ABSTRACT


This research aims to determine: 1) the teachers’ ICT competence level in the English teaching, 2) the kinds of ICT used by teachers in the English teaching, 3) the extent to which ICT is integrated by the teachers in the English teaching, 4) the problems of ICT integration faced by teachers in the English teaching, and 5) the teachers’ way to solve the problems in integrating ICT in the English teaching. The SAMR model was used as the criteria to determine the teachers’ integration level of ICT in the English teaching. To gain an in-depth result, this case study focuses on the description of the three English teachers in a senior high school in Lampung as the respondents of the research. To keep the data collected remain consistent, the researcher used triangulation of method, time and resources. The data were collected by doing observation, interview, and distributing questionnaire for the teachers. The collected data were then analyzed based on interactive model data analysis.

The data gained are corroborated with each other and show that: 1) the teachers are beginner users regarding their competence to use ICT in teaching, 2) there are nineteen ICTs out of the thirty three common ICTs used in teaching, 3) the integration of ICT using SAMR model is dominated by the substitution level and augmentation level at the second place, 4) there are nine problems faced by the teachers in integrating ICT in English teaching. The occurring problems were divided into internal and external problems such as, lack of the teachers’ competence to use ICT and lack of ICT infrastructures provided in the school, and 5) regarding the teachers’ ways to solve the problems, the teachers must be initiative to carry their own ICT such as laptop, speaker, and bandwidth cap due to lack of ICT number and lack access to the internet in the school. Furthermore, they just do share with their fellow teachers and search on the internet on how to solve the occurring problems. The teachers stated that they could not do many things since they need help and support from the school, administrator, and stakeholder to solve the occurring problems.

The detailed process and problems on the integration of ICT in teaching are presented in this research. This research can be a picture of the current practice of ICT in teaching which shows that the implementation of ICT in teaching needs more monitoring and guidance from the stakeholders. The finding reveals that the teachers needs training which not only equips them with content knowledge but also trains them on how to integrate ICT effectively in teaching. Moreover, the information about the integration of ICT in teaching in this research can be recorded in mapping, analyzing, and creating effective pedagogical ICT training for teachers.

Keywords: ICT, English Teaching, SAMR Model, Teachers’ Competence