tools significantly improve the teaching and learning process, overcoming practical and technical obstacles is necessary for their successful integration. Teachers see ICT as a valuable ally in contemporary

education, highlighting its capacity to produce engaging, self-directed, and productive learning opportunities for pupils. However, optimizing the integration of ICT tools necessitates investment in infrastructure, teacher training, and platform refinement to overcome existing barriers.

The results of this study offer important new information about how ICT technologies might be used to teach English in senior high schools. The utilization of tools such as PowerPoint, Google Forms, Quizziz, and LMS platforms shows how they can change traditional teaching methods into ones that are more engaging and focused on the needs of the students. As highlighted by Yunus et al. (2013), ICT tools enable teachers to design engaging learning activities that cater to various student needs, fostering both collaboration and individual learning.

The integration of speaking-focused applications like *Elsa Speak* and *Ome TV* further indicates a shift towards addressing skill-specific needs, particularly in speaking and pronunciation. This aligns with Lestari et al. (2020), who emphasized the effectiveness of audio-visual applications in enhancing language skills. However, the limited use of these tools, as noted by teachers, underscores the need for more structured and consistent integration strategies to maximize their benefits.

While ICT tools offer numerous advantages, such as enhanced teaching effectiveness, autonomous learning opportunities, and simplified assessment processes, the challenges faced by teachers remain substantial. Technical issues, such as inadequate internet connectivity and electrical infrastructure, reflect broader systemic problems that hinder the effective implementation of technology in education, as also noted by Halim et al. (2020). Addressing these challenges requires not only improved infrastructure but also institutional support to provide consistent access to reliable technology.

Additionally, the rigid functionalities of certain ICT platforms, as identified in this study, highlight the need for more adaptable and teacher-friendly software. For example, quiz platforms that fail to recognize alternative answers (e.g., *doesn't* versus *does not*) create unnecessary obstacles for both students and teachers. These findings resonate with Pelgrum (2001), proposed that in order to satisfy the various demands of educational settings, technology solutions need to be customized.

Finally, the human factor remains critical in ICT integration. Teachers' creativity and time management play an essential role in designing effective ICT-based lessons. As Ertmer and Ottenbreit-Leftwich (2010) noted, ongoing professional development and targeted support are crucial for building teachers' confidence and competence in utilizing technology effectively.

#### 4. Conclusion

This study emphasises how important ICT tools are to improving senior high school English language instruction. The findings reveal that ICT tools offer substantial benefits, including increased student engagement, autonomous learning opportunities, and streamlined assessment processes. These advantages highlight ICT's potential as a transformative force in modern education. However, the study also identifies significant challenges, particularly in the areas of technical infrastructure, platform usability, and teacher preparedness. To solve these problems, legislators, school officials, and tech companies must work together to give teachers the tools, support, and training they need. Future research should explore strategies to optimize the integration of ICT tools in diverse educational settings, focusing on overcoming barriers and enhancing teachers' capabilities. By addressing these challenges, To fulfil the demands of the digital age and enhance the quality of English language instruction, ICT tools can be extensively utilised.

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