

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses about finding of the research, the description of the data of implementation of information and communication technology in teaching English. These were done to answer the research questions; “How the implementation of information and communication technology (ICT) in teaching English?” and “What ICT tools used by teacher in teaching English?”. Both questions were answered based on the data collected from questionnaire and interview.

#### **4.1. Research Findings**

In this research, the researcher used the descriptive qualitative research design. It was to describe how the implementation of information and communication technology and to describe information and communication technology tools used by teacher in teaching English at SMAN 1 Rambah Hilir. This research was conducted on May, 25<sup>th</sup> 2018. Before doing the research, the researcher made observation first to know whether the school was use ICT or not and to know whether the use of ICT was applied or not in learning process at SMAN 1 Rambah Hilir. It's about one week for got the data from teacher. The sample of this research were English teachers of SMAN 1 Rambah Hilir. They were Mr. Joraid, SS and Mrs. Masniar, S.Pd as English teacher. In collecting data, researcher used questionnaire and interview.

## 4.2.Data Analysis

### 4.2.1.The Implementation of ICT in Teaching English

In this research involved of English teacher as subject of research and respond from students about the implementation of ICT done by teachers in teaching English. In the result of research, researcher used data from questionnaire given to teachers about the implementation of ICT in teaching English. Based on modification from Firdaus et.al (2014:3) in implementation of ICT in classroom can see divided into three indicators. They are learning sources, media of learning and tools. The result of research were describe in following picture.

#### 1. Percentage Questionnaire answer by teachers

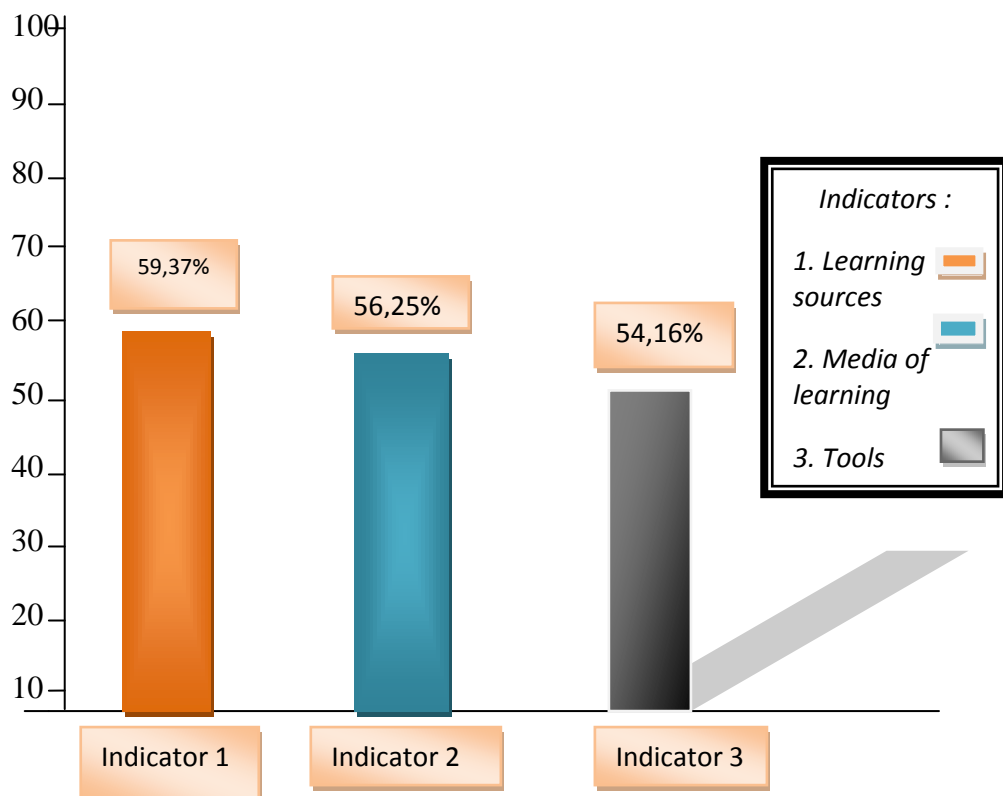


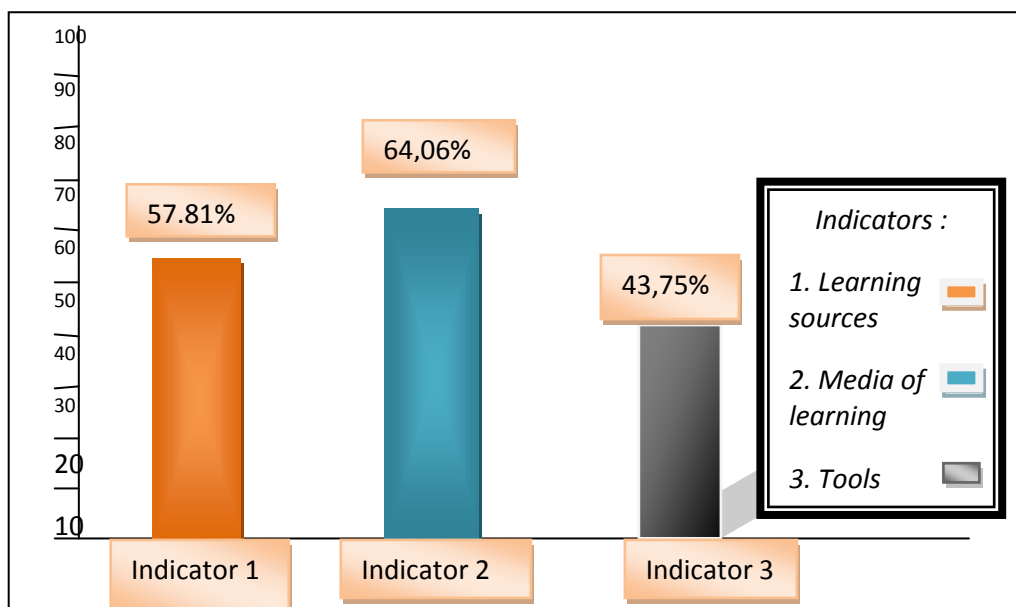
Diagram 1. :

*The result of the average percentage every indicator by teachers answer*

Based on diagram 1 above, it was known that there were three indicators use in analyzing the data. They are learning sources, media of learning and tools uses by teachers. After analyzing the data, it was known that, the average score was 56,59%. It means that the teachers often used ICT in teaching English. while for each indicators, it can be summed that for the first indicator, the score was 59,37%. It means that teachers often used learning sources based ICT. For the second indicator, it was known that 56,25%. It means that teachers often used media of learning based ICT. For the last indicator, the score was 54,16%. It means that teachers often used tools based ICT in teaching English.

**2. Percentage Questionnaire answer by students**

**Diagram 2.**  
**The Result of the Average Percentage Every Indicators by Students Answer**



Based on diagram 2 above, it was known that there were three indicators use in analyzing the data. They are learning sources, media of learning, and tools uses by teachers. After analyzing the data, it was known that, the average

score was 55,20%. It means that the teachers often used ICT in teaching English. while for each indicator can be summed that for the first indicator, the score was 57,81%. It means that teachers often used learning sources based ICT. For the second indicator, the score was 64,06%. It was known that teachers often used media of learning based ICT. For the last indicator, the score was 43,75%. It means that teachers rarely used tools based ICT in teaching English. For more explain questionnaire percentage on indicator of learning sources as follows:

**Table 7 :**  
***Questionnaire Percentage By Teacher On Indicator Of Learning Sources***

<b>Indicator 1</b>	<b>Number</b>	<b>Statement</b>	<b>Percentage</b>	<b>Criteria</b>
Learning Sources	1	You find learning sources from internet	100%	always
	2	You find learning sources from digital library	25%	Rarely
	3	You find learning sources from television	50%	Rarely
	4	You find learning sources from E-book	62,5%	Rarely
		Average	59,25%	Rarely

Based on table above, the result of questionnaire data get the analyze questionnaire on first indicator got the percentage of learning sources was 50% with criteria was rarely. It means that the teacher who teaching English get more learning sources from textbook with percentage was 50% than get learning sources from Digital Library with percentage was 25%.

**Table 8 :**  
***Questionnaire Percentage By Teacher On Indicator Media Of Learning***

<b>Indicator 2</b>	<b>Number</b>	<b>Statement</b>	<b>Percentage</b>	<b>Criteria</b>
Media of Learning	13	Using the picture as media of learning	62,5%	Often
	14	Using the slide powerpoint in teaching	62,5%	Often
	15	Using the poster as media of learning	37,5%	Rarely
	16	Media of learning to show should be interesting	62,5%	Often
		Total	56,25%	Often

Based on table above, the result of questionnaire data get the analyze questionnaire on second indicator get the percentage media of learning was 56,5% with criteria was often .it's mean that the teacher who teaching English get more use picture and slide power point with percentage 62,5%, than use poster as media of learning with percentage 37,5% in often criteria.

**Table 9 :**  
***Questionnaire Percentage By Teacher On Indicator Tools Of Learning***

<b>Indicator 3</b>	<b>Number</b>	<b>Statement</b>	<b>Percentage</b>	<b>Criteria</b>
Tools	17	Using the computer or laptop in teaching	75%	Often
	18	Using the mobile infocus as tool learning	62,5%	Often
	19	Using the mobile phone as tool learning	62,5%	Often
	20	Using the video disc as tool learning	37,5%	Often
	21	Using the CD as tool learning	25%	Rarely
	22	Using the LCD Proyektor as tool learning	25%	Rarely
		Total	47,91%	Rarely

Based on table above, the result of questionnaire data get the analyze questionnaire on third indicator get the percentage tools of learning was 47,91% with criteria was rarely. It's mean that the teacher who teaching English get more

use computer or laptop with percentage was 75%, than use CD and LCD projector in tools of learning with percentage was 25% in criteria was rarely.

#### **4.2.2. The Description of the Questionnaire Result**

In finding the data of the research, the researcher used 2 instruments to strengthen the data of this research such as questionnaire and interview which were purposed to know how the implementation of information and communication technology in teaching English. As additional information, the construction on the column stand for A (Always or Selalu), O (Often or Sering), R (Rarely or Jarang), and N (Never or Tidak Pernah). There were 14 items in the table of questionnaire result can be seen on the appendix .

Based on questionnaire answer by teacher, it can be seen on appendix were 2 teachers who filled in a questionnaire consisted of 14 statements. Related to the implementation of information and communication technology in teaching English. The explanation of the table in appendix can be read on the following paragraphs.

In statement number 1, the researcher found that the teacher that there were 2 teacher who answer always. In statement number 2, the researcher found that there were 2 teacher who answer rarely. In statement 3, the researcher found that the all teacher who answer rarely.

In statement 4, the researcher found that there were 1 teacher who answer often and 1 rarely. In statement 5, the researcher found that there were 1 teacher who answer often and 1 rarely.. In statement 6, the researcher found that there were 1 teacher who answer Never and 1 teacher who answer always. In statement

7, the researcher found that there were 1 teacher who answer never and 1 teacher who answer rarely.

In statement 8, the researcher found that there were 1 teacher who answer often and 1 teacher who answer rarely. In statement 9, the researcher found that there were 1 teacher who answer always 1 teacher who answer never. In statement 10, the researcher found that there were 1 teacher who answer always 1 teacher who answer never. In statement 11, the researcher found that there were all 1 teacher who answer often and 1 teacher who answer rarely..

In statement 12, the researcher found that 1 teacher who answer rarely and 1 teacher who answer never. In statement 13, the researcher found that there were 2 teacher who never. In statement 14, the researcher found that there were 1 teacher who answer always and 1 teacher who answer never.

However, based on questionnaire answer by students, it can be seen in appendix were 20 students who filled in questionnaire consisted of 14 statements related to the implementation of information and communication technology in teaching English. The explanation of the table in appendix can be read on the following paragraphs.

In statement number 1, the researcher found that there were 8 students who answer always, 7 students who answer often, 2 students who answer rarely and 4 students answer never. In statement number 2, the researcher found that there were 1 students who answer always, 3 students who answer often, 1 students who answer rarely and 15 students who answer never. In statement number 3, the researcher found that there were 20 students who answer rarely, In statement

number 4, the researcher found that there were 9 students who answer always, 1 students who answer often and 10 rarely.

In statement number 5, the researcher found that there were 16 students who answer often, 3 students who answer rarely and 2 students who answer never . Meanwhile, there were any students who answer always. In statement number 6, the researcher found there were 7 students who answer always, 2 students who answer often, 2 students who answer rarely and 8 students who answer never.

In statement number 7, the researcher found that there were 3 students who answer always, 10 students who answer often and 6 students who answer never. Meanwhile, there were any students who answer often. In statement number 8, the researcher found that there were 2 students who answer often 1 students who answer often, 15 students who answer rarely, and 3 students who answer never. In statement number 9, the researcher found that there were 9 students who answer always, 1 students who answer rarely, 1 students who answer rarely and 10 students who answer never. In statement number 10, the researcher found that there were 10 students who answer rarely, 10 students who answer never.

In statement number 11, the researcher found that there were 13 students who answer rarely, 7 students who answer never. In statement number 12, the researcher found that there were 1 students who answer often, 9 students who answer rarely, 10 students who answer never.



### 4.2.3. ICT Tools used by English Teacher

In SMAN 1 Rambah Hilir, the teacher used some ICT Tools in teaching English. Based on this research, the researcher found some ICT Tools used by teachers as follow :

**Table 10. ICT Tools used by teachers**

No.	Teacher	ICT Tools	Function
1.	Joraid,SS	<ul style="list-style-type: none"> <li>- Laptop</li> <li>- In focus</li> <li>- Tape recorder</li> <li>- Speaker</li> <li>- Smartphone</li> <li>- Internet</li> <li>- YouTube</li> </ul>	<ul style="list-style-type: none"> <li>- For teaching material and as the medium to save teaching material</li> <li>- The tool that used to show the teaching material in a big screen</li> <li>- The tools that used to turn on the sound become clear and louder</li> <li>- To make sound louder</li> <li>- Search the teaching materials, recording, hotspot</li> <li>- The tools for searching teaching material</li> <li>- Teaching and learning sources</li> </ul>
2.	Masniar,S.Pd	<ul style="list-style-type: none"> <li>- Smart Phone</li> <li>- Laptop</li> <li>- Internet</li> </ul>	<ul style="list-style-type: none"> <li>- Hotspot, as the electronic dictionary</li> <li>- For teaching material</li> <li>- The tools for searching teaching material</li> <li>-</li> </ul>

From table above, it could be that English teachers in SMAN 1 Rambah Hilir used ICT Tools in their teaching process. Mr Joraid, SS used some ICT tools. Such as laptop, in focus, tape recorder, speaker, smartphone, internet, and

youtube. He used laptop for save the materials in teaching. And to show it in a big screen he used in focus. In teaching listening, he used tape recorder and speaker and youtube. In teaching process, many of sources took from internet. It different with Mrs Masniar, S.Pd . In teaching process, she used smartphone and laptop.

On the other hand teachers needed tools as media to help them more easier in teaching learning process trough for get the goal or aim in teaching.

### **4.3. Result of interview**

There were 15 question given in the interview. The interview was purposed to describe how the implementation of information and communication technology at SMAN 1 Rambah Hilir. The researcher gave interview to all samples. The result of interview can be seen on the description below.

#### **B.1.1. Result of interview from the first teacher**

Interview based on indicator from question number 5, the researcher found that the teacher know how to use ICT in teaching English. In question number 6, the researcher found that the teacher use ICT tools in teaching as like infocus, laptop, speaker. In question number 7, the researcher found that the teacher get the learning sources from internet. In question number 8, the researcher found that the teacher did not have problem use ICT in teaching.

In question number 9, the researcher found that the teacher get the learning sources from internet. In question number 10, the researcher found that the teacher get the advantages of applying ICT in teaching, because the teacher get the students to be more active in learning process. In question number 11, the researcher found that the teacher also use smartphone to get the information about

lesson. In question number 12, the researcher found that the teacher always use wifi to searching get the resources.

In question number 13, the researcher found that the teacher always use laptop when he teaching, because it make it to easy. In question number 14, the researcher found that the teacher never have training in using ICT tools.. In question number 15, the researcher found that the teacher also use youtube to find out what his problem.

#### B.1.2. Result of interview from the second teacher

Interview based on indicator from question number 5, the researcher found that the teacher know how to use ICT in teaching English. In question number 6, the researcher found that the teacher use ICT tools in teaching as like smartphone. In question number 7, the researcher found that the teacher get the learning sources from internet. In question number 8, the researcher found that the teacher did not have problem use ICT in teaching.

In question number 9, the researcher found that the teacher get the learning sources from internet and guide book. In question number 10, the researcher found that the teacher get the advantages of applying ICT in teaching, because the teacher get the students to be understand. In question number 11, the researcher found that the teacher also use smartphone to get the information about lesson. In question number 12, the researcher found that the teacher always use wifi to searching get the resources.

In question number 13, the researcher found that the teacher rarely use laptop when she to teach. In question number 14, the researcher found that the

teacher never have training in using ICT tools.. In question number 15, the researcher found that the teacher never use YouTube to find out what her problem to use ICT.

#### **4.4. Discussion**

Based on research finding above, the researcher has conducted the research in ICT in Teaching English at SMAN 1 Rambah Hilir. After getting the data, the researcher needed to discuss the finding to answer the research question are how the implementation of information and communication technology in teaching English. at SMAN 1 Rambah Hilir and what ICT Tools used by teacher in teaching English at SMAN 1 Rambah Hilir. The researcher focused on ICT in Teaching English.

From the finding of the research, it conclude that the implementation Information and Communication in teaching English at SMAN 1 Rambah Hilir the average score by teachers answer was 56,59% that categorized good. the researcher found some implementation of information and communication technology used by teachers in learning process. ICT gives students the opportunity to easily share response, composures and publication as well as the language avenue to explore the language of texts more creatively and to develop as efficient and fluent speakers, great writers and focused readers for an ever widening range of purposes and audiences (Ntongieh 2006).

The data got the analyzed questionnaire on every indicator get the average percentage by teachers answer 56,59% with criteria was *good*. It could seen first indicator was learning sources got the high percentage was 59,37% with the criteria was *good*. Next, third indicator was tools got the percentage was 54,16

with the criteria was *good*. And then, second indicator was media of learning was that 56,25% with the criteria was *enough*. Its mean that the teachers got more media of learning from textbook than Digital Library. According to Hamalik (in Arsyad, 2013:19). Says the use of learning media in the learning process can generate motivation and stimulation of learning activities, and even bring psychological influence on students.

The data got the analyzed questionnaire on every indicator get the average percentage of students answer was 55,20% with the criteria was *good*. The high percentage was second indicator that 64,06%. with the criteria was *good*. Its mean that the teachers is good used media of learning based ICT. While the low percentage was third indicator that 43,75% with the criteria was *enough*. Its mean that the percentage third indicator, the teacher was enough can used learning tools when to teach.

#### **4.5. Limitation of The Research**

This research analyzed in implementation of information and communication technology in teaching English. at SMAN 1 Rambah Hilir. In findings were analyzed based on theory of the expert in chapter II. So, researcher conduct this research only one school. At SMAN 1 Rambah Hilir there were 2 English teachers, one teacher who teach the XII grade students. And the one other English teacher who teach X and XI grade students. For this limitation, it opened that the next researcher doing better about the implementation of information and communication technology in teaching English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents information about the conclusion and suggestion from the researcher and the data analysis discussed in the previous chapter. These conclusion and suggestion hopefully can give more advantages for the teacher, especially for English teacher, students and researcher.

#### **A. Conclusion**

In this research was descriptive qualitative research. This research was conducted at SMAN 1 Rambah Hilir and the sample was the all English teacher. The purpose of this research was to analyzed the implementation of information and communication technology in teaching English. the collecting the data on may, 2018. The result average percentage based on questionnaire by teachers are 56,59 % with criteria was often and the result based on questionnaire by students are 52,20 % with criteria was often. Its mean that can conclude that the teachers was often in implementation of information and communication technology in teaching English. which they more often utilize ICT in obtaining learning resources.

#### **B. Suggestion**

##### **1. For the English teacher**

They can contribute their suggestions and feedback to enhance the role teaching English in implementing the information and communicative technology (ICT), should be used technology in teaching if it can be better and follow development of technology.

2. For the next researcher

This research hopefully to give contributions to the other research and hopefully to the next researcher to be analyze the implementation of information and communication technology in teaching English.

3. For the readers

It can inform them about in implementation of ICT in teaching English.

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Epa Prawati, she was born in Ujung Gurab, February 27<sup>th</sup> 1994. She is the five child of 5 siblings couple from Salam K. and Dasmawati. She the education elementary school at SDN 009 Rambah Hilir in 2007. In 2007 also, she continued secondary school at SMPN 4 Rambah Hilir, Rokan Hulu. In 2010, she went to higher education level, that is Vocational High school, the name is SMK TERPADU ISMAILIYAH Rambah Hilir, Rokan Hulu and completed in 2013. In 2014, she went to education to private university in Rokan Hulu Regency, at the University of Pasir Pengaraian Faculty of Teacher Training and Education (FKIP) in English study program. She completed her college on June 30<sup>th</sup> 2018.

**Motivation:** *“Develop a passion for learning. If you do, you will never cease to grow.”* — **Anthony J. D’angelo**