

English Teachers' Practice in Using Technology in Classroom

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ABSTRACT

Implementation of effective use of technology believed to be able to increase student motivation in learning as well as helping teachers' work become easier. In the practice of using technology in the classroom, the teacher as the main actor in the teaching and learning process has a unique role in integrating English lessons with technology. This study aims to investigate the extent to which teachers use technology and what factors influence teacher practices in using technology in English classes. The qualitative case study method used in collecting and analyzing the results of this study. Internal factors such as teacher self-efficacy and competence are the factors that most influence teacher practice in English classes. In addition, the teacher's experience in teaching also influences the teacher's perception in understanding the use of technology. The results of this study imply the need for more intensive training on the use of technology to be able to assist teachers in preparing English language learning that integrated with technology more effectively.

Keywords: Technology integration; technology utilization; teacher practice; technology in English class;

INTRODUCTION

The use of ICT-based technology and media in learning believed to provide many benefits and positive effects (Ghasemi & Hashemi, 2011; Khanom, 2018). As has been stated by many researchers, the implementation of effective use of technology can increase student motivation in learning, making it possible students to see simulations of direct contact with English-speaking cultures and countries. Provided access to reach material sources from around the world, facilitate learning for students in various learning styles and learning strategies. Can even increase learner autonomy, sharpen critical thinking students, and can be a process that can use as a solution to various problems in learning and learning (Al-munawwarah, 2014; Drigas & Charami, 2014; Ghasemi & Hashemi, 2011; Khanom, 2018; Shyamlee et al., 2012). However, teacher practices in using technology have not studied further in terms of the factors that influence teacher practices in using technology in the classroom.

In the practice of using technology in the classroom, the teacher has the main role in the teaching and learning process a unique role in integrating English lessons with technology. According to Budiman et al., (2018), teacher practice in using technology has a close relationship with how teachers perceive technology. Several previous researchers have discussed and focused their research on teacher perceptions of the use of technology in learning (Al-munawwarah, 2014; Bilal & Saeed, 2015; Djiwandono, 2019; Farooq & Soomro, 2018; Jatileni & Jatileni, 2018; Jimoyiannis & Komis, 2007; Juliana & Muslem, 2017; Soko, 2017). Most of the findings in these studies indicate that teachers have a favorable view of the benefits of integrating technology in learning.

However, even though teachers have a positive view of the use of technology in the classroom and are aware of the benefits of technology, in reality there are still many teachers who are reluctant to use technology in their classroom learning (Pourhosein Gilakjani et al., 2015). Furthermore, Player-Koro (2012) states that the process of integrating technology in classroom learning in generally still depicted at a moderate or average level low average. This indicates that the teacher's perception or

view of the use of technology is not the only factor that influences teacher practice in using technology in the classroom.

Several researchers such as Rodliyah (2018) who investigated how teachers in vocational schools use technology into learning practices in English classes have researched research on English teacher practices in using technology. In his research, Rodliyah (2018) found that teachers use technology for various reasons, such as the teacher's interest in using technology, current demands, needing the benefits of technology and also because teachers feel confident when integrating English lessons with technology.

In contrast to (Hakkarainen et al., 2001; Rodliyah, 2018) analyzing the relationship between teachers' abilities to use technological devices, teachers' pedagogical thinking, and teacher's individual reports in the practice of using technology in the classroom. Meanwhile, Rollins (2011) observed kindergarten to grade five elementary schools in public schools to find differences in learning practices in the use of technology by teachers

In his research, Rollins (2011) found that implementation of technology utilization was not widely used even though technological devices had been provided by the school. In another study conducted by Fauzan & Pimada (2018) found that teachers still use slight variations in the use of technology because technological device facilities are inadequate, access limited internet, there are also issues such as a lack of competency and teacher confidence in utilizing technology.

Therefore, based on some studies there is still little research that investigates teacher practices in the use of technology while exploring the factors that influence teacher practice in the classroom.

Types of Technology Functional Use

The way teachers use technology both inside and outside the classroom has an influence on the use of technology by teachers in learning (Kolbakova, 2014; Wozney et al., 2006). Therefore, it is important to know the type of functional use of technology used by teachers, because the frequency of teachers using this type of functional use of technology indicates the teacher's familiarity and creativity in the use of technological devices to implement in the classroom.

Quoted from Wozney et al. (2006), there are several types:

1. functional use of technology commonly used by teachers, namely in learning (example: drill practice, tutorials, repairs)
2. communicative (example: E-mail, ICQ, conferences computers, LCD projectors),
3. Organizational (databases, spreadsheets, recordings, and lesson plans),
4. analysis/programming (eg statistics, mapping, graphics, robotics),
5. Expansive (eg simulations, experiments, exploration environment, brainstorming),
6. creative (example: desktop publishing, digital video, digital camera, scanning),
7. Expressive (example: word processing, online journal),
8. Evaluative (example: assignments, portfolio, exam), and informative (example: internet, CD-ROM).

Factors Influencing Technology Utilization Practices

Behind the teacher's practice of using technology in the classroom, several factors determine whether the teacher has integrated technology properly or not. These factors can influence the practice of using technology by teachers as either a benefit or a hindrance in its application.

Ammade et al., (2018) mentioned several obstacles that often occur in the application of technology utilization, such as lack of space, resources, care, and ability to use technology as well as a lack of technology training and a lack of clarity regarding policies regarding the use of technology in education. This is different from Muller (2017) who categorizes factors that influence the effectiveness of technology utilization, such as physical factors, digital factors, human resource factors, socio-economic factors, age factors, language factors, cultural factors, ethnic factors, gender, geographic factors, literacy factors and constraints in learning. In this study, the factors that influence the practice of using technology simplified into internal and external factors.

Internal Factors Influencing Teacher Practices in Using Technology

Internal factors that influence teacher practice in using technology are factors related to the teacher. Some of these internal factors will explained briefly in the description below.

1) Teachers' Attitudes and Perceptions of Technology Utilization

Teachers' perceptions of the use of technology or the integration of technology often refer to the teacher's attitude, views, self-efficacy and teacher's understanding of the use of technology (Jatileni & Jatileni, 2018). The teacher's attitude towards the use of technology claimed to be the earliest stage to predict how technology will be will integrated or applied in classroom learning by the teacher. Teachers' positive views on the use of technology are often associated as the first step in achieving the integration and effective use of technology in the teaching and learning process.

2) Teacher Self-efficacy and Competence

Self-efficacy also related to attitudes and beliefs. As for what meant by, self-efficacy is the belief that is believed by an individual in believing in ability that he has to later be realized into a behavior or attitude (Player-Koro, 2012). More specifically, self-efficacy in research on the use of technology refers to the teacher's desire to use technological devices in the learning process in the classroom.

Hadijah & Shalawati, 2017 suggests that self-efficacy is the belief that a teacher has to use technology in the classroom where this self-efficacy also related to the teacher's ability and knowledge of the use of technological devices. According to Muller (2017), competence is the ability to have knowledge, judgment, skill, energy, experience, and motivation needed in order to meet the demands of responsibility. Answer professionalism. The teacher's ability to utilize technological devices in the learning process claimed to be a factor that greatly influences teacher practice in achieving effective integration of learning with technology.

3) Teaching Experience and Age

Other factors are included in the internal factors that can influence teacher practices in using technology is age and teaching experience (Azmi, 2017; Cheng, 2017; Djiwandono, 2019; Guillén-gámez et al., 2019; Jimoyiannis & Commission, 2007; Juliana & Muslim, 2017; Kolbakova, 2014; Lindner, 2014; Rahimi & Yadollahi, 2011b, 2011a; Yunus & Suliman, 2014).

External Factors Influencing Teacher Practices in Using Technology

External factors are factors outside of internal factors that can influence teacher practices in using technology. In terms of external factors, Fu (2013), Kaur (2016) and Mikre (2011) detail several external factors that can affect the effectiveness of using technology in learning in schools. Some of them are conditions and access to facilities that support the use of technology, technical support, and support from related parties, funding sources, and time for teaching planning. Each factor will briefly explain below.

1. Conditions and Access to Facilities that Support the Utilization of Technology

In the practice of using technology, many researchers have found that limited access and supporting facilities are one of the factors that cause disruption or not optimal use of technology in the learning process in the classroom (Fu, 2013; Hadijah & Shalawati, 2017; Hidayati, 2016; Juliana & Muslim, 2017).

2. Technical Support

Another factor that is no less important besides the availability of facilities and access to technological devices is technical support to run the technological infrastructure that has provided, such as internet, computer accessories that function properly, as well as the condition of electric power or electricity.

3. Support from Schools and Related Parties

Support from schools and related parties in the use of technology expected to be able to support teachers by providing training. Providing a place or discussion forum for teachers to make it easier to share their experiences and implementing technology integration in their classes as well as

supervising and assisting the process and increased integration of technology by teachers in the classroom.

4. Sources of funding

It is a common thing that to realize the integration of technology with learning requires expensive funds, especially to facilitate classes with capable technological devices (Floris, 2014). Not only to facilitate classes with technological devices, other budgets are also needed to complete these facilities, such as procuring computers, internet connections, servers, providing IT staff, conducting training for teachers, as well as costs for maintaining various technology facilities (Floris, 2014; Hidayati, 2016).

5. Time for Lesson Preparation

The time needed in teaching preparation is also another factor that needs to consider in implementing the use of technology in the learning process in the classroom. Several studies have found that teachers have problems with the lack of time they have to prepare and experiment with new learning resources (Al-munawwarah, 2014; Juliana & Muslem, 2017). This happens because teachers have to spend more time finding and modifying authentic materials that are suitable for their students. Another problem with regard to time that some researchers have found is the time spent checking a program or technology device before being able to use it in the classroom.

METHODS

This study aims to investigate the extent to which technology used by teachers and what are the factors, which influence teacher practice in the use of technology in English classes. This case study research carried out in two senior high schools located in Indonesia in Ranah Batahan, West Pasaman, and West Sumatra. These two schools selected as samples in the study because these two schools already represent public schools in West Sumatra with adequate multimedia technology utilization facilities in the classroom. In the first school (here in after symbolized as school 1) and the second school (here in after symbolized as school 2), the English class studied was English which was taught as a compulsory subject. In school 1, English taught for 3 hours per week, while in school 2, English taught for 2 hours per week.

Two teachers from two different schools selected as participants in the study. One teacher from school 1 and one teacher from school 2 selected by school policy and authority. The data collection method used in this study was to make two observations in the same class taught by each teacher. Besides observation, semi-formal interviews to both teachers also conducted to collect data research and the last is giving questionnaire to fill out by the adapted teacher from Alharbi (2014). The questionnaire consists of several parts: the first part is contains the teacher's background information and technological devices that have used in teaching English. The second part contains the level of teacher confidence in using technological devices. The third part contains the frequency of use of technological devices by teachers both at school as well as outside of school. In addition, the last part is the teacher's perception of the benefits of using technology devices.

RESULTS AND DISCUSSION

This section is divided into two based on the research questions raised in the introduction. The first part is about the teacher's practice in using technology in the English class, while the second part is about the factors that influence the teacher's practice in using technology in the English class.

RESULTS

Teacher Practice in Using Technology in English Classes

To investigate how teachers use technology in English classes, observations made twice in the same class taught by each teacher. Before discussing the findings further, the researcher will first explain the context of the two schools that sampled in the study and the demographic information of the two teachers who were participants in this study.

School 1 is a public private school whose teaching and learning activities carried out like schools in general. However, school 1 has a policy that restricts students from using their smartphones in class. Before entering class, students' smartphones first collected at the school entrance at the place provided by the picket teacher. A different container, depending on the class of each student, separates each smartphone. If the teacher in the class wants students to use smartphones when learning in class, then the teacher can take the student's smartphone first at the teacher's picket table. This done to anticipate excessive used of gadgets by students and not controlled by the teacher during class.

Unlike school 1, school 2 is a public madrasah school. Learning at this school is the same as any other public school. However, not all students in school 2 allowed having mobile phones as per Madrasah policy. Nevertheless, students can still bring their laptops into class during lessons. Teacher demographic information will present in table 1 below.

TABLE 1. Teacher Demographics Information

Participants	Ages	Gender	Level of education	Teaching experience	Training on the use of technology
Teacher 1	30	Female	S1	7 years	have digital literacy training
Teacher 2	25	Female	S1	6 month	Never

Based on the results of the interviews, the two teachers revealed that they had at least used internal technology English lesson in their class. The two teachers indicated the use of different technological devices and in different frequencies and types of technological devices. This is appropriate research findings by Rodliyah (2018) who found that teachers use technology in the form of using many kinds of technological devices.

The technological devices in the form of hardware used by teacher 1 are laptops, LCDs, printers, speakers, and smartphones. While teacher 2 only uses laptops and smartphones. The technological devices in the form of software used by teacher 1 are Microsoft Word, Power Point, E-book, Microsoft Excel, Browser, E-mail, Messenger application, vlog, google form, google doc, google classroom, social media and Jibas. While, the technology device used by teacher 2 is Ms. Word, PowerPoint, blogs and E-books. The gap in the use of technology devices by the two teachers from two different school motivated by several factors. To see more clearly and concisely the technological devices used by the two teachers will show in table 2 the types of technological devices used below:

TABLE 2. Types of Technological Devices used by Teachers

No	Types of technological devices	Teacher 1	Teacher 2
Hardware			
1	Computer/laptop	√	√
2	LCD	√	-
3	Printer	√	-
4	Sound system	√	√
5	Smartphone	√	√
Software			

6	Microsoft Word	√	√
7	PowerPoint	√	√
8	E-book	√	√
9	Excell	√	-
10	Browser	√	√
11	E-mail	√	√
12	Messenger App	√	-
13	Social Media	√	-
14	Vlog	√	-
15	Blog	-	√
Many others			
16	Google form, google doc, google classroom, dan Jibas (E-learning sekolah)	√	-

As seen in table 2 above, teacher 1 uses more types of technological devices to support learning in English class. Based on the results of interviews and questionnaires, Teacher 1 indicated that the frequency of Teacher 1 in using the above technological devices was often, although not always, because the use of these technological devices was adapted to the conditions of the students and the learning material. The reason for using this type of technology conveyed by Teacher 1 because it considered aspects of the benefits and needs provided by the device technology to students.

Excerpt 1

"to assist students in achieving certain learning objectives by taking into account the needs and interests of children" – take from Teacher 1 Questionnaire "...it really helps students understand material, usually children are more visual, for example there is something visual there is audio , they can use video. It's such a rich video that we can also play it in class. It's more about needs, isn't it?" – take from Interview Teacher 1.

In addition, the reason for using various kinds of technological devices by Teacher 1 also mentioned because of the facilities provided by the school, the demands of the times and making it easier for teachers to teach.

Excerpt 2

"First, because the facilities already exist... the school has provided them."-Quote from Teacher 1 interview. ."- take from interview Teacher 1 "...for me, yes, I'll try, try to be able to (use technological devices) because kids nowadays, for example, we can't do that, thank you.." -take from interview teacher 1.

Meanwhile, Teacher 2 indicated that the frequency of using the above technological devices was rare and only depended on necessity. Teacher 2 in using technological devices also mentioned the reasons for using them, namely to facilitate the learning process and to find suitable material.

Excerpt 3

"using technological devices because they can facilitate the teaching and learning process" – Teacher questionnaire quote 2 "...there are some materials that have to be for example searching the internet, or if they have an assignment I can't come, it will be easier for them when they send an email and so forth. It really helps and supports..." - Teacher's interview excerpt 2.

TABLE 3. Class Observation Results

Participants	Session	Utilization of technological devices
Teacher 1	1	E-learning sekolah, LCD Proyektor, PowerPoint, Kahoot application
	2	E-learning sekolah, LCD Proyektor, PowerPoint, Google form, Smartphone
Teacher 2	1	Sound system, Smartphone
	2	-

From the results of class observations and further interviews, it was found that the two teachers used technology in different ways in the teacher's teaching activities in class. If Teacher 1 uses more than 1 type of technological device in every class meeting by always using an LCD projector, Teacher 2 only uses speakers and smartphones in the first observation session. Whereas in the second observation session Teacher 2 did not use any technological devices to support learning. In addition, Teacher 1 also uses E-learning which has been facilitated by the school for student attendance.

As for the integration method used by the two teachers in utilizing technology in classroom practice, it was found that there were differences in the level of teacher competence in using technology or often referred to as competence technolog pedagogy and content knowledge (TPACK). In the practice of learning in class, Teacher 1 integrates technological devices with learning with an LCD projector to display material summaries in power point form.

Excerpt 4

"...if the materials are in the book, right, sis, even though the material in the PowerPoint is also the material I took from the book, but when they look at the slides, the focus is different. So instead of going to books... sometimes when they go to books maybe they are sleepy, or what so they don't know whether they read it or not. As for slides, as soon as the slides change, they already have to think again..." - Excerpt from Teacher 1's interview

Even though Teacher 1 revealed the perceived effects of using technological devices, in this case PowerPoint and LCD projectors, Teacher 1 also mentioned that she always complemented learning materials in PowerPoint with explanations via the blackboard and teaching as usual. This also seen during class observations, where students were calmer when reading or copying material via PowerPoint slides than when learning back to their respective textbooks.

In addition, Teacher 1 also utilizes the LCD projector to train and enrich students' vocabulary in the application Kahoot shaped like a game application. When using the Kahoot application, students allowed to using their respective smartphones where their smartphones have connected to the teacher's laptop, so that the display of questions is on the class LCD projector while students answer questions that displayed via smartphones. In terms of using the Kahoot application, Teacher 1 stated that in addition to attracting students' interest in learning, the use of the Kahoot application was also felt to be more effective than inviting students to read a dictionary about vocabulary.

Excerpt 5

"...I've used conventional methods with quizzes that use kahoot. It turns out that they are, even though they are difficult for example or connections and other things, it turns out that they are indeed more motivated than I am giving an ordinary quiz... if For example, if I give them a paper-based approach or I tell them they have to find the answer... they're usually richer that way." - Teacher's interview excerpt 1

As for the use of the E-learning application and Google form, in this case Teacher 1 uses the two types of technological devices to replace children's learning media, which was previously book or

paper based to media based Internet. The use of the E-Learning application is to review exam questions that students have worked on; meanwhile the use of the Google form is to answer student practice questions in which the two technological devices accessed directly via the student's smartphone.

Unlike the Guru's practice 1, Teacher 2 in class observation only use the speaker connected to the teacher's smartphone to help students practice listening skills. In practice in class, based on observations, the teacher's use of the sound system only lasted less than 10 minutes. To explore the use of technology by Teacher 2 again, the interview results found the fact that Teacher 2 also sometimes searches for learning materials via the internet. However, the results of the search for the material not shown further to students, but only to the teacher as a reference. Based on the interview results, Teacher 2 also revealed that he once used an LCD projector to display material via PowerPoint and show videos that match student material.

Excerpt 6

"For example, until now, I still use power point at best, it's just like that in class and then it's like playing a video. But videos related to lessons, as well as audio recorders as a place for them to listen too. That's what I'm using now.."—Quote from Teacher's interview 2

In terms of using the LCD projector to display videos, the teacher explained that the use of videos in learning is to show students about simulated conversations or expressions in English that are appropriate to the original context.

Excerpt 7

"...usually, using videos such as movies. The film is about giving opinion, so it will be shown later so they know that, oh, this is how it is practiced, what are native people like? when they are giving opinion. Or asking for opinion, it's usually like that..."—Excerpt from Teacher's interview 2

Based on the practice of using technology described above, Teacher 1 uses various kinds of technological devices and various types of technological devices. This shows that Teacher 1 already has the ability to master technological knowledge, pedagogy and content. Meanwhile, from the practice carried out by Teacher 2, it shows the need for follow-up in understanding technological capabilities, pedagogy and content.

DISCUSSION

There are factors that influence teacher practice in using technology in learning the influence of internal and external factors. The first internal factor is the teacher's positive view of the use of technology. As explained in the previous section, both teachers have a positive view of the use of technology even though they have different perceptions. If Teacher 1 views the use of technology as important because it can help students; Teacher; and the delivery of material in the learning process, Teacher 2 views the use of technology positively only in terms of facilitating the learning process. The second internal factor is the level of self-efficacy and teacher competency. In terms of teacher self-efficacy, namely the teacher's desire to utilize available technology, Teacher 1 indicates a high level of self-efficacy. This can see from the results of class observations, where during the second session of class observation taking place, the LCD projector that being used to display material suddenly died.

However, Teacher 1 swiftly found a solution, namely to share the learning material through the students' WhatsApp group, so that learning could take place again.

Excerpt 8

"...I also have to have two pockets, two pockets in the sense what if I can't walk until now. We have to have a plan B. Like before, it's off, it means my plan B is right, we're definitely using our cellphone. Because that's the most probable... It's just that the difficulty is in providing plan B, it's like plan A is already good, then the electricity goes out, what do you do? Yes, that's how it's like, ma'am, so I still have to prepare my second pocket..."—Teacher's interview excerpt 1

In this case, Teacher 1 also mentioned that he always prepared backup devices when using technological devices in class. In addition, even though he admitted that it was difficult or required a lot of time in terms of utilizing and selecting technological devices to be used in class. Teacher 1 also revealed that she tries his best to find out and take advantage of technology that can be used in class as long as this technology can help learning, especially helping students in learning. In addition, self-efficacy and competence of teachers in utilization technology also seen in the results of the teacher questionnaire, where Teacher 1 feels confident when use various basic technological devices.

Based on the results of interviews with Teacher 2, it was found that Teacher 2 did not have high self-efficacy. This was also supported by the results of the questionnaire distributed to Teacher 2, where Teacher 2 felt not too confident in using a variety of basic technological devices. Besides In addition, Teacher 2 also revealed that he rarely uses technological devices, so he only uses them sometimes technology devices within two weeks or once every three weeks. At least the frequency used by Teacher 2 in utilizing it is closely related to Teacher 2 who has never attended training, either digital literacy and seminars related to technology devices. In addition, Teacher 2 also showed a lack of experience in teaching, namely within 3 months, so that he has not found many benefits that can be used through technology.

Other internal factors that influence teachers' practice in using technology are teaching experience and age. By looking at the practice of the two teachers directly, you can it was concluded that teaching experience and age had an effect on the practice of using technology by teachers. Teacher 1 is older than Teacher 2 and has more teaching experience, namely for 5 years, while Teacher 2 has only started teaching for 3 months. These factors affect the practice of using technology by Teacher 1 more broadly and structuredly than Teacher 2. This is also in accordance with research findings carried out by several previous researchers (Azmi, 2017; Cheng, 2017; Djiwandono, 2019; Guillén-gámez et al., 2019; Jimoyiannis & Komis, 2007; Juliana & Muslem, 2017; Kolbakova, 2014; Lindner, 2014; Rahimi & Yadollahi, 2011b, 2011a; Yunus & Suliman, 2014).

Related to external factors that influence teacher practice in use of technology, Teacher 1 and Teacher 2 indicate that the school has sufficiently supported the use of technology by the teacher in terms of procuring facilities. However, Teacher 1 mentioned the desire for equal distribution of existing facilities in schools to be fulfilled as soon as possible due to the existence of a new class building that does not yet have multimedia facilities in the classroom. Meanwhile, Teacher 2 said that the provision of a school laboratory was needed in learning, where school 2 did not yet have language laboratory facilities like school 1.

Excerpt 9

"For ICT, it's fine in my opinion. I don't need a lot of things anymore, I just have to bring my laptop to class. At least it's for a new building, because it hasn't been installed yet. At the very least, I have to bring extra information with me, please. But, thank God, there are also a lot of people who are rich, so they don't have to be rich fight or what. All that's left is to say it.." – Quote from interview with Teacher 1

Excerpt 10

"Perhaps if I personally propose it it's like a school has a lab, but the lab can be used for children, so it's easier for children, especially like the language lab too. So the language activities can be there, so that the children not only can learn in the class, but them too also have or can enter the lab so later we will enter the lab like this. So let there be a different sensation too children. There are new experiences too" –Teacher interview excerpt 2

In addition, external factors such as providing training on the use of technology also need to be added to support teachers in practicing the use of technology that is integrated with lessons, especially English. In this case, school 1 has supported teachers in terms of procurement digital literacy training which is held once a year even though Teacher 1 implies that the things being taught the training is only basic. To implement it in the subject matter, Teacher 1 needs to explore for himself what is needed in the teaching and learning process. In contrast, Teacher 2 School has not utilized the existing facilities optimally and optimally.

CONCLUSION

Based on the results and discussion above, the practice of each teacher in using technology in learning English tends to be different, depending on internal factors and external factors. In this study, both schools have supported teachers to be able to practice the use of technology in learning in terms of multimedia facilities in general. But in practice, the two teachers have the same way different, depending on the internal factors that influence it. These factors affect the practice of using technology by Teacher 1 more broadly and structuredly than Teacher 2. This is also in accordance with research findings carried out by several previous researchers (Azmi, 2017; Cheng, 2017; Djiwandono, 2019; Guillén-gámez et al., 2019; Jimoyiannis & Komis, 2007; Juliana & Muslem, 2017; Kolbakova, 2014; Lindner, 2014; Rahimi & Yadollahi, 2011b, 2011a; Yunus & Suliman, 2014). Both Teacher 1 and Teacher 2 imply the need for more intensive training on the use of technology, which can later assist teachers in preparing English language learning that is integrated with technology. In the case of Teacher 2, digital literacy training is needed to open the horizons and insights of teachers about the benefits of technology that can be practiced and used in the classroom.

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