

Teaching EFL Students in Post-Pandemic Era: ICT Tools and Obstacles

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ARTICLE INFO

Keywords:

EFL Teaching,
ICT Tools;
Obstacles;

Article history:

Received 2022-11-17
Revised 2022-11-25
Accepted 2023-06-17

ABSTRACT

This research discovered how the Information and Communication Technology (hereinafter, ICT) tools were used and the obstacles faced in English language teaching after the pandemic. This research used quantitative methods to gather the data. The data was obtained by administering a questionnaire and sharing via Google form with 40 students of the English Department at the State Islamic Institute in Papua. The results of this study indicate that students majoring in English at the Papua State Islamic Institute use two categories of ICT in the learning process, namely web-based learning and non-web-based learning. Web-based learning ICT Tools used are the Internet as the connection as well, YouTube, ZOOM Meeting, WhatsApp, Mobile Phones, and Computer or Laptop. Meanwhile, non-web-based learning ICT Tools used are language Lab, Overhead Projectors, and Films. The ICT Tools used are language lab and overhead projectors. The obstacles faced by the students are Lack of Effective Training, Limited accessibility and network connection, a school with limited technical support, limited time, and lack of lecturers' competency. The biggest problem reached 59.30% with limited accessibility, network connection, and school with limited technical support. This means English Department at State Islamic Institute in Papua has a low internet connection and insufficient computer and software to access.

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1. INTRODUCTION

In the twenty-first century, teachers had simple access to a wealth of knowledge and technology. People working in the educational sector must be able to develop a variety of skills that are useful for utilizing information, media, and technology to survive in the life of the 21st century. Teachers must have the ability to critically assess information and use it to address current issues. Even though Indonesia has been teaching English as a foreign language since the 1950s and it was formally mandated as the first foreign language in 1967, EFL instruction in Indonesia has never yielded satisfactory results (Eryansyah,

2017). Technology should be used in the introduction of solutions in the twenty-first century. The concept of utilizing technology to enhance EFL teaching and learning was not regarded as a novel because it had already been established in academia and in the literature that demonstrates its efficacy and beneficial effects (Barr, 2004; Chapelle, 2003; Chapelle & Douglas, 2006).

Asabere & Enguah (2012) defined ICT as the establishments, devices, and procedures that provide the physical infrastructure and services for the creation, transmission, processing, archiving, and dissemination of all kinds of information, including speech, text, data, images, and video. ICT is a useful tool for instructing EFL students, according to Cakici (2016). The exponential growth of ICT has undoubtedly had an impact on every aspect of the teaching of languages. To enhance the learning of foreign languages, they have been incorporated into educational activities (Alkamel & Chouthaiwale, 2018). ICT can be used by teachers as a medium for instruction in the learning and teaching processes, particularly in the development of English language skills (Apriani, 2017).

The use of information and communication technology (hereinafter, ICT) in the educational sector, including in English classes, is growing steadily. Research from the past has shown that using ICT to learn English is effective. ICTs, for instance, are essential tools that make it easier to teach and learn English in large classes, according to Sharndama (2013). Additionally, Al-Munawwarah (2014) discovered that teachers had positive perceptions of the use of ICT in English teaching. In short, ICT should be used in the teaching and learning of English, she advised. In general, there are two types of ICT used in the learning process, namely web-based and non-web-based learning. Web-based learning / web-based learning is related learning with teaching material presented through a web browser (such as internet explorer, Mozilla Firefox, Opera, Netscape, etc.), including the presentation of learning it is packaged using CD-ROM media and other storage media. Web-based learning presents learning material displayed via the web browser, and actual learning material sent or entered into the format of the web. Web-based learning has an analogy with textbooks, where learning material is packed like books, novels, or reports. According to Apriani & Hidayah (2019), Computers, LCD televisions, speakers, radios, blogs, emails, YouTube, video, telephones, online databases, audio graphics, online libraries, audio and video conferencing, and computer conferencing are all examples of ICT that can be used to learn English. Google Classroom, Zoom, Google Meet, WA, Facebook, YouTube, Instagram, Email, Skype, Kahoot, and other popular ICT platforms are used to teach English today, for example. Audio recording, social media, e-learning, e-books, online discussion forums, interactive whiteboard games for learning, website resources, and online journals are examples of ICT teaching modes. Teachers and students can access non-web-based learning, a sort of ICT, without using the Internet. Different from web-based learning which uses the internet to applicate the media, non-web-based learning uses the media without any internet connection for example Television, Films, Language Lab, and Overhead Projectors.

ICT promotes student collaboration and allows them to work together. Students may enhance their collaboration skills by participating in a variety of online activities. Projects can be worked on collaboratively by exchanging documents in their virtual learning environments or by using forums. Nowadays, information and communication technology (ICT) plays a vital role in the education sector, particularly in the process of integrating technology into educational activities. The use of ICT in education provides value to teaching and learning by improving learning effectiveness. On the other hand, technology can be the most effective technique to expand a student's knowledge. It also assists kids in thinking freely and communicating creatively. In an increasingly electronic environment, it also assists students in developing successful jobs and lifestyles (Henderson, 2020). Similarly, Indonesian schools could use multimedia to present English as a subject in the classroom. It will aid in the improvement of students' English proficiency. ICT is increasingly incorporated into the majority of school operations. ICT tools were used to plan and carry out administrative tasks, teaching programs and evaluations, and even classroom learning. ICT should be used by teachers to maintain the curriculum's standard level of quality, according to the Minister of National Education Regulation Number 103 in the Ministry of Education and Culture (2014). This is in line with the current movement and educational trends. It suggests that teachers must be able to use ICT to design their English lessons, find the materials they need to use in their

instruction and find and use ICT-based assessments that have positive effects on both students and teachers.

Indonesia has been afflicted with COVID-19 for the past two years. ICT at that point started to be a useful tool for teaching and learning English. The non-digitalized mode of technology has been replaced by the digitalized mode in the educational system. The lesson plan, methods, process, media, content, and assessment are just a few examples of the many aspects of education that ICT is predisposed to (Apriani et al., 2020). ICT emerged as a powerful medium during those two years for fostering students' linguistic literacy (Gusmuliana et al., 2020). It took place because anyone could download this communication tool from anywhere at any time. In the context of school learning, this device allows parents access to support their children's (i.e., students') academic success at schools in addition to serving as a tool for teachers to teach students.

Online and offline instructional resources are the two types of ICT that can be used in the teaching and learning process (Alkamel & Chouthaiwale, 2018). The use of a non-internet connection is possible to access non-web-based ICT. Utilizing an internet connection, one can access web-based ICT. In the COVID-19 pandemic era, web-based learning is used in the teaching and learning process, particularly at State Islamic Institute in Papua.

Since the Pandemic, EFL teachers and students should use an ICT tool to learn online. However, for the time being, COVID-19 Pandemic has decreased. Thankfully, ICT tools that have been used for so long are still used when teaching and learning English. For example, Skype, Google Classroom, Google Meet, Zoom, YouTube, WA, Facebook, Instagram, Email, Kahoot, and other popular ICT platforms are used today to teach English. The use of audio recordings, e-books, social media, online discussion forums, games on interactive whiteboards, website resources, and online journals are some additional ways that ICT can be used to teach (Apriani & Hidayah, 2019).

However, both in traditional and online learning, there are some challenges that students must overcome. According to the theory advanced by Ertmer (1999); Snoeyink and Ertmer (2001), there are two different types of barriers: internal ones brought on by students' attitudes, such as lack of confidence, conservatism, and inadequate knowledge of the benefits of technology, and external ones brought on by a lack of time and resources, limited technical support, and unattended technical issues. Al-Senaidi, Lin, and Poirot (2009) supported this theory. The use of ICT has caused several issues, particularly in the educational context. External impediments include a lack of funds, time, and technological assistance, but internal hurdles include teachers' unfavorable attitudes and lack of confidence (Bingimlas, 2009). According to Wachira and Keegwe (2011) and Kopcha (2012), internal and external variables have influenced ICT use in EFL classrooms. External factors include computers, tablets, smartphones, and internet networks. Software (ICT systems or applications) and leadership and policy support are also mentioned. On the other hand, the internal component is concerned with teachers' and students' conduct, appreciation for, and use of ICT.

The following two ICT issues, which both instructors and pupils encountered, were listed by Khan et al. (2011): both too few PCs and sluggish speed. (3) a lack of time to utilize technical resources, a poor internet connection, a lack of printer access, a loss of energy and service, a lack of access, inefficient training, instructors' attitudes, students' attitudes, and time constraints. In addition to these, other obstacles to using ICT include insecurities, a lack of motivation, a lack of confidence, a lack of understanding about the advantages of ICT, power outages, insufficient funds, a lack of ICT integration, a lack of ICT infrastructure, a lack of connections, a shortage of trained employees, and a lack of ICT infrastructure (Apriani et al. 2021).

There are a lot of studies conducted about ICT, first Sabiri (2020), *ICT in EFL Teaching and Learning: A Systematic Literature Review*, as a result, various aspects of ICT integration, ICT tools, ICT integration barriers and challenges, teachers' perceptions and views of ICT, and ICT integration advantages and benefits in education are reviewed. Then, Apriani, et al (2022) about *ICT Platforms for Indonesian EFL Students Viewed from Gender during the COVID-19 Pandemic*, as a result, female students constructively perceived ICT use in language learning as more beneficial to them in terms of skill,

knowledge, and motivational improvement even though male students were more skilled in ICT literacy than female students. The last is Apriani & Handrianto et al. (2021) about Empowering ICT Potentials in English Language Teaching; as a result, the English lecturers used various ICT tools in various ways and for various purposes. But some obstacles made it challenging for them to use ICT tools.

Departing from the explanation above, the researcher then formulated two research statements, namely:

1. What forms of ICT are used by majoring in English education students at the State Islamic Institute in Papua in the learning process in the post-pandemic era?
2. What are the challenges faced by students when using ICT to support the learning process in the post-pandemic era?

Then, based on the two research questions that have been formulated, the purpose of this research is to discover the forms of ICT used by students majoring in English education at the State Islamic Institute in Papua in the learning process in the post-pandemic era, as well as to investigate the challenges and problems encountered by students when using ICT to support the learning process in the post-pandemic period.

2. METHODS

An explanatory quantitative research design was used in this study. The information was gathered from a web form (i.e., Google Form). Sugiyono (2017) claims that the use of questionnaires as a method of data collection involves asking respondents to respond to a list of questions or written inquiries. The subjects were 40 students English Department at State Islamic Institute in Papua. The questionnaire in this study was divided into two parts which consisted of ICT Tools used by the students and the obstacles faced by the students. the questionnaire on ICT Tools consisted of 21 questions and the obstacles consisted of 15 questions. Questionnaires are scaled with a Likert scale and then used using SPSS or Excel to process or calculate the data. The option of Likert scale is 5 = always, 4 = often, 3 = sometimes, 2 = almost never, and 1 = never

3. FINDINGS AND DISCUSSION

3.1 Findings

This questionnaire consisted of two categories dealing with ICT with web-based learning and non-web-based learning. Web-based learning has 17 questions and non-web-based learning has 4 questions. Web-based learning ICT Tools are Internet, YouTube, Video Conferencing, Podcasting, Social-Media, Blog, Mobile Phone, and Computer. Meanwhile, non-web-based learning has an Overhead projector, Language Lab, and Films. The second questionnaire about the obstacles faced by the students in the post-pandemic era consisted of 15 questions and has two types of obstacles: Internal attitudes reflect teachers' attitudes, such as lack of confidence, conservatism, and ignorance of the advantages of technology, while external factors relate to lack of time and resources, limited technical support, and unattended technical issues.

Table 1. ICT Tools (Web-based Learning) Used by the Students

No.	ICT Tools	Description	Item	1	2	3	4	5	%
Web-based Learning									
1.	Internet	It gives both the student and the teacher power to work efficiently. It provides	Your teacher used the internet to send the task	2	4	16	11	7	68.5
			Your teacher used the Internet to deliver the English material		5	15	9	11	80.5

		resources for Teachers and describes the ways teachers can use to communicate with their peers	Your teacher used the internet to communicate	5	9	8	18	75	
2.	YouTube	There are sample videos that can be used for learning specific skills of learning English.	Your teacher used YouTube to show the material	11	7	14	4	4	51.5
3.	Video Conferencing	Video conferencing is the best way of communicating with others who are at distant place because in it students can see and listen to another person simultaneously.	Your teacher used Skype when they cannot attend the class	21	4	7	5	3	42.5
			Your teacher used Zoom Meetings when they cannot attend the class		16	5	11	8	65.5
			Your teacher used Google Meet when they cannot attend the class	8	7	8	9	8	61
			Your teacher used Google Classroom when they cannot attend the class	16	4	6	7	7	52.5
4.	Podcasting	A podcast is a collection of digital media files that are shared via syndication feeds and made available online for computers and mobile devices to playback.	Your teacher gives the source of the podcast	19	7	8	3	3	42
			Your teacher brings the podcast into a class activity	15	6	7	8	4	50
5.	Social Media	These social networking tools could significantly aid students in their efforts to improve their English. These apps have got	The teacher conduct class activity by using Twitter,	24	5	4	4	3	38.5
			The teacher conduct class activity by using Facebook	25	4	5	3	3	37.5
			The teacher conduct class activity by using WhatsApp	2	3	4	9	22	83

		unlimited power to engage students in learning English.	The teacher conduct class activity by using Instagram	21	7	5	2	5	41.5
6.	Blog	Teachers can host their blogs for free on platforms like BlogSpot, WordPress, etc. Teachers have their blogs and they should encourage students to visit blogs frequently and they should respond to the comments immediately.	Your teacher uses Blog to give the assignment	23	4	9	1	3	34
7.	Mobile Phone		The teacher allows the students to use mobile phones to find English material (Vocabulary, Pronunciation, dictionary, etc.)	2	3	9	8	18	74
8.	Computer or Laptop	An electronic device that can process information or signals by receiving data and carrying out a series of logical operations under a predetermined but flexible set of procedural instructions	The teacher allows the students to use the computer during teaching and learning	6	4	15	6	9	64

The table above, it showed that students use ICT Tools for web-based learning there are eight tools. The tools are the internet, YouTube, Video Conferencing, Podcasting, Social Media, Blogs, Mobile Phones, and computers or Laptops. Each tool has its percentage on using it in the classroom. **Internet** showed three statements, statement 1 is with 68.5%. Statement 2 is with 80,5%, and statement 3 is with 75%. **YouTube** is 51.5%. **Video Conferencing** consisted of four statements, statement 1 (42.5%), statement 2 (65.5%), statement 3 (61%), and statement 4 (52.5%). **Podcasting** consisted of two statements, statement 1 (42%), and statement 2 (50%). **Social Media** consisted of four statements, statement 1 (38.5%), statement 2 (37.5%), statement 3 (83%), and statement 4 (41.5%). **The blog** is with (34%). **Mobile Phone** is with (74%), and **Computers** is with (64%).

According to the table above regarding the ICT Tools and Web-based Learning used by the students in English language teaching, the researcher concludes them all into one diagram below:

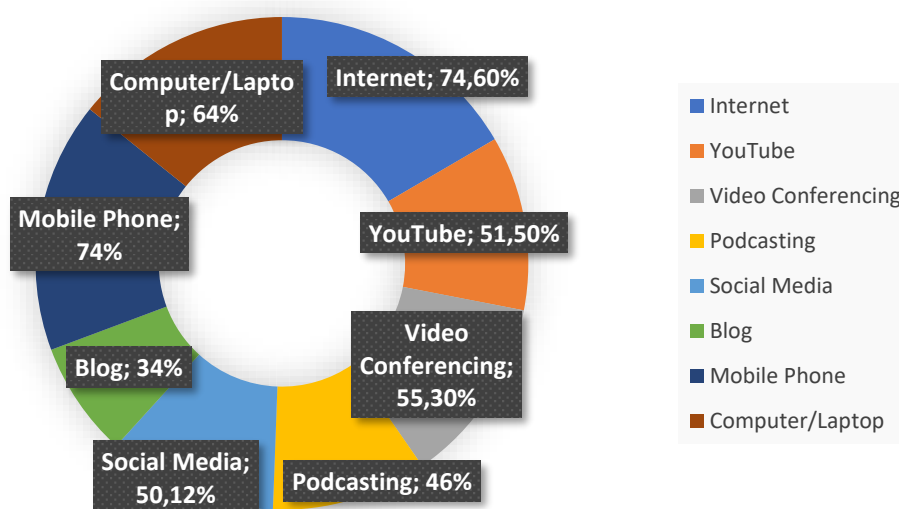


Figure 1. ICT Tools Web-based Learning used by the students in English language teaching

From the diagram above, the most used web-based learning ICT Tools are the Internet with 74.60% and Mobile Phones with 74%. YouTube is just 51.50%. Video conferencing is 55.30% with Zoom meeting as the highest percentage with 65.5%.

Table 2. Non-Web-based Learning

1.	Language Lab	In the language lab, students can speak, listen to audio, and even record their voices to better understand the various accents that are used.	The teacher uses English Lab while teaching and learning English (Such as headphones, speaker, camera, etc.)	6	6	12	7	9	63.5
2.	Overhead Projectors	The projector, a common teaching strategy, is a great replacement for chalk and talk and has many advantages.	The teacher visualizes the material in the classroom	6	4	16	7	7	62.5
3.	Films	Students are drawn to movies, which pique	The teacher plays films to attract the teaching and learning process	14	5	13	5	3	62

<p>their interest and help them remember what they learned. Films can be used effectively to present information, skills, and background.</p>	<p>Teacher gives films as the material for the teaching and learning process</p>	14	8	10	4	4	48
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The table above, it showed that ICT Tools for non-web-based learning used by the students there are Language Lab, Overhead Projectors, and Films. **Language lab** is with (63.5%). **Overhead Projectors** with (62.5%). **Films** that consisted of two statements. Statement 1 (62%), and Statement 2 (48%).

It could be drawn in the diagram below:

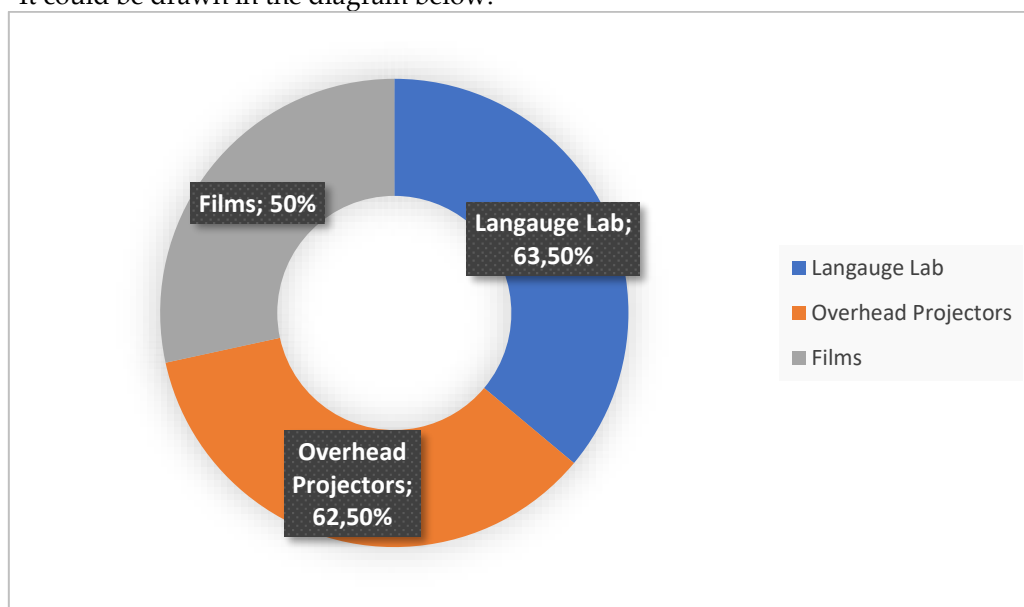


Figure 2. ICT Tools Non-Web-based Learning used by the students in English language teaching

From the diagram above, it shows that the most used ICT Tools Non-Web-based Learning by the students in English language teaching is Language Lab with 63.50%.

Table 3. Obstacles during Post Pandemic (Lack of Effective Training)

No.	Obstacles	Item	1	2	3	4	5	%
1.	Lack of effective training	The teacher does not use match ICT Tools	11	3	17	7	2	53
		The teacher does not know the exact function of ICT used	13	5	10	9	3	52
		Teacher confuses about using ICT Tools during the teaching and learning process	17	5	9	5	4	42.5
Total								49.16

According to Table 3, **statement 1** showed that 11 students selected never, 3 selected almost never, 17 selected sometimes, 7 selected frequently, and 2 selected always. 53% is the overall percentage. **Statement 2** showed that 13 students selected never, 2 selected almost never, 10 selected sometimes, 9 selected frequently, and 3 selected always. 52% is the overall percentage. **Statement 3** showed that 17 students selected never, 5 selected almost never, 9 selected sometimes, 5 selected frequently, and 4 selected always. 42.5% is the overall percentage.

Based on the description above, the lack of effective learning has total percentage of 49.16%

Table 4. Obstacles during Post Pandemic (Limited accessibility and network connection)

No.	Obstacles	Item	1	2	3	4	5	%
2.	Limited accessibility and network connection	There are not enough computer units at the school.	5	7	16	7	5	60
		The number of software licenses at the school is insufficient.	9	6	14	9	2	54.5
		Lack of immediate Internet access at the school.	4	6	14	11	5	63.5
Total								59.3

According to Table 3, **statement 1** showed that 5 students selected never, 7 selected almost never, 16 selected occasionally, 7 selected frequently, and 5 selected always. 60% is the overall percentage. **Statement 2** showed that 9 students selected never, 6 selected almost never, 14 selected occasionally, 9 selected frequently, and 2 selected always. 54.5% is the overall percentage. **Statement 3** showed that 4 students selected never, 6 selected almost never, 14 selected occasionally, 11 selected frequently, and 5 selected always. The overall proportion is 63.5%.

Based on the description above, the Limited accessibility and network connection has a total percentage of 59.3%.

Table 5. Obstacles during Post Pandemic (Schools with limited technical support)

No.	Obstacles	Item	1	2	3	4	5	%
3.	Schools with limited technical support	awaiting the launch of websites (Need more time to wait for the web open)	1	7	17	9	6	66
		Losing Internet connectivity,	4	4	18	4	10	66
		The school has malfunctioning computers,	9	4	20	3	4	54.5
		The students had to work on old computers	9	11	12	5	3	51

59.3

According to Table 3, **statement 1** showed that one student selected never, seven selected almost never, seventeen selected occasionally, nine selected frequently, and six selected always. 66% is the overall proportion. **Statement 2** showed that 4 students selected never, 4 students selected almost never, 18 students selected occasionally, 4 students selected frequently, and 10 students selected always. 66% is the overall proportion. According to **statement 3**, nine students selected never, four selected almost never, twenty selected occasionally, three selected frequently, and four selected always. The overall proportion is 54.5%. **Statement 4** showed that nine students chose never, eleven students almost never, twelve students occasionally, five students frequently, and three students always. The overall proportion is 51%.

Based on the description above, the school with limited technical support has a total percentage of 59.3%.

Table 6. Obstacles during Post Pandemic (Limited time)

No.	Obstacles	Item	1	2	3	4	5	%
4.	Limited time	Take much time to plan technology lessons,	10	4	15	6	5	51
		Find it difficult to look at various aspects of educational software	5	10	20	3	2	53.5
								52.25

According to Table 3, **statement 1** showed that 10 students selected never, 4 selected almost never, 15 selected occasionally, 6 selected frequently, and 5 selected always. 51% is the overall percentage. **Statement 2** showed that 5 students selected never, 10 selected almost never, 20 selected occasionally, 3 selected frequently, and 2 selected always. 53.5% is the overall percentage.

Based on the description above, the Limited time has a total percentage of 52.25%.

Table 7. Obstacles during Post Pandemic (Lack of teachers' competency)

No.	Obstacles	Item	1	2	3	4	5	%
5.	Lack of teachers' Competency	Teachers who do not employ computers in the classroom	8	4	19	6	3	56
		Teachers continue to refuse to use ICT and media in the classroom.	8	9	15	6	2	52.5
		There are difficulties integrating ICT into the teaching and learning process.	12	5	12	8	3	52.5
								53.6

According to Table 3, **statement 1** showed that 8 students selected never, 4 selected almost never, 19 selected occasionally, 6 selected frequently, and 3 selected always. 56% is the overall percentage. **Statement 2** showed that 8 students selected never, 9 selected almost never, 15 selected occasionally, 6 selected frequently, and 2 selected always. 52.5% is the overall percentage. **Statement 3** showed that 12 students selected never, 5 selected almost never, 12 selected occasionally, 8 selected frequently, and 3 selected always. 52.5% is the overall percentage.

Based on the description above, the Limited accessibility and network connection has a total percentage of 53.6%.

According to the five items above regarding the students' obstacles during the post-pandemic era in English language teaching, the researcher concludes them all into one diagram below:

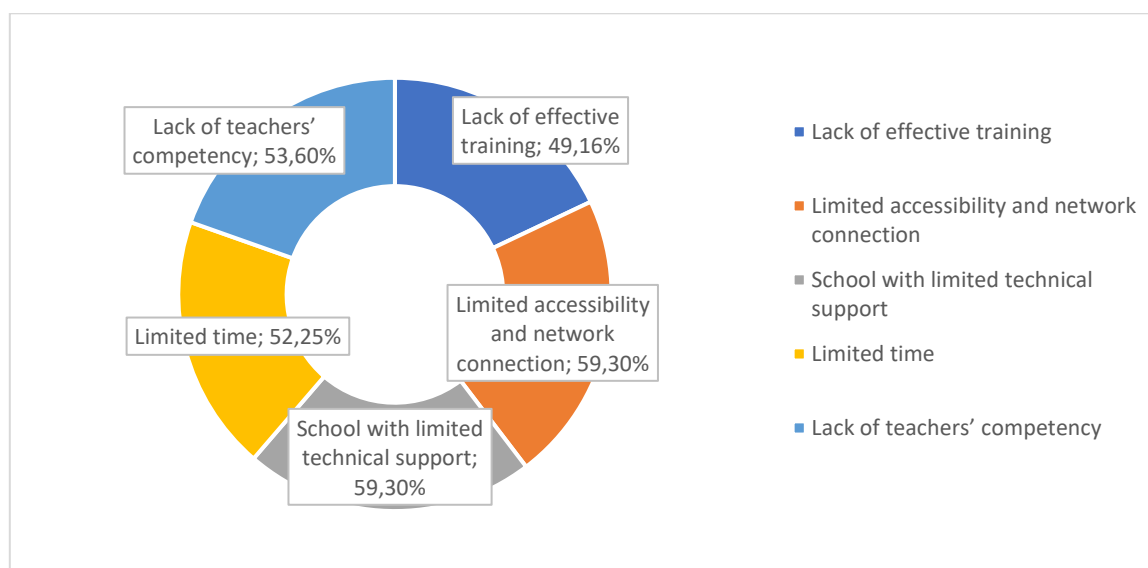


Figure 3. The students' obstacles during the post-pandemic era in English language teaching

From the diagram above, the researcher concludes that the five items of students' obstacles during the post-pandemic era in English language teaching at the State Islamic Institute in Papua. The percentage of Lack of Effective Training is 49.16%. Limited accessibility and network connection is 59.30%. school with limited technical support is 59.30%. limited time is 52.25%. lack of lecturers' competency 53.60%. It seems that the obstacles faced by the students of the English Department at the State Islamic Institute in Papua are at the average level. However, Limited accessibility and network connection, and Schools with limited technical support become the highest obstacles to face with 59.30%.

3.2 Discussion

According to the data that have been processed and calculated, the researcher found that the ICT Tools used by students in language learning after the pandemic have been separated into two categories: web-based learning and non-web-based learning. Non-web-based learning, according to Apriani et al. (2022), is a category of ICT that both teachers and students can use without a connection to the Internet. In the meantime, teachers and students can access web-based learning, a category of ICT, via an internet connection.

Based on the results, web-based learning ICT Tools used by English department students at State Islamic Institute in Papua are Internet connection as well, YouTube, ZOOM Meeting, WhatsApp, Mobile Phones, and Computer or Laptop. These web-based learning ICT Tools are dominant use during the post-pandemic era of COVID-19. These technologies enable the development of well-designed, learner-centered, cost-effective, interactive, authoritative, and adaptable e-learning environments (Alkamel & Chouthaiwale, 2018). There are several benefits of using web-based ICT to learn English for basic language skills such as learning, speaking, reading, and writing, and they may be made interactive in a variety of ways. These benefits include the ability for both the learner and the instructor to work productively. It provides tools for instructors and outlines how teachers may interact with their colleagues (Imran, 2022). There are example movies that may be used to study certain English abilities, students can view and listen to other people at the same time, and networking features can greatly benefit students in their attempts to improve their English. These apps offer the limitless potential to interest kids in learning English. These apps are electronic devices that may process information or signals by receiving data and performing a series of logical operations following a planned but flexible set of procedural instructions.

Besides, non-web-based Learning ICT Tools used are language Lab, Overhead Projectors, and Films. The ICT Tools used are language lab and overhead projectors. These tools are used in the classroom by the instructor to explain the content and by the students to assist with the presentation. According to Participant W, her teacher employs an LCD projector, film, a language lab, Microsoft Word, and Microsoft PowerPoint. Respondents revealed that these types of tools are utilized to supplement course information. Microsoft office word is used for writing assignments, followed by Microsoft Office powerpoint for presentations (Alkaromah et al., 2020), and utilize film to validate pronunciation. Language LAB is used when students are required to listen in class. Their idea demonstrates that each instrument has distinct advantages. Non-web-based ICT solutions simplify the teaching-learning process; for example, we do not need to write the content on the board, we do not need to cancel the listening class, we make it simple and we do not waste time. It can be concluded that both participants were pleased with the use of non-web-based ICT tools in the classroom.

In addition to talking about ICT tools, the researcher also covered the challenges faced by students. The challenges were grouped into five categories: insufficient training, limited network access and accessibility, technical support at the school being scarce, time constraints, and incompetent lecturers. Huong Thi Bao Dinh (2015) discovered that barriers include a lack of IT resources for teachers, outdated software, a lack of time for lesson preparation using ICT, and very insufficient support from the technical and administrative sides. It is also found in English Department at State Islamic Institute in Papua. However, all five do not show a big deal because the data that the researcher found is just in the middle level or at the average level. None of them reached 60%. The biggest problem just reached 59.30% with Limited accessibility and network connection and School with limited technical support in it. This means English Department at State Islamic Institute in Papua has a Low Internet Connection and insufficient computer and software to access.

In the future, researchers may conduct studies on the implementation of web-based and non-web-based ICT in EFL lessons. Aside from that, there are chances to explore perspectives, attitudes, and how students and lecturers adopt ICT in the post-pandemic period within the context of EFL learning.

4. CONCLUSION

The researcher concluded that the English department students at State Islamic Institute in Papua used two categories of ICT, namely web-based learning and non-web-based learning, based on the findings and discussion above. The Internet is also used as the connection for web-based learning, along with YouTube, ZOOM meetings, WhatsApp, mobile devices, and computers or laptops. Meanwhile, language labs, overhead projectors, and films are used as non-web-based learning ICT tools. Overhead projectors and language labs are the ICT tools that are used the most. Lack of effective training, limited network access, a school with little technical support, a lack of time, and incompetent lecturers are the challenges that students must overcome. Limited network connectivity, limited accessibility, and a school with little technical support were the biggest issues, which affected 59.30% of students. This indicates that the English Department at State Islamic Institute in Papua has a poor Internet connection and a lack of equipment and software.

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