

TEACHERS' ATTITUDES AND PROBLEMS OF USING ICT IN TEACHING EFL

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Abstract: The implementation of ICT is very important in education. By using ICT, the process of teaching and learning is more effective and efficient. The objectives of this research were (1) to find out the attitudes of English teachers of public senior high schools in Palembang towards the use of ICT in the process of teaching and learning English, and (2) to find out the problems that commonly faced by English teachers towards the use of ICT in the process of teaching and learning English. This research was conducted at 16 public senior high schools in Palembang. There were 19 respondents who were selected by using 'purposive sampling' technique. The data were collected by using questionnaire, interview, observation and documentation. The obtained data were analyzed in descriptive statistics. The statement checklist which used Likert scale was presented in the form of percentage while the results of answering descriptive questions was reported descriptively. The results showed that the attitudes of the teachers towards the use of ICT in the process of teaching and learning English were positive. However, some of them still faced many problems such as lack of ICT equipments, lack of competency, and also unsupported regulation from institution. Therefore, the facilities and infrastructures in each school and also the teachers' ability and knowledge about the use of ICT need to be increased.

Keywords: *information and communication technology; attitudes; problems.*

INTRODUCTION

Teachers' life in the 21st century was marked by easy access to an abundance of information and technology. To be able to survive in the life in the 21st century, people who involved in the educational sectors must be able to acquire a range of skills that were functional to utilize information, media, and technology. Teachers must be able to evaluate information critically and must be able to use the information to solve problems at hand.

"Although English has been taught as a foreign language in Indonesia since the 1950s and was formally mandated as the first foreign language in 1967, EFL teaching in Indonesia has never achieved satisfactory outcomes" (Eryansyah, 2017, p. 77).

"In the 21st century, technology should be part of the solutions to be introduced. The idea of using technology to improve EFL teaching and

learning was not considered a novelty for it was already established in academia as well as in the literature that proves its efficacy and positive impacts" (cf. Barr, 2004; Chapelle, 2003; Chapelle & Douglas, 2006; Dudeney & Hockly, 2007; Lewis, 2009).

Information and Communication Technology (henceforth, ICT) has become more and more popular used in education field, including in English classroom. Previous studies found that the use of ICT were effective in learning English. For example, Sharndama (2013) argues that ICTs are indispensable tools that facilitate the teaching and learning of English in large classes. In addition, Al-Munawwarah found that teachers' perceptions towards the utilization of ICT in English teaching were positive. Thus, she recommended to use ICT in English teaching and learning process.

In Indonesia, ICT for education was first introduced at the end of 1990 (Adimphrana, 2005). Likewise, English as a subject taught in schools in Indonesia could be presented in the classroom by using multimedia. It will support the development of students' competence in English. ICT becomes more integrated into most aspects of school affairs. Administration works, teaching program and evaluation, and even classroom learning were programmed and done using ICT appliances. Adopting the current movement and educational trend, the regulation of Minister of National Education number 103 in *Ministry of Education and Culture* (2014) mentions that teachers should utilize ICT in order to achieve the standard quality of the curriculum. It indicates that teachers need to be able to use ICT in designing their English teaching, finding materials needed to be applied in their teaching, finding and applying ICT-based assessments which give positive backwash to students as well as to themselves.

EFL teachers may use an innovative way in teaching and learning process. The teachers can integrate or apply technology in ELT classroom. "Technology has been applied for centuries in language teaching areas" (Dudeney & Hockly, 2007). Indonesia government also emphasizes the integration of ICT in teaching and learning process (Indonesia Ministry of Education and Culture, 2013). As stated in 2013 Curriculum, the teachers are demanded to apply technology for all of subjects to support teaching and learning process. "The influence of technology innovation forces educators to be more creative to utilize the technology as instructional media" (Vianty & Palmi, 2014).

Jager and Lokman (1999) state that a teacher must have some competencies such as a great pedagogical, didactical and educationally psychological craftsmanship, s/he must be a professional on the subject matter, s/he must have knowledge and skills of modern educational tools. A teacher must have a skill in guiding students such as formulating assessment and structuring the instructional design.

The teacher's knowledge and skills of modern educational tools mean that the teacher must know well about the use of multimedia or ICT in the field of education. The use of ICT in the process of teaching and learning at school helps teachers and students to do their jobs easier (Reeves, 1998). Moreover, Inderawati (2011) argues that ICT can be valuable and comfortable media for the learners to express their opinion

through reading and writing. The use of media and technology is expected to encourage learners to establish their literacy. In other words, the main advantage of using ICT in school is making the process of teaching and learning run more effectively and efficiently. UNESCO (2005) highlights that ICT can play a major role in ensuring quality in view of improving access and promotes equity in education, quality of teaching and learning, management and efficiency of education.

The implementation of ICT in the classroom still faces some problems as explained by Dudeney and Hockly (2007). They identified some problems of using ICT at schools such as lack of ICT tools, lack of knowledge and also negative attitude towards technology was usually the result of a lack of confidence, lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom. It was also often the case that teachers may not fully control their work situations. A teacher may want to use more technology in their teaching process, but the school may not have the facilities. On the other hand, a teacher may be instructed to start using technology for which she/he feels unprepared or untrained. In relation to teachers' skill and knowledge in ICT, UNESCO (2005) divides four levels of ICT usage in education. They are emerging, applying, integrating, and transforming.

The use of ICT in Indonesia is still low, it is relevant to the statement by UNESCO (2009) that categorized the use of ICT in this country in the level of learning to use ICT, not in the level of using ICT.

ICT can give a major boost of every field of life, including the teaching of language. The implementation of ICT in the process of teaching and learning takes significant roles in enhancing and developing students' comprehension towards subjects being taught at the school. Inderawati (2011) argues that the use of technology in the classroom importantly increases and will become a part of English language teaching (ELT) practice in the coming years. This fact was supported by Diknas Sumsel that noted the increasing of the use of technology at school year by year. Unfortunately, because of some problems in the use of ICT or multimedia at school, especially at public senior high schools level in Palembang, seems not to run maximally and faces many problems. That is why, to find out the implementation of ICT in schools, the

attitudes of English teachers towards ICT and problems faced by them in using ICT in the process of teaching and learning language in the classroom are considerably pivotal.

METHOD

This study applied survey research design to present the data that was found during the research. Creswell (2005, p. 376) defines survey research designs as procedures in a research in which investigators administer a survey to a sample or population by using questionnaires or interviews to described the attitudes, opinions, behaviors, or characteristics of the population. Survey can be conducted either privately or in groups.

This research was aimed to find out the attitudes and problems which were faced by teachers in applying ICT in English classroom. This study was conducted to English teachers in public senior high schools in Palembang.

There are 24 public senior high schools in Palembang. The samples were the English teachers. The sample was chosen using *purposive sampling* technique, since the writer determined the sample by determining specific characteristics that were appropriate to the purpose of the study so that it was expected could answer the research problem. Fraenkel et al (2012, p. 100) defines purposive sampling as a non-random sampling technique where the researchers rather use their judgement to select a sample that they believe, based on prior information, will provide the data they need.

In choosing the participants, the writer determined 3 criteria. First, the writer chose those who have mastered in education. Second, the writer chose those who have already certified. Third, the writer chose those who have work experience >10 years. Sitinjak (2014) argues that standards of foreign language teachers should be fulfilled by the certified teachers.

Table 1. *Site and participants*

No.	School Names	The Total Number of English Teachers	The Total Number of English Teachers who Met the Criteria
1.	SMAN 1 Palembang	5	1
2.	SMAN 2 Palembang	5	1
3.	SMAN 3 Palembang	5	1
4.	SMAN 4 Palembang	6	1
5.	SMAN 5 Palembang	6	1
6.	SMAN 6 Palembang	3	-
7.	SMAN 7 Palembang	3	1
8.	SMAN 8 Palembang	5	1
9.	SMAN 9 Palembang	4	-
10.	SMAN 10 Palembang	9	1
11.	SMAN 11 Palembang	4	1
12.	SMAN 12 Palembang	4	-
13.	SMAN 13 Palembang	6	1
14.	SMAN 14 Palembang	5	-
15.	SMAN 15 Palembang	4	1
16.	SMAN 16 Palembang	4	-
17.	SMAN 17 Palembang	6	2
18.	SMAN 18 Palembang	6	1
19.	SMAN 19 Palembang	7	3
20.	SMAN 20 Palembang	5	-
21.	SMAN 21 Palembang	4	1
22.	SMAN 22 Palembang	4	1
23.	SMAN SUMSEL	4	-
24.	SMAN Olahraga Sriwijaya	3	-
TOTAL		117	19

In collecting the data, the writer used questionnaire, interview, observation and documentation. The questionnaire were distributed to the participants in order to get the informations about their attitudes and problems towards the use of ICT in the process of teaching

and learning English in the classroom. This study used two questionnaires.

First questionnaire consisted of four categories, focusing on teacher's attitudes and knowledge about the ICT equipments and their applications in teaching and learning English at schools. First category asked about the attitudes

on the use of ICT in the aspects of planning. The second category asked about the attitudes on the use of ICT in the aspects of teaching process. The third category asked about the attitudes on the use of ICT in evaluation aspects, and the last category asked about the attitudes on the use of ICT in evaluating and reflecting aspects.

Second questionnaire identified teachers' problems on using ICT at schools, it consisted of 2 categories. The first category asked about the problems deal with school policy, and the second category asked about teachers' internal problems in using ICT tools.

These two questionnaires were adapted from integrating literacy and technology by Susan Watts Taffe and Carolyn B. Gwinn. Copyright 2007 by the Guilford Press. And British Educational Communication and Technology Agency (Becta). 2005. Using ICT to support students who have English as additional language: Guide for EMA coordinators and teachers and students information technology use and skills in higher education: 2005 Survey questionnaire, was developed by EDUCASE center for Advanced Research (ECAR).

Likert scale method was used in this research. This method prevents a number of positive and negative statements regarding to the use of ICT. In responding to the items on these scales the subjects indicate whether they strongly agree, agree, slightly disagree, disagree, and strongly disagree with each statement.

Another method used by researcher to collect the data was by interviewing selected individuals. Interview is an important way for a researcher to check the accuracy of-to verify or refute-the impressions he or she has gained through observation (Fraenkel et al., 2012). The purpose of interviewing people is to find out what is on their minds, what they think or how they feel about something. Furthermore, Punch and Oancea (2014, p.182) define interview as the most well-known data collection tool in qualitative research and it is a very effective method to explore people perceptions, meanings definitions of situations and construction of reality as well as to understand others.

This interview was formed as semi-structured interviews. Semi-structured interviews mean the researcher has some list questions, to elicit a specific answer or if the answer is not satisfying, the researcher can dig it more to get the deeper information through improvised questions that depend on the answer given by the interviewee (Fraenkel et al., 2012). The researcher also used

one-on-one interview. It means that the researcher asked questions and recorded the answers from only one interviewee in the study at the time (Creswell, 2012).

In this research, some questions were asked to the respondents while conducting the interview related to the ICT usage. The interview only administered if the researcher need further informations or to confirm unclear informations gained from the questionnaires and the observation, or if the researcher needed additional informations related to the implementation of ICT in one school.

In this research, observation was also used by researcher to collect the data. Observation is an activity done by researchers to participate in the situation or settings they are observing about how people act or how things look (Fraenkel et al., 2012). Furthermore, Creswell (2012) explains that observation is the process of collecting open-ended, original information by observing participants and place at a site of research. An observation was administered as a supportive data. In this research, the observation was conducted to all respondents (19 English teachers). It was aimed at getting real informations about the use of ICT in the process of teaching and learning done by English teachers in the classroom.

The observation used check list adapted from integrating Literacy and technology by Susan Watts Taffe and Carolyn B. Gwinn. Copyright 2007 by the Guilford Press. And British Educational Communication and technology Agency (Becta). 2005. Using ICT to support students who have English as additional language: Guide for EMA coordinators and teachers and students' information technology use and skills in Higher education: 2005 Survey questionnaire was developed by EDUCASE center for Advanced Research (ECAR).

There were three aspects of observation with 100 checklists. The researcher scored the observation checklist not by the items but by the thick given, one point for each thick. The possible lowest score was 0 and the highest one was 100. As stated before that this checklist was divided into three aspects: teachers' knowledge and the availability of ICT tools, teachers' knowledge and the availability of the supported software, and teachers' capability in integrating ICT tools in teaching and learning process. Those aspects belong to teachers' understanding about ICT, in terms of this understanding the scores were 0-100.

Table 2. *The score categories for observation checklist*

No.	Score Range	Categories	Score Categories
1.	81-100	Excellent	4
2.	61-80	Good	3
3.	41-60	Average	2
4.	0-40	Poor	1

The last method used by researcher in collecting the data was documentation. It was used to get the additional data about site and participants, the ICT equipments that schools have and also to find the number of English teachers and other data from public senior high schools in Palembang. Some photos about ICT equipments at those schools were taken by the writer.

In this study, data analysis means the process of systematically arranging all the data that accumulated after the process of collecting the data. Data analysis was done to build an understanding of the data and to enable the researcher to report the results of the study to the readers. The data from questionnaires were analyzed in descriptive statistics. The distribution of all items on the questionnaire was categorized by the researcher. The statement checklist which used Likert scale was presented in the form of percentage while the results of answering descriptive questions was reported descriptively. Finally, it would be interpreted generally and specifically to answer the research questions.

RESULTS AND DISCUSSION

Results of questionnaires

Teachers' attitudes

This questionnaire consisted of 4 categories deal with teacher's attitudes and knowledge about the ICT equipments and their applications in the process of teaching and learning. Each category consisted of 4 to 7 questions. First category focused on the attitudes of the teachers towards the use of ICT in planning the lesson. The second category discussed the attitudes of the teachers on the use of ICT in teaching and learning process in the classroom. The third category focused on the attitudes of the teachers towards the use of ICT in evaluation aspects. The last category of this questionnaire asked about the attitudes of the teachers towards the use of ICT on evaluating and reflecting aspects. All of the statements in this questionnaire were positive. This questionnaire was given to 19 English teachers of 16 public senior high schools in Palembang.

Teachers' attitudes in the aspect of planning

There were six statements focusing on teachers' attitudes on the use of ICT in terms of planning. The result showed that the dominant answered were point 4 and 5. This fact showed that almost all respondents agreed with the statements of questionnaire in this aspects. In other words, the attitudes of the teachers towards the use of ICT in the aspect of planning were positive.

Teachers' attitudes in the aspect of teaching process

There were seven statements focusing on teachers' attitudes on the use of ICT in the aspect of teaching process. The result showed that the dominant answered were point 4 and 5. This fact showed that most of respondents agreed with the statements of questionnaire in this aspects. In other words, the attitudes of the teachers towards the use of ICT in the aspect of teaching process were positive.

Teachers' attitudes in the aspect of evaluation

There were six statements asked to gain information about teachers' attitudes on the use of ICT in terms of evaluation. The result showed that the dominant answered were point 4 and 5. This fact showed that almost all respondents agreed with the statements of questionnaire in this aspects. In other words, the attitudes of the teachers towards the use of ICT in the aspect of evaluation were positive.

Teachers' attitudes in the aspect of reflection

There were four statements asked to gain information about teachers' attitudes on the use of ICT in terms of evaluation and reflection. The result showed that the dominant answered were point 4 and 5. This fact showed that almost all respondents agreed with the statements of questionnaire in this aspects. In other words, the attitudes of the teachers towards the use of ICT in the aspect of evaluation and reflection were positive.

Teachers' problems

This was the second questionnaire for teachers. There were two categories deal with teachers' problems and knowledge about the ICT equipments and their applications in teaching and learning English at school. Each category consisted of 10 statements. First category focused

on the problems of the teachers towards the use of ICT in the aspect of school policies. The second category discussed about the internal problems that the teachers face on using ICT in the teaching and learning process in the classroom. All of the statements in this questionnaire were negative. Similar to the previous questionnaire, it was given to 19 English teachers of 16 public senior high schools in Palembang.

Teachers' problems in the aspect of school policy

This aspect was asked to find out teachers' problems towards the use of ICT at school. There were ten statements about the schools' ICT policies and schools' ICT tools. The result showed that the dominant answered were point 1, 2 and 3. This fact showed that most of respondents disagreed with the statements of questionnaire in this aspects. In other words, we can say that most of the teachers do not have problems towards the schools' policies on the use of ICT in the process of teaching and learning in the classroom.

Teachers' internal problems on the use of ICT

There were also ten statements asked about the teachers' internal problems on the use of ICT tools in the process of teaching and learning English. Those statements state about teachers' ICT competency and capability and also teachers' weaknesses in using ICT. The result showed that the dominant answered were point 1, 2 and 3. This fact showed that most of respondents disagreed with the statements of questionnaire in this aspects. In other words, we can say that most of the teachers do not have problems towards the internal aspects on the use of ICT in the process of teaching and learning in the classroom.

Results of observation

The observation was conducted to all respondents (19 English teachers). The aims were to find out the real facts about ICT tools at schools, teachers' ICT competence and knowledge, and also the use of ICT by English teachers in the process of teaching and learning in the classroom. To record the observation, a checklist which consisted of 100 items was used. As stated before, this list was counted based on the number of checklist, not based on the number of questions.

Table 3. Results of observation checklist to the teachers

No.	Names of the Teachers	Total Number of Thick	Score Category	Category
1.	Teacher 1	82	4	Excellent
2.	Teacher 2	71	3	Good
3.	Teacher 3	84	4	Excellent
4.	Teacher 4	82	4	Excellent
5.	Teacher 5	70	3	Good
6.	Teacher 6	64	3	Good
7.	Teacher 7	78	3	Good
8.	Teacher 8	62	3	Good
9.	Teacher 9	74	3	Good
10.	Teacher 10	73	3	Good
11.	Teacher 11	51	2	Average
12.	Teacher 12	63	3	Good
13.	Teacher 13	59	2	Average
14.	Teacher 14	86	4	Excellent
15.	Teacher 15	70	3	Good
16.	Teacher 16	66	3	Good
17.	Teacher 17	83	4	Excellent
18.	Teacher 18	75	3	Good
19.	Teacher 19	61	3	Good

The results showed that from 19 English teachers, only 5 of them were in an excellent category in all aspects of using ICT at schools. Meanwhile, 12 of them were in good category. Furthermore, the rest of them, 2 English teachers were in average category. From the explanation above, it can conclude that the use of ICT by the

English teachers in the process of teaching and learning was in good level. Nevertheless, the facilities and infrastructures in each school and also the teachers' ability and knowledge about the use of ICT need to be increased.

Results of interview

One method of data collection is by interview. The interview was conducted to all respondents (19 English teachers) from public senior high schools in Palembang. The aims of interview were to find out the real fact about ICT tools at schools, teachers' ICT competence and knowledge, and also their attitudes and problems towards the use of ICT in the process of teaching and learning English in the classroom.

The implementation of ICT is very important since it improves the quality of learning and expands access to education. In the era of globalization, teachers and students will deal with technological devices. It cannot be denied that technology is very helpful in teaching and learning process. This statements is supported by teacher 1 and teacher 3.

Teacher 1: "In the process of teaching and learning, technology really helped me, especially in the aspect of planning, aspect of teaching process, and also aspect of evaluation and reflection."

Teacher 3: "By involving technology in the process of teaching and learning, the students could find many informations from certain sources that could be used in learning activities."

The integration of ICT in language education has become a major interest of topic in language educational realm. Some research findings provide some evidence as to the positive effects of the use of ICT on students. This statements is supported by teacher 2, teacher 4 and teacher 5.

Teacher 2: "By using technology, the process of teaching and learning was more interesting and practical. In addition, the students could provide opportunities that trading of today was not the same as what it was in the past."

Teacher 4: "There were many advantages of using ICT in the process of teaching and learning. In integrating technology in the classroom, I used online learning applications, such as Edmodo, Ruangguru, and Quipper Video."

Teacher 5: "Nowadays, learning resources do not only depend on books, but we could find additional materials from internet that can be adjusted to the students' needs."

In the era of industry 4.0, teachers and students were required to be technology literate. They must be able to operate technology devices especially in the learning process. Nevertheless, there were some teachers who complain because the ICT devices in their schools are inadequate, as stated by teacher 5, teacher 10 and teacher 13.

Teacher 5: "The most common problem that I and other teachers often face in using ICT devices was when power failure."

Teacher 10: "I have problems in using ICT in this school. There were no multimedia and language laboratory."

Teacher 13: "I have problems in using ICT related to school policies. The problem that I face was the lack of LCD. In this school, many of the LCDs were broken."

Based on the findings of the study, the general interpretations towards the teachers' attitudes and problems on the use of ICT in the process of teaching and learning English at schools can be described based on the results of questionnaires, interview, observation and documentation. First questionnaire was to find out teachers' attitudes on the use of ICT in the process of teaching and learning. This questionnaire consisted of four aspects deal with teachers' attitudes and knowledge about ICT equipments and their applications in teaching and learning English at school.

First aspects were teachers' attitudes on the use of ICT in planning of teaching English at schools which consists of six statements. In this aspects, almost all respondents chose point 4 and 5. This fact showed that almost all respondents agreed with the statements of questionnaire. In other words, the attitudes of the teachers towards the use of ICT in the aspect of planning were positive.

Second aspects discussed about the teachers' attitudes on the use of ICT in the process of teaching at schools which consisted of seven statements. In this aspects, most of respondents chose point 4 and 5. This fact showed that most of respondents agreed with the statements of questionnaire. In other words, the attitudes of the teachers towards the use of ICT in the aspect of teaching process were positive.

Third aspects discussed about the teachers' attitudes on the use of ICT on evaluation aspects which consists of six statements. In this aspects, almost all respondents chose point 4 and 5. This fact showed that almost all respondents agreed with the statements of questionnaire. In other words, the attitudes of the teachers towards the use of ICT in the aspect of evaluation were positive.

The last aspects discussed about teachers' attitudes on the use of ICT on evaluation and reflection aspects which consists of four statements. In this aspects, almost all respondents chose point 4 and 5. This fact showed that almost

all respondents agreed with the statements of questionnaire. In other words, the attitudes of the teachers towards the use of ICT in the aspect of evaluation and reflection were positive.

Second questionnaire was to find out teachers' problems on the use of ICT in the process of teaching and learning English in their schools. There were two aspects had been asked in this questionnaire.

First aspects were about teachers' problems on the use of ICT in the aspects of schools' policies which consists of ten statements. In this aspects, most of respondents chose point 1, 2 and 3. This fact showed that most of respondents disagreed with the statements of questionnaire. In other words, we can say that most of the teachers do not have problems towards the schools' policies on the use of ICT in the process of teaching and learning in the classroom.

Second aspects were about teachers' problems on the use of ICT in the aspects of teachers' internal in using ICT equipments which consists of ten statements. In this aspects, most of respondents chose point 1, 2 and 3. This fact showed that most of respondents disagreed with the statements of questionnaire. In other words, we can say that most of the teachers do not have problems towards the internal aspects on the use of ICT in the process of teaching and learning in the classroom.

The next findings showed the results of observation. From 16 English teachers observed, only 5 of them were in an excellent category in all aspects of using ICT at schools. Meanwhile, 12 of them were in good category. Furthermore, the rest of them, 2 English teachers were in average category. From the explanation above, it can conclude that the use of ICT by the English teachers in the process of teaching and learning English were in good level. Nevertheless, the facilities and infrastructures in each school and also the teachers' ability and knowledge about the use of ICT need to be increased. Lam (2000) also emphasizes that teachers' personal beliefs of the advantages of using technology for language teaching influence teachers' decision regarding technology use. Similarly, Kim (2002) points out that critical factors affecting successful integration of technology into the classroom are associated with teachers themselves, such as teachers' perceptions and attitudes.

The last findings showed the results of interview. From all respondents interviewed, they agreed that the use of ICT in the process of teaching and learning was very important.

Moreover, technology really helped them in the process of teaching and learning, especially in the aspects of planning, aspects of evaluation and aspects of reflection. From 19 English teachers interviewed, some of them have problems related to aspects of school policies. They stated that there were no computer laboratory, language laboratory and multimedia laboratory at their schools. Another problems were the lack of LCDs and the unavailability of free internet access. Besides that, there were 9 English teachers who said that computer training for teachers or staffs was very rarely. There were even those who do not understand how to operate ICT devices properly. In the globalization era, the involvement of technology in the process of teaching and learning is very important. As stated in 2013 curriculum, the teachers are demanded to apply technology for all of subjects to support teaching and learning process. In addition, the rapid evolution of ICT has made great changes in societies and education. Technology not only gives learners the opportunity to control their own learning process, but also provides them with ready access to a vast amount of information over which the teacher has no power or control (Lam & Lawrence, 2002).

CONCLUSION

This study aimed at investigating the attitudes and problems of teachers in using ICT in teaching EFL using descriptive survey methods. The locations of a research were in all public senior high schools in Palembang. The findings of this study indicated that the attitudes of the teachers towards the use of ICT in the process of teaching and learning English at schools were positive. However, some of them had problems in applying technology in their teaching. These constraints came from the institutions or schools and also from the teachers themselves. Their schools did not have an ideal regulations towards the use of ICT, especially for English subject, and some schools also did not have enough ICT facilities to support the teachers' teaching and learning activity.

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