EFL TEACHER'S BELIEF AND PRACTICE ON INTEGRATING ICT IN THE CLASSROOM: A CASE STUDY ON THE IMPLEMENTATION OF SAMR MODEL IN TEACHING READING DESCRIPTIVE TEXT AT MA ASSALAM, SUKOHARJO

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ABSTRACT

21st century learning demands the integration of Information and Communication Technology (ICT) in teaching and learning process. Regarding this issue, this research is aimed at investigating English as a foreign language (EFL) teacher's belief and practices on the integration of ICT in English language teaching. To reach the objective, a case study on an individual teacher was used in this research. The participant was purposively and theoretically selected because she was considered as the informant who could give sufficient information to answer the research questions. Teacher's interview and classroom observation were used as the data collecting techniques. Iterative data collection and analysis were conducted continuously till theoretical pattern of concepts and categories were achieved. The Substitution Augmentation Modification Redefinition (SAMR) model was used as the data analysis tool resulted from the classroom observation to reveal to what extent the teacher implements ICT integration. The results of this research indicate that the teacher believes that integrating ICT is very important as ICT has ability to make transformation of all educational aspects by making use of it to reach instructional objectives then the quality of teaching and learning will improve. The results also indicate that there is no discrepancy between belief and practice as the teacher has been integrating ICT in the classroom. However, the teacher is still on the substitution and augmentation stages in integrating ICT and hardly achieves modification and redefinition stages. These results suggest that teachers be prepared for ICT integration to create more meaningful learning in the classroom.

Key words: teacher's belief, ICT integration, SAMR model, EFL context

ABSTRAK

Pembelajaran abad 21 menuntut integrasi Teknologi Informasi dan Komunikasi (ICT) dalam proses belajar mengajar. Penelitian ini bertujuan untuk memaparkan kepercayaan dan praktik guru Bahasa Inggris sebagai bahasa asing terhadap integrasi ICT dalam pengajaran Bahasa Inggris. Untuk mencapai tujuan, sebuah studi kasus pada seorang guru digunakan dalam penelitian ini. Peserta dipilih secara purposif dan teoritis karena dianggap sebagai informan yang dapat memberikan informasi yang cukup untuk menjawab pertanyaan penelitian. Wawancara guru dan observasi kelas digunakan sebagai teknik pengumpulan data. Pengumpulan dan analisis data berulang dilakukan terus menerus sampai pola teoritis konsep dan kategori tercapai. Model Substitution Augmentation Modification Redefinition (SAMR) digunakan sebagai alat analisis data yang dihasilkan dari observasi kelas untuk

mengungkapkan sejauh mana guru menerapkan integrasi ICT. Hasil penelitian ini menunjukkan bahwa guru percaya bahwa mengintegrasikan TIK sangat penting karena TIK memiliki kemampuan untuk membuat transformasi dari semua aspek pendidikan dengan memanfaatkannya untuk mencapai tujuan instruksional maka kualitas pengajaran dan pembelajaran akan meningkat. Hasilnya juga menunjukkan bahwa tidak ada perbedaan antara keyakinan dan praktik sebagai guru telah mengintegrasikan ICT di kelas. Namun, guru masih pada tahap substitusi dan augmentasi dalam mengintegrasikan ICT dan hampir tidak mencapai tahap modifikasi dan redefinisi. Hasil ini menunjukkan bahwa guru dipersiapkan untuk integrasi TIK untuk menciptakan pembelajaran yang lebih bermakna di kelas.

***Kata kunci**: keyakinan guru, integrasi ICT, model SAMR, konteks EFL*

INTRODUCTION

It can be stated that teachers' beliefs influence their teaching behaviors in the classroom (*Band* ura, 1986; Fauziati, 2015). As beliefs are implicit, unobservable and complex in relation to what one knows and what one actually believes, both the labels and the definitions of teacher beliefs used in the literature are diverse and difficult to define. However, specific ideas from a substantive body of knowledge about teacher beliefs are evident to help us understand and deal with the complexity of beliefs. It is Calderhead (1996) cited in Borg (2001) who distinguishes between what would constitute as knowledge and what would be considered a belief. Beliefs are generally referred to as "suppositions, commitments and ideologies" whereas knowledge is referred to as "factual propositions and understandings" (p.715).

In line with this, teachers' beliefs are assumptions about students, classrooms, and the academic material to be taught (Kagan, 1992). In addition, Borg (2001) defines belief as proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is imbued with emotive commitment. Teachers' beliefs, therefore, can be generally said as assumptions about students, classrooms, and academic materials imbued with commitment to reflect their beliefs on the method or strategy they use. Likewise, in language teaching, teachers' beliefs play an important role (William & Burden, 1997; Borg, 2001). They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected (Borg, 2001; Ehman & Bonk, 2002; Watson, 2006).

21st century era demands people to make use of technology in daily lives, including in education. In this case, the integration of technology in the classroom is viewed as an important strategy to increase the effectiveness of the teaching and learning process (Howard *et. al*., 2000; Mirzajani *et. al*., 2016). Technology is viewed essential to successful performance outcomes (i.e., student learning). In other words, effective teaching requires effective technology use (Ertmer, 2005). Considering that technology is crucial in the 21st century learning, teachers cannot stay put. Instead, they must be able to adapt. However, teachers are not always interested to change. As said by Prensky (2001), teachers who were not born into the digital world (digital immigrants) assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they

were students will work for their students now. That assumption, however, is no longer valid in this era. Teachers should be adaptive which means that they should start believing that integrating technology in the classroom is an effective way to improve the quality of education (Brubaker, 2013; William, & Burden, 1997).

Furthermore, in Indonesian context, the implementation of technology in the teaching learning process is in accordance with the regulation of Indonesian ministry of Education No. 38 year 2008 about the implementation of Information and Communication Technology in Education system. The benchmark for its success is one hundred percent of junior high school that have access to electricity to implement TV Based Learning. Moreover, the benchmark is fifty percent of senior high school that have access to apply ICT Based Learning. There have been ten universities in Indonesia that have applied ICT- based learning and research. Eventually, the government believes that ICT-based learning is associated with student-centered based curriculum.

Therefore, teachers' beliefs about learning and teaching are critical factors in how ICT is implemented in the classroom (Hennessey *et. al*., 2005; Starkey, 2010). Loveless (2003) in her research of primary teachers' perceptions of ICT and their pedagogy, found that teachers' perceptions of ICT are fashioned by their 'identity and participation in wider cultural and social spheres which influence the professional arenas and settings in which they practice'. She grouped teachers' perceptions of ICT into three categories: ICT in society: teachers talked about the 'Information Society' and its impact on children's future working lives; ICT capability: teachers talked about the ICT skills or 'information

literacies' children require as a subject and as a cross curricular tool; and ICT in schools: teachers talked about 'new' technology in schools and how the lack of resources influenced its integration. Loveless suggests that these perceptions reflect ongoing negotiations of the meanings of ICT in teachers' work and that seeing them as sources of tension rather than as sources of anxiety is more constructive for continued meaning-making.

In addition, Jonassen (2006) found that teachers' beliefs about the nature of a given subject, such as History or Science, and the associated pedagogical practices greatly influenced their use of ICT. This aligns with the concept of Technological Pedagogical Content Knowledge (TPCK) provided by Mishra and Koehler (2006, 2009), who highlight the way ICT applications change content knowledge. Jacobs and Clements (1999) cited in Jonassen (2006) found two distinct epistemologies that were either conducive or obstructive to the implementation of ICT. A constructivist epistemology believing that students learn best when they are given projects and guidance to help them construct mathematical concepts for themselves was found to be conducive, whereas a reductionist epistemology, where concepts are viewed to be passed along one at a time to students was found to be obstructive. Howard *et. al.,* (2000) developed a scheme to represent the underlying beliefs of objectivist/constructivist learning models, indicating that a sophisticated epistemology engenders principles of constructivism. The relationship between constructivist approaches and the use of ICT is presented as highly effective in the literature (Drenoyianni, & Selwood, 1998; Ertmer *et. al*., 2007).

Moreover, Cox *et. al.,* (2004) cited in Ertmer *et. al*., (2007) moved away from the instructionist / constructivist framework to analyze ICT practices shaped by pedagogical

beliefs. They did this by focusing on teachers' perception of ICT in the teaching process, that is, as a "servant" to reinforce existing practices or as a "partner" to change the way the teacher and the children interact with one another and the given task. In this way, trying new approaches to a task is perceived as necessary to utilize the ICT. Loveless (2003) captured teachers' reflections on their conceptualization of their teaching practices that supported development of children's creativity through the integration of ICT. Teachers' pedagogical beliefs were described as "play as a starting point" giving permission to try things out, "compromise and improvisation in responding to the children's ideas" and "not wishing to provide too much guidance which might "stifle". These teachers were learning with the children in their groups, as facilitators of creative thinking, rather than as instructors of ICT functions.

Some other studies focusing on the teacher's beliefs on technology integration also have been conducted by prior researchers. Kim *et al.* (2013) cited in Mirzajani *et al*., (2016) investigated how teacher beliefs were related to technology integration practices. The findings revealed that beliefs about the nature of knowledge and learning were significantly correlated with beliefs about effective ways of teaching, and beliefs about effective ways of teaching was significantly correlated with technology integration practices. Besides, some other researchers learnt the connection between teachers' beliefs and teaching practices, and it was found that teachers' beliefs are strongly connected to teaching practices (DEEWR, 2009; Kagan, 1992; Pajares, 1992; Smeets, 2005).

Evident in this literature are the influences on teachers' beliefs about ICT. Influences include technology in society and working life, teacher competency, access in classrooms, the nature of the subject or task and associated pedagogies, how children learn, and the learning outcomes to be achieved. There is a link between teacher beliefs associated with constructivist approaches and using ICT as a partner to facilitate creative thinking and learner-centered activities.

Thoroughly reading, the prior studies primarily focus on investigating the effect of ICT on the teaching-learning process and the environments. None of them specifically discussed on to what extent teachers actually made use of ICT in the teaching and learning process. Therefore, it should be a clear instrument on it. Besides, the previous studies related to the teachers' beliefs on ICT only investigated the belief on ICT in teaching and learning English in general, whereas it is needed a further study to explore the use of ICT in teaching and learning process in particular English skill. Therefore, this research tries to reveal teacher's belief on the implementation of ICT in the classroom practice and investigate to what extent a teacher makes use of ICT in a certain English skill in the classroom by using instrument developed by Puentedura (2006). The result of this study would fill the gap found in the prior studies related to the teachers' beliefs and technology integration practices.

Therefore, this research attempts to answer the following questions (1) What is EFL teacher's belief on integrating ICT in the classroom? (2) 2. To what extent is ICT integrated in the classroom?

RESEARCH METHOD

As this research is aimed at finding out teacher's belief and practices on integrating ICT in the classroom as well as to what extent the ICT is really implemented, this research

employed a case study method which focused on the case of an individual teacher (Gay, Mills, & Airasian, 2009). A case study itself is typically used if a researcher wants to focus on a single unit to produce an in-depth description that is rich and holistic (Ary *et. al.*, 2010). This research was conducted at MA Assalam, Sukoharjo, Central Java, Indonesia in 2017. Likewise, a single English teacher from MA Assalam was purposively selected as the research subject since from preliminary study, it was found that the teacher in that school has been integrating the teaching and learning process in the classroom with ICT. The rationale of choosing this design and the teacher is due to the fact that the intention of this study is to get deep understanding on teacher's belief and practices on integrating ICT in the classroom as well as to what extent the ICT is applied. Therefore, the investigation was targeted only to T (false name), a considerably general English teacher who can provide data to answer the research questions.

Concerning the qualitative research methods, this research employed classroom observation and interview to allow the researcher to gather authentic data and to have a full idea about the belief behind the teacher that influences the ICT practices. The instruments were carefully selected to collect the data to meet specific objectives and to answer precise research questions.

The observation sheet on to what extent the ICT practice is implemented in the classroom used "Substitution Augmentation Modification Redefinition" (SAMR) Model developed Puentedura (2006) as the instrument and then as the data analysis tool. SAMR offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology.

While one might argue over whether an activity can be defined as one level or another, the important concept to grasp here is the level of student engagement. One might well measure progression along these levels by looking at who is asking the important questions. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the demands of good teaching and learning (Puentedura, 2014a). The SAMR model, represented as a ladder, is a four-level approach to selecting, using, and evaluating technology in K-12 education. According to Puentedura (2014b), the SAMR model is intended to be a tool through which one may describe and categorize K-12 teachers' uses of classroom technology.

At the Substitution level, digital technology is substituted for analog technology, but the substitution generates "no functional change" (Puentedura, 2006). For example, in a middle school math class an instructor chooses to substitute a set of hard copy test review questions for digital versions. At the Augmentation level, technology is exchanged and the function of the task or tool positively changes in some way. In a first- grade classroom, for instance, instead of a teacher-led, whole class read-aloud lesson students instead use hand-held devices to simultaneously read and listen to individual digital stories. In this case, hand-held devices augment the reading task. At the Modification level, technology integration requires a significant redesign of a task. For example, in a secondary science class an instructor shifts how students learn about light a modification that shifts from showing a diagram of light traveling to providing an interactive computer simulation of light with variables students can change. Finally, the Redefinition level is achieved when technology is

used to create novel tasks. For example, instead of assigning a social studies- based persuasive essay, a fifth-grade teacher requires students to create and present their arguments through individually created and edited videos. In addition, the observations were done three times as the teaching and learning process on reading English descriptive text with the use of ICT was completed in three meetings. Furthermore, the collected data were analyzed and more analytic questions were devised to ask in subsequent interview. More specifically, the analysis of initial data gained from the interview determined subsequent questions which were helpful to sample theoretically relevant concepts. Iterative data collection and analysis were continued till theoretical pattern of concepts and categories were achieved (Gay, Mills, & Airasian, 2009).

RESULT AND DISCUSSION

A. Teacher's Belief on The Integration of ICT in The Classroom

As it is mandated by the ministry of education as well as the school. The teacher in MA Assalam has been integrating ICT in the teaching and learning process in the classroom. The belief behind the teacher about ICT integration will, of course, influence the process of teaching and learning in the classroom. From the result of the interview, it was revealed that the teacher (T) believes that integrating ICT in the classroom is very important. It is beneficial for both teacher and students as well. It can also motivate students to learn more because of the interesting display provided by ICT in the teaching and learning process. In addition, the implementation of ICT is not merely about 21st century learning, the indicators of skills or aspects being learned are not neglected. ICT can also provide students with authenticity, curiosity and creativity in learning as teacher can use ICT to meet them. The teacher described her beliefs about the implementation of ICT:

> *I believe so much that technology will improve the quality of teaching and learning process. Motivation which is very essential in language learning, can be easily increased and sustained by the use of technology. As we are living in 21st century, everything is always seen from the use of technology. That also happens in the classroom.*

In line with this, the teacher also believed that teacher's role in the 21st century learning is merely as facilitator, no longer as transmitter. Interestingly, her belief is reflected in the way she taught reading. The result of observation showed that she encouraged students to find their own resources and make use of technology. The teacher explained her view about ICT in relation to the role of teacher:

> *Many teachers do not believe on ICT in the classroom regardless of its complication. They believe that teacher is the best model in the classroom and students can learn from them. I agree that ICT will never be able to substitute a role of teacher in the classroom, but we have to take into account that it is teachers who are able to integrate ICT in the classroom that will substitute the teachers who do not believe on the advantages of ICT.*

In this case, the teacher believed that students' role in teaching and learning is

active recipients of information. Practically in the classroom, the teacher conducts teaching and learning with the basis of student-centered. She asked the students to be active in learning by dividing them into some groups. Then, each group should open some channels with the help of ICT which are relevant to the topic being discussed. During the teaching and learning process, she also approached each group to monitor the students and help students whenever it was necessary. Additionally, the teacher also believes that the use of technology is one way to encourage students' learning style into multi-sensory learning. Besides, socio-affective strategy can be a good learning strategy toward the students, that is, by cooperating with others in finding their own resources (Budiman, 2016). In the class, the teacher wants the students to be aware of their roles, that is, as an active participant. This is a representation of her belief believing that the teacher's role should be a facilitator. Further, referring to the concept of digital immigrant and digital native proposed by Prensky (2001), the teacher is actually categorized into digital immigrant teacher since she was not born in the digital era. The teacher, however, is not resistant to change. She believes that integrating technology in the teaching and learning process brings about a great impact on students' learning. Thus, she believes that in this digital era, teachers should be ICT literate to face the challenge of the 21st century learning.

She explains:

> *I was not born in the digital era, I am sure that my students are better in using technology than I am, but it is not a problem as I can also learn from many sources about technology, even I am not embarrassed whenever I ask my students to help me when I use ICT in the classroom. By following this digital era in the implementation of teaching, I believe that it will bring about change in our education, that's better education with better creativity.*

Furthermore, the teacher also integrates ICT when teaching as observed in the three meetings teaching reading descriptive text. Therefore, there is no any discrepancy between the teacher's belief and teaching practices.

B. The Extent to Which ICT is Integrated in The Classroom

As the teacher has been implementing ICT in the classroom to teach English, the result of observations when the teacher was teaching reading skill especially descriptive text in three meetings is simply described as the following table:

Table 1.

Class Activities	Substitution	Augmentation	Modification	Redefinition
General Reading	50%	35%	10%	5%
Note Taking	65%	25%	5%	5%
Presentation	45%	35%	20%	0%
Content Distribution	80%	10%	10%	0%
File Management	70%	20%	10%	0%

The observation shows that teacher does integrate ICT in teaching reading descriptive text with the domination at the substitution level and followed by augmentation,

modification, and redefinition. It means that the teacher uses digital instead of printed text for teaching. She does not make use of printed text because she has already got the soft file. With the domination of substitution when general reading, the teacher almost every teaching does the same thing, that's using soft file (MS. Word or PowerPoint Slide) with the intention to be more effective and not complicated (Puentedura, 2006). The intention is just to change from the hard file into soft file display without any change.

Further, the teacher sometimes uses digital text with key words representing key idea highlighted with different font size, color, and so on. In this level, the teacher uses Augmentation as well to teach reading. She makes little modification on the text so that the text is different from the original one because she has made several changes on the text for the sake of better understanding and focus on the text.

In addition, the teacher several times uses digital text with hyperlinks to online dictionaries and other sources as observed in the teaching and learning reading descriptive text in the classroom. In this case, the teacher has reached modification level in the SAMR model. However, the implementation of this modification level is rarely done by the teacher, it is as described below:

> *Most of the time when I am teaching reading, I do not use printed materials anymore because I prefer to use digital text. I do not make change to the text as it will be time consuming. But I sometimes make the text with different color to indicate main ideas or others. Students will, of course, get better understanding when I do that. I've ever modified the text accompanied with hyperlinks to online sources or google. But it's too time consuming and complicated. It needs fast internet connection as well. That's why I am very rare to do that.*

Furthermore, the teacher ever includes audio, video, and other interactive online platforms to teach reading. It is in relation to multimodal text. In this case, the teacher has reached redefinition level. However, the teacher only does this activity once in the whole three-time classroom observations. Additionally, the students tend to be more active and participative in this activity but it is not in line with the willingness of the teacher to integrate redefinition level in the classroom as she describes that teaching reading accompanied by multimodal text is very complicated and time-consuming.

In the activity of note taking, teacher herself most of the time designs the instructional activity with taking notes using digital instead of printed note book. It is because almost every day, she brings laptop whenever she is going to teach. She uses MS. Words or other programs to write notes. In this case, the teacher is at the substitution level as the activity of taking note is only changed from writing down manually in the note book into writing digitally using laptop. However, this activity is mostly done in the classroom but actually it is only at the substation level. Further, the teacher sometimes categorizes and tags class notes while teaching and learning process. In this case, the teacher has reached augmentation level. In addition, the teacher has ever used "SlingNote" program to curate online sources. With the use of this program, the teacher actually has reached modification level. However, it is very rarely done by the teacher. At the end, the teacher never makes use of sharing notebook or collaborating using certain application to develop note taking in which at this stage is actually redefinition's role. The teacher describes the activity of note taking in reading:

In taking note, I am accustomed to using digital instead of printed note book. Whenever I am making mistakes, I can directly revise it without any additional thing we need. Sometimes, in the process of note taking, categorization and tag class notes are employed to focus on the certain materials being discussed.

In presenting the materials, teacher tends to create a keynote presentation digitally. Several key words are employed with the intention to change the piece of paper used as outline in presentation. The shift between creating keynote in a piece of paper and keynote in digital tool is at the substitution level. Teacher does this activity very often. Sometimes, teacher demonstrates understanding through using "show me everything" to do presentation. This has reached augmentation level. Additionally, teacher has ever combined audio, video, and text notes in presenting material using "iMovie". In this case, teacher has reached modification level. But she is reluctant to do that. Eventually, teacher never makes use of program like "NearPod" to create creative presentation and meaningful teaching and learning. It is redefinition level that actually plays role in this case. The teacher explains the way she integrates ICT in presentation:

I am very keen to create keynote presentation digitally. I'm comfortable with that. Actually, demonstrating understanding showing different program can create meaningful learning for the students, but unfortunately, it's time consuming and complicated. But I've ever used iMovie to make my presentation interesting, my students found that interesting, however I have to learn more or integrating ICT tool in my presentation.

In content distribution, teacher uses email whenever she intends to distribute the materials to the students. the students also send their task through email with no hard file needed. Sometimes, teacher only copies, pastes and sends a web address by email to the students to ask them to explore the content. In this case, teacher is at the substitution level. Further, teacher sometimes creates meeting request and deadline reminders to the students, with such little modification, the teacher has reached augmentation level, but this is rarely done by the teacher. Then, teacher has ever created and scanned QR core whenever she asks the students to create poster presentation or other tasks. But it is only done once in the whole observation. This is actually at the modification level. However, teacher does not create multimodal task to make the instruction more interesting and challenging. It is actually where redefinition takes a role. The teacher explains:

I usually ask the students to explore the materials by providing them with the web address or link by email so that they can dig them up themselves. I sometimes create meeting request for deadline reminders so that the distribution of the task or materials will not be prolonged. I've ever created QR core of my materials and asked the students to scan it to get the content.

In file management, teacher mostly manages the file on the specific folder for specific purpose in her laptop. Whenever students submit task, they will directly submit it to the folder, or send via email and the teacher will put in on the folder. This is at the substitution level because it is only the change of submission from the hard file one into the soft file. This is mostly done by teacher and students in the classroom. Sometimes, the teacher creates and

modifies folder special for submission. This is at the augmentation level. In addition, teacher has ever used and managed files from server and google drive using "GoodReader". This is at the modification level. However, the teacher finds it complicated and time consuming as well as internet connection problem so that she is reluctant to do that activity. Eventually, the teacher does not use other program such as "Wiki" to allow peer-feedback and collaboration. This is actually the place of redefinition level. The teacher describes:

> *Using email in file management is well known by almost all of teachers. I also make use of it. It is effective and not consuming much papers that eventually become thrash. I have ever used and manage the file through Google Drive, but it needs stable internet connection and it is quite complicated even though the storage there is quite large. I think the space in my laptop is still much larger and I am comfortable to make use of it.*

As substitution level is where the teacher focuses so much on it, the teaching and learning activity in the classroom is integrated with ICT. Teacher begins leaving the use of hard file or paper when teaching. She believes that integrating ICT in the classroom is beneficial for educational system. It is believed as well that teacher should make use of paper properly. If it is possible to change or substitute it by others, substituting it will be better.

In addition, after substitution, teacher also created little modification toward the existing digital text. By creating such modification, teacher believes that it will increase students' motivation, participation and sustain them. However, this augmentation is not done as often as substitution. The teacher is also very reluctant to really have modification on certain instructional materials. The reason behind the reluctance of modification and further redefinition is time consuming and complexity of the ICT. Furthermore, this is categorized into good implementation of ICT as teacher believes on integrating ICT on teaching as well as the practices are in line with the belief about ICT.

CONCLUSION

In this paper teacher' beliefs about ICT and their practices in the classroom have been presented based on classroom observation and interview. Reflecting on the current educational reform agenda in Indonesia, teachers are being asked to employ contemporary learning resources and activities that will ensure a digitized curriculum through digital pedagogies. Enabling this meaningful change to teaching and learning suggests that teachers would be better positioned to engage with this if they possessed ICT beliefs and practices representative the beliefs. As evident in both the ICT beliefs and ICT practices, the teacher is acknowledging the role of ICT as a knowledge construction tool through collaborative activity, the teacher believes that that ICT is very important to be implemented in the teaching and learning process as it will give advantages for teachers, students, as well as education development in Indonesia. in addition, the teacher also believes that ICT is a learning tool to enhance curriculum and its use relates to real life practices. This supports a developmental ICT competency framework as evident in the literature (Prestridge, 2007; 2010).

Emerging from the data is a relationship between ICT belief and practice. As teacher personally believes about ICT, she was more confident to use ICT in the classroom.

However, the extent to which the teacher integrates ICT in the classroom is more at the substitution and augmentation stages only as analyzed using SAMR model. It can be inferred here from the available data that teacher does not want to make herself confused with the complexity of ICT as found in modification and redefinition stages, further she does not want to design the instructional materials in such way because she does not want to make it as time-consuming and complicated activity.

This research implies a number of suggestions for EFL teacher. First, it is necessary for teachers to equip themselves with ICT training, seminar, or workshop before they use it in the classroom further they are confident in using it. Second, teachers should care for their students' motivation and participation by demonstrating proper personal and teaching behavior integrated with ICT in the classroom.

This research suggests for further research to have deeper discussion on how to make Substitution Augmentation Modification Redefinition (SAMR) model balanced to be implemented in the classroom and on how teachers engage with SAMR model in the classroom as it can be included into teaching strategies because better technology integration will result to better understanding in this 21st century learning.

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