

## APPENDICES

### Appendix 1 – Teachers' Profile

Name (Pseudonym)	Age	Gender	Last Degree	Teaching Experience	Experience with the use of ICT	Spent time to access internet in a day
Toto	46- 50	Male	Masters	21 Years and over	More than 10 years	1-2 hour(s)
Lisa	36- 40	Female	Bachelors	11-15 Years	7-10 Years	4 hours and over
Meli	36- 40	Female	Bachelors	7-10 Years	4-6 Years	2-3 hours
Ova	31- 35	Female	Bachelors	7-10 Years	4-6 Years	4 hours and over
Nini	51 and over	Female	Bachelors	21 Years and over	More than 10 years	3-4 hours
Gading	31- 35	Male	Bachelors	11-15 Years	Less than a year	Less than one hour
Nuna	41- 45	Female	Bachelors	16-20 Years	7-10 Years	3-4 hours
Pepei	41- 45	Male	Masters	16-20 Years	7-10 Years	4 hours and over
Frika	36- 40	Female	Bachelors	7-10 Years	More than 10 years	4 hours and over
Santi	41- 45	Female	Bachelors	11-15 Years	More than 10 years	4 hours and over
Sulis	41- 45	Female	Masters	16-20 Years	4-6 Years	4 hours and over
Iin	36- 40	Female	Bachelors	7-10 Years	4-6 Years	1-2 hour(s)
Irma	21- 25	Female	Bachelors	4-6 Years	1-3 Years	4 hours and over
Yandi	46- 50	Male	Masters	21 Years and over	More than 10 years	3-4 hours
Cika	36- 40	Female	Bachelors	16-20 Years	1-3 Years	2-3 hours
Sule	46- 50	Male	Masters	11-15 Years	4-6 Years	3-4 hours
Albus	51 and over	Male	Bachelors	21 Years and over	More than 10 years	4 hours and over

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Winda	51 and over	Female	Masters	21 Years and over	More than 10 years	2-3 hours
Agman	31-35	Male	Bachelors	7-10 Years	1-3 Years	3-4 hours
Dwenti	46-50	Female	Bachelors	21 Years and over	More than 10 years	4 hours and over
Lulu	41-45	Female	Bachelors	16-20 Years	4-6 Years	3-4 hours
Tika	46-50	Female	Bachelors	11-15 Years	4-6 Years	3-4 hours
Rere	41-45	Female	Bachelors	11-15 Years	4-6 Years	3-4 hours
Hetri	51 and over	Female	Masters	21 Years and over	More than 10 years	1-2 hours
Isak	46-50	Male	Masters	22 Years and over	More than 10 years	2-3 hours
Nindi	51 and over	Female	Bachelors	21 Years and over	More than 10 years	1-2 hours
Yuni	51 and over	Female	Bachelors	22 Years and over	More than 10 years	1-2 hours
Wandi	51 and over	Male	Bachelors	16-20 Years	More than 10 years	4 hours and over
Lenny Angelina	51 and over	Female	Bachelors	21 Years and over	1-3 Years	2-3 hours
Rita Rostika	51 and over	Female	Bachelors	22 Years and over	1-3 Years	2-3 hours
Ekni	51 and over	Female	Bachelors	21 Years and over	1-3 Years	2-3 hours
Eki	31-35	Male	Masters	7-10 Years	4-6 Years	4 hours and over
Kardiman	46-50	Male	Bachelors	16-20 Years	More than 10 years	1-2 hours

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## Appendix 2 Guideline of Questionnaire Construction

Research Questions	Aspects	Sub Aspects	Item #	Essential Indicators
RQ 1 To what extent is the ICT readiness among EFL teachers?	Knowledge	Mastery of making personal use of ICT	1	Mapping out respondent's knowledge about the use of Spreadsheet
			2	Mapping out respondent's knowledge about the use of Presentation software
			3	Mapping out respondent's knowledge about the use of Graphics software
			4	Mapping out respondent's knowledge about Computer maintenance
			5	Mapping out respondent's knowledge about the use of the internet to effectively and efficiently search for information
		Knowing how to use ICT as tools for teaching	6	Mapping out respondent's knowledge about evaluating the reliability and credibility of online sources of information
			8	Mapping out respondent's knowledge about ICT tools such as hardware, software, online-based applications, and etc that can be used for teaching and how to use them.

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	understanding the policy dimensions of the use of ICT for teaching and learning	7	Mapping out respondent's understanding of the ethical and legal issues surrounding access to and the use of digital information
	mastering a range of assessment paradigms which involves use of ICT	9	Mapping out respondent's knowledge about how to do authentic learning assesment and evaluation that involve ICT.
	mastery of a range of educational paradigms related to the use of ICT	10	Mapping out respondent's understanding about a range of educational paradigms related to the use of ICT.
Skills	Skills in Internet Experience	11	Mapping out respondent's skill of Internet Browsing to get teaching materials
		12	Mapping out respondent's skill of creating Website/Blog
		13	Mapping out respondent's skill of downloading Sound and Video Files.
		15	Mapping out respondent's skill about the use of Audio and Video on the Internet
		20	Mapping out respondent's skill about the use of electronic learning resource centers (such as CD and E-book)
		23	Mapping out respondent's skill about searching Online Research
		26	Mapping out respondent's skill about creating and managing Wiki for teaching

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		29	Mapping out respondent's skill about the use of online concordancer
	Skills in Computer Experience	14	Mapping out respondent's skill about creating and accessing a database
		21	Mapping out respondent's skill about the use of Real Audio and Windows Media Player
		27	Mapping out respondent's skill about the operation of Computer Games
		28	Mapping out respondent's skill about the use of language softwares
	Skills in Computer Mediated Communication	16	Mapping out respondent's skill about Internet Forum interaction
		17	Mapping out respondent's skill about the use of E-mail
		19	Mapping out respondent's skill about the use of Social Media such as Facebook, Twitter, and Instagram
		22	Mapping out respondent's skill about Text and Video Chatting in internet or smartphone
		30	Mapping out respondent's skill about managing Learning Management System such as Edmodo, Moodle, Schoology, etc.
	Skills in Microsoft Office	18	Mapping out respondent's skill about the operation of Excel Processing
		24	Mapping out respondent's skill the operation of Word Processing

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		25	Mapping out respondent's skill about the operation of PowerPoint Processing
	Attitude	31	Mapping out respondent's attitude toward the use of ICT in his/her job in term of the speed in tasks accomplishment
	Perceived usefulness	32	Mapping out respondent's attitude toward the use of ICT in his/her job in term of job performance improvement
		33	Mapping out respondent's attitude toward the use of ICT in his/her job in term of productivity
		34	Mapping out respondent's attitude toward the use of ICT in his/her job in term of effectiveness
		35	Mapping out respondent's attitude toward the use of ICT in his/her job in term of easiness compared to no ICT use
		36	Mapping out respondent's attitude toward the use of ICT in his/her job in term of usefulness
	Perceived ease of use	37	Mapping out respondent's attitude toward the easiness in learning to operate ICT
		38	Mapping out respondent's attitude toward the easiness to get ICT to do what he/she wants it to do.
		39	Mapping out respondent's attitude toward the understandability of his/her interaction with ICT

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			40	Mapping out respondent's attitude toward the flexibility of ICT to interact with
			41	Mapping out respondent's attitude toward the easiness to become skillful at using ICT
			42	Mapping out respondent's attitude toward the easiness of the use of ICT
RQ 3 What are the challenges found by EFL teachers in the use of ICT in English language teaching?	<i>Teacher-level</i>	Teacher confidence	44	Mapping out respondent's confidence that the use of ICT will enable him/her to avoid problems in many areas such as in handwriting and in organizing ideas
		Teacher ICT skills	45	Mapping out respondent's perception of ICT difficulty that describe his/her skill
		Training on ICT	47	Mapping out respondent's experiences and training on the use of ICT such as internet, computers, software, etc for teaching.
			48	Mapping out respondent's perception of whether the training that he/she followed develop teachers' understanding on pedagogical aspects on ICT
	<i>School-level</i>	Access to ICT	43	Mapping out respondent's perception of ICT tools and techniques accessibility
			46	Mapping out respondent's perception of Internet accessibility and availability at school.

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	ICT infrastructure	51	Mapping out respondent's perception of the school's hardware quality and maintenance, and educational softwares suitability
	ICT support on school's overall strategies	52	Mapping out respondent's perception of ICT support to his/her school's overall strategies
	Project-related experience	53	Mapping out respondent's perception of his/her school's experience in following ICT project handled by government or other parties.
<i>System-level</i>	Rigidity of the structure of educational systems	49	Mapping out respondent's perception of the time provided by the school's system to utilize ICT in teaching.
		50	Mapping out respondent's perception of whether the public examinations preparation limit the use of ICT

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### Appendix 3 – Questionnaire

Name : .....

School Name : .....

Phone Number / WA : .....

- 46-50
- 51 and over

#### **SECTION (1) : BACKGROUND**

#### **INFORMATION AND ICT USE**

*Please indicate your response to the following questions by checking on the appropriate circles:*

1. Age:

- 21-25
- 26-30
- 31-35
- 36-40
- 41-45

2. Gender:

- Male
- Female

3. The last degree completed:

- Bachelors
- Masters
- Doctorate

4. Teaching Experience:

- Less than a year
- 1-3 Years

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- 4-6 Years
  - 7-10 Years
  - 11-15 Years
  - 16-20 Years
  - 21 Years and over
5. Experience with the use of ICT in EFL Classroom
- Less than a year
  - 1-3 Years
  - 4-6 Years
  - 7-10 Years
  - More than 10 years
6. How many hours do you access the Internet in a day?
- Less than one hour
  - 1-2 hour(s)
  - 2-3 hours
  - 3-4 hours
  - 4 hours and over
7. What kind of ICT do you use?  
Please tick (✓) the appropriate ones. You can choose more than one choice.
- Word processing
  - Database
  - Spreadsheet
  - Power Point
  - Multimedia (Audio & Video)
  - Computer Games
  - Language softwares (such as electronic dictionary, TOEFL simulation, etc)
  - Concordancer
  - Electronic learning resource centers (such as CD and E-book)
  - Learning Management System (LMS)
  - Social media
  - e-mail
  - World Wide Web (abbreviated WWW)
  - Blog
  - Wiki
  - Online discussion group
  - Text and Video Chatting
  - Other .....

## SECTION (2) : TEACHERS' READINESS

Please indicate your reaction to each of the following statements by circling the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

Knowledge Level					
Item #	Statement	SD	D	A	SA
1	I know how to use Spreadsheet/Excel				
2	I do not know how to use Presentation software (Power Point)				
3	I know how to use Graphics software				

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4	I do not know how to do Computer maintenance
5	I know how to use the internet to effectively and efficiently search for information
6	I know how to evaluate the reliability and credibility of online sources of information
7	I understand the ethical and legal issues surrounding access to and the use of digital information
8	I do not know ICT tools such as hardware, software, online-based applications, and etc that can be used for teaching and how to use them.
9	I know how to do authentic learning assesment and evaluation that involve ICT.
10	I understand a range of educational paradigms related to the use of ICT.

#### Skill/Computer Literacy Level

Item #	Statement	SD	D	A	SA
11	Browsing the Internet is easy to me				
12	I cannot create website/blog				
13	I can download Sound Files				
14	I cannot create and access a database (Db)				
15	I am familiar with the use of Audio and Video on the Internet				
16	I can interact in Internet Forum				
17	I can use E-mail				
18	I cannot operate Excel Processing				
19	I am an active user of Social Media such as Facebook, Twitter, and Instagram.				
20	I can use electronic learning resource centers (such as CD and E-book)				
21	I can use Real Audio and Windows Media Player				
22	I can do Text and video Chatting in internet or smartphone				
23	I can search Online Research				
24	I cannot operate Word Processing				
25	I can operate PowerPoint Processing				
26	I can create and manage Wiki for teaching (W)				
27	I can play Computer Games				
28	I can use language softwares				
29	I can use online concordancer				
30	I cannot manage Learning Management System such as Edmodo, Moodle, Schoology, etc. (LMS)				

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Attitude					
Item #	Statements	SD	D	A	SA
31	Using ICT in my job would enable me to accomplish tasks more quickly.				
32	Using ICT would not improve my job performance.				
33	Using ICT in my job would increase my productivity.				
34	Using ICT would enhance my effectiveness on the job.				
35	Using ICT would make it easier to do my job.				
36	I would find ICT useful in my job.				
37	Learning to operate ICT would be easy for me.				
38	I would find it easy to get ICT to do what I want it to do.				
39	My interaction with ICT would be clear and understandable.				
40	I would find ICT to be flexible to interact with.				
41	It would be easy for me to become skillful at using ICT.				
42	I would not find ICT easy to use.				

### SECTION (3) : THE CHALLENGES IN USING ICT

Please indicate your reaction to each of the following statements by circling the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement: SD = strongly disagree, D = Disagree, A = Agree, SA = Strongly Agree

Item #	Statements	SD	D	A	SA
43	Many forms of ICT tools and techniques at school are not accessible for use in teaching English.				
44	I can avoid problems in many areas such as in handwriting and in organizing ideas when I use ICT.				
45	I have no difficulty in using ICT.				
46	Internet is easily accessible and available at school.				
47	I have enough experiences and training on the use of ICT such as internet, computers, software, etc for teaching.				
48	Training that I followed develop teachers'				

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	understanding on pedagogical aspects on ICT
49	I have not enough time to utilize ICT in my teaching.
50	The need to prepare for the public examinations does not limit the use of ICT
51	My school has high quality and well maintained hardware, and suitable educational softwares
52	My school's overall strategies are supported by ICT
53	My school follows ICT project handled by government or other parties.

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## Appendix 4 - Kinds of used ICT tools used by the teachers

Teachers' Name (Pseudonym)	Kinds of used ICT tools																		Total
	Word processing	Database	Spreadsheet	Power Point	Multimedia (Audio & Video)	Computer Games	Language softwares (such as electronic dictionary, TOEFL simulation, etc)	Concordancer	Electronic learning resource centers (such as CD and E-book)	Learning Management System (LMS)	Social media	e-mail	World Wide Web (abbreviated WWW)	Blog	Wiki	Online discussion group	Text and Video Chatting	Other	
Toto	1	0	0	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	10
Lisa	1	0	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	11
Meli	0	0	0	1	1	0	1	0	0	0	1	1	0	0	0	0	0	0	5
Ova	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	0	12
Nini	1	0	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	0	8
Gading	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	6
Nuna	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	6
Pepei	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	0	0	0	10

Frika	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	12
Santi	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	11
Sulis	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	12
lin	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Irma	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	15
Yandi	0	0	0	1	1	0	1	0	0	0	1	1	0	0	0	1	1	0	7
Cika	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	5
Sule	1	0	0	1	1	0	1	0	1	0	1	1	1	0	0	0	0	0	8
Albus	1	0	0	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	8
Winda	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	12
Agman	1	0	0	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	7
Dwenti	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	13
Lulu	1	1	1	1	1	0	1	0	1	0	0	1	1	0	0	0	1	0	10
Tika	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2
Rere	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	4
Hetri	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	5

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Isak	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	5	
Nindi	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	5	
Yuni	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	5	
Wandi	1	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	0	10
Lenda	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	1	1	0	7
Rini	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	13
Ekni	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	0	5
Eki	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	0
Kardiman	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0
TOTAL	23	4	11	27	25	8	18	0	16	8	28	27	13	8	3	13	17	0	249

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## Appendix 5 – Findings of The Questionnaire

## TEACHERS' READINESS

Knowledge Level					
Item #	Statement	SD	D	A	SA
1	I know how to use Spreadsheet/Excel	0%	3%	67%	30%
2	I do not know how to use Presentation software (Power Point)	12%	9%	33%	45%
3	I know how to use Graphics software	6%	21%	73%	0%
4	I do not know how to do Computer maintenance	6%	36%	52%	6%
5	I know how to use the internet to effectively and efficiently search for information	0%	0%	70%	30%
6	I know how to evaluate the reliability and credibility of online sources of information	0%	9%	70%	21%
7	I understand the ethical and legal issues surrounding access to and the use of digital information	0%	3%	79%	18%
8	I do not know ICT tools such as hardware, software, online-based applications, and etc that can be used for teaching and how to use them.	0%	12%	58%	30%
9	I know how to do authentic learning assesment and evaluation that involve ICT.	0%	18%	70%	12%
10	I understand a range of educational paradigms related to the use of ICT.	0%	21%	73%	6%
Mean		2,4%	13,3%	64,2%	20%
		16%		84%	
Skill Level					
Item #	Statement	SD	D	A	SA
11	Browsing the Internet is easy to me	3%	6%	45%	45%

12	I cannot create website/blog	9%	36%	36%	18%
13	I can download Sound Files	3%	3%	61%	33%
14	I cannot create and access a database	3%	45%	42%	9%
15	I can play Audio and Video on the Internet*	6%	9%	45%	39%
16	I can interact in Internet Forum	0%	18%	55%	27%
17	I can use E-mail	0%	0%	48%	52%
18	I cannot operate Excel Processing	6%	15%	52%	27%
19	I am an active user of Social Media such as Facebook, Twitter, and Instagram.	3%	12%	58%	27%
20	I can use electronic learning resource centers (such as CD and E-book)	0%	6%	64%	30%
21	I can use Real Audio and Windows Media Player	3%	9%	61%	27%
22	I can do Text and video Chatting in internet or smartphone	0%	0%	73%	27%
23	I can search Online Research	0%	0%	73%	27%
24	I cannot operate Word Processing	3%	9%	48%	39%
25	I can operate PowerPoint Processing	0%	6%	61%	33%
26	I can create and manage Wiki for teaching	6%	42%	52%	0%
27	I can play Computer Games	6%	6%	76%	12%
28	I can use language softwares	3%	18%	67%	12%
29	I can use online concordancer	6%	39%	52%	3%
30	I cannot manage Learning Management System such as Edmodo, Moodle, Schoology, etc.	6%	36%	42%	15%
<b>MEAN</b>		<b>3,3%</b>	<b>15,9%</b>	<b>55,5%</b>	<b>25,3%</b>
			<b>19%</b>	<b>81%</b>	

### Attitude

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Item #	Statements	SD	D	A	SA
31	Using ICT in my job would enable me to accomplish tasks more quickly.	0%	0%	70%	30%
32	Using ICT would not improve my job performance.	6%	21%	36%	36%
33	Using ICT in my job would increase my productivity.	0%	0%	58%	42%
34	Using ICT would enhance my effectiveness on the job.	0%	0%	61%	39%
35	Using ICT would make it easier to do my job.	0%	0%	58%	42%
36	I would find ICT useful in my job.	0%	0%	64%	36%
37	Learning to operate ICT would be easy for me.	0%	9%	73%	18%
38	I would find it easy to get ICT to do what I want it to do.	0%	6%	79%	15%
39	My interaction with ICT would be clear and understandable.	0%	6%	79%	15%
40	I would find ICT to be flexible to interact with.	0%	0%	88%	12%
41	It would be easy for me to become skillful at using ICT.	0%	12%	76%	12%
42	I would not find ICT easy to use.	0%	18%	61%	21%
<b>Mean</b>		<b>0,5%</b>	<b>6,1%</b>	<b>66,7%</b>	<b>26,8%</b>
		<b>7%</b>		<b>93%</b>	
<b>Total Mean of Teachers' Readiness</b>		<b>14%</b>		<b>86%</b>	

#### THE CHALLENGES IN USING ICT

Item #	Statements	SD	D	A	SA
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**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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43	Many forms of ICT tools and techniques at school are not accessible for use in teaching English.	0%	12%	73%	15%
44	I can avoid problems in many areas such as in handwriting and in organizing ideas when I use ICT.	0%	6%	79%	15%
45	I have no difficulty in using ICT.	0%	21%	76%	3%
46	Internet is easily accessible and available at school.	0%	15%	55%	30%
47	I have enough experiences and training on the use of ICT such as internet, computers, software, etc for teaching.	6%	12%	79%	3%
48	Training that I followed develop teachers' understanding on pedagogical aspects on ICT	0%	15%	73%	12%
49	I have not enough time to utilize ICT in my teaching.	3%	33%	61%	3%
50	The need to prepare for the public examinations does not limit the use of ICT	6%	3%	91%	0%
51	My school has high quality and well maintained hardware, and suitable educational softwares	0%	15%	67%	18%
52	My school's overall strategies are supported by ICT	0%	15%	70%	15%
53	My school follows ICT project handled by government or other parties.	0%	18%	70%	12%
<b>Mean</b>		<b>1,4%</b>	<b>15,2%</b>	<b>71,9%</b>	<b>11,6%</b>
		<b>17%</b>		<b>83%</b>	

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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## Appendix 6 – Guideline of Interview Questions Construction

No	Aspects	Essential Indicators	Question #
1	Knowledge readiness in the use of ICT	Exploring participant's knowledge readiness related to the use of ICT in EFL classroom.	8
2	Skill readiness in the use of ICT	Exploring participant's skill readiness related to the use of ICT.	9
3	Attitude readiness in the use of ICT	Exploring participant's attitude regarding the importance of the use of ICT in teaching compared to no ICT use.	7
		Exploring participant's attitude regarding the comfort in the use of ICT in teaching.	10
4	ICT readiness in general	Exploring participant's ICT readiness in general in the use of ICT in teaching.	10
5	The use of ICT in teaching	Identifying whether the participant use ICT in EFL classroom.	4
		Identifying kinds of ICT used by the participant in the	5

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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		classroom activities.	
		Exploring the way the participant applies in using ICT tools in classroom activities.	6
6	Challenges in the use of ICT	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	1
		Exploring the participant's perception of the training of ICT, whether it develops his/her knowledge and skill on the use of ICT.	2
		Exploring the participant's perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	3
		Exploring teachers' and studentss accessibility towards ICT in English teaching and learning.	12
		Exploring participant's opinion about the challenges of using ICT in EFL classroom.	13

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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#### Appendix 7 – Interview Prompt

1. Have you ever got any training about the use of ICT for EFL teaching?
2. Do you think that training of ICT develops your knowledge and skill on the use of ICT?
3. Do you think that ICT training develops your pedagogical knowledge and skill of ICT?
4. Do you use ICT in EFL classroom?
5. What kind of ICT do you use in your classroom activities?
6. How do you use the ICT tools in classroom activities?
7. Do you think the use of ICT is important in teaching compared to no ICT use? Why?
8. Do you think that your knowledge of ICT are good enough to be able to use ICT in ELT?
9. Do you think that your skill of ICT is good enough to be able to use ICT in ELT?
10. Do you feel comfortable with the use of ICT in teaching?
11. How ready are you to use ICT in ELT classroom?
12. Do you think the ICT tools available in your school are easily accessible for use in English teaching and learning by the teachers and students?
13. What do you consider to be challenges of using ICT in EFL classroom? Why?

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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## Appendix – 8 Interview Data Categorization

Teacher's Name	Data Category	Interview Excerpts
Winda	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	<p>Firstly, when aa I have the training is around (thinking) nineteen, e sorry no, around two thousand and six or seven. When they [Ministry of Education and Culture] are launching RSBI. The international school standard. One of the school is this school.</p> <p>I have good partner. He also aid anything that I would like to have such as how can I use the Video Conference. How can I prepare the students. IT right now <b>*accommodate</b> the teacher to use to have a kind of IT in the teaching. So, some of materials, some of the ee ya some of the thing that we can't do it perfectly so that IT teacher can help us. So, it seems that</p>

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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		<p>there are some training not only in level national level but also in province and also in school.</p> <p>I can ask many friends, many .. and there are lot of ee what is it training ee online we can join and it's good.</p>
Agman	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	<p>Training, I ever join about ee workshop for high school in my school. It is about how to use ee meth how to use teaching in ee using the Scribe Video. It is one of application.</p> <p>it is behind of the Singapore International Foundation. So, we join with that institution ya. In fact beside we had a workshop about this we always join about teacher teacher program, teacher program exchange ya it is right.</p>
Eki	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	<p>Yes I have. In this school we have routine trining about the ICT use. It is the training about Video Scribe. We also have training about Digital Media which is used for assessment like e-report in Lembang. So, we have quite often every month about the training of ICT.</p> <p>Sometime in this school by school principal, sometime by Dinas Province of Jawa Barat. So, we are facilitated by many sources about the use of ICT.</p> <p>Recently we use assessment process. As you can see now we are going to face an assessment based on Network on this Monday. So, we are preaparing it. And we have been training for about two weeks about the use of ICT for assessment.</p>

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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Iin	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	oh not yet, not yet. I think that I want to [join] training.  in online ee [by] myself many friend give me information [in] MGMP [of] English Department ee [she] gives more information about the ICT. And the training in the parts of the ICT in specific is now not yet.
Gading	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	mm (thinking) as I know and as I remember I haven't. I haven't join the training or program who explore my ability in using ICT.  For the school I think there isn't program to train the teacher how to practice to know how to use ICT. Because mostly the principal or the teacher tell how to implement the curriculum from the government. So, the implementation technique how to deliver the material to the students depend on the teacher. And the other information based on WA based on browsing I didn't see and hear about the training who can makes me deliver the material by ICT. Mostly I have joined the ya seminar or workshop about the best method how to deliver the material to the nowadays students.
Ekni	Identifying whether the participant has ever got any training about the use of ICT for EFL teaching.	May be only twice, the first one is about SKACI and another one may be in house training in this school.
Winda	Perception of the training of ICT, whether it develops his/her knowledge	yes, ya absolutely [important]. Right now as we know ee government will have one centre of our ee what wha our I mean got everything in one

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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	and skill on the use of ICT.	centre in Kemdikbud. They know us using the.. our background our ee what we say our data also our <b>*capability of something. *Our knowledge and skill can be improved by our own efforts including knowledge and skill of ICT.</b> Now is online, everything doing by online. So seems if the teacher cannot do that so they will be die (laugh).
Agman	Perception of the training of ICT, whether it develops his/her knowledge and skill on the use of ICT.	hm mm of course. It makes me improved in knowledge and information. So, I can I could find one of the methods in teaching. So, my students can be effective and creative ya to give or to adapt some materilas in the class especially when they have to present in front of the class using e Video Scribe.
Eki	Perception of the training of ICT, whether it develops his/her knowledge and skill on the use of ICT.	Definitely. That's very very useful for our progress you know as we can get so many information based on the lately ICT. As you know our students are millenial. They always develop their technology skill. So, we have to follow them.
Iin	perception of the training of ICT, whether it develops his/her knowledge and skill on the use of ICT.	
Gading	perception of the training of ICT, whether it develops his/her knowledge and skill on the use of ICT.	Yes of course I think. It will help me to run the ICT smoothly rather than now yah. Because ee now I can't find the one who is expert in ICT and also for teaching method.
Ekni	perception of the training of ICT, whether it develops	In my opinion that is ee.. (think) may be once teachers to make improved about ICT. But it is limited to the

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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	his/her knowledge and skill on the use of ICT.	youngest one may be.
Winda	perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	And I was talked about how to conduct and how to use and implement <b>*English teaching</b> using some IT material to make us easier to do some good point such as in English. Because ee it is ee it is nonsense teaching English without any practicing. How to use it in the daily context. It seems that using English not only for their survival in some new area but also they have to know what they want to. Because when we see from the syllabus, firstly that ee English in mainly using it to face em to prepare them to go to the university. And they know, the highest thing is in the writing. So, that's why I try from the beginning not only to use it not only speaking, listening, and also yaa reading. But the highest is in writing. So, that's why it is a kind of good, ya facilities, good yaa good training at that time mostly how to make some items, ee to make some preparation for teaching material and also some what to say some yaa pick and ee trick and tips using Internet this media.
Agman	perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	ee I think so, I think so. My pedagogical can be improved by it, hm mm.
Eki	perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	Yes it's developed. We try to understand the needs of students in the classroom, learning process, and then the need of students of media. It's very important to understand pedagogical aspects.

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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Iin	perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	<i>Never got any training ICT</i>
Gading	perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	Never got any training ICT  I think yes it can help. Because based on my experience last year I totally use textbook. And for now I try to make different way to deliver materials. And I think now my students feel enjoy, yaa feel easy to comprehend the materials by ICT rather than textbook.
Ekni	perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT.	Yaa, beside.. we can conclude may be we can know about the abilities of the students. May be from reading, writing, speaking or listening.
Winda	attitude regarding the importance of the use of ICT in teaching compared to no ICT use.	absolutely. It [ICT] is a very good guide for us. It makes me easier. Instead I just write down and then use much more paper and then I use it again. But never they use it on this media. So they can anytime. Because I have been ee familiar with Blog since I was in two thousand and thirteen or fourteen something like that.  now I think the teacher itself should catch up or run fast tooooo ya accommodate the students because [in] everything [and] all the things students are better than us. If we can't ya if we can't yaa embeded or if we can't have some ee that compatible ee competition ee not competition I mean that yaa that source yaa feel a little bit

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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		<p>shame in front of the class I think. But I don't know. It's about my opinion. Because ee let ee sooner or later, all facilities right now that gaded or ee IT. it is one tool that can help us ee learning better.</p> <p>if I.. if I don't join it [using ICT] so may be the student will ignore [the lesson]. And.. yaa sometime it's it is ashame if we can't ee yaa catch up with the students fast learners. Ee as you see this school is not a kind that we just only come to school without with without any any.. what we say ya any preparation. They have many things, and we just we have to facilitate them. If they ask something, it is not only they test us. But also they want they need that our guide. So ee if I don't know what is it about I can ask my students. They can help us because some of them are ee coming from good ya family. Their background is embedded on facilities at home. They got their .. social what we say ya social status also help them to be better in their classroom. And it is .. yaa sometime.. mostly I don't I don't say all, some of them equipped with them.</p>
Agman	attitude regarding the importance of the use of ICT in teaching compared to no ICT use.	<p>oh, it is fifty fifty. When I enter to my class and I open the lesson, I always do give some pre-test. It is speaking or literacy materials. I always ask my student to browse material on Internet about some topics that I have given. And then, aa after that if I need it most so I can open or I can operate my PowerPoint, is it.</p>
Eki	attitude regarding	Okay for myself I compare the use of

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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	the importance of the use of ICT in teaching compared to no ICT use.	ICT in the classroom. It is much more beneficial than we just use the ordinary ways. Because the use of ICT makes us easier to deliver the material. When we want to assess the students it will be very very practical and very very easy for us. We don't have to check their answers one by one. How many students, thousands students. But when we use ICT, you just tip your finger and then result is on yours, yes.
Iin	attitude regarding the importance of the use of ICT in teaching compared to no ICT use.	Yes [it's important]
Gading	attitude regarding the importance of the use of ICT in teaching compared to no ICT use.	Yes. It's very important for now.  For today I think it's very important because nowadays students use their smartphone in their daily activity. And material I think will be easily delivered when the teacher comprehend well in Internet.
Ekni	attitude regarding the importance of the use of ICT in teaching compared to no ICT use.	I think it's very important may be in global era, it is the most important thing. But, ee (think) when I ... it, it is very difficult to understand about the to manage ee for the first time to operate the step of the ICT.
Winda	Identifying whether the participant use ICT in EFL classroom.	emm for teaching material I can so I search in ee for making some test or for making the test I can use quizzes, quipper.. quipper.com.. quipper school.com, quizzes, and Kahoot, Edmodo, ya so many source if we search it. then, if I'm give the task for them taken use their blog. They can use their blog to send their task ee not only that, I also use the

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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		GenerationGlobal to accommodate or to facilitate me to have partner in join in some some ee video conferences, and theme topic.
Agman	Identifying whether the participant use ICT in EFL classroom.	mm.. sometimes
Eki	Identifying whether the participant use ICT in EFL classroom.	Yes, of course.
Iin	Identifying whether the participant use ICT in EFL classroom.	oh in this school? Yes everytime.
Gading	Identifying whether the participant use ICT in EFL classroom.	So far for ICT <b>*tools that I use are</b> PowerPoint and Video.
Ekni	Identifying whether the participant use ICT in EFL classroom.	Just in middle, a little bit may be. Once may be they have to search [in] Internet about may be some explanation text or analytical exposition.
Winda	Identifying kinds of ICT used by the participant in the classroom activities.	for teaching material I can so I search in ee for making some test or for making the test I can use quizzes, quipper.. quipper.com.. quipper school.com, quizzes, and Kahoot, Edmodo, ya so many source if we search it. then, if I'm give the task for them taken use their blog. They can use their blog to send their task ee not only that, I also use the Generation Global to accommodate or to facilitate me to have partner in join in some some ee Video Conferences, and theme topic. Theme topic is a kind of e writing. As you know facebook, ee but it is much more title because the participant is only the student. And

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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		they may not use the rubbish word. If the administrator know and recognize there are some ee copy paste. Some word is copy pasted or some bad so the teacher should ee there are some notif. There are some notification; decline or accept. So if, I have to read, reread and when is it not good so I have to decline approve decline approve. So as you see just now.
Agman	Identifying kinds of ICT used by the participant in the classroom activities.	ok one of them I often use PowerPoint. it is a very general ya I think. And.. Quipper, then Edmodo or Ruang Guru, ya sometime <i>sih</i> sometimes.  in fact I have I hold one program it is Video Conference ya. ee yaa. Video Conference I take it from Webeck.
Eki	Identifying kinds of ICT used by the participant in the classroom activities.	As usual I usually use in my classroom activity PowerPoint commonly. And then Video Scribe also. And then Kahoot or Quizz. The students are very interested to Kahoot and many more. It makes me easier to teach and the students very interested.
Iin	Identifying kinds of ICT used by the participant in the classroom activities.	PowerPoint, Video, Youtube.
Gading	Identifying kinds of ICT used by the participant in the classroom activities.	So far for ICT <b>*tools that I use are</b> PowerPoint and Video.
Ekni	Identifying kinds of ICT used by the participant in the classroom activities.	Video, browsing Video. There's dialogue on Internet.

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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Winda	Exploring the way the participant applies the use of ICT tools in classroom activities.	<p><b>*In theme topic</b>, the students can be free or can be in group as I show you before when I give you in theme topic join in some special topic. So the students have the turn to write something. For instance, they have to write about themselves such as “what makes me me”. It is the first time when I teach them. So, they can tell about the.. yak it is there are four countries four different countries. Its country or its school should give the.. the what is it, the writing and the other school can ask or can comment. If their comment that so they have to answer. So, it seems that they have to always see what they have been yaa what they have written. So, seems that it is not an easy way because in one month as you see just now. If there are one month topic. Ee this week SMA 3 the other week from India, the other week from Mexico for example, the other week from Australia. So, every single week they have the title and they have the topic. The other parties have to reply have to ask. If they have some comment they have to answer, something like that. But, there are some also free.. free topic can be say anytime anywhere. But the good one if they got some notif or they have some comment they have to answer they have to reply. But, the reply, the reply the comment should be in a good language, mean that it is not rude or mock some parties something like that. It is eh very strick I think. Ya like facebook. Like we have in ee social media may be ya.</p> <p>Yes, [Global Generation] for discussion. And the topic for</p>
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**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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		<p>discussion has been stated. They have been, they have been aa what do we say in the sources sorry in the resources. Something like, teaching resources something like this one (showed her computer monitor to tell me the page of theme topic. Then she read some topics on the page: “hate speech, human right, freedom of belief”) this one is difficult dialogue in the clssroom such I have told you, radicalism.</p> <p>from this time being I just only use it [Edmodo and Kahoot] in whenever I do or I make some items and then I post it. ee make easier I just use Quizzes and the Quipper because the material has been stated there. I can select a milion source, that’s why.</p>
Agman	Exploring the way the participant applies in using ICT tools in classroom activities.	<p>O, PowerPoint emm I use it when I open my.. ee my lesson. Yah it means that when I introduce ee or give the pre-test or post-test to students I always use it. and then if, if the lesson ee I always use Quipper to give them exercise.</p> <p>emm, in fact I seldom use it [Video Scribe] ya. Because I have to concept ya and manage my lesson plan using Video Scribe. But if I need e if I have a lot of time so I use it in my class.</p> <p>ee [Video Scribe] for teaching my student creativity and knowledge and emm of course their information.</p> <p>Edmodo I, I do sometime use it too ya because I am not too interested (laugh) to Edmodo. I always use like Quipper. Because Quipper always have some materials to be discussed before the students do the practice.</p>

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS’ READINESS, IMPLEMENTATION, AND CHALLENGES**

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in fact I have I hold one program it is Video Conference ya. It is sometimes. It is not sometimes but always do aa in six or three months ya once in three months. I will give them Video Conference ya. And they are so very enthusiastic ya.

I use it. ee I use .. it aa in fact I can tell you that I have use it [them Video Conference by using Weback] for two years. In the first year I entered it to the *English Club* it support our program. The second year I use it when I teach in the class. But it is sometimes not often.

Eki	Exploring the way the participant applies in using ICT tools in classroom activities.	<p>Okay, I use it by combining the process when I'am teaching and then explaining the materials. So, I use PowePoint. And then, I combine it with the assessment process. I use my daily test by using the UKS (online assessment). So, when I deliver the material and then I take the assessment for the students. It will be very very easy. I can get the score directly by using that application.</p> <p>I use Video Scribe to explain the materials. To show the Video at the beginning of the learning process. And then I try to divide my students into groups. And they have a group discussion with their classmates. We can make somekind of debate about the materials in Video Scribe and presented in front of the classroom. It's quite fun activities in the classroom.</p> <p>offline application of course. And then every teacher can makes their own Video Scribe.</p>
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**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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Iin	Exploring the way the participant applies in using ICT tools in classroom activities.	<p>I bring Audio Speaker to this class ee to that class. Everytime but didn't continue. Didn't continue to every I teach in that class. But, if I have to [give] listening [activities] to students may be I bring Audio Speaker.</p> <p>May be the first I show PowerPoint to my student and then my student observe *it and then the student write again the slide in the PowerPoint. And then I explain about that.</p>
Gading	Exploring the way the participant applies in using ICT tools in classroom activities.	Sometime I search on the Internet the material which will be presented to the students. Then I use my laptop and then open the PowerPoint and just copy paste. I think it's simple way to use PowerPoint.
Ekni	Exploring the way the participant applies in using ICT tools in classroom activities.	I need help from the students to make it in from of the class.
Winda	The teacher's view about his/her knowledge readiness related to the use of ICT in EFL classroom.	from this time being yes I think that's enough for me to help or to guide ee to aid everything that I need in my teaching because in this ee twenty first learning teaching process.
Agman	The teacher's view about his/her knowledge readiness related to the use of ICT in EFL classroom.	I think it is not too (big smile). Because it can waste the time (laugh). In fact yes. Because if there is some difficulties especially technically ya. I have some difficulties when I have to emm connect the wifi and the second is how to log in ee some stuffs or cable yah to support my PowerPoint.
Eki	The teacher's view about his/her knowledge	Okay, I will confident about the use of ICT because I usually follow the development of ICT by reading

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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	readiness related to the use of ICT in EFL classroom.	Google and online. I feel confident about my ICT ability.
Iin	The teacher's view about his/her knowledge readiness related to the use of ICT in EFL classroom.	No, I think I can't [use] ICT. Many programs I want to follow and join * <b>especially ICT training</b> . But now I don't have time to join.
Gading	The teacher's view about his/her knowledge readiness related to the use of ICT in EFL classroom.	mmm (think) I think for 1 to 10, 7 is good for me.
Ekni	The teacher's view about his/her knowledge readiness related to the use of ICT in EFL classroom.	No, I think it is not good enough. Just lack of IT (laugh).
Winda	skill readiness related to the use of ICT.	we have not only ee familiar with this ee yak with this e gadget. Also we have to use it in a proposional one. That we can guide the student to make them it works and it properly used. Because the teacher, the teacher should have the tight true e should have the tight and ee what we say yaa make them or make the student know what they have to be. Because it is ee ya we can see that some bad source but if we can use it in a proper way so I think everything will be okay. Because learning teaching process right now is not only just transfer something that the teacher know. But they have to know there are so many sources the student around themselves.
Agman	skill readiness related to the use of ICT.	Okay. In fact I like to draw something ya. So, I always sometime although sometime I like to use Video Scribe of course. Because I like to draw. And

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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		<p>then, it is one of the good idea ya. To express my material to be given to my student. And then I will manage it as well as possible. Of course on best preparation.</p> <p>I use Hand tool ya Hand tool.</p> <p>Free Hand Tool it is one application in Video Scribe.</p>
Eki	skill readiness related to the use of ICT.	<p>Okay, if it to be described it is in the middle. Because I don't too much read. But I know it, so I choose medium.</p>
Iin	skill readiness related to the use of ICT.	<p><b>*I found difficulties in using ICT. Many programs that I can't operate.</b></p> <p>Such as if I want to download the other program <b>*it's</b> difficult to me. And I ask for my friends' <b>*help</b></p>
Gading	skill readiness related to the use of ICT.	<p>Skill.. (think) 7 or 8 [in 10 scale]</p>
Ekni	skill readiness related to the use of ICT.	<p>I think <b>*I have less skill than</b> the others, the worst one may be (laugh).</p>
Winda	attitude regarding the comfort in the use of ICT in teaching.	<p>yes, of course.</p> <p>ya makes me comfort.</p> <p>ya makes it easy. And the student also love to do that.</p>
Agman	attitude regarding the comfort in the use of ICT in teaching.	<p>yes I say before that I always do some techniques ya strategy. I can use ICT or I can use classical method.</p>
Eki	attitude regarding the comfort in the use of ICT in teaching.	<p>Yes, I feel very comfortable. As I told you before that my learning process could be easy and then my assessment would be practice.</p>
Iin	attitude regarding the comfort in the	<p>yes, I am comfortable [in] <b>*using</b> the ICT. Now the ICT tool can help me</p>

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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	use of ICT in teaching.	more to get the information to <b>*teach English</b> to the student. ICT <b>*makes</b> the student easy to understand the knowledge.
Gading	attitude regarding the comfort in the use of ICT in teaching.	Yes I think. Because it helps me.  So far they [students] pay more attention when I use ICT rather than textbook.
Ekni	attitude regarding the comfort in the use of ICT in teaching.	eeh..I [don't] think so. Because it depends on materials ee depends on subject. May be if we want to search about explanation, the phenomenon of natural disaster. It is more important the students to have ee to do it.
Winda	ICT readiness in general in the use of ICT in teaching.	mmh yaah in the middle, not like an expert one. I am not he expert but I can use some.  of course we have to be ready, or it is especially emm should be ready for it.
Agman	ICT readiness in general in the use of ICT in teaching.	of course we have to be ready, or it is especially emm should be ready for it.
Eki	ICT readiness in general in the use of ICT in teaching.	Okay, I'm ready. But I have to preapare it a day before. It is usually at the night. At the night I prepare the Video Scribe and the PowerPoint and then listening to and then in the morning I feel confident to deliver material in front of my students. So, it would be very very fun.
Iin	ICT readiness in general in the use of ICT in teaching.	No, no I think [I'm not ready]. <b>*I found difficulties to ICT. Many programs that I can't operate.</b> Such as if I want to download the other program <b>*it's</b> difficult to me. And I ask for my friends' <b>*help</b>

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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Gading	ICT readiness in general in the use of ICT in teaching.	(long smile) I think for today I should be ready enough.
Ekni	ICT readiness in general in the use of ICT in teaching.	I always ask to the students about what do you use about it what can we operate it. I ask to the students. May be the student is as teachers tools in about IT.
Winda	teachers' and students' accessibility towards ICT in English teaching and learning.	yes, it is easily accessible. Ee I need much more better. But later on when everything is okay I have some like, e we have something like Sistem Informasi Manajemen Sekolah that aaallll access using Internet. And it is easily accessed by teacher, student, principal, parent. Many source can be downloadable and everything guide by using that so if we can't do that right now. So we will be left behind. I have come to several good school. And they have applied it in their daily context. Such as, they can use e-commerce. Such as the school has some canteen and they can use the card coming to class, their card can be used as they present. And their card use it and going to library, pay for their food. It is a very nice thing. And I, I have I have. We are right now tryng to establish or to set up will be SIMS we call it SIMS Sistem Informasi Manajemen Sekolah 3. yess. The teacher should upload the material, should upload UKBM, should upload anything that we need for not only the teaching but also for the management for all the ya participant in this shcool.
Agman	teachers' and students' accessibility	yes of course my student always *use Wifi ya in the school or they have used their internet.

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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	towards ICT in English teaching and learning.	
Eki	teachers' and students' accessibility towards ICT in English teaching and learning.	Yes, this school has Internet facility and Computer Laboratory which are easily accessed.
Iin	teachers' and students' accessibility towards ICT in English teaching and learning.	No no, [it's] just for the teachers in here. No accessible for the students in this class.
Gading	teachers' and students' accessibility towards ICT in English teaching and learning.	So far for the maintain for the tools for the equipments I think I can say [it's] good for this school. Because every class have <i>Infocus</i> , have Wifi, and Audio Speaker. So I think it's good to help the teacher to use ICT.
Ekni	teachers' and students' accessibility towards ICT in English teaching and learning.	Yeah. This school is once background about the IT. So, many teachers and students do it through the IT. But, there are a lot of students may be teachers especially teachers is not doing.. running well. it is not running well.
Winda	opinion about the challenges of using ICT in EFL classroom.	ya should be a kind of the thing that we have to pursue in better condition in comfort zone. So make us as yaa as a competitive school regardless to the Indonesian also there are some open market with the other Asian or region country right now.  till now no [problem] hehe. Not yet, so far so good.
Agman	opinion about the challenges of using	Ya it is just technically when I enter to my class may be sometime I have

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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<p>ICT in EFL classroom.</p>	<p>trouble to connect the wifi, is it LAN here although it is Digital School but there are some many like (laugh) that's fine ya. And then, ya it is just technically. Our procedural when I want to log in to laptop.</p> <p>ee often no often no very often [using Digital drawing tool in Video Scribe] in fact. Because it is full of ee good preparation ya. We are instructed by the school to have some lesson plan as well as possible so we just have to have a good manage to prepare the lesson plan. So I think it is so hard because we have to decide which one is best preparation of tools to be given to my school in the class.</p> <p>mmh...if I, if I give them Quipper for example ya, my students always have some boring ya to read the materials. And then if they do the practice they always do some discussion with their friend. So, it is my problem, my first problem or my main prolem. Because even if they have be supervised by the teacher or by me ya in the class. If I go out ya if I have some affairs outside so it is big problem. Because they will be messy ya (laugh) in the class the facilities so very available. Our school, e my school is supported by ee a lot of facilities. But, sometime when we connect the Wifi that's the problem. This is on the signal (laugh).</p> <p>yah every three months. But in this years I have not joined to this application because I have to enroll first ya. and then, I have to manage the schedule. the appropriate schedule.</p> <p>I think we as teachers should be given</p>
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**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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		some certain workshop of ICT beside Video Scribe. Because Video Scribe is one connection to Singapore.
Eki	opinion about the challenges of using ICT in EFL classroom.	<p>The challenge, the ICT needs the Network [or Internet] for examples as we can see that we are taking the Network let's say for next Monday. So, we found some trouble like the Network, the sever. So, we have to prepare it before the day of examination. So, that is the challenge. And then the next challenge is about the readiness of our students in having the tools of ICT. For example the Android. Not all students have the Android because we also have the students with SKTM (disadvantaged family). We have to facilitate them too. We cannot ignore them. We try to provide them too by media</p> <p>Okay, if we are talking about the enough thing so enough is not too enough. We need more facilities for example the server. The price of server is not cheap. It needs millions. So, may be in the next goverment provide us with the tools of ICT. And then provide us by training of ICT regularly of course. I think it's not enough our training by goverment. We need more training for all teachers not only for the representative of teachers but all teachers.</p>
Iin	opinion about the challenges of using ICT in EFL classroom.	<p>It [using Edmodo] is very easy but in my school many students didn't have the laptop. And any difference to <i>kuota</i>.</p> <p>Yes I want to use the Edmodo. ee many students ask to me ee they didn't have the Laptop ee Gadget. I think the students ee low income and I</p>

**Anggi Arigusman, 2013**

THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES

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		<p>think if it is difficult for students I stop to use Edmodo.</p> <p>May be the ee problem <b>*is</b> in my laptop, <b>*it has</b> not enough capacity. I want to join training of ICT.</p> <p>yah, I think that so [goverment should give training of ICT for teachers and facilitate the schools with ICT facilities].</p> <p>the challenge to students to connect the Wifi. That's too long distance to the class and the school can't pay more for the Wifi or the Speedy. I want to use ICT everytime in the classroom. But, I the ICT facilities in the classroom are not enough for me.</p>
Gading	opinion about the challenges of using ICT in EFL classroom.	<p>(Think) I learn it [how to use ICT] by myself.</p> <p>Kahoot and Edmodo just heard. Not implement and not published or announced to all teachers.</p> <p>I think need a lot of time because I can't use the ICT well rather than the expert one. So for one subject I should read again and read again. Not only once or twice. I should consider whether the picture is good for the students for instance, or does the content match with the syllabus. So I think it needs a lot of time.</p> <p>(thinking) I could say sometime it [the use of ICT] will decrease my time to prepare the exam</p>
Ekni	opinion about the challenges of using ICT in EFL	<p>The students may be smarter than me in IT ee operating the IT program. Because they can use it without</p>

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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classroom.

helping [from] the teacher.

May be there isn't enough for government to do it (give the training) ee **\*how to operate** the IT.

I myself don't understand what to operate the first one step, and then the second one, and then the third. So, may be I.. I choose the comfortable [one] for me like whiteboard or may be tell the students about the others without using IT first.

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### Appendix 9 – Observation Sheet

**Teacher's Name :**

<b>Meeting</b>	<b>Physical setting</b> (lesson, resources, kinds of ICT used in teaching)	<b>Activities and interactions</b>	<b>Subtle factors</b> (unplanned activities, what does not happen, especially if it should be happened)	<b>Observer Comment</b>

**Anggi Arigusman, 2013**

**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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**THE USE OF ICT IN EFL CLASSROOMS: TEACHERS' READINESS, IMPLEMENTATION, AND CHALLENGES**

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