

Teachers' Perceptions and Challenges of Integrating Technology in English Reading Course: A Systematic Research Review

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Abstract

This study aims to analyze teachers' perceptions and challenges of integrating technology in teaching English reading skills. This study uses a systematic analysis method by identifying existing literature on Google Scholar. Data collection was carried out through systematic literature review stages: 1) framing questions for a review, 2) identifying relevant work, 3) assessing the quality of studies, 4) summarizing the evidence, 5) interpreting the findings. The results of this study found that the perception of integrating technology of the teachers' was positive for a reading course in learning English since it can help the process of teaching and learning activities run smoothly and make the classes become more interesting. The challenges faced by teachers in integrating technology include lack of technology media facilities, slow internet connections, lack of skills in mastering it, teacher's or student's low motivation to use technology in learning English, and lack of proper material preparation. Based on those results, it can be concluded that teachers have positive attitude towards integrating ICT in English learning activities, especially for teaching students' English reading skills.

Keywords: *teachers' perception, challenges, technology/ICT, reading skill.*

INTRODUCTION

Integrating ICT in learning English must be a weapon for teachers to support the learning process, not the other way around which makes learning confusing because teachers do not have the competence to use the technology yet. In English learning activities, using technological media can be a variety of learning methods so that it will not be boring for both teachers and students (Yumnam, 2021: 148). In the era that has made digital tools as part of everyday life, teachers can take learning steps by utilizing technological media such as Android mobile phone as a support for student learning (Maru et al., 2021: 45). Moreover, teachers can educate students more easily by using internet as a medium such as searching for material on the internet (Ryn & SC, 2020:100; Bhandari, 2020:88; Singh, 2019:96). Therefore, it is important for teachers to learn current developing technologies, especially in order to apply it in English reading course because most of reading materials are now available on the internet and make the use of technology as one of their competencies.

Learning technology should not be something new but it is a competency that must be mastered by teachers in teaching English. In this case, it is actually not difficult for teachers to acquire competencies in using technology for example the easiness of getting materials from the internet (Hafifah, 2020:9; Hafifah & Sulisty, 2020:187; Ni'mah & Umamah, 2020:41). This is an advantage that makes it easier for teachers in the process of teaching and learning activities (Al-Kadi, 2018: 3; Ramya & Clement, 2020:

108). Particularly, in this era when everything is using modern teaching techniques, students as the center of learning are very urgent to be taught reading while integrating ICT(Dianti & Atmanegara, 2018:217; Shahi, 2022:1). This makes it easier for teachers to teach using technology if it is supported too by students who can operate technological media, so that teaching and learning activities become more cohesive between them (Shabbir & Khan, 2019:38; Rodliyah, 2018:419; Mai, 2020:46). However, this also raises teachers' perceptions about the use of technology in learning English.

Teachers' perceptions about the integration of ICT in learning English can influence how well they progress in incorporating elements of technology into it because each teacher has their own learning style. Learning English in class also uses a blended-learning method in which facilities are provided for the application of technology for successful language learning enhanced by technology (Khan & Khusboo, 2020:2; Nugroho & Matra, 2022:2). However, this success will be ensured if the use of ICT can be implemented properly in class. Therefore, it is important to know the perceptions of teachers through the implementation of ICT in English classes despite that teachers have different teaching styles. Furthermore, there are challenges in implementing ICT in learning English.

The application of ICT in learning English is not something without challenges which can hinder the integration of ICT in language classes. These obstacles could come from limited technological facilities, teachers have to learn more about ICT since it will be integrated in English classes (Dwiono et al., 2018: 260; Muslem et al. 2018: 4). In this challenge, teachers must develop their ICT skill first because it is not easy to integrate ICT in learning the four skills in English (listening, speaking, reading and writing). In implementing ICT itself, it has changed the learning system and students must also be prepared for face-to-face and online learning (Nguyen, 2021:698; Bhattarai, 2021:198; Adzhari & Din, 2021:101). With this blended-learning method, learning has two different sides but still in the same activity (Ire et al., 2022: 8; Alkamel & Chouthaiwale, 2018: 30). This raises its own perceptions and challenges, especially for teachers handling classes and students as the center of learning.

Teachers' perceptions and challenges in integrating ICT in learning English do accompany each other when implementing it. This is as stated in previous research by Bhusal (2020) stated that using ICT for learning English it was assumed that teachers could increase independent learning, motivate students, and integrate language skills. Patel (2020) mentioned that the presence of technology in the world of education has presented a new dimension by providing classes that seem interesting and motivating students in learning and this experience provides new challenges for teachers. Teacher's challenge in teaching the four skills in English (listening, speaking, reading, and writing) using technology has given a distinct impression to learning activities. Normawati (2021) said that teaching using technology can be used as a distraction or blended learning, especially teaching students' reading skill because blended learning as a variation of learning method can be implemented depends on the condition and situation of the class. This study (different from previous studies) provides a systematic review of the results of recent research regarding to the study of teacher's perceptions and challenges in implementing ICT in ELT in teaching English especially reading skill that can be accepted as new knowledge. It should be highlighted that mastery of ICT should not be a burden for teachers. Thus, for teachers who have not mastered ICT, it would be better if they were given literacy training on ICT and the importance of integrating it in ELT. This study aims to analyze the study of teacher's perceptions and

challenges when integrating ICT in English learning reading skills and provide insight into the importance of ICT in ELT by reflecting on the technology which is being used predominantly in language learning activities today.

METHOD

This study uses a systematic review, namely using a research design reviewing previous research. A systematic review is a method that uses systematic methods to collect data and research studies (Munn et al., 2018: 2). This study uses a systematic analysis that identifies existing literature on Google Scholar. The research process started in October 2022 using the keywords teacher's perceptions and challenges in integrating ICT in ELT.

The aim of the systematic literature review is to provide an overview of the integration of science and technology into language learning classes, focusing on teachers' perceptions and challenges when ICT is integrated into teaching English reading skill. As a result, the researcher adopted the steps given by Khan, Kunz, Kleijnen, and Antes (2003) to analyze the literature to be investigated. The steps are as follows:

Step 1: Framing questions for a review

Integrating ICT in ELT was carried out by teachers and this must be one of the teacher's competencies as material for teaching language classes and the existence of the internet makes it easier, especially in teaching English reading. The implementation of ICT when the teacher teaches English also gives a separate perception for the teacher, especially for teachers who are less proficient in technology and facing a challenge due to lack of supporting facilities for the unification of ICT and the ELT class. Therefore, this study aims to analyze teachers' perceptions and challenges on integrating ICT into ELT in teaching English reading courses.

Step 2: Identifying relevant work

Search for studies which are relevant to the research objectives. In this step, the researchers searched for the first article by entering the keyword "English teacher's perception in using technology" published between 2012 and 2022 with 64,200 results, 17,700 results in 2018 and 2022, 17,100 results in 2021 and 2022, and in 2022 as many as 17,000 results. Then for the second search by entering the keyword "Challenges to teach English reading using technology" published between 2012 to 2022 as many as 18,600 results, from 2018 to 2022 as many as 16,800 results, from 2021 to 2022 as many as 17,000 results, and in 2022 as many as 17,300 results. Then, the third search by including "Teachers' perception and challenges in integrating technology for teaching receptive skills" between 2012 and 2022 found 17,300 results. Then the researchers looked for several relevant articles by adding the keyword "challenges of teaching reading using technology" and looking for several articles that were really relevant to the perceptions and challenges in teaching reading using technology. There are 17,900 results for proceedings, 693 results for books, 787 results for articles that not only focusing on the teacher's perception and challenges in integration of technology in teaching English reading skills but also in teaching other English skills.

Step 3: Assessing the quality of studies

In this study, the researchers used Google Scholar as the data source providing trustworthy and guaranteed quality of materials. In addition, researchers also sorted out relevant studies by looking at the finer quality of studies without reducing the heterogeneity of information related to the appropriate topic of discussion.

Inclusions:

- Teachers' perceptions
- Teachers' challenges
- ICT integration
- Perceptions and challenges in teaching English reading skills
- Teachers' perceptions and challenges in teaching receptive skills
- Blended learning
- Articles published between 2012 and 2022

Exclusion

- Teachers' perceptions and challenges in teaching speaking skills
- Conference proceedings
- Other articles

Step 4: Summarizing the evidence

In this study, the researchers searched for the keyword “teacher's perceptions and challenges of ICT integration in ELT in English reading courses” in the search box with a range of years and found a total of 203,000 results. Then the researchers narrowed down from 2014 to 2022 and found 19,400 articles. There are 20 articles were selected for the purposes of this research. However, 7 results for journal sites providing paid articles. The researchers found 13 articles that were really relevant to teachers' perception and challenges in teaching English reading skills using technology.

Step 5: Interpreting the findings

The final step was the researchers interpreted the results of data analysis. The analysis in this study employs descriptive qualitative methods. In this study 13 journal articles whose results will be interpreted by taking appropriate (relevant) criteria into account.

RESULTS AND DISCUSSION

Results

After carrying out five phases of Systematic Literature Review, 13 articles were selected. The selection process was carried out by searching based on the title, abstract, as well as the results of the research findings being analyzed. The resulting findings were 13 relevant articles. The information obtained from these journals is divided into categories, namely teachers' perceptions and challenges in integrating ICT in the reading course.

The purpose of this systematic review is to summarize the results of previous research from 13 articles that have been analyzed related to teachers' perception and challenges in integrating technology in reading courses as shown in table 1 and 2.

Table 1. Summary of Teachers' Perception and Challenges

Author	Perception	Challenges
Al-Awidi & Ismail (2014)	Positive, help learning & interesting.	Technology media/internet.
Alharbi (2022)	-	ICT skill/motivation, material.
Budiman et al., (2016)	Positive, help learning & interesting.	ICT skill/motivation.
Hajikaleng (2020)	Help learning & interesting.	Technology media/internet, ICT skill/motivation
Khan & Kuddus (2020)	Positive.	Technology media/internet, ICT skill/motivation, material.
Laeli et al., (2020)	Positive.	ICT skill/motivation, material.
Muslem et al., (2018)	Help learning & interesting.	Technology media/internet.
Nguyen (2021)	Positive.	Material.
Ryn & SC (2020)	-	ICT skill/motivation.
Setiawan et al., (2022)	-	ICT skill/motivation, material.
Sharma (2022)	-	ICT skill/motivation.
Wolf & Lopez (2022)	Positive.	Technology media/internet, ICT skill.
Tavakoli et al., (2019)	-	ICT skill/internet.

Table 2. The Classification of Teachers' Perception and Challenges

Perception		Challenges		
Positive	Help learning & interesting	Technology media/internet	ICT skill/motivation	Material
46.15%	30.76%	38.46%	76.92%	38.46%

From the results above, there are 46.15% (6 articles) of positive perceptions of integrating ICT in English classes. Then there are 30.76% (4 articles) results from perceptions of help learning & interesting. Then challenges result in 38.46% (5 articles) for technology media/internet, 76.92% (10 articles) for ICT skills/motivation, and 38.46% (5 articles) for materials.

Discussion

From the analysis of several previous articles from systematic reviews, the researchers describe the results of the review based on two categories, namely teachers' perceptions and challenges in integrating technology in learning English reading skills.

Teachers' perceptions of integrating technology in learning English

Teachers' perceptions of integrating ICT in English language teaching can give benefits for future use of ICT. Many teachers give positive perceptions of integrating ICT in English language teaching and ICT can help and make classes interesting in learning.

Positive Perception

In its application, many teachers agree with the integration of ICT into English language teaching. This makes a good development for education. The teacher's positive attitude towards implementing ICT into English learning is felt to be very supportive for the progress of teaching in language classes (Khan & Kuddus, 2020). In the research conducted by Laeli et al. (2020), it was explained that teachers also have a positive attitude towards the use of technology into practice of teaching reading skills. Reading digital text can provide students with an overview of critical thinking by increasing the reading resources provided in several technological media. Ryn and SC (2020) also said that teachers have a positive attitude towards using ICT in the classroom.

Teachers who have positive attitude towards integrating ICT in English language teaching will have an impact on learning English in the future. Nguyen (2021) explained that teachers feel confident and competent in applying ICT to teach English. In addition, teachers are also expected to self-evaluate their ICT competency abilities in teaching and learning activities. This is also the same as research from Wolf & Lopez (2022) which also explained that teachers have a positive attitude towards technology in teaching reading.

Help Learning & Interesting

Integrating ICT in English language teaching provides many positive sides in language learning. This makes language learning in the classroom more interesting with technology. Classes using technology as a medium for learning provide opportunities for students to actively interact in learning language using technology (Al-Awidi & Ismail, 2014). Students actively using technology when learning can operate better. Appropriate technology such as computers can be used for students including in learning English reading skills. Since the computer is a technological medium that can be used for presentations, assessing students, and evaluating materials, this raises teachers' belief that learn to use technology can facilitate learning activities in language classes.

Teachers' beliefs about learning styles can influence the teacher's personality when teaching in class. In this very modern era, technology which has become one of the basic needs in education cannot be avoided. Therefore, teachers must also have ICT skills in order to be able to implement technology programs in language classes. There is no difference between teachers' beliefs and practices in using technology when teaching language classes (Budiman et al., 2016). ICT as a knowledge tool through collaborative learning activities can provide benefits for teachers to be implemented in teaching and learning process. Teachers believe that ICT is a tool for learning activities that can provide convenience in learning and provide good development in education.

Many English learning activities using ICT have been carried out and teachers have also carried out blended learning when teaching in class. Implementation of ICT in English language teaching can help teachers in learning activities and can give the impression of an interesting class (Hajikaleng, 2020). This is because teachers involve students in their teaching using technology in understanding reading skills and can motivate students in activities in the classroom. Students pay more attention to lessons because they are interesting and they concentrate better on lessons since the learning activities are not boring. This is also stated in the research conducted by Muslem et al. (2018) said that ICT can help teachers obtain information easily and quickly. In addition, ICT makes class more interesting than discussion activities without using any learning

media. In this study, the teachers agreed that technology is useful and helps them in teaching English, but ICT cannot replace teachers.

Teachers' challenges in integrating ICT in teaching reading skills

Teachers' challenges in integrating ICT in teaching reading skills can be considered when implementing ICT so that the implementation is optimal. These challenges are in the form of challenges in media/internet technology, challenges in ICT skills/motivation, and challenges in materials.

Challenges in technology media / internet

Challenges or obstacles for teachers in implementing ICT are found in the limitations of inadequate media or internet technology. This is often a challenge for teachers because the goal is that the integration of ICT in it can run well but is hampered by limited media. Al-Awidi & Ismail (2014) researched that the main obstacle to integrate ICT into English language teaching was lack of suitable media technology resources and tools. This is also important in teaching English reading skills to students. Adequate technological convenience is an important thing for students to be able to learn English easily. This is the same as the statement of Muslem et al. (2018) which explained the challenges of integration are limited ICT devices and slow internet connections. Based on Hajikaleng (2020) it indicated that weaknesses in internet connections also affect fluency in teaching English using online technological media. Wolf & Lopez (2022) also explained that limited availability of laptops and an unstable internet connection network are also challenges that hinder the integration of ICT in English language teaching. The same thing was also expressed by Khan & Kuddus (2020) which explained the challenges in integrating ICT into English language teaching. There were several factors, namely weak internet connections, infrastructure problems, inadequate teacher training, and lack of time to prepare ICT lessons.

Challenges in ICT skill / motivation

The next challenge in integrating ICT into English language teaching is the ability in knowledge about ICT and the motivation of ICT users, both teachers and students. Often the ability regarding ICT and motivation to use ICT as learning medium in language classes is said to be lacking. Alhrabi (2022) said that challenges such as students who lack adequate language knowledge and student interest affect the integration of ICT in English classes. Budiman, et.al. (2016) researched that teachers are still in the stage of substitution and augmentation in ICT so that they have not yet achieved modification and redefinition. ICT mastery is still lacking because of those things. According to Hajikaleng (2020) there are indications that some teachers still have lack of knowledge about ICT. The teachers' lack of knowledge about ICT has a major influence on his role as class handler who will use ICT when teaching reading comprehension.

Teachers who can operate ICT software media sometimes may not necessarily be able to fully master it and special training is needed. Based on Khan & Kuddus (2020) there is still inadequate teacher training. Inadequate ICT training for teachers will have an impact when teachers practice using technology in class. It could be that the implementation becomes less than optimal in its achievement. Then Laeli et al. (2020) explains that many teachers have misunderstandings about knowledge and practice in implementing digital text reading activities. If the teacher has a misunderstanding between theoretical and practical knowledge regarding ICT, students may have some difficulties when using technological media in teaching and learning reading digital text.

Ryn (2020) stated that teachers have deficiencies in ICT expertise. This is because they don't want to waste time preparing equipment when implementing ICT in lessons, so they try to avoid using ICT in their classes. Therefore, there is a lack of motivation to learn by implementing ICT in learning English in class.

Students' motivation affects interest in learning English reading skills using ICT in class. Setiawan et al. (2022) stated that it is difficult to maintain students' motivation when learning English reading skills using ICT. Many schools implementing online classes still use the learning platforms suggested by students and online learning is determined by how the teachers choose the appropriate application and how students are interested in it. In addition, students who feel strange about foreign languages can sometimes reduce students' motivation to study, especially learning to use technology (Sharma, 2022). Therefore, using interesting learning strategies can change students' motivation and interest in learning English reading skills by using media. The motivation of teachers and students in using technology as a material for learning to read is still lacking. Tavakoli et al. (2019) said it takes teachers' motivation to adopt technology and motivation for students to choose technology as a tool that helps them learn languages.

Challenges in material

Integrating ICT into English language teaching is not far from appropriate material even though using various learning platforms. Alharbi (2022) said that the challenges for students in English reading skills are vocabulary and curriculum issues. In addition, there are challenges to reading problems for students such as comprehension, concentration, reading fluency, retention, and motivation which can affect students' reading skills. The other side of the challenge in terms of material is lack of time to prepare for ICT lessons (Khan & Kuddus, 2020). Time readiness is important because it includes timing management for appropriate learning activities. According to Nguyen (2021) the teachers also dedicate more time to sorting out a variety of learning materials. The teachers must try to choose the best learning material so that students are expected to be satisfied with learning. Preparing a mature lesson plan is also a challenge for teachers (Setiawan et al., 2022). Teachers have difficulty determining assignments because of the selection of material that they consider too difficult or too easy for students, especially in online learning.

Limitation of research

The methodology in this study used a systematic review by taking 13 relevant articles for analysis. In the findings, there are teachers' perceptions and challenges in integrating technology for learning English reading skills. In perception, there is a positive attitude towards the integration of ICT and ICT which helps teachers in learning and makes classes more interesting. As for the challenges, there are media/internet technology, ICT skills/motivation, and material challenges. This is in line with previous research by Bhusal (2020) which said that teachers assume that ICT in English can motivate students to learn. Then Patel (2020) said technology can give the impression of interesting learning for students. And according to Normawati (2021) who said teaching using technology or blended learning for students can be done to teach reading skills. In this study there are still limitations or deficiencies in searching for articles and types of reading skills that can be analyzed in terms of perceptions and challenges in learning.

CONCLUSION

This study aims to determine teachers' perceptions and challenges in integrating ICT in English reading skills. The results of the reviews found that many teachers gave positive attitudes towards integrating ICT in English language teaching and the presence of ICT can assist in learning activities such as the ease of finding material via the internet and more interesting classes. For the challenges faced by teachers in integrating ICT in English language teaching such as limited media technology and internet connections, lack of ICT skills mastered by teachers and lack of motivation to learn using ICT, and materials preparation which requires quite a lot of time. In this case, it often happens when the application of ICT in English language teaching has two good sides and challenges or obstacles that accompany it, especially in learning English reading skills. This is important to learn because it also requires more effort in teaching English reading skills to students using technology. It is suggested that teachers receive adequate training in technical proficiency to make it simpler for them to manage programs that incorporate ICT for English classes. For future research, it will be useful to continue research on systematic studies of types of English reading skills that can be analyzed as the latest knowledge regarding the application of ICT in learning English skills for students.

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