

TEACHERS' PERCEPTIONS ON THE USE OF ICT IN INDONESIAN EFL LEARNING CONTEXT

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Abstract: This study aims to investigate teachers' perceptions towards the implementation of ICT in EFL teaching and learning process. The present study applied descriptive qualitative method, and the data were collected through open-ended questionnaire and interview to gain relevant data. The results of the present study were in line with the previous findings from the studies conducted by Park & Son (2009); Barnawi (2009); and others. The research findings of the present study discovered that there were three benefits of using ICT in English teaching and learning process; namely, helping the teachers to conduct interesting and enjoyable learning activities, promoting learner autonomy, and motivating the students to learn. The present study also reveals some challenges encountered by the teachers in using ICT in EFL classes and strategies to overcome the challenges. Overall, the teachers' perceptions towards the utilization of ICT in English teaching were positive. Thus, it is recommended to use ICT in English teaching and learning process.

Keywords: English language teaching, ICT, teachers' perceptions.

INTRODUCTION

It is logical to say that the development of information and communication technologies (abbreviated into ICTs) influence all educational fields. The internet, especially, has become a useful tool as the greatest source of information for students to learn (Harmer, 2007b). In relation to this, it is noted that the utilization of ICT in education has a positive impact on the learning environment, particularly in primary and secondary education (Mikre, 2011). By using ICT, we can increase the quality of learning process (Davies, 1997) in Kandasami & Shah (2013). In addition, it pointed out that actually EFL teachers may design learning activities without

supplementary materials, nevertheless, it is important to bear in mind that much of the richness of language instructions can be designed by using supplementary materials including ICTs (Brown, 2001). Moreover, in all educational fields, there is a common belief that ICT has important contributions in teaching practices, school innovations, and community services (Lee, 2007; Mikre, 2011).

In English language teaching, particularly in EFL and ESL context, it has been noted that the implementation of ICT in the teaching and learning process has been increasingly growing (Suherdi, 2012 & Romero, 2008). It is in line with Kandasami & Shah (2013) that research findings over the past 20 years

show some evidences of the positive effect of ICT in students learning. In other words, it is probably safe to say that the benefits of the implementation of ICT, especially in ESL/EFL context are undeniable.

Nevertheless, it is still rare for schools in Indonesia to use ICT particularly in English language teaching (UNESCO Bangkok, 2008; Suherdi, 2012). In fact, according to curriculum 2013, ICT is an essential component that should be integrated in each subject including English especially in secondary education. Due to the demand of incorporating ICT for each subject in educational curriculum, it can be assumed that it is crucial for teachers to use ICT in teaching and learning process in order to help students to gain high quality of English. To do this, English teacher should be able to utilize ICT and be accustomed to search and manage ICT-based resources.

According to Atkins and Vasu (2000) in Park & Son (2009), teachers perceptions have a crucial influence on the use of ICT in English language teaching (ELT). As pointed out by Dexter, Anderson & Becker (1999) in Kizil (2011) that teachers' perceptions of the advantages of utilizing ICT for language teaching influence teachers' decisions regarding the use of ICT. Similarly, Kim (2002) cited in Park & Son (2009) states that important factors influencing successful integration of ICT into English language teaching are associated with teachers' attitudes and perceptions. In relation to this, some teachers may be happy and confident to employ ICT in ELT, and others may be reluctant, and some may be even refuse to learn it (Suherdi, 2012).

However, Eugene (2006) as cited in Dashtestani (2012) affirms that there is a

discrepancy between teachers' attitudes and beliefs and their real implementation of technology in their classes. In other words, it is assumed that a positive attitude toward ICT does not guarantee that teachers can utilize ICT in the classroom (Egbert, Paulus, and Nakamichi, 2002) cited in Mollaei and Riasati (2013). It is probably due to some factors that may prevent teachers in implementing ICT.

In addition, great deals of research had been conducted to seek teachers' perceptions towards the implementation of ICT in English language teaching, including the benefits and factors that may inhibit the teachers to use ICT. In English as foreign language context, a study conducted by Barnawi (2009) to college teachers of Yanbu Industrial College in Saudi Arabia reports teachers' positive attitudes and willingness of the use of ICT in English language teaching. Besides, the study particularly shows teachers' attitudes toward the use of internet as a wonderful and rich source of information for learning English.

Seeing the teachers' positive attitudes of the use of ICT in English teaching particularly in EFL context, this study tries to investigate teachers' perception in Indonesian context. Different from Barnawi's research which focused on college teachers, this study is intended to focus on vocational teachers' perception. The scope of this study exposed the vocational teachers' perception toward the use of ICT in English language teaching and learning process. This study tries to investigate: What are the teachers' perceptions on the use of ICT in EFL teaching and learning process? What kind of ICT that teachers use in their EFL classes? What are the benefits that EFL teachers find in utilizing ICT in EFL teaching and

learning process? What are the challenges encountered by the teachers in using ICT in EFL classes? How do the teachers overcome the challenges?

This study limits its investigation on the teachers' perceptions of the use of information and communication technology in English language teaching and learning process in one of vocational schools in Bandung. The concern is within the context of using ICT in English as foreign language teaching.

Besides, it is expected to provide theoretical, practical and professional benefits. In terms of theoretical benefit, the research findings can be used to enrich theories in EFL teaching. Besides, in terms of practical benefits, it is expected to provide advantages to the development of teaching and learning English in Indonesia. These research findings particularly are expected to be useful for teachers and the implementation of ICT in English language teaching. Moreover, the use of ICT in English language teaching is expected to give benefits for teaching English within the context of English as a foreign language. In other words, it is expected that the research can give valuable input for EFL teaching and learning process. Besides, it is hoped that teachers' perceptions toward the use of ICT may contribute to the success of the implementation of ICT in English classes.

METHOD

This study was designed to seek teachers' perception towards the use of information and communication technology (ICT) in English language teaching and learning process in one of vocational schools in Bandung. The present study applied qualitative research design taking on characteristics

of descriptive study. It is commonly used to describe an experience or event that happens in reality as completely as possible (Sandelowski, 2000).

Furthermore, this study has similar characteristics to a qualitative method because of two reasons. Firstly, it attempted to focus on participants' perspectives. As stated by McMillan and Schumacher (2010) that qualitative can be used to reconstruct reality based on participants' point of view. Secondly, since the data in this study gathered in open-ended questionnaire and in the interview session which were in the forms of words, this research design was an appropriate approach. It is in line with Creswell (2003) that in qualitative design, the nature of data are in the forms of words.

The present study was undertaken at one of public vocational schools in Bandung. The participants were four EFL teachers out of six who were available to get involved in interview session. Their teaching experience ranged from two years to seven years. Meanwhile, it was investigated that their experiences in employing ICT for teaching-related purposes range from two years to five years. Actually, there were six English teachers who taught EFL in the school. However, since the other two had a duty outside the school for one semester, it was impossible to ask them to participate in this study.

In addition, the school was selected for two considerations. First, the school is provided with good quality of ICT so that it enabled the teachers to utilize ICT-based resources for teaching and learning process. Second, the school was accessible easily. Third, it was also feasible for researcher to negotiate with the object of the study. It is in line with Alwasilah (2011) that it is important for

researcher to establish rapport with participants and site before conducting the study.

The data collection techniques employed in this study were open-ended questionnaire and interview. First, an open-ended questionnaire designed to elicit teachers' perceptions of the use of ICT in EFL classes. It was administered to all participants. Second, to obtain further information related to the research question, semi-structured interview was conducted. Before conducting the interview, the interviewees had been informed about the objective of this study. Each interview lasted for about 20 minutes. As affirmed by Calabreses (2006) and Silverman (2006) cited in Emilia (2009: 198) that 'triangulation, especially in qualitative study can enhance validity and "trustworthiness" of the research.' Furthermore, each technique in collecting the data will be described below.

The first data collection technique was distributing the questionnaire to the teachers. The questionnaire consisted of 15 open-ended items in order to investigate participants' background information and experience of the use of ICT. Besides, it is also aimed to elicit teachers' opinions toward the use of ICT in teaching and learning process, including preferences for utilizing ICT in the classroom. All participants were asked to answer the following questions in their own words. It is in line with Brown (2009) that open-response questionnaire items call for the participants to answer the questions in their own words. The time and place to conduct this session was administered to be comfortable for the teachers.

To obtain further information related to the research question and to

ensure that the data obtained were accurate, the interview was conducted to all of participants. The interview was carried out from October 24, 2013 to October 25, 2013. It was applied to gain in-depth information which could not accessible from questionnaire (Alwasilah, 2011). The interview applied in this study was semi structured interview since it was guided by a list of questions (Merriam, 1988).

The interview was provided after the questionnaire was administered. It was delivered in Bahasa Indonesia to make the participants easier to answer the questions and to avoid misunderstanding. During the interview, the participants were allowed to ask for clarification when they found any questions that confused them. The time of interview was organized to be comfortable for the teachers to participate in this session. The interview was purposed to obtain more individual and personal experiences from the participants.

After all the data were obtained, they were analyzed by descriptive qualitative analysis. In order to gain valid and reliable data, the triangulation was needed (Gall and Borg, 2003). The data were analyzed and interpreted based on the information from the questionnaire and the interview. The analysis from each instrument will be presented in a form of descriptive explanation. As stated by Miles and Huberman (1984: 54) that "in analyzing data of qualitative research, the analysis is done chiefly with words, not with numbers." Furthermore, the researcher analyzed the data based on several steps stated by Miles and Huberman (1984), i.e.: transcribing the data, reading through all the data, coding the data, organizing categorization and generating

themes, and analyzing and interpreting the data based on certain criteria.

After collecting the data from questionnaire, they were analyzed to discover patterns that were revealing and interesting. This process involved coding, analyzing and interpreting the data. It is in accordance with Brown (2009) that the process to organize and interpret data from questionnaire involving coding, analyzing, and interpreting the data. In addition, in coding the data, researcher got the data down on paper to enable the researcher analyzed the data easily.

To clarify, the interviews were conducted to the English teachers. The analysis began with replaying the interview recording. Then, the researcher transcribed the interview. It was done in order to explore the general sense of the data (Creswell, 2010). In analyzing the data, the researcher read the overall transcribed data so that the data can be coded then categorized. As stated by Alwasilah (2011) that there are some advantages of coding the data, which are: (1) it can assist the researcher to simplify phenomenon which is being investigated, (2) it may help the researcher to seek the frequent of phenomenon emerging, (3) it can assist researcher to see the tendency of the findings, (4) it can also help the researcher to organize the categorizations and sub-categorization of the findings. In coding the data, the researcher categorized the data based on the research questions. After that, the data were interpreted into some main issues according to the research questions.

RESULTS AND DISCUSSION

This section provides the findings and discussion of the data. The data are

presented based on the research questions and data collection instruments. To obtain the data regarding the types of ICT utilized by the teachers in teaching English, open-ended questionnaire was conducted. In this procedure, all of the respondents mentioned a few types of ICT. In the meantime, the interview also administered in order to gain in depth information.

To begin with, based on the data obtained from the questionnaire, the teachers which comprised T1, T2, T3, and T4 utilized several varieties of ICT including software and hardware. According to the data from questionnaire, all of the respondents utilized computer, internet, and web browser to find appropriate materials from on-line websites including written materials and videos, and they also use in-focus to assist them to teach. Besides, all of the teachers also selected video by using web browser as one of ICT-based resources to be tailored into their teaching and learning process. Meanwhile, T4 also applied DynEd as one of classroom blended English language learning program that can be conducted in language laboratory.

These data from questionnaire was also affirmed by teachers statements in interview session conducted in L1. One of the teachers said: "I usually use video especially for teaching speaking and listening" and "...Besides, sometimes, I ask the students to find other text from online website, for example to find news item, before ask them to make their own text...).

Another statement can be found from T2. She said that she employed computer, in-focus and authentic materials, such as newspaper articles, brochures, and songs, which are taken from online websites. She uttered, "I

usually use online website to find the materials related to the topic being discussed, such as articles, brochures, pictures and also video... and "...computer and in-focus to present the materials in the classroom...

Similarly, T3 also stated that she utilized ICT to help her in conducting teaching and learning process. She stated, "I used that facility (ICT). For example, such as video, and also monologue. Sometimes, we do the exercises on the worksheets taken from online website, article, brochure, like that. And also, I often use computer and in-focus).

Moreover, T3 claimed that the use of ICT enabled her to transfer the materials easily since there were various examples related to the materials given. On the other hand, according to the data obtained from questionnaire and interview, T4 utilized various types of ICT than others. She used computer, projector, internet connection, web browser to find downloadable video, and also DynEd as one of learning management systems. In interview session, the T4 said that she used DynEd once a month in each class.

Overall, the data obtained from the questionnaire and interview can be seen in this following table:

Table 1. Types of Information and Communication Technology (ICT) used by the teachers in teaching English

Teachers	Data from the questionnaire	Data from the interview
T1	Hardware: Computer and data/video projector. Software: web browser to search downloadable videos.	Computer, internet, web browser to find written materials from online websites, and in-focus.
T2	Hardware: Computer and data/video projector. Software: web browser to find authentic resources.	Computer, internet, web browser to seek materials from online website, and projector.
T3	Hardware: Computer and data/video projector. Software: web browser	Computer, internet, web-browser to find written materials from online website, projector.
T4	Hardware: Computer, headphones, and data/video projector. Software: web-browser and Dynet program.	Computer, internet, web-browser to seek written materials from online website, e-book reader, DynEd, projector.

From those findings, it shows that all of the English teachers believed that information and communication technology (ICT) is a useful tool to help them in conducting teaching and learning process. Based on the data gained from the questionnaire and the interview, there were three benefits of using ICT in English teaching and learning process; namely, helping the teachers to conduct interesting and enjoyable learning activities, promoting learner autonomy, and motivating the students to learn. Further explanation of each benefit is presented below.

Helping teachers to Conduct Interesting and Enjoyable Learning Activities

From the data obtained from questionnaire, all of the teachers claimed that the use of technology could assist them to conduct teaching and learning process. Moreover, they argued that ICT is very useful to engage students to learn. For instance, one of the teachers admitted that "by integrating technology into teaching, it helps me to give example and design interesting teaching materials".

In addition, based on the data obtained from the interview, all of the

teachers stated that they felt comfortable using technology in order to find and conduct interesting and enjoyable learning activities. T2 explained that the use of technology in EFL class is very beneficial. T2 said, "Of course it is beneficial. I personally think that it make teacher more creative since internet help the teacher to be more creative to develop learning activities, and the teaching and learning indicators can be developed by the teacher. In addition, it can also be beneficial for the students since it make the students did not get bored easily".

Meanwhile, T3 explained that the use of ICT enabled her to find many interesting sources easily. She argued that the use of ICT is helpful since it enabled her to access the materials needed and commonly the materials from online website are more interesting so that it makes students engage in the learning in the classroom.

From these data, it can be assumed that by incorporating information and communication technology in English language teaching and learning process helped the teachers to organize interesting and enjoyable learning activities. In addition, the data reveals that all of the teachers commented that since the authentic materials taken from online websites are interesting and creative, the students became not get bored easily. In other words, it indicates that the use of ICT in English classes is necessary.

Promoting learner autonomy

According to the teachers' opinion from the interview session, it indicated that the use of ICT promoted learner autonomy since technology enabled students to find various authentic resources and materials from English language websites and to learn by using

learning management system such as DynEd. T4, in particular, admitted (in L1) that she asked students to find other sources related to the materials given, particularly they were asked to learn from some examples which are appropriate to the materials. She argued: "...for some materials or topics that have not finished yet to be learnt by the students, I ask them to find online materials and learn those materials at home and I also give them homework to attain the learning goal."

Furthermore, T3 added that by employing ICT, teacher can help the pupils to become more independent. Moreover, another teacher also appeared the issue of the use of ICT in promoting autonomy. She pointed out that: "Students assume that their teacher is like google, they ask many things due to the lack of learning sources. ICT particularly online websites can help students to learn independently".

The excerpt above reveals that the use of ICT, particularly web-browser may help the teacher to build students awareness to learn by assisting them to seek various resources related to the materials given. In addition, T2 affirmed that although online websites can be regarded as a great source to learn but using unreliable websites could hamper students' learning. Thus, it is necessary for the teacher to guide the students to learn.

Motivating students to learn

According to the questionnaire, the teachers pointed out that the use of ICT was beneficial for language teaching process. Besides, they also believed that the materials taken from online language websites and language program or learning management system increased students motivation to learn since it

provided the students with motivating learning atmosphere to engage in the teaching and learning process. Moreover, the teachers affirmed that those values in using ICT motivated them to integrate it in their classes.

In addition, the finding related to the use of ICT in motivating students to learn is also supported by the teachers' statements from interview. Based on the data gained from interview, T2, T3, and T4 argue that by utilizing ICT, students seemed to enjoy the learning process enthusiastically. It is as stated by the T3, "...the students seemed enthusiastic if I use video or materials taken from internet which are interesting rather than only using textbook..." In other words, she assumed that the use of ICT created the learning activities more appealing for students so that it could motivate them to learn.

Challenges faced by the teachers in using ICT

To investigate the challenges encountered by the teachers in applying ICT, the researcher employed interview as a tool. Based on the data from interview, it was found two challenges faced by the teachers; namely, time allocation and technical problem.

Time allocation

T4 of this study remarked that one of challenges in using ICT was time allocation, particularly when she utilized DynEd in the learning process. The teacher mentioned a lack of time as a challenge in using ICT and admitted that she spent more time to check the program before using it. Meanwhile, T2 said that it was necessary to get more time to find appropriate materials and/or modify teaching materials especially for written texts since the level of language

used in several authentic materials taken from online websites did not appropriate for her students' level. She said that: "...materials taken from internet, particularly texts, and the language level of texts should be modified. So, I need time to modify them to the students' language level so that the texts become readable". Overall, it is clear that time allocation is one of challenges encountered by the teachers in using ICT in English classes.

Technical problems

It is revealed that all of the teachers, including T1, T2, T3, and T4, encountered technical problem. The teachers stated that the lack of internet connection in some classes discourage the teachers to utilize internet in their classroom. In addition, T4 admitted that she faced problems in technical support when conducting teaching and learning process in language laboratory due to some headphones, language programs, and computers which were unusable. As reported by T4 that "...if I conduct the learning process in laboratory the barrier is technical support, such as there were unusable headphones and computers..."

Similarly, another teacher confessed that occasionally she faced unexpected situation in the middle of teaching and learning process, such as it because the online language websites could not be used, due to the lack of internet connection.

The strategies used by the teachers to overcome the challenges in using ICT

The present study appeared that all teachers had similar strategies to overcome the challenges in using ICT. Regarding the time allocation, they preferred to use downloadable materials including videos and prepared those

materials before conducting teaching and learning process in the classes. Likewise, all of teachers also confessed that they often designed PowerPoint presentation before entering the classroom. By doing these, they could conduct the learning process more effective.

In addition, the results from interview also show that all of the teachers tended to use available materials from textbooks when they encountered problems in utilizing technology. T1, for example, she decided to use worksheet on the textbook or used their own materials to conduct the learning activities when the internet connection did not work well.

Meanwhile, all of the teachers said that dysfunction of technologies frequently occurred, particularly when using laboratory. As mentioned above, it was happened to T4 who sometimes utilized DynEd in language laboratory. To cope with this problem, the teacher was asking for the technician support who was capable to solve that problem. She uttered: "...if there is a technical problem we have technician that can help". Furthermore, the complete transcript of interview can be seen in appendix. Overall, it is obvious that the teachers could cope with the problems in using ICT in the teaching and learning process.

Based on the findings of the present study, it is clear that the teachers' perceptions toward the use of ICT in English language teaching, particularly in EFL context, were generally positive. It can be seen from the evidence obtained from the questionnaire and interview. The teachers tended to believe that the use of ICT in English language teaching was beneficial. Generally, the findings of this study concurs with the previous study

conducted by Park & Son (2009); Barnawi (2009), Prathibha (2010), Kaffash et al. (2010), Rahimi & Yadollahi (2011); Mikre (2011), Martinez and Gillings (2012), Dashtestani (2012), Bolandifar (2013).

As it was mentioned above, it is obvious that by utilizing information and communication technology in English classes may assist the teachers to conduct interesting and enjoyable learning activities. It is in line with Lam (2000, cited in Park & Son (2009) and Suherdi (2012) that technology is a useful teaching aid that offers opportunities for better language practice since it can help teacher to design interesting learning activities. In addition, Cox (1997) cited in Cox, Preston, & Cok, (2000) adds that one of the factors affecting teachers to use ICT is it may help them to design their lessons more interesting and enjoyable.

Another benefit of ICT in English classes found in the present study is that it may promote learner autonomy. As stated by Harmer (2007a), it is crucial for teachers to find ways of helping pupils to become more independent. To do this, ICT can be an alternative way to promote autonomy. According to the data, the teachers believe that by using ICT students would be keen to take responsibility for their own learning especially in doing homework since they can find relevant sources easily. It is in accordance with Martinez and Gillings (2012) that it would be beneficial for students if they use technology, particularly web-browser to find online language websites which are recommended by the teachers, to assist them to learn independently.

Moreover, the data also reveals that the use of ICT in EFL classes motivates students to learn. This finding supports the previous research conducted by

Bolandifar (2013) and Dashtestani (2012) that the use of technology increases students' motivation to learn better. In addition, it is also found that the students' motivation increased since the utilization of ICT built the learning process more attractive. It is as stated by Facer & Owen (2004) that teachers tend to apply ICT since it may increase students' motivation to learn languages.

Overall, the findings show that all of the teachers in the present study considered information and communication technology (ICT) as a useful teaching tool. However, according to the data, it was also appeared that there were two challenges encountered by the teachers in utilizing ICT, which are: time allocation and technical problem.

As mentioned above, it was discovered that one of challenges in using ICT was time allocation since the teacher should spent more time to check the program before using it. In relation to this, Bolandifar (2013) states that lack of time may affect the utilization of ICT. Furthermore, Mc.Clelland (1996) cited in Lee (2007) affirms that limited time is a common barrier faced by teachers in incorporating ICT into the learning process.

In terms of technical problem, it was found that the low bandwidth services inhibit the teachers to use online websites in the classes. This finding supports previous research conducted by Lee (2007) and Kandashami & Shah (2013) that the lack of internet connection prevents the teachers to use ICT in the classroom.

Nevertheless, the data show that the teachers could overcome the challenges faced by them in using ICT in the English classrooms. Regarding the time limitation, they preferred to use ICT, particularly application software in

preparing the materials, such as PowerPoint presentation and web browser to find downloadable materials, before using it in the classes. It is as stated by Park & Son (2009) that teachers usually use ICT to assist them in designing teaching materials. Besides, as mentioned above, another challenge faced by the teachers was technical problem. Moreover, it was also mentioned that the teachers asked the technician to help them to cope with technical problem. It is in line with Smoekh (2008) in Ertmer & Leftwich (2009) that school can support the use of technology in the learning process by providing technician to assist teachers solve the problem in incorporating ICT during the teaching and learning process.

To sum up, it has been outlined that the teachers reflected their positive perceptions towards the use of ICT in EFL classes. Clearly, it is discernible that the use of information and communication is beneficial for the English language teaching and learning activities.

CONCLUSION

This present study was administered to find out the teachers' perceptions towards the use of ICT in English language teaching and learning process. Previously, similar studies on the use of ICT in English classes have been conducted. This study confirms findings from previous research conducted by Barnawi (2009), Dashtestani (2012), and Bolandifar (2013) that ICT is beneficial tool to be used in English teaching particularly in EFL context.

Referring to the findings and discussion that have been elaborated above, the researcher revealed that although it was found that there were some challenges encountered by the

teachers in utilizing ICT, they could find the strategies to overcome the challenges. Therefore, it can be said that the researcher demonstrated teachers' positive perceptions related to the use of ICT in the learning process. This can be seen from the results of the questionnaire and the interview. Thus, it is logical to say that the use of ICT is necessary in the teaching and learning process, particularly within the context of English as foreign language. The use of ICT is recommended to be applied for teachers in teaching English as a foreign language. It can be an effective supplementary material to make the learning process more appealing for the students.

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