THE TEACHERS'CHALLENGES IN INTEGRATING ICT
INTO INNOVATIVE ENGLISH CLASSROOM

THESIS

Submitted by
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THESIS

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SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Teacher's Challenges in Integrating ICT
into Innovative English Classroom**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13/06/2023

Saya yang membuat pernyataan

MAGHFIRAH

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ABSTRACT

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Technology plays an important role in the teaching and learning process today. Thus English teachers can use a variety of different tools while teaching in class. Other hand teachers also face challenges in integrating ICT into English classes. This research was conducted at SMK N 5 Telkom Banda Aceh. This study aims to find what challenges are faced in integrating ICT into English classes, and what strategies teachers use in integrating ICT into English classes. Data was collected through interviews and observations using semi-structured questions. Based on the first research question, it shows that there are two obstacles that pose challenges for teachers in integrating ICT into English classes, namely internal and external, and the second research question it also discovered the strategies for teachers in integrating ICT into English classes including ICT skills training from the finding results showed that the teachers were conducting ICT training during the covid, because at that time they were using technology in every lesson next using effective teaching media the finding shows that each teacher is proficient in choosing their teaching media, such as YouTube, Microsoft Word, Canva, Eric, video maker and choosing the right teaching content in this section it is also shown in the finding that each teacher uses the teaching content they usually use so there is little chance that they will experience challenges because the teachers are used to selecting content, but the teachers admit that this can be a strategy for continuing the use of ICT in the classroom.

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CHAPTER I
INTRODUCTION

This chapter discusses the background of the study, research questions, the research aims, significance of the study, and key terminology.

A. Background Study

Technology has turned into one essential aspect of society that helps students to understand the bigger picture of the world and not just stays confined to what schools and teachers teach them within their classroom. According to Brown (2000), teaching is defined as showing and helping someone to learn how to do something, giving instruction, guiding in the study or something, providing knowledge, causing to know and understand.

There are two ways of teaching traditional and modern in conventional education, the teachers would expect the students to study and memorize the explanation that was already given by the teachers. The teachers would provide every learning material that they had to explain to their students. Therefore, students would usually be passive. However, the modern way was very different. In the modern teaching methods, the teacher would focus more on the individual students' needs rather than assuming all students are at the same level of understanding. The modern way of teaching focuses more on activity-based education. Also, usually, teaching and learning activities use the technology provided in their classrooms. Besides, students can find their material using their devices so that in class, the teacher only gives the students activities or tasks to do.

Djiwandono (2019), the teachers in Indonesia used technology-based learning media into the classroom, which makes the class active and crate innovative in learning. According to Habiburrahim (2015), multimedia technologies such as CD-ROM, Internet, and World Wide Web (www) generate countless new resources and materials to expand education. Information and communication technology plays a significant role for globalization where national boundaries are blurred by instant interaction, communication and even sharing of information.

Meanwhile teaching-learning in Aceh also used the tehnology to create innovative classroom. According to Liu (2009), technology is now having a bigger role during classroom and at home learning, as computer-assisted teaching and interactive media technologies complement the traditional use of chalk and blackboard. In this situation teachers in Aceh have to change their learning style. Example in listening subject teachers can use computers and the internet to find rich authentic spoken resources models, such as YouTube video clips, that assist non native-language learners. And this makes it easier for teachers to not speak by themselves. Teaching and learning activities use the technology provided in their classrooms. Besides, students can find their material using their devices so that in class, the teacher only gives the students activities or tasks to do.

There are many difficulties so that it becomes challenges for teachers to be overcome before technology can be integrated effectively into the curriculum. Sometimes the integration process is time consuming and

sometimes frustrating. To integrate technology into the curriculum, teachers need to learn a new field of study. Software companies not very support high-level learning with their courses, and the internet is very guarantees on which the lessons are based because they are unreliable and the freedom of access it gives to sites is unnecessary. If we could use technology in English classes effectively, success is possible, and results can be useful for teachers and students.

Research on the challenges of integrating ICT in EFL in learning activities has been carried out previously by Rea (2019), she has analyzed various technological and communication sophistications as well as highlights the challenges of using ICT in a school in Surakarta. In addition, Raisha (2017), the technology helps students in teaching and learning process, especially when the teacher uses PowerPoint slides. By using PowerPoint, teachers can visualize their explanation, which makes the class come alive. In addition, using technology helps teachers to attract the attention of students so they can focus on learning when bored.

Research on the challenges of using technology to teach English has also been conducted previously by Amy M (2016), in his research he focused on teachers in particular subject in his study that mentioned were two grouped of challenges namely external and internal points. According to Amin and Nia (2019), examine challenges and solutions in the development of educational technology in Indonesia. Even though it's been done several times. In several places, research on the use of technology in ELT and the

challenges of using technology in teaching English have never been carried out in vocational school. On the other hand, this study aims to examine the challenges faced by English teachers at SMK N 5 Telkom Banda Aceh when using technology in their teaching.

MoCT (2003), ICT has been adopted in the teaching and learning process in most schools in the area. Few teachers use ICT as a teaching and learning tool because the challenges outweigh the benefits. According to Dashtestani (2014), challenges in integrating ICT the teachers have several strategies, such as; implementing online instruction, improving online facilities. Teachers provide in advance the facilities used, joining teaching methodology training Online EFL course or computer literacy training.

Based on the explanation of the problem above, the researcher is interested in conducting research on the challenges faced by English teachers, and the strategies teachers used in integrating ICT into innovative English classroom. The researcher also hopes this research will useful for readers, especially for English teachers. After reading this research report, hopefully they can improve their teaching methods to increase students' desire to learn English using technology.

B. Research of Question

Following the background described, this research formulates two questions to be answered. The research questions are:

1. What are the teachers' challenges in integrating ICT into innovative English classrooms?
2. What are the strategies for integrating ICT into innovative English classrooms?

C. Aim of the Study

Based on the research question above, the aims of this research are as follows:

1. To find the challenges faced by teachers in integrating ICT into innovative classrooms.

2. To find what strategies used by teachers in integrating ICT into innovative English classrooms.

D. The Significance

The findings of this study to know what kind of challenges in integrating ICT into the classroom, and to know the strategies that can be used in English that can help teachers to form innovative classes. This can help teachers deal with problems in the future and shape students to focus on learning, especially with the current curriculum, which requires the school to last until the afternoon.

E. Key Terminology

This research may result in some terms requiring clarification, which can lead to confusion and misunderstanding. In order to avoid such circumstances, these terms will be defined according to the research. These terms are teacher challenges, ICT, and innovation.

1. Integrating ICT

ICT stands for information and communication technology and is defined as the technological devices and resources used to communicate, and to create, disseminate, store, and manage information. ICT can be used for audio-visual children. Furthermore, ICT is also an information system technology that has a role in today's world. These technologies include computers, the internet, casting technology (radio and television), and telephone.Besides having an important role in the industrial or business world, ICT plays an essential role in developing the world of education. Its role is very much needed in terms of the benefits and advantages.

2. Teacher's challenges

The challenges teachers face in integrating ICT into English classes are very diverse. Teachers must be good at connecting their computers to projectors so that they can connect to projectors. Also, they often experience problems with the internet being used and in facilities. The teacher's lack of knowledge in using applications and technology is also usually called internal and external challenges.

3. Strategy in integrating ICT

Athapaththu (2016), The term strategy comes from the Greek word *strategy*, which means planning to solve problems effectively by utilizing resources such as; plans, patterns, positions, and perspectives. These terms are used in this study to help explain what strategies teachers can use in dealing with the challenges of integrating ICT into English classes.

CHAPTER II
LITERATURE REVIEW

This chapter discusses the literature review related to this research. It aims to deepen the teacher's knowledge of challenges in integrating ICT into the English classroom. The theories discussed include integrating ICT, innovative classes, teachers' challenges, and strategies.

A. Integrating ICT

Teachers are the key to improving learning in integrating ICT. The teacher's attitude towards the use of technology in the teaching and learning process is one of the main factors for achieving the meaningful use of computer technology in education. According to Albirini (2006); Baylor and Ritchie (2002), technology in education depends on the teacher's attitude towards the use of technology. Moreover, the teacher's attitude is considered as the main one in the use of technology. Therefore their attitude towards computers play an important role in their acceptance and use of computers. According to Randall (2013), technology integration means using equipment in the classroom by combining technology that can create the class innovative. He also defines technology integration as the effective application of educational technology to achieve desired learning outcomes. Technology is as much a part of classroom utility as other teaching aids, it can be an important combination with additional teaching resources, students are also interested in learning English when teachers integrate ICT into English classes. So that it helps them become more active in learning, and can explore their talents and interests by

using technological media (Arifah 2014). Technology integration uses software supported by providers for real-world applications, so students can learn to use computers in a flexible, purposeful, and innovative manner. In the teaching and learning process, several ICT tools can be used in schools such as computers, laptops, LCDs, audio devices, scanners, DVD players, and multimedia projectors, email, WhatsApp, google classroom, eric, youtube, canva, and google meet. Technology provides many choices, so that learning is more interesting and innovative. the section below provides advantages and disadvantages of integrating ICT into english classroom

Integrating Information and Communication Technology (ICT) in education enhances the teaching and learning experience of teachers and students. Various benefits that can help improve engagement, motivation, and student learning outcomes. By incorporating ICT into their teaching practice, teachers can provide students with access to a wider range of learning resources and opportunities as well as personalized feedback and support. In addition, ICT tools can help teachers manage their workload more efficiently, allowing them to focus on teaching and planning. According to Ahmadi (2018), using information communication can make students better prepared to succeed in the digital era, they can adapt to new technologies and tools in the professional academic field in the future. Here some advantages points in integrating ICT into English classes (Tarman & Ayas 2011).

a) Increased Engagement; Using ICT tools such as interactive whiteboards, videos, and educational apps can make the learning experience more engaging and increase motivation and participation.

b) Personalized Learning; ICT tools can help teachers adapt instruction to the needs and abilities of individual students by providing personalized feedback, quizzes, and interactive activities.

c) Enhanced Collaboration; ICT tools can facilitate collaboration among students, enabling them to collaborate on projects, share ideas, and give each other real-time feedback.

d) Increased Creativity; ICT tools can help students express themselves in new and creative ways, such as through digital storytelling, video creation and multimedia presentations.

based on advantages there are also disadvantages that have an impact on teachers and students in integrating ICT into English classes teachers are worried about the use of technology such as Instant blogs and students not taking what they learn at school seriously. Computer use in English classes is often inaccurate due to accelerated but shallow comprehension of content (Ward 2004).

B. Challenges in Integrating ICT

Integrating Information and Communication Technology (ICT) into learning is challenging for teachers to provide students with meaningful ways of using devices for learning. Not only has access to knowledge in the multimodal world, but also the authority and ownership of knowledge.

According to Taalas (2005), Challenges when using technology as teaching aids could come from any factors. It could be from the equipment itself (whether the tools work correctly or not), or from the user himself (whether the teachers and students master the tools that they use or not). According to Davies (2002), The problems that teachers usually faced are disconnection while using internet, also sometimes the projector does not work when integrating ICT into English classes, especially in Indonesia, not all schools are able to support this technology in their teaching. This problem is due to the high cost of procuring and using technology and the difficulty of reaching certain areas in Indonesia. this condition is obtained in technological facilities that are not evenly distributed in every school. Previous research related to this study from Rea Aisha, C. (2019), entitled the challenges of integrating ICT in EFL teaching and learning activities. This research explains about the various sophistication of technology and communication. This research also focuses on teachers' challenges in using ICT in learning by using interviews with several English teachers in a school in Surakarta. Data analysis shows that English teachers' barriers in integrating ICT are lack of ICT integration training, competence, equipment, and adequate software and materials. This research is expected to be an overview of existing practices in Instructional ICT that can be used to plan teacher-based training efforts and documented needs. The second study was conducted. This section concludes with a brief summary

of two challenging factors that teachers often face in integrating ICT into the English language classroom. For effective technology implementation.

    a. Internal Challenges

Internal is a problem that originates from within the teacher, according to Ertmer (1999), along with internal challenges in integrating ICT into English classes. Here are some internal challenges:

a) Lack of support from management or school leadership in terms of allocating resources and funds for the procurement and maintenance of the necessary ICT technology and infrastructure.

b) Lack of understanding and skills of teachers in integrating ICT into learning. This can be overcome by providing training and guidance to teachers so they can use technology effectively in learning.

c) Technical issues related to the use of technology. This can happen due to hardware or software limitations and difficulty accessing the network or the internet.

    Collins and Halverson (2009), needs support and commitment from management or school leaders to allocate sufficient resources and funds to facilitate the use of technology in learning. In addition, it is necessary to provide adequate training and guidance for teachers to use technology in education effectively. Students also need to be provided with sufficient access to virtual devices and internet connections to facilitate learning through technology. Finally, the proper evaluation will enable teachers to

improve future use of technology to be more effective in facilitating student learning.

a. External Challenges

Integrating ICT into English classes can be a challenging task for teachers. According to Venkatesh and Davis (2000), there are some external challenges teachers face:

a) Limited access to technology: some schools may not have the necessary technology or infrastructure to support the integration of ICT into the classroom. Teachers may struggle to find the resources to incorporate technology into their English lessons effectively (Thomas and Lewis 2010)

b) Limited training and support: Teachers may need more training or support to integrate technology effectively into their English lessons. They may require professional development opportunities or access to support from technology specialists to help them implement new teaching strategies successfully.

c) Cost: Implementing new technologies in the classroom can be expensive, and not all schools may have the budget to support the integration of ICT into the English curriculum. According to Cuba and Jandric (2015) teachers may need to find creative solutions to these problems, such as using free online resources or partnering with other schools to share resources.

C. The Strategies in Integrating ICT

Currently the role of educational technology in teaching is very significant, every teacher must have a strategy to shape the class to be innovative. According to the Oxford Dictionary, *strategy* means a plan designed to achieve a certain goal. And according to Lawton (2018), a teaching strategy is a general plan for a lesson that includes the structure of the desired learner's behavior in terms of instructional objectives and an outline of the tactical plan needed to implement the strategy. Refers to a systematic plan or approach used to incorporate technology tools, resources, and practices into teaching and learning. On the other hand, strategy is also used as a tool to deal with challenges to ICT integration such as implementing online teaching, improving online facilities, teachers providing the facilities used in advance, and participating in teaching methodology training EFL courses or computer literacy training. One of them the teacher must also have a strategy on mental readiness. The following strategies can be used to minimize and overcome barriers to integrating ICT into English classes

1. Lack of Training

The first point to overcome difficult situations related to challenges is ICT skills. Teachers need to have sufficient experience and knowledge about ICT, and how to use the software, therefore training is a solution to improve their ICT skills. Training is defined as a planned process that uses learning experiences to change attitudes, knowledge, skills, or behavior to achieve effective performance in an activity or series of activities

(Milhem, 2014). Training is intended to increase productivity, motivate and inspire employees (McClelland, 2002). In this case, teachers are advised to prepare themselves for the challenges that may come, especially in the upcoming teaching style. Teachers should take ICT training to improve their skills in technology. There are significant differences between teachers who have and have not been trained in ICT in carrying out the teaching and learning process. According to Alazam (2012) teachers who do not take ICT courses have lower skills scores than those who do. According to Graham, (2011) the following are several types of knowledge that help teachers mentally prepare for the challenges of integrating ICT into English classes:

a. Knowledge of Technology (TK): Useful to assist teachers in knowledge of all types of technology not only computers (Mishra & Koehler, 2006).

b. Knowledge of Technology (TK): Refers to knowledge of all types of technology used by teachers.

c. Content Knowledge (CK): Includes knowledge related to a subject, as well as knowledge in using online tools.

2. Selecting Effective Teaching Method

The second teaching strategy relates to methods. Challenges in integrating ICT also arise from teaching methods with the wrong selection of techniques. The teaching method is a procedure, technique, or way of teaching that is carried out with a predetermined plan. It refers to general or

pedagogical concepts. According to Al-Faraji (2017) to overcome challenges in using ICT in English classes, it is necessary to apply teaching methods, so that teachers can use strategies by adopting appropriate teaching methods. According to Bjekic (2010) there are some methods used by teachers:

a) Teach in a coherent structure, where there are identifiable commonalities and lesson plans themes; the role of the teacher as an interventionist.

b) Allow students to interact at length with a variety of software-based learning environments, providing time for necessary inter-psychological experiences so that students can construct more in depth knowledge.

c) Connect as explicitly as possible to other areas of student learning. For example, the Study of Communication Studies Educators theory about writing and reading skills.

Therefore, after seeing some of the criteria and methods the teacher can achieve learning objectives, the teacher can also review the advantages and disadvantages of each model of teaching method, especially in integrating ICT into the classroom.

3. Choosing the Right Teaching Content

The third strategy relates to teaching content. According to Present and Salim (2012) teaching strategies must be needed in teaching and learning namely instructional objectives. It is widely recognized that such materials are necessary for language teaching and learning (McGrath, 2013). There are several things to consider in choosing materials as teaching content: 1)

assist students in developing cultural awareness and sensitivity, 2) reflect the reality of language use, 3) assist students in learning in a way that is similar to the circumstances in which they have to learn. use language, 4) Achieve effective involvement. According to Tomlinson, (2011) in this case, the teacher has to be careful about which language class is best suited to integrate ICT in it to meet the learning objectives and overcome some of the challenges in teaching English. Teaching strategies for selecting content or resources for language teaching must pass several criteria such as;

a) Interactive whiteboard; Interactive whiteboards can help teachers display multimedia content, such as videos, pictures, and interactive games, to enhance language learning. Students can also use the whiteboard to practice writing and spelling skills.

b) Online resources; The internet offers many resources for language learning, such as online dictionaries, grammar resources, and language learning apps. These teachers can incorporate resources into lessons to provide additional practice and support for students.

c) Digital storytelling; Digital storytelling is a creative and engaging way to integrate technology into English classes. Students can create stories and presentations using digital tools, incorporating multimedia elements such as images and videos.

d) Collaborative writing; Collaborative writing platforms, such as Google Docs or Microsoft Teams, allow students to work together on writing

assignments in real time. This can help develop students' writing skills and encourage collaboration and teamwork.

e) Online discussions: Online discussion platforms, such as discussion boards or chat rooms, can encourage student communication and discussion. This can be useful for developing speaking and listening skills.

This approach recognizes the importance of setting rules and expectations in the classroom but also emphasizes the need for flexibility and adaptability (Ionescu & Radu 2001). Teachers should strive to create a welcoming and inclusive environment where students feel valued and supported. It can be achieved in various ways, such as recognizing and celebrating student achievement, providing opportunities for student voice and input, and using positive reinforcement to encourage positive behavior. Another important aspect of this approach is clear and consistent rules and expectations. Teachers should work with students to develop guidelines that reflect shared values and goals. These rules must be communicated to students and consistently enforced. However, this approach also recognizes that rules and expectations may need to be modified or adapted based on individual student needs or changing circumstances. As well as creating a positive classroom climate and setting clear rules and expectations, this approach emphasizes the importance of active and engaged learning. Teachers should strive to create a dynamic and interactive learning environment that encourages students to ask questions, make connections,

and actively participate in the learning process. It can be achieved through various means, such as group work, hands-on activities, and student-led discussions. Overall, the approach proposed by Ionescu and Radu emphasizes the importance of creating a supportive and dynamic learning environment that encourages positive behavior and academic success. By combining clear rules and expectations with the flexibility and ability to adapt, teachers can create innovative and exciting classes.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the methodology used in this study, including the type of research used, research subjects, research locations, data collection techniques and data analysis methods.

A. Research Design

In this study using qualitative research. to explore the challenges experienced by teachers in integrating ICT into innovative English classrooms. According to Creswell (2012), qualitative research is usually used to determine the significance of a central idea, as well as to investigate problems and develop small individual understanding of social problems. Therefore a qualitative approach is used to investigate phenomena in order to understand practices and behavior in real social situations for small individual problems. According to Astralin (2003), qualitative research is a systematic scientific inquiry that aims to create holistic descriptions, mostly narrative, to inform researchers' concepts of social or cultural phenomena by using structures, strategies, and investigations to seek questions and control for differences. Thus, this study choose to have phenomenological research. Phenomenological research related to several approaches, which are then applied to single cases or to carefully selected samples. Individual types of studies make it easier to identify problems demonstrate differences, strategies,

favorable conclusions, and attention to situation specifics when conducting management research because the study addresses the challenges teachers in integrating ICT into innovative English classroom.

B. Research subject

The subjects involved in this study were three English teachers at one of the vocational schools SMK N 5 Telkom Banda Aceh. The sample used was purposive sampling. According to Patton (2002), a technique widely used in qualitative research is to identify and select cases that are rich in information in order to make the best use of limited resources. That is known as selective or subjective sampling. the reason the researcher took this sample was because the integration of ICT in English classes is well-known for the challenges that teachers face and where teachers also have to have their own strategies to deal with these challenges.
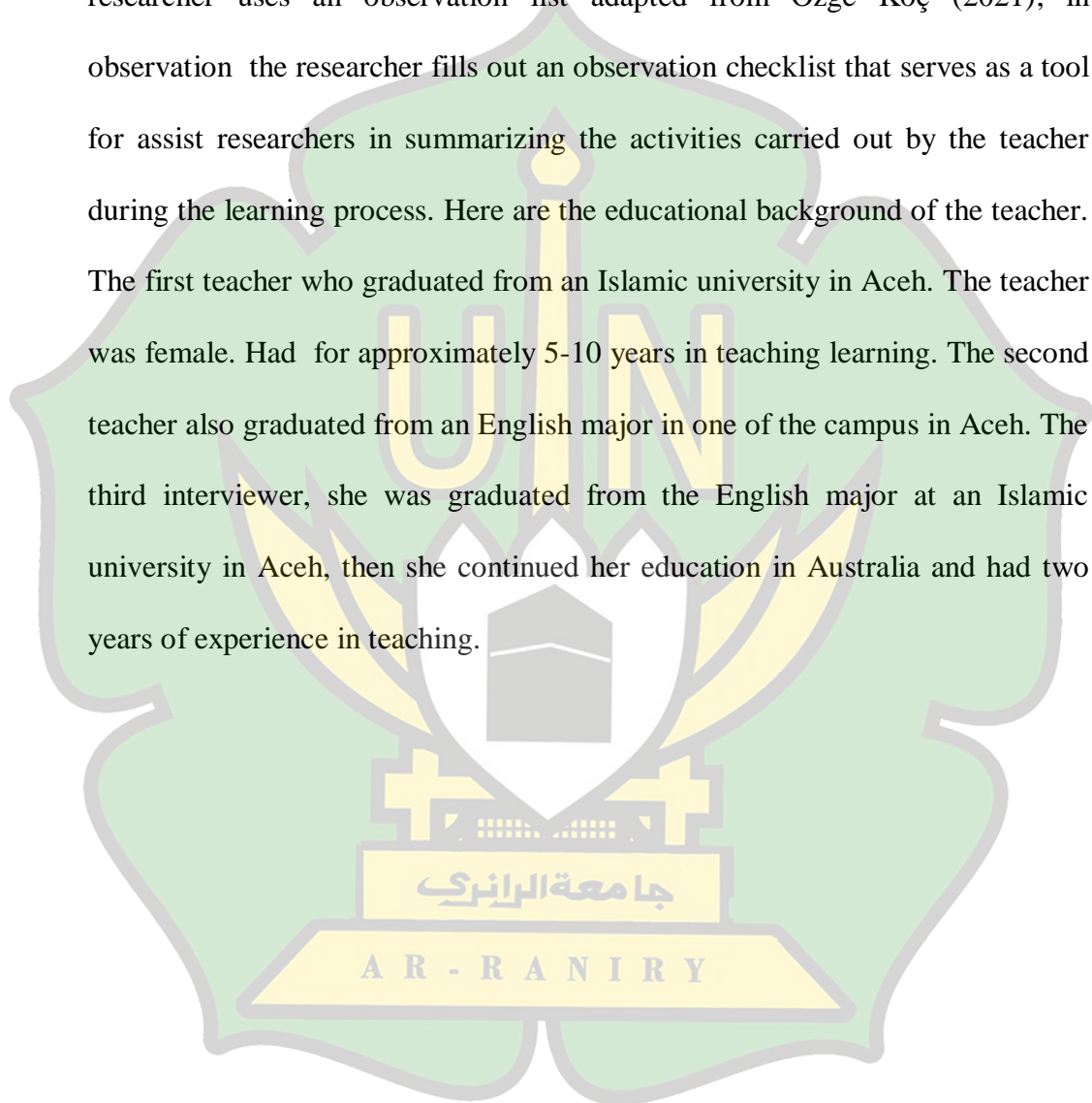
C. Research location

This research took place at SMK N 5, Telkom Banda Aceh, at JL. H. Dhimurtala, Lampineung, Kuta Alam. The reason the researchers chose this school was because it was a place for Field Work Practices (PPL) and saw the conditions around the school. The teachers there had already used technology as a media tool for teaching English. Therefore, this is a good opportunity for researchers to investigate the challenges faced by English teachers when using technology to teach English. The purpose of this study is to obtain information about the problems faced by English teachers when teaching using technology

in the classroom so that other English teachers can understand the challenges they face when teaching English using technology, and thet strategies can be used to finalize the challenges of integrating ICT into English class.

D. Techniques of Data Collection

The researcher used an interview to collect data, which is a semi-structured interview. According to Babbie and Mouton (2011, cited in Hofisi, 2014), qualitative interview as an interaction between an interviewer and a respondent in which the interviewer appears to have a strategic framework of inquiry but does not have a specific set of questions that must be asked in specific words and in a specific order. Semi-structured interviews are similar to structured interviews, but the researcher can ask follow-up questions. challenges commonly faced by English teachers at SMK N 5 Telkom Banda Aceh in integrating ICT into English classes and the strategies used to integrate ICT into innovative English classes. The interviews were conducted for about 10 minutes for each participant, and the questions were written in Bahasa Indonesia. This was to avoid misunderstandings and to get accurate answers from the participants. Then the next technique are observation. According to Putri (2020), observation is a step that requires researchers to be able to monitor or observed systematically during the action. Researcher make observations in class where there are students and teachers who are in class at one of the vocational schools in Banda Aceh. The researcher is in the class and sit at the back of the class where the teacher who is the subject of the research conducts

the learning process. Researcher made observations starting from the beginning of the class until class is over. Before making observations, the researcher prepared a research instrument in the form of an observation checklist. The researcher uses an observation list adapted from Özge Koç (2021), in observation the researcher fills out an observation checklist that serves as a tool for assist researchers in summarizing the activities carried out by the teacher during the learning process. Here are the educational background of the teacher. The first teacher who graduated from an Islamic university in Aceh. The teacher was female. Had for approximately 5-10 years in teaching learning. The second teacher also graduated from an English major in one of the campus in Aceh. The third interviewer, she was graduated from the English major at an Islamic university in Aceh, then she continued her education in Australia and had two years of experience in teaching.

Tabel 1.challenges experienced by English teachers

Items to observe	Theme	yes	no	Description
Teachers challenges	Lack of ICT skills			
	Teachers insecrity			
	Internet connection			
	Lack of tehnological facilities			
	Confused choosing learning media			
Teachers strategy	ICT skills training			
	Using effective teaching media			
	Choosing the right teaching content			
Situation of the class	innovative class			

Özge Koç (2021)

E. Data analysis methods

In analyzing the data, the researcher used the method introduced by Miles and Huberman (1994), based on this method, there are three steps to analyze qualitative data: data reduction, data presentation, and data verification.
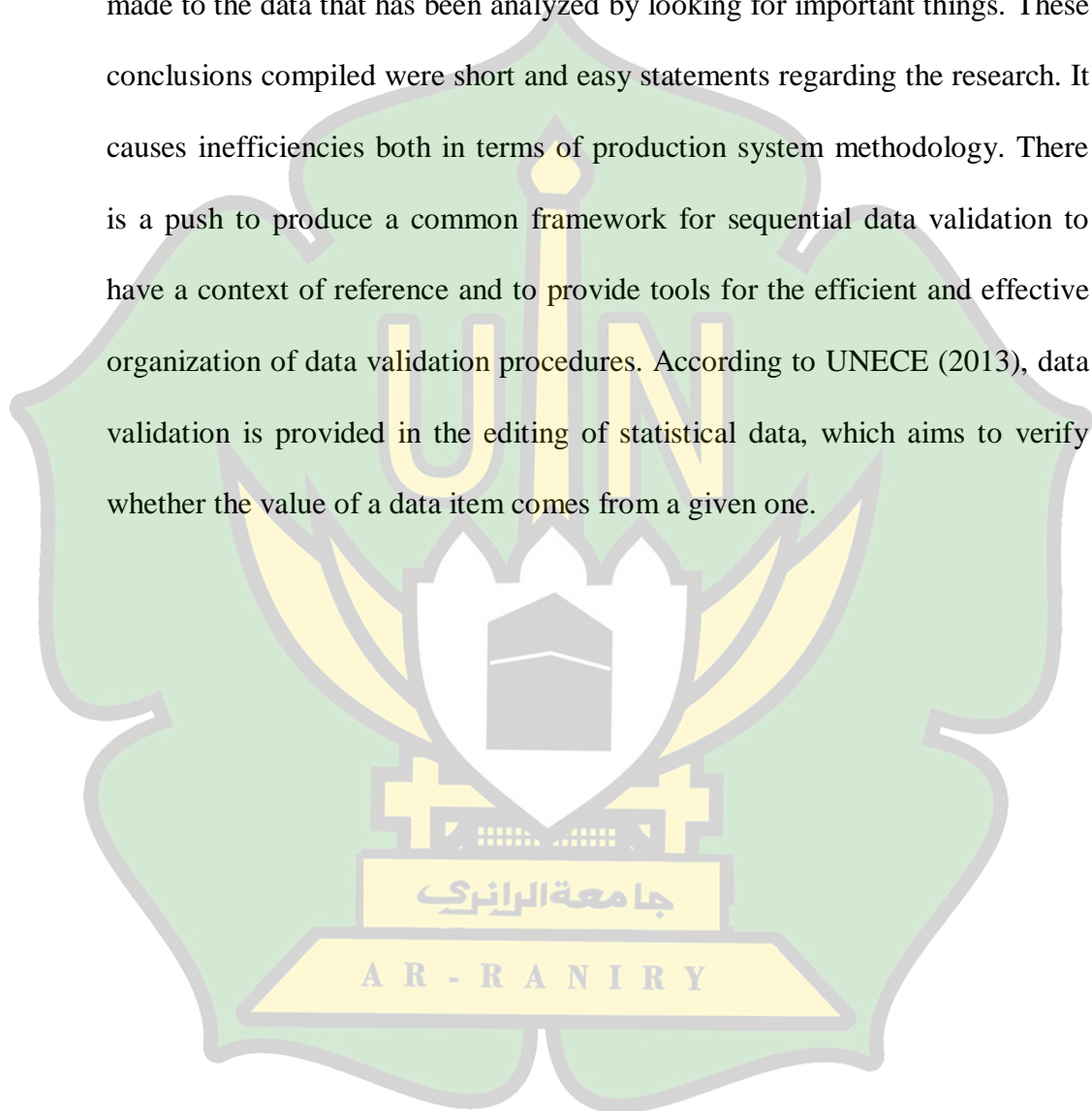
a. Data Reduction

Data reduction is an analytical process to sharpen research results by focusing on what is considered necessary by researchers. In other words, data reduction aims to gain an understanding of the data collected from the results of field notes by summarizing and classifying according to the problem being studied. In reducing data, each researcher was guided by the goals to be achieved.

b. Data display

Presentation of data (data display) is a collection of structured information that provides a comprehensive picture of the research by presenting the data in detail and thoroughly to look for patterns of relationships. The presentation data are arranged in a concise, clear and detailed but comprehensive manner, making it easier to understand the descriptions of the aspects studied as a whole and part by part. Presentation of data presented in the form of a description or report following the research data obtained. After the data reduction process is complete, the data obtained is presented in detail and thoroughly and look for the relationship's pattern.

c. Validating Finding

Qualitative validity is research that has accurate findings using specific procedures. Validity is also an attempt to find the meaning of the explanation made to the data that has been analyzed by looking for important things. These conclusions compiled were short and easy statements regarding the research. It causes inefficiencies both in terms of production system methodology. There is a push to produce a common framework for sequential data validation to have a context of reference and to provide tools for the efficient and effective organization of data validation procedures. According to UNECE (2013), data validation is provided in the editing of statistical data, which aims to verify whether the value of a data item comes from a given one.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents research findings that examine the challenges faced by teachers, the strategies teachers use in integrating ICT into English classes. The research results are based on interview questions and checklist tables. It starts with finding and ends with discussion.

A. Research Finding

In this section, the researcher discusses the findings from the interviews and observations. the researcher used three teachers in interviews, and in the observation section used a checklist table which was carried out to find challenges when teachers integrated ICT into English classes, as well as strategies used by teachers in integrating ICT into English classes. In the interview session the researcher used ten questions asked, the time required in the interview for each teacher was ten minutes, the results of the interviews revealed what were the challenges when teachers integrated ICT into the classroom, there were two divide interna and external factors. According to Sang (2011), internal is a factor related to teacher challenges when integrating ICT into the classroom, this includes an understanding of the use of ICT, knowledge, technological skills, and readiness to use ICT. Meanwhile what is meant by external challenges arises from outside the teacher, such as Infrastructure and Access, Limited Resources, Teacher Training and Lack of

Technical Support (Johnson, A. M, 2016). The researcher gave each participant a special code T1 for teacher 1, T2 for teacher 2, and T3 for the third teacher.

1. The Challenges experienced by teachers in integrating ICT into innovative teaching

    a. Internal challenges

    1. Lack of Ict skills

Integrating ICT into the English class means the teaching and learning process is carried out by using technology. Therefore, teachers are required to have adequate skills in using technology. Based on the interviews that have been conducted, it was found that two teachers experienced difficulties in using technology while one teacher did not see it as a challenge.

T1   One of my weaknesses was when using the first technology because my inadequate knowledge was a challenge for me, so it made me feel inferior when integrating ICT into English classes, but over time, I learned from my mistakes by asking friends who were proficient.

T2   Yes, the challenges that I feel are lack of knowledge such as using software that can help in learning and how to use applications.

Based on the statement above, it can be concluded that most of the teachers difficulties in integrating technology. It is important for the school to pay attention to the conditions experienced by teachers when integrating ICT so that the school knows and handles it properly

2. Teachers insecurity in integrating ICT into English classroom

From the results of the interviews, there were two participants who still felt their skills were too low, causing insecurity when using technology in class.

T 1	Because of the lack of skills, I often feel insecure about the actions that I am doing or what I want to do, often at times like that I ask the students for help.
T2	In the past, when I first started using it I felt a little insecure, when the school facilitated learning to use technology, now I'm used to it.

b. External challenges

1. Internet Connection

Connection problems were also encountered. This happens not only to teachers, but also to students. All participants agreed that internet connection is the most important aspect of integrating ICT in the classroom because it cannot work without it, in this case all teachers feel the challenge. The following are the teacher's responses regarding internet connectivity:

T1	The internet is really needed when using technology. Not all classes can access the internet properly, there are 4 classes that are not good at the internet. Connection issues persist with online classes, even though we have WiFi at school.
T2	Yes, there is an internet problem. That didn't happen though for me, it happens to students. For example the delay from the video and audio they want to see from the apps I've suggested. It disrupts the classroom as long as ICT integration is used. It's an external problem, and we can't control it.
T3	It is difficult to teach when the class cannot reach the internet properly. This happened because it was difficult for some of the classes to access the internet like a poor signal, only classes close to the teacher's office could access WIFI properly.

2. Lack of technological facilities

Even though these are only two teachers who feel this is part of the challenges they have to face

T2   Indeed, each class already has its own projector but it is not well accessible, the school also provides facilities such as a multimedia room but because there are many computers that are no longer suitable for use there, it requires teachers to bring their personal laptops.

T3   There are two classes where the projector is not functioning properly, when I bring the projector the teacher often clashes with the teacher in another lesson who uses it at the same time.

3. Confused Choosing Learning Media

It was found that teachers had some difficulties using media in integrating ICT in English classes. in this case the two participants who felt the constraints. In some cases, they had difficulty selecting a variety of media to deliver the material. The statements obtained are as follows:

T1   It's not too difficult because we all use the same media to integrate ICT into English classes, namely YouTube. Besides that, I personally also use YouTube and often watch YouTube. So, I considered that as teaching media also.

T2   I'm still confused in choosing teaching media for this technology, because what I use most often is YouTube.

2.Strategy in Integrating ICT into innovative English classroom

a. ICT skills training

The participants used several strategies to overcome challenges in integrating ICT in the classroom. ICT skills training is one of the strategies they use all participants gave their own answers, such as:

T1 This application was made by our operator. We had training during covid, because at that time all teachers were required to use technology. So, it helps us in integrating ICT into English class. We are professionally trained to use the right media and assess students' abilities in suggested applications.

T2 As I recall, there were training days for teachers to use the app. Whenever we have problems integrating ICT we can ask friends and operators who are ready to help.

T3 There was training for teachers to use digital platforms, and also the school facilities for teachers. We had meetings twice a month to evaluate and help each other to improve our ICT skills.

Based on the statements above, it is clear that they implemented strategies to improve and help them integrate ICT into English classes. They all are trained in schools to use digital platforms.

b. Using effective teaching media

From the results of interviews that teachers use different teaching media.

T1 I often use YouTube and Microsoft Teams. It is a digital platform that is very easy and can help students achieve English material. So, I often use this application.

T2 if I often use the blog, google, because it's easy for me to use it.

T3   I like using media such as Eric, helping students find English journals, kahoots like spin games, YouTube, Canva, video maker. I also still use Google Classroom to collect student homework to make it more practical and easy.

c. Choosing the right teaching content

Choosing the right teaching content the participants said that teacher creativity was needed to increase student motivation in learning. From the interviews, they said that they used visuals or audio as teaching media. Because they believe it's easier for students to understand material through watching, listening to videos, and playing while studying.

T1   I chose a projector to help me show video material that I took from YouTube and other sources.

T2   Teachers must be creative to increase student interest and shape the class to be innovative. I usually only show videos that briefly explain the material.

All the teachers stated that with content like that, the class can be innovative.

B. Observation

The observation was carried out for two days, according to the checklist table provided by the researcher in order to find out the challenges as well as the strategies used by the teacher when integrating ICT into the English class. The class started with praying together. Then T1 started the lesson by saying greetings and asking how are you, how are you all? Have you finished breakfast? Students answered the question enthusiastically. After that, T1 immediately took out his laptop to start the lesson. Students enthusiastically helped the teacher prepare the projector and cable. Regarding adequate facilities such as materials, hardware, and

time limitations. The teacher also conducts questions and answers according to the material that day. The teacher gives apperception first. There is no problem when the teacher displays the PPT. However, when the teacher displays the screen again after explaining the initial laptop slide, it looks like loading for a long time but this can be overcome. At that time T1 asked the students, does anyone know how to make it like this? Because these students are from the multimedia department, they understand the obstacles and help the teacher to solve the problem. This shows that T1 experienced panic when in such conditions when using technology. After that, the lesson started again smoothly and solemnly, after which the break bell rang T1 allowed the students to rest first. After 15 minutes, the bell rang and T1 returned to the same class. T1 reopened her laptop and reactivated the internet, then she began to use the internet. T1 explained solemnly and the class went very well with no obstacles experienced by T1 in integrating ICT into his class at that time. And the homecoming bell rang. T1 asked all the students how today's lesson was, they answered very enthusiastically. On the first day, the researcher did not find anything serious that could cause obstacles or challenges. And with the end of the day's lesson, the observation ends. The second observation was conducted by researchers in the same class. In the previous session, the class began with prayer. After that, T1 started the lesson by saying greetings. When the teacher asked about the last material, the students responded enthusiastically. T1 also explained the assignments that students collected through Google classroom T1 had forgotten to explain in the first session. T1 gave personal comments to students on their

respective google classes so that students did not know the mistakes of other students and did not make students inferior. T1 explained the previous material again, today T1 gave examples that were displayed through power points. Whent T1 wants to use the projector the connection cable is not there T1 asks the students where the cable is? T1 told one of the students to ask the teacher's office. The class was out of control as they were busy looking for cables and some students were talking. And the conditions can be secured again, learning is again conducive and safe. a few minutes the class is conducive suddenly the power goes out which causes the power point displayed by T1 to off as well as the projector. However, the class continued but there was no display of material, only T1 explanation. T1 gave assignments to each student and the students did well. From the results of the researcher's observations while there were several obstacles on this second day, such as connecting cables that did not know where to go so they had to wait for the cabel, then the power outage which resulted in the teacher having to re-explain the material with the traditional teaching system. and the break bell rang and so did the end of the English lesson that day.

B. Discussion

Based on the results of the interview and observation data analysis above, the researcher explained clearly about the focus of this study, namely the challenges faced by teachers when integrating ICT into English classes. The researcher has found several research findings to answer two research problems in this study, namely: "What challenges do teachers face when integrating ICT into innovative

English classes?" and "what strategy do teachers use when integrating ICT into the classroom?" Research findings can be classified as follows:

1. The Challenges in integrating ICT into English classroom

Researcher analyzed the internal challenges in integrating ICT into English classes at a vocational school in Banda Aceh. According to Kahney (1993, cited in Holth 2008), challenges are hindered for any reason, such as lack of resources and information. In this case, the challenge occurs to the teacher in internal factors. According to Rea Aisha., C (2019) found four challenges faced by teachers, including Lack of Training, Lack of appropriate software, lack of competence, and l ack of appropriate material. According to Daar and Amy (2016) found that the Considerations from an International Perspective facility is included in the challenges faced by teachers integrating ICT into English classes. There are differences between researchers and previous researchers who investigated the same case. However, based on data collected from observations and interviews conducted at a vocational school in Banda Aceh , researcher found several difficulties faced by English teachers when integrating ICT into English classes. These challenges are facilitating conditions, internal and external factors, teacher knowledge, and teacher insecurity.

Teachers take on many different roles in the teaching and learning process and must be able to adapt to any situation. In integrating ICT into the English class the teacher must have technical skills. Al-Alwani (2005) said that teachers should emphasize pedagogical and personal skills, one of which is using

technology to support the teaching and learning process. According to Davies (2002), revealed that teachers with training and support integrate technology effectively in their teaching to handle the challenges when they integrate technology. The findings show that teachers with sufficient ability to use IT are more successful in integrating this technology.

Internal and external are also one of the biggest challenges that teachers often experience in terms of lack of support from schools, lack of understanding and skills of teachers, lack of support, limited access to technology, limited training, and costs (Venkaseth & Davis 2000). Based on these findings, teachers need support from the school in organizing technology training. This is because there are still teachers who lack skills.

From the results of observations, the facilitating conditions at the school were sufficient, as in each class there was a projector. But there are still obstacles in that there are several classes where the projector cannot be used properly, and the availability of wayers in each class is still minimal. From the results of interviews and observations, English teachers are accustomed to integrating ICT into their classes, so teachers are adept at handling challenges when using ICT in the classroom. There are two factors that cause teachers to face challenges in integrating ICT, namely internal and external factors. In addition, teachers also face difficulties in choosing the right content and the right media to form an innovative class, the results of the interviews also show that

there are some teachers who still experience difficulties in this regard, giving rise to a sense of self-confidence in using technology.

Habibi (2018), some teachers state that limited internet access is the main barrier to the full integration of ICT into English classes. Limited access to technology: according to Thomas and Lewis (2010), some schools may not have the necessary technology or infrastructure to support the integration of ICT into the classroom. Teachers may struggle to find the necessary resources to incorporate technology into their English lessons effectively. Limited training and support; Teachers may not have the necessary training or support to integrate technology effectively into their English lessons. They may need professional development opportunities or access to support from technology experts to help them implement new teaching strategies successfully. Cost, implementing new technologies in the classroom can be expensive, and not all schools may have the budget to support the integration of ICT into the English curriculum. According to Cuba and Jandric (2015), teachers may need to find creative solutions to this problem, such as using free online resources or partnering with other schools to share resources.

This study also found that teachers face difficulties in the lack of technological facilities. This is because the school has not stepped in to see firsthand how things are going in class, with speakers and projectors that are still difficult to use, as well as computers that are in multimedia, only a few of which can be used properly.

2. The Strategies that Teachers used

Teachers have several solutions and use strategies to overcome difficult situations when integrating ICT into the classroom. According to Lawton (2018), teaching strategy is a generalized plan for a lesson that includes the structure of desired learner behavior in terms of goals of instructions and an outline of planned tactics required to implement the strategy. Teachers from SMK N 5 Telkom have strategies that can be used in analyzing challenges. Efriana (2021) provides several solutions to overcome problems in integrating ICT, including preparing learning materials, using simpler platforms, proactively contacting students, and mentoring by tutors. In addition, according to Milhem (2014), teacher strategies were found, namely ICT skills training, selecting effective teaching methods, and choosing the right teaching content.

From the findings, it was found that teachers are trained in ICT skills training. Training is defined as a planned process that uses learning experiences to change attitudes, knowledge, skills or behavior to achieve effective performance in an activity or series of activities. SMK N 5 Telkom provides training to all teachers to introduce the latest ways to use ICT and how to overcome difficulties in using ICT. The aim of the training is to help teachers to be more productive and motivated in using ICT in the classroom. Teachers are trained to use school-recommended blogs and YouTube platforms. Even though they are used to using technology, they still face obstacles in using digital learning tools. From the

results of interviews and observations, usually when teachers experience problems when integrating ICT they ask to the other teacher and even assisted by students.

Hennest (2005), teaching in a coherent structure is similarities and themes of lesson plans can be identified one strategy. Inviting students to interact with various learning software needed to build deeper knowledge, this form of teaching is one strategy that can overcome barriers when integrating ICT into the classroom. Teach in a coherent structure, where there are identifiable commonalities and themes of lesson plans; the role of the teacher as an interventionist. as in the results of observations where T1 adjusts the material to the existing lesson plans and also plans lesson plan themes. In the interview results, T2 said that he taught the same thing every time in his lesson plans. Kennwell (2006) several more strategies can be used as follows:
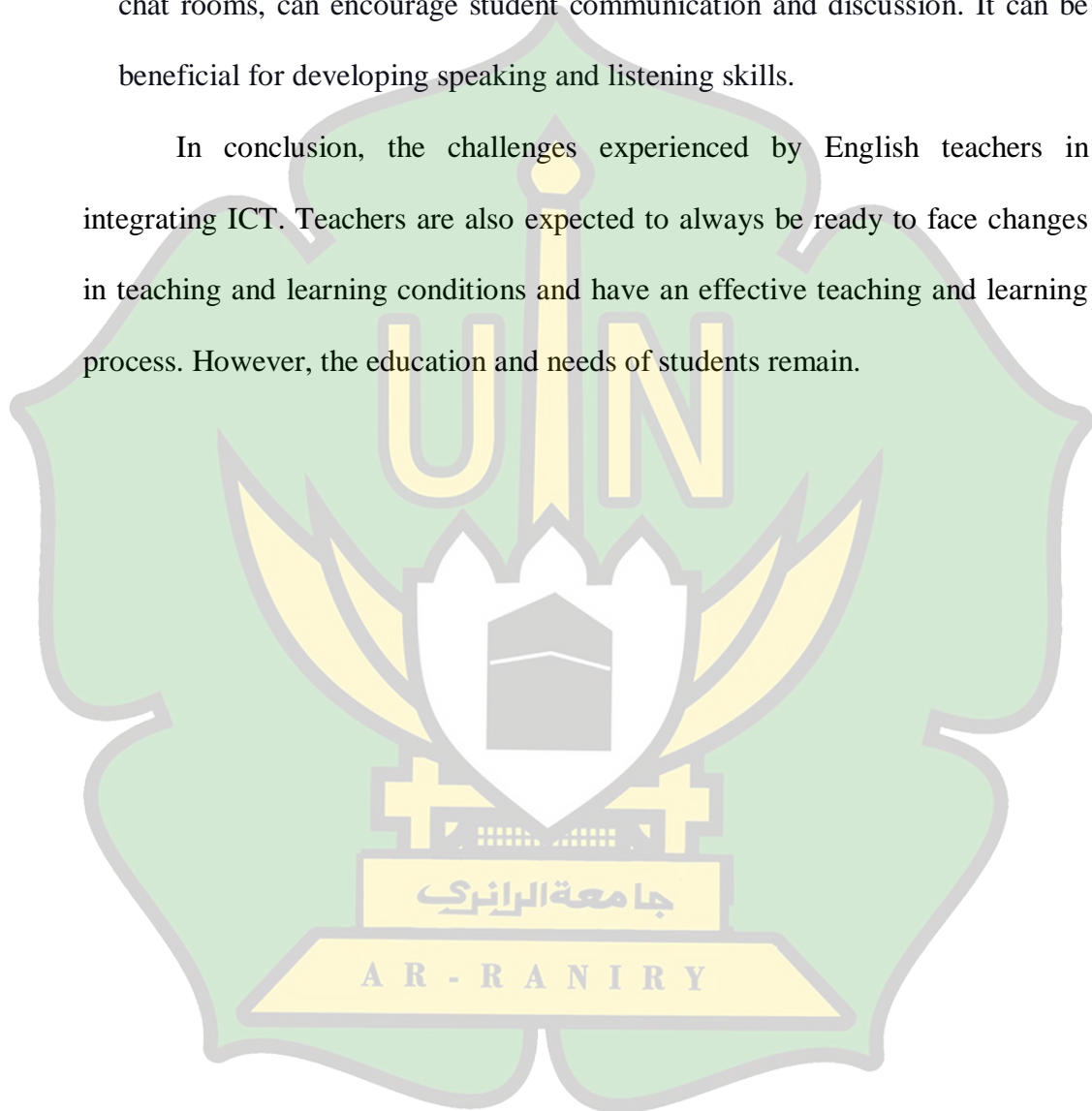
b. Interactive whiteboard; Interactive whiteboards allow teachers to display multimedia content, such as videos, pictures and interactive games, to enhance language learning. Students can also use the whiteboard to practice writing and spelling skills.

c. Online resources; The internet offers many resources for language learning, such as online dictionaries, grammar resources, and language learning apps. These teachers can incorporate resources into lessons to provide additional practice and support for students.

Collaborative writing; Collaborative writing platforms, such as Google Docs or Microsoft Teams, allow students to work together on writing assignments

in real-time. This can help develop students' writing skills and encourage collaboration and teamwork.

d. Online discussions: Online discussion platforms, such as discussion boards or chat rooms, can encourage student communication and discussion. It can be beneficial for developing speaking and listening skills.

In conclusion, the challenges experienced by English teachers in integrating ICT. Teachers are also expected to always be ready to face changes in teaching and learning conditions and have an effective teaching and learning process. However, the education and needs of students remain.

CHAPTER V
CONCLUSIONS AND SUGGESTION

This chapter contains conclusions and suggestions from the research. This section summarizes and reaffirms the data analysis and discussion of the results.

A. Conclusions

This study examined teachers' challenges in integrating ICT into English classes, and the strategies teachers used. Based on the results of the research and discussion in the previous chapter, this research was conducted at a SMK in Banda Aceh. Based on the results of the interviews and observations, it can be concluded that the researchers found challenges in integrating ICT into English classes. Such as lack of support, lack of teacher understanding and skills, technical problems, limited access to technology, limited training and support or so-called internal and external challenges. The strategies that can be concluded from the findings in dealing with the challenges faced such as ICT skills training, selection of effective teaching methods, selection of appropriate teaching content.
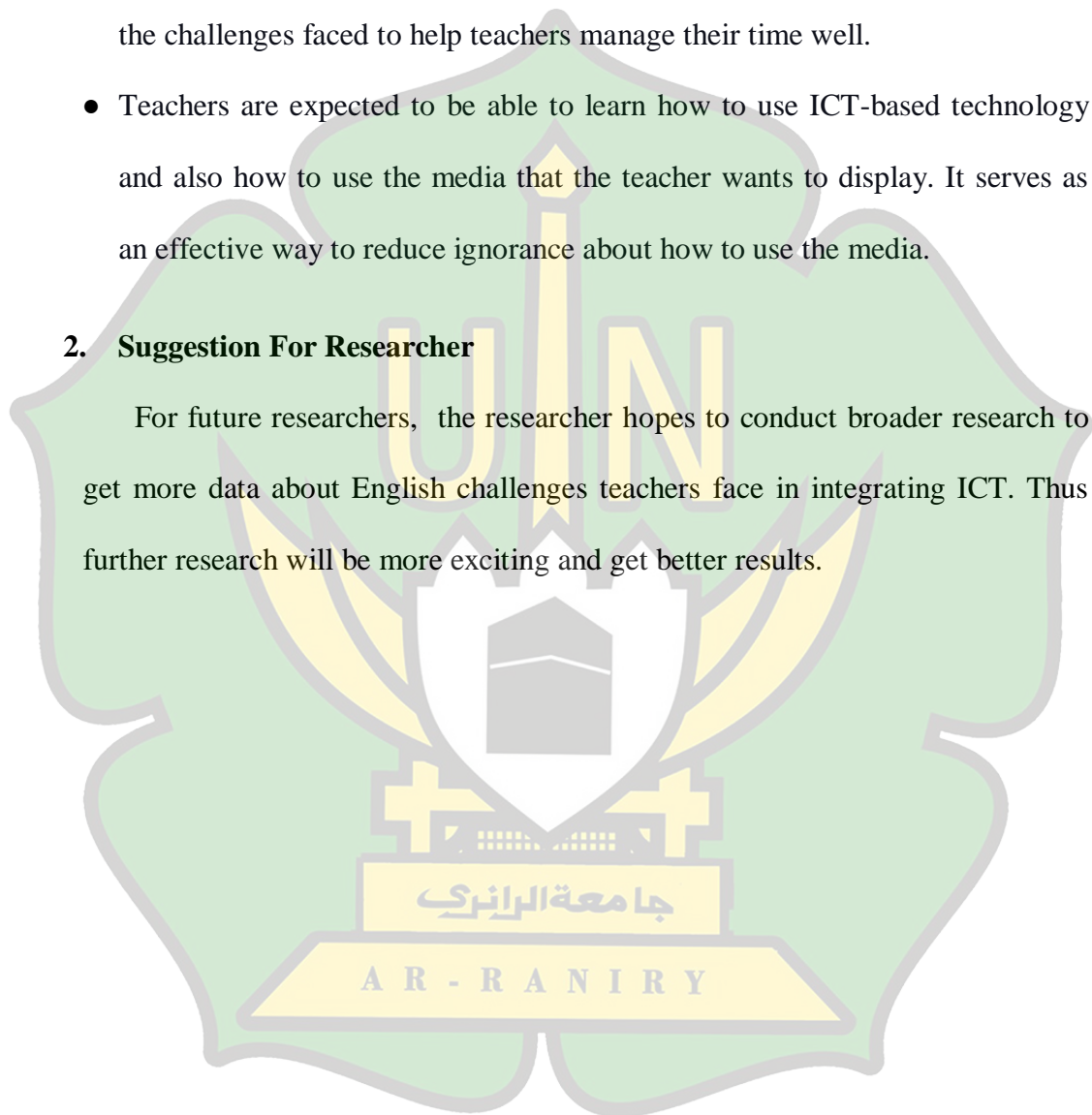
B. Suggestion

Based on the results described above, researchers offer several suggestions for teachers and future researchers. The researcher hopes these suggestions can positively impact anyone who runs research related to this research. Thus the suggestion is explained by the following.

1. **Suggestion For English Teacher**

● Teachers must ask schools to provide sufficient teaching media to help with the challenges faced to help teachers manage their time well.

● Teachers are expected to be able to learn how to use ICT-based technology and also how to use the media that the teacher wants to display. It serves as an effective way to reduce ignorance about how to use the media.

2. **Suggestion For Researcher**

For future researchers, the researcher hopes to conduct broader research to get more data about English challenges teachers face in integrating ICT. Thus further research will be more exciting and get better results.
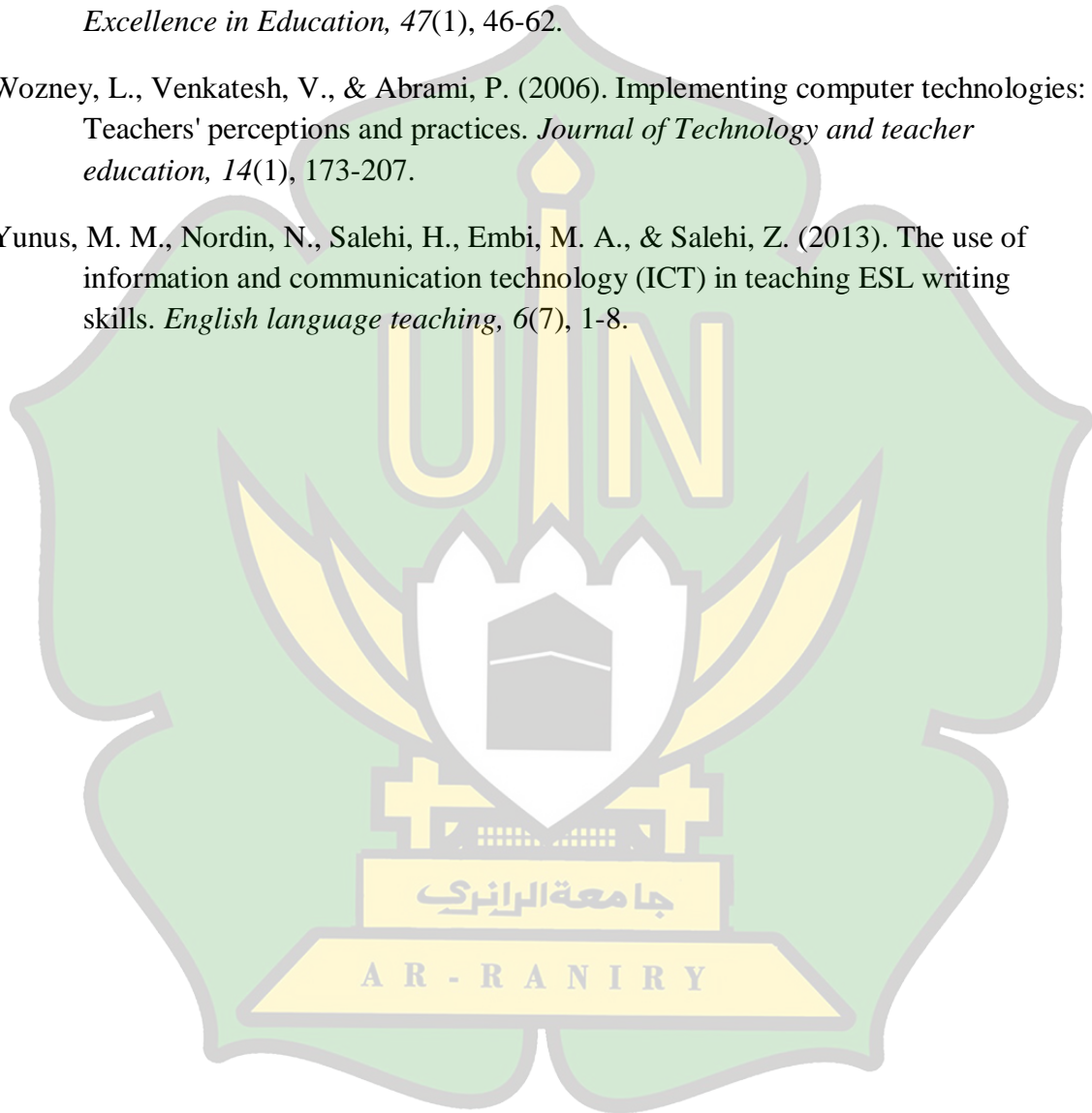
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APPENDICES

Appendix A
Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14082/Un.08/FTK/KP.07.6/10/2022

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6428/Un.08/FTK/KP.07.6/6/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-6428/Un.08/FTK/KP.07.6/6/2022 tanggal 3 Juni 2022
KEDUA	:	Menunjuk Saudara:

1. Dr. Nashriyah, M.A.   Sebagai Pembimbing Pertama
2. Dr. Maskur, M.A.   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Maghfirah
NIM	:	180203017
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Teacher Challenges in Integrating ICT into Innovative English Classroom

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Oktober 2022
Dekan,

(Safrul Muluk)

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field

Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-13456/Un.08/FTK.1/TL.00/10/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMK 5 Telkom Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **MAGHFIRAH / 180203017**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Rukoh Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Teacher's Challenges in Integrating ICT into Innovative English Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 10 November 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C

Interview guidline

<div align="center">INTERVIEW GUIDELINES</div>

1. Apakah di dalam kelas bahasa inggris di sekolah ini sudah mengaitkan technology?

2. Apakah guru mengintegrasikan technology kedalam lesson plan?

3. Dalam pengintegrasian ICT kedalam kelas bahasa inggris adakah tantangan yang ibu hadapi?

4. Apakah dengan pengintegrasian ICT dalam kelas bahasa inggris lebih memudahkan ibu?

5. Adakah tantangan internal dan external yang ibu hadapi saat menggunakan technology kedalam kelas bahasa inggris khusus nya?

6. Apakah waktu juga menjadi tantangan bagi ibu dalam mengintegrasikan ICT kedalam kelas bahasa inggris?

7. Bagaimanakah cara ibu membentuk kelas menjadi innovative dengan pengintegrasian ICT dalam kelas bahasa inggris?

8. Adakah web atau aplikasi apa yang sering digunakan dalam mengintegrasi ICT kedalam kelas bahasa inggris? Dan apakah manfaat dalam mengintegrasikan teknologi tersebut?

9. Adakah strategy yang ibu gunakan dalam meminimalisir tantangan saat menggunakan technology kedalam kelas bahasa inggris?

10. Bagaimana cara sekolah menanggulangi tantangan yang dihadapi ibu dalam menggunakan technology.

Appendix C

Observation Checklist

OBSERVATION CHECKLIST

Day/date :

Teacher :

Time/place :

Items to observe	Theme	yes	no	Description
Teachers challenges	Lack of ICT skills Teachers insecrity Internet connection Lack of tehnological facilities Confused choosing learning media			
Teachers strategy	ICT skills training Using effective teaching media Choosing the right teaching content			
Situation of the class	innovative class			

AUTOBIOGRAPHY

1. Full name : MAGHFIRAH

2. Place/Date of birth : Takengon 20th of February 2000

3. Sex : Female

4. Religion : Islam

5. Nationality/ethnic : Indonesia / Gayo

6. Marital Status : Single

7. Occupation : Student

8. Address : Kampong Simpang Empat, kec. Bebesen

9. Phone Number : -

10. Student's Reg. Number : 180203017

11. The Parents

    a. Father's Name : Mahdi

      - Occupation : Polri

    b. Mother's Name : Sulastri

      - Occupation : IRT

12. Address : Kampong Simpang Empat, kec. Bebesen

13. Educational Background

    a. Elementary School : SD S 1001 Takengon (2012)

    b. Junior high School : MTSS Ulumuddin Lhokseumawe (2015)

    c. Senior high School : MAS Ulumuddin Lhokseumawe (2018)

    d. University : UIN Ar- Raniry, graduated 2023