Teachers' Challenges on ICT Implementation Using Google Meet as Teaching Media in English Language Teaching

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Abstract

The integration of Information and Communication Technology (ICT) in education has significantly transformed the teaching and learning process, particularly in language instruction. Among the various ICT tools, Google Meet has emerged as an innovative solution to enhance engagement and effectiveness in English language teaching, especially for young learners in junior high schools. This study aims to describe the English language teaching methods employed by English teachers to utilize Google Meet in junior high schools and identify the factors that hinder its use in the classroom. The research was conducted with English teachers at junior high schools, employing a descriptive qualitative method. Data were collected through teacher interviews and in-class observations, embracing both observational techniques and interviews. The gathered data were analyzed qualitatively through processes of reduction, data visualization, and comprehensive data analysis. To ensure the reliability of the data, researchers used triangulation methods. The findings of the study indicate that the use of Google Meet in junior high schools in Mataram is extensive, particularly with the implementation of the 2013 Curriculum and the Merdeka Curriculum. Google Meet is employed for various purposes, from managing attendance to student activation and scoring systems. To support the integration of Google Meet and reduce uncertainties in the teaching-learning process, schools have provided facilities such as Wi-Fi, projectors, sound systems, and individual Google Meet accounts for each class. Despite these advancements, the study identified several factors and conditions that limit the use of Google Meet. These include time constraints, as each teaching subject is allocated only one hour per week, and established classroom practices that may resist the adoption of new technologies.

Keywords: Teaching English; Teaching Media; ICT Media; Google Meet Application

INTRODUCTION

Current developments offer educators numerous opportunities to utilize digital media to make learning more engaging and effective, particularly in teaching English as a foreign language (Yoodoming, 2017). In today's world, technology plays a crucial role in both physical and virtual environments, with mobile phones providing access to a variety of resources and communities beyond communication. The popularity of social media has created a new digital culture that has transformed the way teachers and students interact (Husna et al., 2022; Perguna et al., 2021).

Against this backdrop, educators are strongly encouraged to incorporate digital media as educational tools into the teaching and learning process. Ardıç and Çiftçi (2019) emphasize that the professional development of EFL teachers should include the use of ICT, identifying future opportunities, and providing ideas for educational policy making. Professional development programs have had a positive impact on teachers' information technology skills and knowledge of ICT as a teaching tool (Li, Wang, & Lei, 2020; Chou et al., 2019; Wang et al., 2014). Reyna et al. (2018) state, "As educators, we need to promote digital media competencies," highlighting the necessity for teachers to adopt and adapt to the new digital culture of today's learners.

The teaching profession is increasingly recognized as one that demands specific standards of skills, expertise, and competence. To meet these high standards, it is imperative for teachers to continually improve their professionalism. This improvement is not only about meeting external expectations but also about internal growth and development. According to Jhang (2020), becoming a professional educator involves a multifaceted approach to personal and professional development. Teachers must work on enhancing their abilities in several key areas: content mastery, curriculum knowledge, teaching strategies, and self-awareness. By excelling in content mastery, teachers ensure they have a deep and thorough understanding of the subjects they teach. This foundational knowledge enables them to deliver lessons with confidence and clarity. In addition to content mastery, curriculum knowledge is crucial. Educators must be well-versed in the curriculum they are required to teach, understanding its objectives, structure, and the best ways to convey its components to students. This knowledge allows teachers to create cohesive and effective lesson plans that align with educational standards and goals.

Furthermore, teaching strategies are a critical aspect of professional quality. Teachers must be adept at employing a variety of instructional methods to cater to diverse learning styles and needs. This adaptability ensures that all students have the opportunity to succeed and thrive in the classroom. Lastly, self-awareness is a vital component of professional development for educators. By being self-aware, teachers can reflect on their practices, recognize their strengths and areas for improvement, and continuously seek opportunities for growth. This reflective practice is essential for maintaining a high level of professionalism and fostering a positive and productive learning environment. In summary, the journey to becoming a professional educator is an ongoing process that involves developing expertise in content mastery, curriculum knowledge, teaching strategies, and self-awareness. By focusing on these areas, teachers can enhance their professional quality and better support their students' learning and development.

The use of technology in teaching English as a foreign language (EFL) in the 21st century has grown significantly. However, teachers face challenges when integrating digital knowledge into teaching-learning activities (Kurniawati et al., 2018). The generation gap and digital divide have become significant issues, as teachers often struggle with new technologies and are unaware of how technology can improve teaching and learning quality (Dudeney & Hockly, 2016).

Several barriers hinder teachers' use of technology in EFL classrooms, including inadequate teacher training, lack of vision about the potential of technology to enhance teaching and learning, insufficient time for experimentation, and inadequate technical support (Mollaei & Riasati, 2013). For instance, EFL teachers in Iran with low technology literacy need to improve their technical skills, including using the Internet to find resources related to their teaching (Ardıç & Çiftçi, 2019). Other challenges include lack of access to

digital devices due to poor infrastructure in schools (Dashtestani & Hojatpanah, 2020). Similarly, a survey of Turkish pre-service teachers found they lacked the skills to effectively use technological tools in their EFL classes, which prevents them from integrating modern tools into their lessons (Merç, 2015). In Indonesia, the situation is similar, with significant regional disparities and inadequate support networks in education and local government hindering the effective implementation of technology (Lie et al., 2020).

The current study examines the challenges teachers face in using ICT, specifically Google Meet, for teaching English. This research aims to describe teachers' implementation of technology in English language teaching, the challenges encountered, and the strategies to overcome these challenges. Additionally, the study investigates teachers' creativity and their strategies for mitigating challenges, including their willingness to solve problems independently using technology in low-resource settings. The novelty of the study lies on the integration of digital media into educational practices presents significant opportunities for enhancing the teaching and learning experience, particularly in the realm of teaching English as a foreign language. In the modern educational landscape, technology plays a pivotal role in both physical and virtual classrooms, with mobile phones and social media revolutionizing the way educators and students interact.

RESEARCH METHOD
Research Design
This study employed a descriptive qualitative method to investigate the challenges faced by teachers in implementing ICT, specifically using Google Meet, in English classrooms. Descriptive qualitative research, as defined by scientific methodology, involves gaining knowledge through investigation or experience to uncover empirical facts that may support or refute a proposed hypothesis. Creswell (2017) emphasizes that qualitative research does not involve calculation or enumeration, focusing instead on understanding phenomena through detailed descriptions. Similarly, Sugiyono (2017) describes descriptive research as a methodology that encompasses activities such as data collection, organization, analysis, interpretation, and conclusion drawing. Lune & Berg (2017) support this view, stating that research involves structured investigations aimed at better understanding a chosen area. Consequently, this study utilized a qualitative descriptive method to investigate natural phenomena and collect, analyze, and interpret data related to the use of Google Meet in teaching English at SMPN 7 Mataram post-COVID-19. This approach enabled the identification of specific factors that hinder the effective use of ICT in English classes. By focusing on the experiences and challenges of teachers, the study aimed to provide a comprehensive understanding of the barriers to integrating Google Meet into the classroom environment, offering insights that could inform future practices and policies for ICT implementation in education.

Research Participants
This study involved two English as a Foreign Language (EFL) teachers who primarily teach seventh and eighth grade English at SMPN Mataram and are working to implement Information and Communication Technology (ICT) using Google Meet in their classes. Both teachers have over a decade of teaching experience, with a combined teaching span ranging from 20 to 28 years. The main participants comprised one male and one female teacher, aged between 45 and 54 years, bringing a wealth of experience to the study. In addition to the teachers, the study also involved the school's vice principal responsible for facilities and infrastructure. This inclusion was intended to corroborate the findings related to the primary data, ensuring a comprehensive understanding of the

challenges and successes in implementing ICT in English classrooms (Yin, 2018). The vice principal's insights provided a broader perspective on the logistical and administrative aspects that support or hinder the effective use of Google Meet in educational settings. By involving these key stakeholders, the study aimed to present a holistic view of the ICT implementation process in the context of English language teaching at SMPN Mataram.

Data Collection

Data were collected from multiple sources to ensure comprehensive coverage and validation of the findings (Creswell, 2017; Yin, 2018). The primary data collection methods included observations, semi-structured interviews, and the analysis of documentation from the respondents. The researcher observed how teachers conducted their classes and explained instructional materials via Google Meet. These observations provided firsthand insights into the practical challenges and strategies employed by the teachers. Semi-structured interviews were conducted to allow for flexibility and to gather in-depth information about the teachers' experiences with using ICT, specifically Google Meet, in their English classes. This interview format enabled the researcher to explore various aspects of the teachers' experiences, including their perceptions of the effectiveness of Google Meet and the obstacles they encountered. The literature review played a crucial role in validating the primary data by providing a theoretical foundation and contextual background. Additionally, a review of the lesson plans was conducted to focus on the learning methods and materials used. This review helped to understand how teachers integrated ICT into their instructional strategies. Administrative documents, including government regulations and records of teacher training programs, were analyzed to gain insights into the institutional support and policies related to ICT implementation. Information from school websites was also reviewed to understand the available school facilities that support ICT use. To ensure the completeness and accuracy of data collection, the researcher meticulously recorded all activities and observations in detailed notes. This systematic approach to data collection and analysis provided a robust basis for understanding the challenges and opportunities associated with the use of Google Meet in English language teaching at SMPN Mataram.

Data Analysis

The data analysis process for this study involved several systematic steps to ensure a thorough and reliable examination of the data collected. The primary techniques used included data replication, data reduction, data display, and conclusion/verification. These steps were applied to both observational data and interview results to distill the information into meaningful insights. Observational data were meticulously analyzed to identify patterns and themes related to the use of Google Meet in English language teaching. The researcher observed how teachers conducted their classes, focusing on their instructional methods and the interactions with students. Semi-structured interviews were transcribed and analyzed using content analysis techniques to explore the teachers' experiences and perspectives on using ICT tools like Google Meet. Documents, including lesson plans, government policy statements, and school records, were collected to confirm and support the interview results. Content analysis techniques were applied to these text documents to extract relevant information and align it with the themes identified from the interviews (Vaismoradi, Turunen, & Bondas, 2013; Xu & Zammit, 2020). This approach ensured that the analysis was grounded in a broad base of evidence. Video channels were also used as supporting data. Content analysis techniques were applied to these videos to identify observable signals that were linked to the interview data. This helped to cross-reference the interview findings with actual classroom practices, enhancing the reliability of the conclusions drawn.

To ensure the validity and reliability of the findings, the analysis results were cross-checked. This involved verifying the consistency of the data across different sources and ensuring that the themes and patterns identified were robust (Xu & Zammit, 2020). Additionally, the researchers conducted member checking by communicating with the participants to verify the accuracy of the data and the interpretations made (Creswell, 2015; Yin, 2018). This step was crucial for achieving the credibility of the findings. The researchers assessed the sufficiency of the data against the conceptual framework of the study before drawing conclusions. By triangulating the interview data with additional data sources, the study produced precise and comprehensive information that addressed each research question (Moon, 2020; Noble & Heale, 2019). This rigorous data analysis process ensured that the study's conclusions were well-founded and reflective of the actual experiences of the teachers involved in using Google Meet for English language learning.

RESEARCH FINDINGS AND DISCUSSION
Research Finding
The extend of implementation ICT using Google Meet in EFL Clasroom

Data on the growing implementation of ICT using Google Meets in ELT Classroom come from interviews and observations. Based on the interviews, the extent of ICT implementation in the classroom using Google Meet in learning not only English subjects but also other subjects. This occurs because the use of restricted PTM (Pertemuan Tatap Muka) is still implemented in SMPN Mataram. Due to the impact post covid-19 in SMPN Mataram, this policy continues to apply using Google Meets in ELT Classroom. There are no significant problems with the implementation of ICT using Google Meet by English teachers. This may occur because many of the students in this school belong to middle to high social classes and therefore many of them have at least a smartphone that can support the teaching and learning process during distance learning. The same applies to SMP SMPN Mataram. The school has access to WiFi and other support devices to support the teaching and learning process during distance learning. The English subject in this school is divided into her two subjects. Firstly, this is a regular English subject taught by a teacher, and secondly, under external teaching observation, it is an Oxford English subject already formulated in English subject. Also, the focus of the English courses, students focus on learning speaking, listening and pronunciation. In English class, they learn all the skills of the English language: reading, writing, speaking and listening.

The second, data collection of the study is offline and online observation. Based on the data drived from offline observation, the extent of ICT implementation in the classroom using Google Meet in learning not only English subjects but also other subjects, shows that the result of ofline observation

Offline Observation 1:
Opening; *"the teacher comes to the classroom, opens her laptop and opens Google Meet so that the students who are taking online classes can participate. Before the teacher begins class, she asks the students about the problems they faced during her PTS last week.*

Main Teaching activity: *"in this teaching-learning activity, she uses drawings of house design and furniture placement to explain all the things to do at home. Next, she asks all students to draw the house design and furniture placement in each room on their dream house. She gave every student her 15 minutes to draw their dream house. During recess, she selected students from the classroom to show them their drawings and ask them to describe everything about their dream home.*

Closing; *"before closing the class, the teacher randomly selects a few students to take the lead in the next group's presentation. After finishing selecting the group members for the next presentation, the teacher will close the*

class with all students absent and submit the drawing of the dream house to the online group class in Google Classroom.

Offline Observation 2:

Opening: *Before teachers open the classroom, as usually, she open her laptop to open online classroom and choose one of students to remind other students who join on online classroom to join the class. After all students join in class, she absence all students by asking their name and students must answer when their name be called.*

Main Activity; *In the initial plan, she want all students to gather based on the group that had been set last week meeting. But because not all students did come to school, she continue the teaching material from last week and asking all students to open their guide book.Today activity, the teacher will teach the thing are usually find in the room. To open the section, she chose random students from online and offline class to mention three object the usually find in the kitchen, bedroom, living room, bathroom.*

After gathering student input, the teacher instructs everyone to open their guidebooks and attempt to answer the questions. Students have five minutes to complete the task, followed by a group discussion on the correct answers. Randomly select a student from the offline class to respond. The teacher also explains new vocabulary that is not commonly used in Indonesian conversations or texts during the discussion about the correct answers. We also define synonyms like "top", "ceiling", and "roof".

Closing; *Before teachers closing the class, she ask to all students if there any question about teaching material today. She also remind to all student to prepared all material for presentation about next week.*

Online Observation 1:

Opening; *"before teachers open the classroom, as usually, she opens her laptop to open online classroom and choose one of students to remind other students who join on online classroom to join the class. But because not all students did come to school, she continue the teaching material from last week and asking all students to open their guide book.*
Main Activity: *the teacher will teach the thing are usually find in the room. After asking some students, teachers order all students to open their guide book and try to answer a question on the guide book. After that she choose one of her students in offline class to answer randomly. During discussion about the right answer, teacher also explanation about new vocabulary that not usually be used in the conversation or text especially in Indonesia.*
Closing:" *before teachers closing the class, she asks to all students if there any question about teaching material today. Furthermore, the teacher ends the lesson, the teacher asks all students if they have any questions about today's lesson. She also reminded all students to prepare all materials for next week's presentation.*

Online Observation 2:

Opening; *"Before class, she asks online class reps to urge non-participating students to join immediately. Unlike before, I'll use my laptop for her Google Meet. Once all students have joined, they will transition from offline to online classes. In the online setting, students become class members when called by the teacher. Students must be present and, in the course, when class starts. After all absences are recorded, the teacher reviews past teaching and learning processes and addresses any questions students may have. Teacher begins lesson if no questions. Please shorten this text.*
Main Activity: *Teachers ask offline students to open the specific page in the guide. Unlike the 8th graders, she instructed online students to access the guidebook material on their laptops. The teacher randomly selects a student's girlfriend to read the text. After the reading, two more students will be chosen by the teacher to translate it. Each paragraph will be translated by the student, and any mistakes made will be corrected by the teacher once the student has finished translating. After translation, the teacher explains action adverbs and the distinction between adverbs and adjectives on the screen. They also offer a question area for students struggling with understanding action adverbs. If all students understand adverbs of action, the teacher gives them 5 minutes to think about their answers for the next section. During online classes, students should not use their cameras unless necessary. Only turn on the audio when answering questions or accessing materials.*
Here, the teacher randomly picks students to answer questions. Errors are corrected on the shared screen. After this, the teacher will move on to the listening section where students listen to audio and fill in gaps in the text.

In this section, the teacher plays the audio three times and randomly selects students to respond. Incorrect answers will be corrected and translated into Indonesian for better understanding. The teacher shows the correct answer and lets the student write it in the guide. Then they translate the whole text so everyone understands the story. During online classes, students can only open their cameras when necessary and their audio when answering questions or requesting educational material.

III. Closing:" *Before teacher closing the class, teacher will be asking to her students if there any question based on the teaching-learning process today, and if there no question the teacher will absence all students have to respond went their name be called.*

Factors hindering the implementation of ICT using Google Meet in teaching

Based on the data observation and interview the use of ICT in the educational process. This studdy, divides these factors hindiring the use of ICT into his two categoriesi, i., e. Barriers at the teacher level occure when teacher; teachers lack competence. As seen from the data observation, all English teachers can incorporate Google Meet into their teaching materials. The English teachers are all senior and trained in implementing all applications of SMPN Mataram, including Google Meet. This is evidenced by a certificate of completion of the entire training. The English teachers say they lack confidence. This is evident from the data observations made by the researcher during the teaching and learning process, which gives him confidence in using Google Meet as a teaching medium for online groups. In the process of teaching and learning, I sometimes tell jokes to my students. This also confirms the fact that Google Meet has already been introduced into the teaching-learning process and all activities have to be carried out online post covid 19. There is the resistance to change; it shown in the data interviews with the two English teachers in SMPN Mataram. teachers are motivated to adapt their teaching methods as technology develops. This means that after (Covid-19) pandemic in Indonesia, all teaching staff use to teach online method with the aplication of google meets. This is proof that we need to work on technology. It was gathered that Ms SW said in an interview: "Yes, before all these applications were introduced, all teachers at SMPN Mataram were trained in the use of these applications and also have Google for Education certificates to prove it." All teachers who have completed training related to all these applications. Thus, data collection from observation shows that all the teachers in SMPN did not show any negative attitude towards the implementation of Google Meet in the teaching and learning process.

Barriers at school level occure when teacher and students in ELT; Lack of time Observations: this case, all teachers have ideas about education and computers. This can be evidenced by the use of the medium Google Meet in the teaching and learning process. Paska A new coronavirus pandemic has occurred in Indonesia. The certified content is in Appendix 04. Based on preliminary observations, teachers use computers during class to play instructional videos from YouTube and play audio files to answer some questions to improve the teaching and learning process. will guide you. Lack of effective training; the result of Interview with MDW shos that: All teachers are using Google Meet dua to post covid 19, so that the teaching method turn to learn online. I've already been trained on this. This was proven by DH's answer. "Before implementing all these applications, all SMPN Mataram teachers have been trained on this application and the teachers have a Google for Education certificate to prove they have completed this application. We also receive training on all these applications. ``Each of these teachers has a certificate proving that they have completed training in applied pedagogy at Google. Lack of access to ICT-based resources; All teachers necessary for the teaching and learning process, such as using Fi to connect to Google Meet and offline audio speakers in the classroom listening area. This is clear from her SW answer in the interview. "To support media, her Wi-Fi, projectors and sound systems are already installed in all classes in the school facility and can be accessed at any time. Lack of technical support; "In the class, results, teaching,

interviews, observations, media and technical support in online and offline lessons are already possible to ensure the success of the learning process. This is clear from his WH answer. ``To support media, the school has already installed WiFi, projectors, and sound systems in each class for ready access. ``Projectors, audio speakers, and Wi-Fi. Thus, there are no major problems in the management of school finances that are removed from the school budget." Online remote teaching and learning process between schools and mentor institutions.

Finally, the teachers who participated in this study faced several challenges when using technology in the classroom. One of the main problems they faced was the unavailability of technical equipment due to power outages that could occur frequently during the day as reported by the vice principal, this was a common occurrence. Additionally, the data presented in Table 1 and Table 2 indicate that not all public schools had equal access to digital technology facilities. The data (Table 1 and Table 2) show that facilities were not equally available in every public school.

Table 1. Digital Technology Facilities of SMPN Mataram

No	Facility	Unit Amount	Availability
1	Projector	7	5
2	Speaker	2	2
3	Wi-fi	1	1
4	Computer Laboratory	2	1
5	Youtube Channel	1	
6	Internet 4G Access (Tsel & Indosat)	2	

Table 2. Digital Technology Facilities of SMPN Mataram

No	Facility	Unit Amount	Availability
1	Projector	4	3
2	Speaker	2	1
3	Wi-fi	1	1
4	Computer Laboratory	1	1

Tables 1 and 2 showed that not all public schools had equal access to digital technology facilities, indicating that the facilities were still inadequate. The unequal availability of devices such as projectors and loudspeakers made it difficult for teachers to carry out their lessons, as they had to share equipment and were not able to use the necessary tools freely. This resulted in delays in instruction and teaching difficulties for students.

DISCUSION

The Extend use of ICT in Teaching

Olasile and Emrah (2020) predict that the role of ICT in education lags behind other sectors. This assertion is particularly true in developing countries, where several factors hinder the implementation of ICT in education. These factors include inadequate financing, inaccessibility to ICT resources, and a lack of requisite skills needed to use ICT effectively. Despite these challenges, SMPN Mataram has successfully integrated ICT into English teaching without significant issues. The

technologies employed include Google Meet, Zoom, and Google Classroom. Additionally, the school provides multimedia and technical support, such as email, projectors, audio speakers, and wifi. Prior to implementation, school authorities at SMPN Mataram ensured that teachers received proper training and certification. During teaching sessions, Google Meet is primarily used, although exceptions exist for specific contexts like Oxford programs. Financially, the school faces no challenges in maintaining communication support. Teachers are granted autonomy in addressing student support and disseminating board activities information.

In the student support process, students are required to respond to the teacher's opening and closing statements by stating their names. Failure to do so is considered non-attendance (Kamilah & Anugerahwati, 2019). For English student activity sheets, teachers either ask questions based on instructions or randomly select students to answer. Homework assignments are posted on Google Classroom with specific deadlines. When selecting presentation groups, the teacher designates a student as the leader, who then selects group members through both online and offline methods (Champa & Kristiana, 2019).

The data indicate that using ICT, specifically Google Meet, for teaching English is significant and beneficial. This aligns with the theory proposed by Noor and Mazhar (2020), which categorizes ICT as information tools, location tools, construction tools, and communication tools. ICT is crucial for communication in teaching and learning, especially in online courses. This study corroborates the research by Khatoony and Nezhadmehr (2020), which highlights the challenges EFL teachers faced with technology in online classes during the Covid-19 pandemic in Iran. The study underscores the importance of ICT as a communication tool. The exclusive use of online teaching-learning processes during school closures due to the Covid-19 pandemic demonstrated the high utility of ICT in English education. The level of ICT implementation proved highly beneficial for online learning post-pandemic, as evidenced by the smooth integration of Google Meet into teaching practices. This study showcases the effective use of ICT in overcoming educational challenges and enhancing the learning experience in English classrooms.

SMPN Mataram's successful integration of ICT into English teaching is a notable achievement, considering the broader context of ICT challenges in developing countries. The school's proactive approach in training and certifying teachers ensured they were well-equipped to leverage technology in their teaching methods. This preparation was crucial in enabling teachers to use tools like Google Meet, Zoom, and Google Classroom effectively. The support provided by the school, including multimedia and technical resources, further facilitated this integration.

The autonomy granted to teachers in managing student support and disseminating information allowed for a more tailored approach to teaching. This flexibility was particularly important in maintaining effective communication and engagement with students. The requirement for students to respond to opening and closing statements ensured active participation and accountability, a practice supported by Kamilah and Anugerahwati (2019). Additionally, the use of Google Classroom for homework assignments and the strategic selection of presentation groups enhanced the overall learning experience.

Noor and Mazhar's (2020) categorization of ICT into various tools emphasizes its multifaceted role in education. As information, location, construction, and communication tools, ICT facilitates a comprehensive approach to teaching and learning. This study aligns with their theory, demonstrating how ICT can be used effectively to support educational activities. The challenges highlighted by Khatoony and Nezhadmehr (2020) during the Covid-19 pandemic in Iran resonate with the

experiences at SMPN Mataram, underscoring the global relevance of these findings. The Covid-19 pandemic served as a catalyst for the widespread adoption of ICT in education. The necessity of online teaching during school closures accelerated the integration of technology into educational practices. SMPN Mataram's experience highlights the potential for ICT to enhance the learning experience, even beyond the pandemic. The smooth transition to online teaching using Google Meet is a testament to the school's preparedness and the effectiveness of its ICT implementation strategy.

The successful integration of ICT at SMPN Mataram illustrates the potential for technology to transform education, even in developing countries facing significant challenges. The school's comprehensive approach, including teacher training, technical support, and student engagement strategies, provides a model for other institutions aiming to enhance their ICT capabilities. This study reinforces the importance of ICT as a communication tool in education and highlights its critical role in overcoming the challenges posed by the Covid-19 pandemic. The insights gained from this research contribute to the broader understanding of ICT's impact on education and provide valuable lessons for future implementations.

Factors hindering the implementation of IT using Google Meet in teaching

Integrating Information Technology (IT) in education, particularly in English classroom teaching, presents a complex set of challenges. According to Salam (2020), these challenges are multifaceted and deeply rooted in both institutional and personal barriers. Birch Burnett (2009) explored teachers' motivations, attitudes, and obstacles to using educational technology, identifying key institutional barriers such as a lack of leadership, an unclear vision, and the absence of formal planning and policy goals. Personal and pedagogical barriers, including heavy course loads and intricate course design, significantly affect teachers' time and activities, further complicating the integration of IT in education.

Almazova and Odinokaya (2020) delineate several factors influencing the integration process, notably "pedagogical beliefs," "competence," "technical support," and "tool infrastructure." These elements can be classified into two main categories: teacher-level barriers and school-level barriers. Teacher-level barriers encompass a lack of ability, confidence, resistance, and negative attitudes toward using IT. School-level barriers include constraints such as time, inadequate training, inefficiency, limited accessibility, and insufficient technical facilities (Atmojo & Nugroho, 2020).

Institutional obstacles, such as a lack of academic leadership, a clear vision, and strategic planning, significantly contribute to the difficulties in implementing ICT in English Language Teaching (ELT). These challenges are echoed in the findings of this study, which highlight that despite the principal's efforts to provide training and equip all classes with ICT tools like Google Meet, significant barriers persist. The principal's proactive approach, including sending emails to all students for online course enrollment, demonstrates a commitment to overcoming these obstacles. However, the problem often lies at the student level rather than with the teachers or the school's infrastructure.

This study's findings align closely with Dedi K.'s (2014) research on the barriers faced by teachers integrating ICT into ELT in high schools. In Dedi K.'s study, 50 high school English teachers reported facing significant obstacles, including a lack of time, limited access to IT resources, and inadequate technical support. Despite these challenges, the teachers possessed the necessary skills, confidence, and positive attitudes toward integrating ICT into their teaching practices. At SMPN Mataram, the integration of ICT in English teaching has been relatively successful compared to the broader trends highlighted by previous research. The school uses technologies such as Google Meet, Zoom, and Google Classroom, supplemented by multimedia and technical support,

including email, projectors, audio speakers, and wifi. The school's administration has invested in teacher training, ensuring that educators are well-equipped to use these technologies effectively. This proactive approach has minimized institutional barriers, demonstrating a clear vision and strategic planning for ICT integration.

However, the primary challenge at SMPN Mataram appears to be student-related. During online classes, teachers require students to respond to opening and closing statements by stating their names. Failure to do so is considered non-attendance (Kamilah & Anugerahwati, 2019). This procedural requirement highlights the importance of student engagement and accountability in the success of online learning. Additionally, for English student activity sheets, teachers either ask questions based on instructions or randomly select students to answer. Homework assignments are posted on Google Classroom with specific deadlines, further emphasizing the need for student participation and responsibility.

When organizing presentation groups, teachers designate a student as the leader, who then selects group members through both online and offline methods (Champa & Kristiana, 2019). This method fosters student collaboration and leadership skills, essential components of effective learning environments. The data indicate that using ICT, specifically Google Meet, for teaching English is significant and beneficial. This finding aligns with the theory proposed by Noor and Mazhar (2020), which categorizes ICT as information tools, location tools, construction tools, and communication tools. ICT is crucial for communication in teaching and learning, particularly in online courses.

This study corroborates the research by Khatoony and Nezhadmehr (2020), which highlights the challenges EFL teachers faced with technology in online classes during the COVID-19 pandemic in Iran. The study underscores the importance of ICT as a communication tool. The exclusive use of online teaching-learning processes during school closures due to the COVID-19 pandemic demonstrated the high utility of ICT in English education. The level of ICT implementation proved highly beneficial for online learning post-pandemic, as evidenced by the smooth integration of Google Meet into teaching practices.

The findings of this study suggest that, while institutional support and teacher training are crucial for successful ICT integration, student engagement and accountability play a pivotal role in the effectiveness of online learning. The proactive measures taken by SMPN Mataram, including comprehensive teacher training and the provision of necessary technological infrastructure, have addressed many of the institutional barriers identified in previous research. However, ongoing efforts are needed to enhance student participation and overcome the challenges associated with remote learning. Integrating IT in English classroom teaching involves addressing both teacher-level and school-level barriers. While institutional obstacles such as leadership, vision, and strategic planning are significant, the role of student engagement and accountability cannot be overlooked. The experiences at SMPN Mataram provide valuable insights into the successful implementation of ICT in education, highlighting the importance of comprehensive training, adequate resources, and proactive administration. Future efforts should focus on sustaining student engagement and leveraging the benefits of ICT to enhance the overall learning experience.

CONCLUSION

Integrating Information and Communication Technology (ICT) in education, particularly in English classroom teaching, is a multifaceted challenge, especially in developing countries. ICT's role in education lags behind other sectors due to inadequate financing, inaccessibility to ICT resources, and a lack of requisite skills in the SMPN Mataram. The school has successfully integrated ICT tools such as Google Meet, Zoom, and Google Classroom into their English teaching practices. This success is attributed to

proactive measures, including multimedia and technical support like email, projectors, audio speakers, and wifi. Additionally, the administration's commitment to proper training and certification for teachers before implementing these technologies has been instrumental. The study highlights that the primary challenge in the effective use of ICT at SMPN Mataram lies at the student level rather than the institutional level. Student engagement and accountability are crucial for the success of online learning, as evidenced by the requirement for students to respond to teachers' opening and closing statements, with non-compliance considered as absence (Kamilah & Anugerahwati, 2019). This underscores the importance of student participation in the learning process. Additionally, using Google Classroom for homework assignments and organizing presentation groups through both online and offline methods fosters collaboration and leadership skills among students.

The integration of ICT in English classroom teaching at SMPN Mataram offers valuable insights into overcoming educational challenges and enhancing the learning experience. While institutional support and teacher training are crucial for successful ICT integration, student engagement and accountability play a pivotal role. The school's administration has significantly mitigated institutional barriers through comprehensive training for teachers and adequate resource provision. However, ongoing efforts are needed to sustain student participation and address remote learning challenges. This study underscores the importance of addressing both teacher-level and school-level barriers, highlighting that successful ICT integration in education requires a comprehensive approach encompassing leadership, vision, strategic planning, and student engagement. Future efforts should focus on leveraging ICT benefits to enhance the overall learning experience, ensuring that teachers and students can effectively utilize these tools to achieve educational goals.

RECOMMENDATION

The results of the study provide several recommendations for both English teachers and future researchers. For English teachers, it is advised to: (a) create a fun and engaging atmosphere in the classroom, which can include incorporating jokes to lighten the mood; (b) select teaching methods that promote active student participation, applicable in both online and offline settings; and (c) ensure that laptops or smartphones with Google Meet are prepared and functional before starting the school day, especially for teaching the first subjects effectively.

ACKNOWLEDGMENT

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