CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method that incorporates the research design, participants, research site, data collection, instruments, and data analysis.

1.1 Research Design

A descriptive qualitative approach was employed in this study. It includes the analysis of questionnaire data about teachers' ICT readiness, implementation of ICT use, and the challenges. The analysis of the interview data to address the research questions was also conducted. The research questions are designed to see the EFL teachers' readiness, implementation of the use of ICT, and challenges encountered by EFL teachers.

Qualitative approach is used in this study to explore the information about the use of ICT in EFL classrooms deeply. Hamid (2017) proposes that qualitative research acknowledges that the behavior of the participants and the researcher must be understood in context. This methodology is best suited when the purpose of the research is to gain in-depth understanding of issues. The current study followed several characteristics of qualitative research proposed by Cresswell (2014). First, natural setting; the data collection processes were done in the field at the site where the participants experience the issue under study. Second, the researcher was the key instrument who collected the data. Third, multiple sources of data; there were three sources of data in the current study i.e. observation, interview, and questionnaire. Fourth, participants' meanings; the researcher focused on learning the meaning that the participants hold about the issue under study, not the meaning that the researcher brought to the research. Fifth, emergent design; the data collection processes were flexible. Sixth, reflexivity; I as the researcher reflected about how my role in the study and everything that play potentials for shaping my interpretations.

3.2 Research Site and Participants

Thirty three (33) English teachers in Bandung, Indonesia were involved in this study. Two of them were selected to be observed and six of them were selected to be interviewed. The selection of observation and interview participants is based on their questionnaire results. Two participants of observation were chosen based on the most positive and the most negative results of the questionnaire. Winda was selected as the representative of the most positive result of the questionnaire. She taught in one of the best senior high schools in Bandung. She was one of the teachers who used the most various ICT tools for teaching English. She was also a teacher instructor who has ever given some training about how to use ICT in the classroom for EFL teachers.

As a representation of the most negative result of the questionnaire, the researcher invited Gading. He taught in a senior high school in Bandung. He only used very common ICT tools such as PowerPoint for teaching. He also faced many challenges in the implementation of ICT use.

The six participants of interview were chosen because they were identified as those who represent one of three groups which describe the use of ICT (the most positive, the middle, and the most negative results) based on the distributed questionnaire. Winda and Agman were the representatives of the most positive result of the questionnaire. Eki and Iin were the middle result. And Gading and Ekni were the representatives of the most negative results. Further detailed information is deemed to be needed to complement the former data.

3.3 Instruments and Data Collection

In conducting this study, three kinds of data collection techniques were used, i.e. questionnaire, interview, and observation. To address the first research question, data from questionnaire and interview were used. Data from observation and interview were used to address the second research question. And to address the third question, data from the three instruments were used and compared. The researcher collected open-ended, emerging data with developing themes from the data as the main purpose (Cresswell, 2003).

3.3.1 Questionnaire

The questionnaire was designed and modified by the researcher adopted from Singh and Chan, (2014), Al-furaydi (2013), Davis (1989), Zara-ee (2011) for gaining the quantitative data. It was divided into three sections. The first section was the basic information and the ICT use of the participants. The second section was constructed and modified from Singh and Chan, (2014) for knowledge aspects, Al-furaydi (2013) for skills aspects, and Davis (1989) for attitude aspects. They focused on English teachers' readiness in terms of knowledge (ten statements), skills (twenty statements), and attitudes of the use of ICT implementation (twelve statements). The questionnaires were formatted by using 4 Likert Scale of (1) strongly disagree (SD), (2) disagree (D), (3) agree (A), and (4) strongly agree (SA).

The third section was constructed and modified from the questionnaire used by Zare-ee (2011). Twenty closed ended questions were provided. The statements focused on the English teachers' challenges on the implementation of ICT use in their teaching. The questionnairewas formatted by using 4 Likert Scale of (1) strongly disagree (SD), (2) disagree (D), (3) agree (A), and (4) strongly agree (SA).

The questionnaires were given to the research participants in Bandung, Indonesia. They were assured that the information they gave is confidential and used strictly for research and academic purposes only.

3.3.2 Observation

To triangulate the data, the observationwas conducted to two selected teachers. The triangulation design aims to achieve different but complementary data on the similar topic to best understand a research problem or a research question (Hamid, 2017). It is needed to dig deeper and more comprehensive meaningful data from the participants to address the research questions. The observation were conducted to Winda as one of the respondents with the most positive result and Gading as one of the respondents with the most negative result of the questionnaire. The observations were to see the implementation of ICT use and to compare with the results of the the questionnaire more comprehensively.

According to Merriam (2009), another reason to conduct an observation is to provide some information related to the context or to get particular behaviors, incidents, and so on that can be used as points of the reference for subsequent interviews. She also proposes that as a research tool, observation should be systematic, addresses a specific research question, and subject to the checks and balances in producing trustworthy results.

In the current research, the elements which are observed in the observation activities are adapting the observation elements proposed by Merriam (2009) that covers (1) the physical setting, (2) the participants, (3) activities and interactions, (4) subtle factors, and (5) the observer comments.

3.3.3 Interview

After the questionnaire data were collected and analyzed, six teachers were selected to be interviewed. They were chosen because they were identified as those who represent one of three groups which describe the use of ICT (the most positive, the middle, and the most negative results). Based on the questionnaire results, further detailed information was deemed to be needed to complement the former data. Interviews were conducted with the teachers in which the questions were constructed based on the questionnaire items. The interview was conducted to know more details about their readiness, ICT use implementation, and challenges that they encounter. The interviews were conducted individually and for about 30 minutes with each participant. The interviews were recorded by using a mobile phone.

3.4 Instruments Validation

The instruments were validated by an expert. He is a lecturer and Doctorate in Educational Technology department. After the questionaire had been checked, some suggestions were given by the expert. The ‘Neutral’ choice in the questionnaire was deleted to avoid abstain of the respondents’ answers. Some statements were also reconstructed from positive to negative meaning to make the respondents more careful in reading the given statements.

3.5 Data Analysis

3.5.1 Questionnaire

The data obtained from the questionnaire were analyzed using descriptive statistics. The responses of each statement of the questionnaire from the respondents were put on the table. Then, the responses that included strongly disagree, disagree, agree, and strongly disagree were written in percentage. Descriptive statistics are used to describe and summarize the properties of the collected data (Gay & Airasian, 2000). Descriptive statistics' main benefit is that they enable researchers to describe the information contained in many scores with just a few indices such as the mean and median (Fraenkel, Wallen, & Hyung, 2012).

3.5.2 Interview

Miles and Huberman's (1994) interactive model, that is, data reduction, data display, and conclusion drawing or verification was used to analyze the data.The recordings were transcribed, categorized, and coded. The utterances of the participants which contained grammatical error or incomplete sentences were revised by the researcher. The researcher bolded the words that have been revised and gave '*' symbol before the words. The researcher also gave square brackets ([ ]) to represent the added words in incomplete sentences.

The data was categorized based on themes that can answer research questions. there were thirteen themes of categorization. They were (1) Identifying whether the participant has ever got any training about the use of ICT for EFL teaching; (2) Perception of the training of ICT, whether it develops his/her knowledge and skill on the use of ICT; (3) perception of ICT training, whether it develops his/her pedagogical knowledge and skill of ICT; (4) attitude regarding the importance of the use of ICT in teaching compared to no ICT use; (5) Identifying whether or not the participant use ICT in EFL classroom; (6) Identifying kinds of ICT used by the participant in the classroom activities; (7) Exploring the way the participant applies the use of ICT tools in classroom activities; (8) The teacher's view about his/her knowledge readiness related to the use of ICT in EFL classroom; (9) skill readiness related to the use of ICT; (10) attitude regarding the comfort in the use of ICT in teaching; (11) ICT readiness in

general in the use of ICT in teaching; (12) teachers' and students' accessibility towards ICT in English teaching and learning; (13) opinion about the challenges of using ICT in EFL classroom.

3.5.3 Observation

The classroom observation data were obtained from the classroom observation sheets, video recordings, and captured photos. The video recordings were transcribed and converted to field note as the primary data. The data were aimed to see the actual EFL teachers' ICT use of ICT in the classroom activities and the challenges they found in the use of ICT in EFL classroom.

3.6 Pilot Study

A pilot study was conducted in Dharmasraya, West Sumatera. It was intended to make sure that the instruments are able to get the wanted data. Eleven (11) English teachers of Senior High School were involved as the respondents to respond to the questionnaire that measured their ICT readiness and challenges they encounter in using ICT. After the questionaires were responded, the results were analyzed. One teacher was chosen based on the questionnaire results to be the participant of interview and observation. The results of the pilot study are presented below.

3.6.1 The Respondents' Demography

The respondents were taken from four SMA 1 (senior high schools 1) in different sub-districts in Dharmasraya. Their ages ranged from 26 to 46 years old. They consisted of four males and seven females. One of the participants was Master and the others were Bachelors. Their teaching experience, experience in using ICT, and time duration of using ICT in a day were various.

Ms. Trisya, one of the participants, was chosen as a teacher who was observed and interviewed. Because based on her responses to the questionnaire, she had the highest ICT readiness among all respondents. She also used more various kinds of ICT than the others. In addition, she had better training

Experience on ICT compared to other respondents. She has ever had training about *Edmodo* as a learning platform held by a school in Dharmasraya and also a training about how to use *Kahoot* in Malaysia. The following table shows the English teachers' profile in more details.

Table 3.1
Teachers' Profile

Name (Pseudonym)	Age	Gender	Last Degree	Teaching Experience	Experience with the use of ICT	Spent time to access internet in a day
Marni	36-40	F	Bachelors	11-15 years	>10 years	1-2 hour(s)
Trisya	36-40	F	Master	11-15 years	7-10 years	4 hours and over
Nurul	31-35	F	Bachelors	7-10 years	7-10 years	2-3 hours
Desi	36-40	F	Bachelors	7-10 years	4-6 years	2-3 hours
Zuned	41-45	M	Bachelors	11-15 years	4-6 years	4 hours and over
Maman	36-40	M	Bachelors	7-10 years	4-6 years	1-2 hour(s)
Vivin	31-35	F	Bachelors	1-3 years	1-3 years	1-2 hour(s)
Riri	26-30	M	Bachelors	1-3 years	1-3 years	2-3 hours
Prita	31-35	F	Bachelors	7-10 years	7-10 years	2-3 hours
Herman	31-35	M	Bachelors	7-10 years	7-10 years	1-2 hour(s)
Deka	31-35	F	Bachelors	7-10 years	4-6 years	4 hours and over

3.6.2 Teachers' readiness in the use of ICT in EFL classroom

The teachers' ICT readiness that consist of Knowledge, Skill, and Attitude aspects were very good with 79.1% positive response to the questionaire, respectively; Knowledge 74.5%, Skill 75%, and Attitude 87.9%.

Table 3.2
Teachers' ICT Readiness

Aspects of Teachers' ICT Readiness	Negative Result	Positive Result
Knowledge	25.5%	74.5%
Skill	25%	75%
Attitude	12.1%	87.9%
Total Percentage	**20.9%**	**79.1%**

3.6.2.1 Teachers' Knowledge Readiness in the Use of ICT Implementation

In term of mastery of making personal use of ICT, most of the teachers gave positive responses to four of five provided statements. The statements were the respondents' knowledge about how to use Spreadsheet/Excel (100%); how to use the internet to effectively and efficiently search for information (100%); how to use Presentation software (Power Point) (reversed statement) (63.6%); how to do Computer maintenance (reversed statement) (72.7%). However, most of the teachers (63.6%) gave negative responses to the statement that measure their knowledge about they how to use Graphics software.

Table 3.3
Teachers' ICT knowledge

			Knowledge Level			
Item #		**Statement**	**SD**	**D**	**A**	**SA**
1	Mastery of making personal use of ICT	I know how to use Spreadsheet/Excel	0%	0%	72.7%	27.3%
2		I do not know how to use Presentation software (Power Point)	9.1%	27.3%	36.4%	27.3%
3		I know how to use Graphics software	18.2%	45.5%	27.3%	9.1%
4		I do not know how to do Computer maintenance	0%	27.3%	72.7%	0%
5		I know how to use the internet to effectively and efficiently search for information	0%	0%	45.5%	54.5%
6	Knowing how to use ICT as tools for teaching	I know how to evaluate the reliability and credibility of online sources of information	9.1%	9.1%	72.7%	9.1%
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%	27.3%	72.7%	0%
7	understanding the policy dimensions of the use of ICT for teaching and learning	I understand the ethical and legal issues surrounding access to and the use of digital information	0%	27.3%	63.6%	9.1%
9	mastering a range of assessment paradigms which involves	I know how to do authentic learning assesment and evaluation that involve ICT.	0%	18.2%	72.7%	9.1%

	use of ICT					
10	mastery of a range of educational paradigms related to the use of ICT	I understand a range of educational paradigms related to the use of ICT.	0%	36.4%	54.5%	9.1%
		Total	**3.6%**	**21.8%**	**59.1%**	**15.5%**
			25.5%		74.5%	

Regarding the knowledge of how to use ICT as tools for teaching, most of the teachers responded positively to both statements. The statements measure their knowledge about how to evaluate the reliability and credibility of online sources of information (81.8%) and I know ICT tools such as hardware, software, and online-based applications that can be used for teaching and how to use them (72.7%).

In term of understanding the policy dimensions of the use of ICT for teaching and learning, most of the teachers (72.7%) responded positively to the statement that measure their understanding of the ethical and legal issues surrounding access to and the use of digital information. In term of mastering a range of assessment paradigms which involves the use of ICT, most of the teachers gave positive responses (81.8%) to the statement that ask their knowledge of how to do authentic learning assessment and evaluation that involve ICT. Regarding the mastery of a range of educational paradigms related to the use of ICT, most of the teachers (63.6%) also agree that they understand a range of educational paradigms related to the use of ICT.

3.6.2.2 Teachers' skill readiness in the use of ICT implementation

The teachers' skill readiness in the use of ICT got positive result from most of the respondents. The skill level is divided in to four sub-level, they are skills in Internet Experience, skills in Computer Experience, skills in Computer Mediated Communication, and skills in Microsoft Office. The statements were intended to measure the respondents' skill readiness in the use of ICT implementation.

Five out of eight statements of skills in Internet Experience got mostly positive responses. The statements are browsing the Internet is easy (100%); I am

familiar with the use of Audio and Video on the Internet (100%); I can use electronic learning resource centers (such as CD and E-book) (90.9%); I can search Online Research (90,9%); and I can download Sound Files (72.7%). While the other three of the statements got mostly negative results. 82% teachers disagree with statement I can use online concordancer. 72.7% teachers disagree with statement I cannot create website/blog. And 72.7% teachers disagree with statement I can create and manage Wiki for teaching.

Table 3.4
Teachers' ICT skill

			Skill Level			
Item #		**Statement**	**SD**	**D**	**A**	**SA**
11	Skills in Internet Experience	Browsing the Internet is easy to me	0%	0%	63.6%	36.4%
12		I cannot create website/blog	9.1%	63.6%	27.3%	0%
13		I can download Sound Files	9.1%	18.2%	27.3%	45.5%
15		I am familiar with the use of Audio and Video on the Internet	0%	0%	45.5%	54.5%
20		I can use electronic learning resource centers (such as CD and E-book)	0%	9.1%	54.5%	36.4%
23		I can search Online Research	0%	9.1%	54.5%	36.4%
26		I can create and manage Wiki for teaching	9.1%	63.6%	27.3%	0%
29		I can use online concordancer	9.1%	72.7%	9.1%	9.1%
14	Skills in Computer Experience	I cannot create and access a database	0%	36.4%	63.6%	0%
21		I can use Real Audio and Windows Media Player	0%	9.1%	45.5%	45.5%
27		I can play Computer Games	0%	9.1%	63.6%	27.3%
28		I can use language software	0%	0%	72.7%	27.3%
16	Skills in Computer Mediated Communi-Cation	I can interact in Internet Forum	0%	9.1%	63.6%	27.3%
17		I can use E-mail	0%	0%	54.5%	45.5%
19		I am an active user of Social Media such as Facebook, Twitter, and Instagram.	0%	9.1%	72.7%	18.2%
22		I can do Text and video Chatting in internet or smartphone	0%	0%	54.5%	45.5%
30		I cannot manage Learning Management System such as Edmodo, Moodle, Schoology, etc. (LMS)	18.2%	72.7%	9.1%	0%
18	Skills in Microsoft Office	I cannot operate Excel Processing	27.3%	18.2%	36.4%	18.2%
24		I cannot operate Word Processing	0%	18.2%	45.5%	36.4%
25		I can operate PowerPoint Processing	0%	0%	63.6%	36.4%
		Mean	**4.1%**	**20.9%**	**47.7%**	**27.3%**
			25%		75%	

In Computer Experience Skills, all four statements got dominantly positive results. They are I can use language software (100%); I can use Real Audio and Windows Media Player (90,9%); I can play Computer Games (90,9%); and I can create and access a database (63,6%).

Four out of five statements that measure Skills in Computer Mediated Communication were responded to positively by the respondents. They are I can use E-mail (100%); I can do Text and video Chatting in internet or smartphone (100%); I can interact in Internet Forum (90.9%); and I am an active user of Social Media such as Facebook, Twitter, and Instagram (90.9%). While the other one was responded negatively. 90,9% teachers disagree with the statement I can manage Learning Management System such as Edmodo, Moodle, and Schoology. (LMS).

The statements that measure respondents' skills in Microsoft Office consists of three statements. Two of them were responded positively by most of the teachers, they are I can operate PowerPoint Processing (100%) and I cannot operate Word Processing (81.8%). While the statement that measure respondents' ability in operating Excel Processing got almost similar responses (45.5%:54.5%).

3.6.2.3 Teachers' attitude readiness in the use of ICT

Most respondents responded positively to all statements that measure their attitude toward the use of ICT. Regarding the Perceived Usefulness, most of them agreed that using ICT in their job would increase their productivity (100%); using ICT would make it easier to do their job (100%); they would find ICT useful in their job (100%); using ICT in their job would enable them to accomplish tasks more quickly (90%); using ICT would improve their job performance (90%); using ICT would enhance their effectiveness on the job (90%).

In term of the Perceived Ease of Use, most of the teachers agreed to the statements that learning to operate ICT would be easy for them (90%); they would find ICT to be flexible to interact with (90%); they would find it easy to get ICT to do what they want it to do (81.8%); their interaction with ICT would be clear

and understandable (81.8%); it would be easy for them to become skillful at using ICT (72.7%); and they would find ICT easy to use (63.6%). The detail findings of teachers' attitude toward the use of ICT are shown in table 3.5.

Table 3.5
Teachers' attitude toward the use of ICT

		Attitude			
Item #	**Statements**	**SD**	**D**	**A**	**SA**
31	Using ICT in my job would enable me to accomplish tasks more quickly.	0%	9.1%	63.6%	27.3%
32	Using ICT would not improve my job performance.	0%	9.1%	36.4%	54.5%
33	Using ICT in my job would increase my productivity.	0%	0%	45.5%	54.5%
34	Using ICT would enhance my effectiveness on the job.	9.1%	0%	54.5%	36.4%
35	Using ICT would make it easier to do my job.	0%	0%	54.5%	45.5%
36	I would find ICT useful in my job.	0%	0%	63.6%	36.4%
37	Learning to operate ICT would be easy for me.	0%	9.1%	54.5%	36.4%
38	I would find it easy to get ICT to do what I want it to do.	0%	18.2%	54.5%	27.3%
39	My interaction with ICT would be clear and understandable.	0%	18.2%	72.7%	9.1%
40	I would find ICT to be flexible to interact with.	0%	9.1%	81.8%	9.1%
41	It would be easy for me to become skillful at using ICT.	0%	27.3%	54.5%	18.2%
42	I would not find ICT easy to use.	0%	36.4%	45.5%	18.2%
	Mean	**0.8%**	**11.4%**	**56.8%**	**31.1%**
		12.1%		**87.9%**	

3.6.3 Implementation of the use of ICT in EFL classroom

In classroom observation, Ms. Trisya used some kinds of ICT tools to deliver the materials. The teacher played MP3 of a native speaker pronouncing vocabularies

in her laptop. She asked the students to listen carefully and write down all vocabularies they heared. The teacher used Power Point as a media to deliver information to the students. She explained the topic of the lesson, purpose of the study, and main materials through Power Point.

The teachers also used Kahoot. It is an interesting online based learning media. The teacher used Kahoot as a media of answering questions related to a given text. The teacher divided the students into five groups. Then, she delivered an application letter text to each group of the students. After reading the text, the students were asked to answer the questions in Kahoot. The questions in Kahoot which were showed by the teacher through Projector Screen were written and uploaded by the teacher before the class. To answer the questions each group must have a smartphone because the questions in Kahoot can only be answered through it.

At the beginning, the teacher opened Kahoot in Internet. Then, she showed the PIN to the students to join and connect their smartphone to the Kahoot page created by the teacher. After that, the teacher clicked the questions that she has created. The students can read the questions and answer choices in the teacher's monitor which was projected by using Projector in front of the class. The answer choices appeared in the students' smartphones which have been connected to the teacher's Kahoot page. The students can answer the questions by clicking one of the answer choices in their smartphones. Their answers appeared in the teacher's monitor whenever the provided time to answer each question was over. Kahoot recorded the answers of each group and ranked them. The students were so enthusiast to answer the questions correctly because their group competed with other groups to give the best answers to the questions and become the best group that achieved highest score.

In showing Power Point and playing Kahoot, the teacher used Projector. It is one of the most important part of the ICT used by the teacher. Because she used it to project her monitor in order to be seen by her students.

3.6.4 The Challenges in the Use of ICT in EFL Classroom

The challenges in the use of ICT were investigated through the questionnaire which is categorized into three levels that include teacher level, school level, and system level. Each aspect consists of several sub-aspects. Teacher level consists of three sub-aspects. They are teachers' confidence, teachers' ICT skills, and teachers' training on ICT. In teacher level, three out of four statements were responded positively by most teachers. They agree that they can avoid problems in many areas such as in handwriting and in organizing ideas when I use ICT (90.9%); they have no difficulty in using ICT (81.8%); training that they followed develop teachers' understanding on pedagogical aspects on ICT (63.6%). However, 55.5% teachers disagree with the statement that they have enough experiences and training on the use of ICT such as internet, computers, and software for teaching.

School level also consists of four aspects. They are access to ICT, ICT infrastructure, ICT support on school's overall strategies, and project-related experience. In term of access to ICT, the teachers gave almost similar responses to both statements. 45.5% teachers agreed that many forms of ICT tools and techniques at school are not accessible for use in teaching English (reversed statements). And 54.5% teachers disagreed with the statement. 54.5% of the teachers agreed with the statement that Internet is easily accessible and available at school. While 45.5% of them disagreed.

In term of ICT infrastructure, teachers also shared almost similar responses to the statement that their schools have high quality and well maintained hardware, and suitable educational software. Only 45.5% of the teachers agreed with the statement. And 54.5% of them disagreed with the statement. Regarding ICT support on school's overall strategies, again the teachers gave almost similar responses. 54.5% of the teachers agreed with the statement that their schools' overall strategies are supported by ICT. And 45.5% of them disagreed with the statement. In term of project-related experience, most of the teachers agreed with the statement that their schools follow ICT project which is handled by government or other parties (72.7%).

School level challenge consists of one aspect. It is about rigidity of the structure of educational systems. In this aspect, teachers shared almost similar responses to the statement that they have enough time to utilize ICT in my teaching. 45.5% of the teachers agreed with the statement. And 54.5% of them disagreed. Only 36.4% of the teachers agreed with the statement that the need to prepare for the public examinations does not limit the use of ICT. While 63.6% of them disagreed.

Table 3.6
Challenges in the Use of ICT

Item #	**Sub-aspects**		**Statements**	**SD**	**D**	**A**	**SA**
44	*Teacher level*	Teacher confidence	I can avoid problems in many areas such as in handwriting and in organizing ideas when I use ICT.	9.1%	0%	72.7 %	18.2 %
45		Teacher ICT skills	I have no difficulty in using ICT.	0%	18.2 %	81.8 %	0%
47		Training on ICT	I have enough experiences and training on the use of ICT such as internet, computers, software, etc for teaching.	0%	54.5 %	45.5 %	0%
48			Training that I followed develop teachers' understanding on pedagogical aspects on ICT	0%	36.4 %	63.6 %	0%
43	*School level*	Access to ICT	Many forms of ICT tools and techniques at school are not accessible for use in teaching English.	0%	54.5 %	27.3 %	18.2 %
46			Internet is easily accessible and available at school.	0%	45.5 %	27.3 %	27.3 %
51		ICT infrastructure	My school has high quality and well maintained hardware, and suitable educational softwares	0%	54.5 %	27.3 %	18.2 %
52		ICT support on school's overall strategies	My school's overall strategies are supported by ICT	0%	45.5 %	18.2 %	36.4 %
53		Project-related experience	My school follows ICT project handled by government or other parties.	9.1%	18.2 %	36.4 %	36.4 %

49	*System Level*	Rigidity of the structure of educational systems	I have not enough time to utilize ICT in my teaching.	0%	54.5 %	45.5 %	0%
50			The need to prepare for the public examinations does not limit the use of ICT	0%	63.6 %	36.4 %	0%
	Mean			**1.7%**	**40.5 %**	**43.8 %**	**14.0 %**
				42.1%		**57.9%**	

In the interview with Ms. Trisya, one of the EFL teachers, it was also known that facilities are the most important challenges for the teacher in the implementation of ICT use in EFL classroom. Insufficient ICT facilities become the most crucial problems faced by the teachers. In addition to facilities, training related to the use of ICT for EFL teaching was absolutely needed to improve teachers' knowledge and skills in using ICT to help them deliver knowledge to students.

3.7 Concluding Remarks

This chapter has discussed the descriptive qualitative approach as the methodology of the present study. The data are collected through questionnaires, interview, and observation. This chapter has talked about instruments validation and pilot study. Based on the results of the pilot study, the instruments could achieve the data that can answer the research questions. Hence, the instruments are eligible to be used in the present study.