

CHAPTER I INTRODUCTION

A. Background of Study

The rapid development of Information and Communication Technology (ICT) has significantly influenced various sectors of human life, including education. In the 21st century, ICT has become an essential component in supporting teaching and learning processes. UNESCO (2018) emphasizes that ICT serves as a catalyst for transforming education systems worldwide and equipping learners with essential 21st-century skills such as digital literacy, critical thinking, creativity, collaboration, and problem-solving (UNESCO, 2018). The integration of ICT in education is no longer considered optional but has become a necessity in preparing students to face global challenges. Therefore, ICT plays a strategic role not only in improving access to information but also in enhancing the quality, effectiveness, and innovation of teaching practices.

In the context of English language *teaching*, ICT provides various opportunities to enrich instructional delivery. Digital tools enable teachers to present authentic materials, integrate multimedia resources, and create interactive learning environments that support language acquisition. Through the use of audio-visual materials, online platforms, and digital applications, teachers can facilitate listening, speaking, reading, and writing skills more effectively. ICT also allows teachers to design more engaging classroom activities, promote student-centered learning, and provide immediate feedback. Thus, ICT integration in

English teaching has the potential to improve both students' motivation and learning outcomes.

Recognizing the importance of ICT in education, the Indonesian government has promoted digital transformation in schools through various programs and policies aimed at strengthening infrastructure and enhancing teachers' technological competence. However, despite these efforts, disparities between policy expectations and classroom realities remain evident. Data from the Central Bureau of Statistics (2022) show that only around 27% of Junior High Schools in Indonesia have access to adequate computer facilities, and many schools continue to experience unstable internet connectivity (Badan Pusat Statistik, 2022). This situation indicates that the implementation of ICT in schools is often constrained by infrastructural limitations and unequal digital access. Consequently, although ICT policies are well established at the national level, their practical implementation in classroom contexts still faces considerable challenges.

At the regional level, the Government of West Sumatra has demonstrated commitment to digital development through policies supporting electronic-based governance and digital infrastructure (Government of West Sumatra, 2024). Although these policies are broader in scope and not specifically targeted at classroom instruction, they reflect regional support for digital transformation, including in the education sector. Nevertheless, institutional readiness and classroom implementation may differ from policy intentions. Schools may possess

basic ICT facilities, but effective integration largely depends on teachers' competence, confidence, and contextual factors within the school environment.

MTsN 4 Kota Padang, as one of the Islamic Junior High Schools in West Sumatra, has provided essential ICT facilities such as a computer laboratory and projectors to support teaching activities. Structurally, the school demonstrates organizational support for instructional management, including the integration of ICT. However, the availability of infrastructure does not automatically guarantee optimal utilization. In practice, teachers may still encounter various obstacles in integrating ICT into their teaching. Challenges such as limited devices, unstable internet connectivity, insufficient maintenance of technological equipment, and varying levels of digital competence can influence the effectiveness of ICT use in the classroom. These conditions illustrate the gap between institutional provision and practical implementation.

In English language teaching, the integration of ICT requires not only access to technological devices but also pedagogical competence. Teachers must be able to select appropriate digital tools, design technology-based instructional materials, and manage classroom activities effectively. According to Sanjaya (2020), teachers' technological competence includes digital literacy, the ability to operate educational technology, innovative teaching attitudes, and adaptability to technological change. Competent teachers can function as facilitators who guide students in developing critical thinking, creativity, and collaborative skills through meaningful technology integration (Sanjaya, 2020). However, not all teachers possess the same level of readiness. Differences in experience, training, and

exposure to ICT may result in varying degrees of confidence and effectiveness in classroom practice.

Specifically, seventh grade English teachers hold a crucial role in introducing foundational English skills at the junior high school level. At this stage, students are transitioning from elementary to secondary education and require structured guidance as well as engaging instructional approaches. ICT has the potential to support vocabulary development, pronunciation practice, listening comprehension, and interactive learning tasks. However, the use of ICT in seventh grade classrooms may present distinct challenges compared to higher grade levels. Teachers must adjust technological tools to students' cognitive development, classroom management needs, and curriculum demands. Therefore, understanding the problems faced by seventh grade English teachers in using ICT becomes particularly important.

Despite the significant potential of ICT in education, its implementation often encounters multiple obstacles. Teachers may face technical problems such as malfunctioning devices, limited internet access, and lack of technical support. They may also experience pedagogical challenges, including difficulties in designing interactive digital materials or managing student engagement when using technology. Furthermore, institutional constraints such as limited facilities and insufficient professional development opportunities may hinder effective ICT integration. Negoescu and Boștină-Bratu (2016) argue that teachers frequently struggle with operating ICT devices and utilizing educational software effectively. Similarly, Al-Munawwarah (2014) highlights that limited access to hardware and

technological infrastructure remains a significant barrier, particularly in schools with restricted resources.

Although numerous studies have examined ICT integration in English language teaching, several limitations remain evident. Junaidi et al. identified major problems faced by teachers in using ICT, yet the study did not explore in depth the strategies employed to overcome those problems in specific classroom contexts. Similarly, Syahira et al. focused on obstacles in online English learning during the pandemic rather than structured ICT implementation in regular classroom settings. Meanwhile, Maharani et al., Khaerunnisa et al., and Mutiara Nadia discussed challenges and the use of ICT in various contexts; however, their studies did not comprehensively integrate an analysis of the specific problems faced by teachers and the concrete strategies applied to overcome those problems within a particular grade level and institutional setting. Therefore, limited research specifically investigates the experiences of seventh grade English teachers in Islamic Junior High Schools through an in-depth qualitative case study that systematically examines both the problems encountered and the strategies employed in daily classroom practice, which this study aims to address at MTsN 4 Kota Padang.

Given that ICT implementation is influenced by contextual factors such as school environment, infrastructure availability, teacher competence, and institutional support, examining this phenomenon within a specific educational setting allows for a deeper and more contextualized understanding. A qualitative case study approach is particularly suitable for exploring real classroom

experiences and capturing teachers' perspectives in detail. By focusing on a single school context, this research aims to provide an in-depth analysis of how ICT is used, what problems are encountered, and how teachers strategically address those challenges in practice.

Therefore, this study is designed as a qualitative case study focusing on seventh grade English teachers at MTsN 4 Kota Padang. This research seeks to investigate the problems faced by teachers in using ICT and to analyze the strategies they employ to overcome those problems. By concentrating on a specific grade level and institutional context, this study is expected to contribute a more comprehensive and context-specific understanding of ICT implementation in English language teaching. The findings are anticipated to provide valuable insights for teachers, school administrators, and policymakers in improving the effectiveness of ICT integration in Islamic Junior High Schools.

B. Scopes of the study

This study focuses on the use of Information and Communication Technology (ICT) by seventh grade English teachers at MTsN 4 Kota Padang. The investigation is limited to three main aspects: (1) identifying the types of ICT tools used in classroom instruction, (2) examining the problems encountered by teachers during the implementation of ICT, and (3) analyzing the strategies employed by teachers to overcome those problems.

This research does not examine students' learning outcomes, teachers' attitudes toward ICT, or the effectiveness of ICT in improving academic

achievement. In addition, the findings of this study are context-specific and are not intended to be generalized to other schools or educational settings. Instead, this research aims to provide an in-depth and contextualized understanding of ICT integration within the particular institutional environment of MTsN 4 Kota Padang through a qualitative case study approach.

C. Research Questions

The scope of this research focuses on three main aspects related to the use of information and communication technology (ICT) by English teachers at MTsN 4 Kota Padang :

1. What types of ICT tools are used by seventh grade English teachers in teaching English at MTsN 4 Kota Padang?
2. What problems are faced by the teachers in using ICT in the English teaching process?
3. What strategies do the teachers use to overcome those problems?

D. Purpose of study

1. To identify the types of ICT tools used by seventh grade English teachers in teaching English at MTsN 4 Kota Padang.
2. To analyze the problems faced by the teachers in using ICT in the English teaching process.
3. To examine the strategies employed by the teachers to overcome those problems.

E. Significance of Study

This study is expected to contribute both theoretically and practically.

First, for English teachers, the findings may provide a clearer understanding of the specific challenges encountered in integrating ICT into classroom instruction, as well as the strategies that can be employed to address those challenges. This understanding may encourage reflective teaching practice and support professional development in technology-enhanced instruction.

Second, for school administrators and educational policymakers, the findings offer contextual insights into the practical realities of ICT implementation at the junior high school level, particularly within an Islamic school context. These insights may serve as a reference in designing teacher training programs, improving infrastructural support, and developing policies that facilitate more effective ICT integration.

Third, for future researchers, this study contributes empirical evidence from a qualitative case study conducted in an Islamic junior high school. The findings may enrich the existing body of literature on ICT integration in English language teaching and provide a foundation for further research in similar or broader contexts.

Finally, although this study does not directly measure students' academic achievement, a better understanding of ICT-related challenges and strategies may indirectly support more effective, engaging, and meaningful English learning experiences for students.