

**TEACHERS AND STUDENTS' PERCEPTION TOWARDS THE
USE OF ICT IN EFL CLASSROOM AT ISLAMIC SENIOR HIGH
SCHOOL2 SOPPENG**



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ABSTRACT

AYU ASHARI. *Teachers and students' perception towards the use of ICT in EFL Classroom at Islamic Senior High School 2 Soppeng*. (Supervisor; Dr. Abd. Haris Sunubi and Dr. Arqam).

This research aimed to investigate the teachers and students' perception towards the use of ICT in EFL Classroom. This research was carried out at MAN 2 Soppeng with participated of three English teacher and five students'. Based on the preliminary study that seeing the school had some imbalance in the learning process by using ICT. The research problem of this study was "What is the English teachers' and students' perception on the meaning of ICT use in EFL classroom at Islamic Senior High School of Soppeng?".

This research was conducted from August until September 2019 on teaching and learning process. The data are collected through interview and observation. The data collected from interviewing which is recorded then transcribed. The teachers and students' data perception were analyzed by collecting data, reducing the data, presenting the data and taking the conclusion. All the data are analyzed descriptively and qualitatively. This research used triangulation method to get an appropriate data.

The result of this research was the teachers had supportive perception towards the use of ICT in the classroom because they were more effective and efficient in the teaching and learning process. However, the applications or learning software still needed to be improved because digital era demanded rapid changes in learning so that all school entities must be able to follow it. The students had positive perception towards the use of ICT in school activities. They considered that the use of ICT in the classroom eased them and it was also a pleasant thing for them, for example learn new things from the internet.

Key word: Teachers' and Students' Perception, Information and Communication Technology (ICT), English as Foreign Language (EFL) Classroom.

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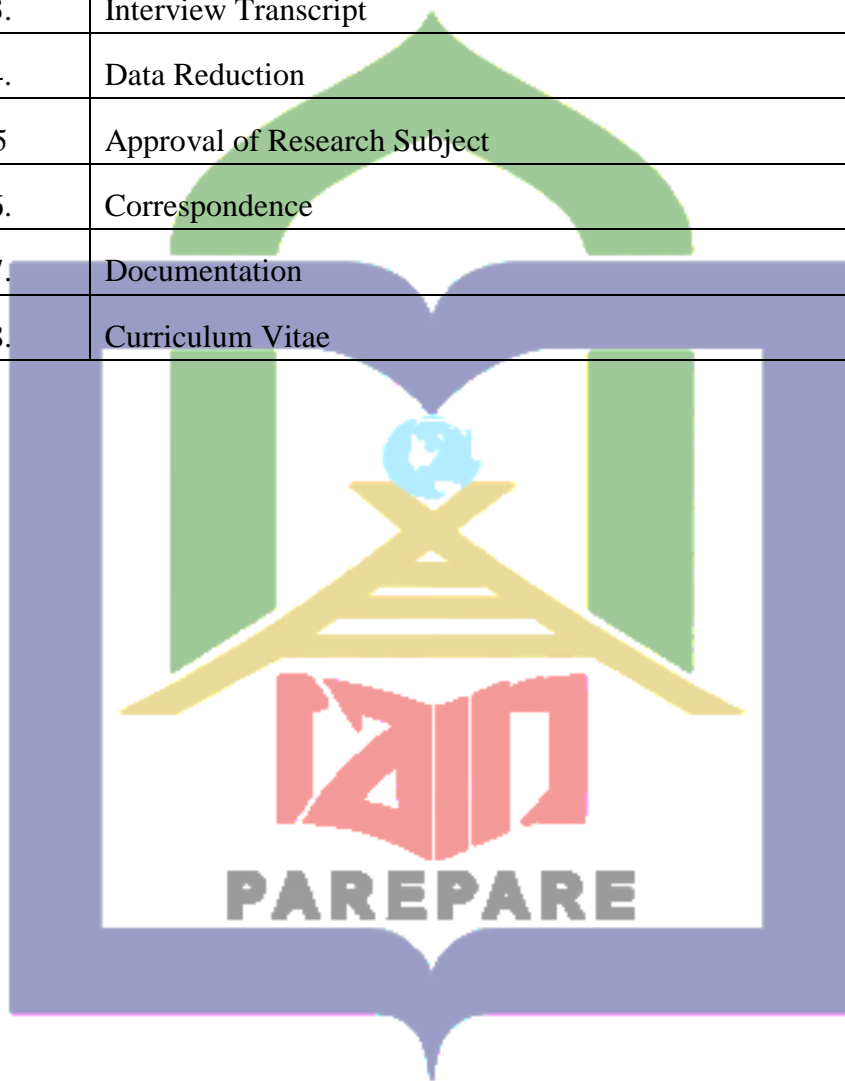
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CHAPTER I

INTRODUCTION

A. Background

Information and Communication Technology (ICT) defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information¹. The ICT use can be divided into several approaches in education; one of them is ICT in education. ICT in education involves the adoption of general components of information and communication technology in practical use in teaching and learning processes². Education is essentially a conscious and planned effort to create an atmosphere learning and process learning so that students actively develop their potential religious spiritual strength, self control, personality, intelligence, noble character and skills needed by him/her, society, nation and country.³

Today, the rapid advance of technology becomes a vital element for schools to compete and grow. Therefore, the use of ICT in educational sectors in almost situations or tasks found to be integrated in teaching and learning process to create an interactive teaching and learning. It is emphasized that the teacher's job is to organize the classroom and gives students more opportunities and control over the learning.

¹ Collin, S.M.H., 2002. Dictionary of Information Technology. Third Edition.

² Watson, G., 2006. Technology Professional development: Long-term effects on teacher self-efficacy, .Journal of Technology and Teacher Education, vol. 14, no. 1, pp. 151 166.

³ Munib, A., Budiyo & S. Suryana. 2012. Pengantar Ilmu Pendidikan. Semarang: UNNES Press.

The 21st -century teachers seem difficult or impossible to address quality education without making mention of the use of ICT. Therefore, they need to equip and familiarize themselves to make changes brought about by technology.⁴

The introduction of ICT into schools and in the learning process was driven by global forces which are beyond the school-based decision making, where the implementation of ICT in education was to transform the teaching and the learning process from the traditional instructional teacher-centered to a learner-centered approach with active participation of the learners.⁵

ICT plays an important role in education. The use of ICT in the teaching and learning process in many situations will help the teachers and students to prepare teaching and learning, developing the teaching and learning materials, creating innovative teaching and growing interest in learning, and evaluating the teaching-learning process and students' outcomes. It is because ICT helps in improving teaching skill, helps in innovative teaching, helps teachers in preparation for teaching, helps in student evaluation, and in effectiveness of the classroom.⁶

The use of ICT changes the traditional method of teaching into modern method in EFL classroom. It is in line with the current situation, where the students have an easy access to use technology in learning process⁷. Therefore, the teachers

⁴ Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J. and van Braak, J. (2013), Technological pedagogical content knowledge – a review of the literature. *Journal of Computer Assisted Learning*, 29: 109–121.

⁵ Voogt J. (2010).Teacher factors associated with innovative curriculum goals and pedagogical practices: differences between extensive and non-extensive ICT-using science teachers. *Journal of Computer Assisted Learning* 26, 453–464.

⁶ Kamal Deb and Baishakhi Bhattacharjee (2016) *International Journal of Education and Information Studies*. ISSN 2277-3169 Volume 6, Number 1 (2016), pp. 1-6. © Research India Publications. <http://www.ripublication.com>

⁷ Ismael, S. M. & A. H. Al-Badi. 2014. Technology for Enhancing the Learning and Teaching Experience in Higher Education. *World Academy of Science, Engineering and Technology*,

and students' perception on the use of ICT in EFL classroom is so much important to be explored. It is because the successful implementation of the ICT in the English learning process in school depends on the teachers' competency in operating various kinds of ICT device⁸.

Curriculum is a separate plan and appropriate objectives, content, teaching materials and methods used as a guide in organizing learning activities to achieve national education goals. Curriculum has five components that interrelated, namely: objectives, content materials, strategies, organization and evaluation. Nowadays, curriculum needs to be reformed for students to develop competencies that will help them survive in this 21st century. What we may consider as an important ICT learning tool today, might be seen as outdated in some few years to come. Consequently, we have to open our minds and move along with the technological changes.⁹

MAN 2 Soppeng is one of the schools with "A" accreditation in Soppeng Regency, South Sulawesi. However, based on the preliminary research, the researcher found that some of teachers could not operate ICT tool well although they had tried to applied it in their classroom. In other words, there is still limited knowledge about the various ways teachers to integrate ICT the teaching and learning process, even though the ICT tools in the school was complete compared with the other schools around it. Based on the explanation, the researcher decided to

International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 8(8): 2465-2473.

⁸ Yusuf, M. O. & M. R. Balogun. 2011. Student-Teacher Competence and Attitude towards Information and Communication Technology: A Case Study in a Nigerian University. *Contemporary Educational Technology*, 2(1): 18-36.

⁹ Voogt, J. and Pelgrum, H. (2005) ICT and curriculum change. *Human Technology; an Interdisciplinary Journal on Humans in ICT Environments*, 1(2), 157–175.

conduct a research under the title: “Teachers and Students’ Perception towards the Use of Information and Communication Technology (ICT) in EFL Classroom”.

This research will contribute to the improvement of pedagogy of English as a foreign language teaching and learning in relation to the use of ICT. This research is also will be helpful for the curriculum developers a clear picture of the use of ICT in teaching and learning.

B. Problem Identification

This research is focus on analyzing its integration by seeking the perception of both English teachers and students in the school. In this case, teachers and students’ perception towards the use of ICT compared to two major points related to its implementation, namely (1) The encouragement for students to search, process, store, present, and share data and information in order to support the learning continuity; (2) The encouragement for teachers to employ ICT in: developing learning resources and learning media, preparing the lessons, conducting and evaluating the learning process, and reporting the learning results.

C. Problem Statement

Based on the background previously presented, this research aims at finding out English teachers and students’ perspective towards ICT use. Therefore, the present researcher formulates the following research questions:

1. What is the English teachers’ perception on the use of ICT in EFL classroom at MAN 2 Soppeng?
2. What is the students’ perception on the use of ICT in EFL classroom at MAN 2 Soppeng?

D. The Objectives of the Research

The objectives of this research are:

- 1) To explore and analyze the teachers' perception of ICT use in EFL classroom.
- 2) To explore and analyze the students' perception of ICT use in EFL classroom.

E. The Significances of the Research

1. Theoretical Significance

This research is expected to contribute to the theory of English as a foreign language teaching and learning in relation to the use of ICT. This research is also expected to serve as reference for the future researchers who are interesting in conducting similar research.

2. Practical Significance

The results of this research are expected to be helpful for the curriculum developers to make informed decisions as far as the provision and strategies for the use of ICT in teaching and learning are concerned. Besides, it expected to be essential to the related teacher training institutions to intensify their training programs in line with the training needs emerge from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Mohamed Ali in 2018 conducted a study entitled *Balancing Technology in English Language Classroom: Teachers' Perspective*. This study aimed at exploring the perceptions of the instructors of English language in the university about the optimal use of technology in an English Language Classroom context. This previous study highlighted the importance of developing the teachers' technological skill that is needed to successfully integrating technology in language instruction. This study is similar to the current study in terms of investigating the teachers' perception. However, the current study will also investigate students' perception of ICT use. Furthermore, the present research is different from this study in relation to the research method. This research employed a quantitative methodology, while the present research used qualitative method.¹⁰

Rima Outmoue in 2016 conducted a study entitled *Investigating the ICT Sources Perception and Usage by the Algerian EFL Teachers (The Case of Secondary School EFL Teachers)*.¹¹ This study and the current research are similar in terms of EFL one research objective that both studies focus on investigating teachers' perception towards its use. However, the present research differs from this study that it will also investigate students' perception towards ICT use in EFL classroom. Moreover, the present research is different from this study in relation to research method and research location. This study employed a mixed methodology and was conducted in Algeria, while the present research used qualitative method.

¹⁰ Mohamed Ali, "Balancing Technology in English Language Classroom: Teachers' Perspective, Department of Curriculum and Teaching Methodology, Faculty of Education, The New Valley University, Egypt, 2018.

¹¹ Rima Outmoe, "Investigating the ICT Sources Perception and Usage by the Algerian EFL Teachers (The Case of Secondary School EFL Teachers), Faculty of Arts and Languages Department of English, the University of Béjaia, 2016.

Allen Mukelabai Chainda in 2011 studied *Third-Year Students' Perceptions of the Use of ICT at a Teacher Training College in Namibia*.¹² This study is similar to the present study in terms of investigation of students' perception of ICT use and research method that of that studies employ quantitative method. However, they the present study also examine teachers' perception of ICT use qualitatively.

Rahma Al-Mahrooqi & SalahTroudi wrote a book entitled *Using Technology in Foreign Language Teaching*. This book aims to explore under which conditions technologies used in the learning environment can be best utilized. To achieve this objective, this 13-chapter book with an introductory chapter by the book editors examines the ICT integration into FL classroom learning from the perspectives of actual users and professionals from different countries namely the United Arab Emirates, Saudi Arabia, Oman, Iran, and Malaysia.

Six main issues are addressed in this edited volume including (1) the principled approach to integrating technology into course design, (2) approaches to the evaluation of computer-assisted language learning software (CALL) software, (3) the practice of blended learning, (4) teachers' view on technology integration, ICT knowledge and computer skills, (5) the practice of online learning in FL classroom setting, and finally (6) the use of digital application, and Theories on integrating technology into language teaching practice are also discussed along with a brief summary of each chapter. The book chapters are predominated by a number of studies that were conducted in diverse educational settings and employed using a variety of research methodologies. Moreover, pedagogical implications from the study are presented at the final section of each book chapter.

¹²Allen Mukelabai Chainda, "Third-Year Students' Perceptions of the Use Of ICT at a Teacher Training College in Namibia", Department of Curriculum Studies, Stellenbosch University, 2011.

From these previous studies, it can be concluded that generally the researches have same patterns, they are 1) the use of ICT make teachers and students easier in learning process; 2) the researcher found that use of ICT makes easier for teachers and students during the teaching and learning process in the classroom. Related to those previous researches, it can be compared with the research that being carried out by this this research. There are some differences; one of them is the research subject. The subject has special condition where English teaching has special conditions which with the use of ICT in the class. Besides, one of the obstacles is the teachers' ability in applied ICT in classroom. Furthermore, the current research is different to the previous in the objective of the research where this research aims to find out perception of both, teacher and students. Meanwhile, other studies concern about one side perception, whether it the perception of the teacher or the students only.

B. Some Pertinent Ideas

1. Indonesian English Language Teaching

The first issue often discussed in the Indonesian ELT literature is the context of language policy where English is positioned as a foreign language. The obvious implication for this decision is that learners rarely have opportunities to use the language in daily communication. The metaphor used in describing the role of English language "English as a tool" (the phrase used in KTSP curriculum) was purposefully set that English is to be used selectively.¹³ Policy makers appeared to develop a "love-hate view" toward English. They privileged it, on the one hand, in terms of the incentives it offers for accessing information, fulfilling job requirements, and as a symbol of modernity. On the other hand, they viewed it negatively because they believe the prevailing fondness for using English terms

¹³Lauder, A. The status and function of English in Indonesia: a review of key factors. *MAKARA, Social Humaniora*, 12(1), 9-20, 2008.

threatens the purity of Indonesian Language. They also believe that through English, liberal western culture influences youngsters and corrupts their attitudes and morals. The impact of this policy on some teachers is that it makes them reluctant to use a communicative approach in language teaching as they were afraid to lead students to overuse English and deviate from the curriculum of the time.¹⁴ This reaction refers to one explanation for the failure to implement CLT (Communicative Language Teaching) in Indonesian ELT.¹⁵

Other issues are related to socio-cultural contexts specific to Indonesia, such as teachers' qualifications, numbers of students, and limited facilities and resources for teaching. Teachers cannot contribute to quality ELT in Indonesia due to their poor qualifications. It is not uncommon to find English language teachers in Indonesia who have little qualification in English language teaching, with some being very poor English speakers.¹⁶ Large student numbers in the class also influences teacher-student contact, resulting in students not using English when assigned to group work and teachers not managing to control everyone.¹⁷ In addition, teachers are seldom able to vary their teaching as they have limited choice of materials and lack resources especially in schools in municipalities with very limited budgets and financial constraints.¹⁸

In other cases, it is typical that the majority of Indonesian students respect teachers as the sole source of knowledge. The authoritarian style and teacher-centered teaching create this image, which is commonly found in many ELT

¹⁴Tomlinson, B. Managing change in Indonesian high schools. *ELT journal*, 44 (1), 25-37, 1990.

¹⁵Jazady, I. Constraints and resources for applying communicative approaches in Indonesia. *EA journal*, 18(1), 3140, 2000.

¹⁶Dardjowidjojo, S. English language teaching in Indonesia. *EA journal* 18(1), 22-30, 2000.

¹⁷Nurkamto, J. Problema pengajaran bahasa Inggris di Indonesia. *Electronic Journal of Linguistik Indonesia*, 287-308, 2003.

¹⁸Yuwono, G. I. English language teaching in decentralized Indonesia: voices from the less privileged schools. *Paper presented at the AARE 2005 international education research conference*, Australia, 2005.

classes.¹⁹ In fact, authoritarianism was the basis of Indonesian national education until 1998 when cabinet reform took place and many dramatic changes in the education system were initiated.²⁰ This authoritarian style of teaching was considered as negative for English learners because it makes them passive and often hesitates to participate in learning activities, to ask questions or take risks, which are essential to language learning.²¹

Although the government has not changed the current language policy, it has definitely taken serious action to improve the quality of national education. In 2006 based on the Law No 14/2005 of Teacher and Lecturer, the teacher certification program was launched to ensure teachers' professional competency. The regulation requires that teachers have minimum level of a four-years-college or university qualification. Teachers with lower educational backgrounds were advised to undergo an upgrading process.²² In addition, the latest curriculum (curriculum 2013) has been designed to respond more to the needs of a global community based on the principles that balance the development of learners' hard skills and soft skills. The stress is put on developing individual competences that are comprehensive and relevant to the individuals' needs to function in real life.²³

According to Suryadi and Mulyana, teaching and learning program is a teacher's projection of activities that students must carry out during the learning process. In these activities in detail it is explained where the students will be taken (objective), what must be learned (content of the lesson material), how students

¹⁹Tomlinson, B. Managing change in Indonesian high schools. *ELT journal*, 44(1), 25-37, 1990.

²⁰Raihani. Education reforms in Indonesia in the twenty-first century. *International Education Journal*, 8(1), 172-183, 2007.

²¹Keating, D. (n.d.). *Common English language problems of Indonesian students.*, from http://www.streetdirectory.com/travel_guide/106517/languages/common_english_language_problems_of_indonesian_students.html

²²World Bank. *Transforming Indonesia's teaching force: Volume I executive summary*. Jakarta: The World Bank office Jakarta, 2010.

²³Kemdikbud. *Konsep dan Implementasi Kurikulum 2013, 2014*.

learn it (method and technique), and how we know that students have achieved it (assessment). Furthermore Suryadi and Mulyana stated the main elements that must be present in teaching, namely:

1. Lesson plan refers to objectives to be achieved, in the form of behaviors the teacher wants for students to possess after teaching and learning process. Usually every subject of K13 competency standard must be approved by teacher and students to complete the curriculum.
2. Teaching in learning activities, where this relates to the lesson material or lesson content that can lead students to achieve goals
3. Developing, especially the materials and techniques used, like how the teaching and learning process will be created by the teacher so that students achieve their goals. This development can be in various ways, the use of teaching aids or even the use of ICT media.
4. Evaluating is how to create and use evaluation tools to find out and measure students' absorption of the material they learn in the session.

2. The Use of ICT in Language Teaching and Learning

The use of technology in LTL is not something new. In the decades preceding the use of computers, audiovisual media were pedagogical aids in delivering language courses. Among the tools used were the phonograph, radio, television and telephone.²⁴ Computers came to attention of linguists and language researchers during the 1950s,²⁵ the time CALL (Computer Assisted Language Learning) was conceived. Ever since, computer technologies have gradually become the major technological application in language learning.

The use of computer technology in LTL has developed in three historical

²⁴Salaberry, M. R. The use of technology for second language learning and teaching: a retrospective. *The modern language journal*, 85(1), 39-56, 2001.

²⁵Warschauer, M. Computer assisted language learning: an introduction. In S. Foto (Ed.), *Multimedia language teaching* (pp. 3-20). (Tokyo: Logos International, 1996).

stages or phases²⁶: a.) Behaviouristic CALL during the 1960s – 1970s, the period of the mainframe computer and heavy reliance on drill and practice in the computer room as the main leaning activity; b.) Communicative CALL in the late 1970s – 1990s with the invention of the PCs, the shift to view of language as the means of communication, and the decline in reliance on behavioristic theory and pedagogy. Learning activities were based on communicative approach principles characterized by a reduced emphasis on grammar, an increased focus on using rather than studying language forms, and maximum encouragement of language production without direct judgment of the accuracy of the utterances produced. Despite some involvement of the learners, the computer remained the sole source of knowledge, holding the key answers; c.) Integrative CALL from the 1990s onwards with the appearance of the multimedia networked computer and the prevalence of the constructivist view of learning. Learning activities involve the use of internet, more complex computer applications and less emphasis on performing the in-built computer exercises. Learners are trained to search and use information to perform tasks in various ways.

Using a historical timeline was not appropriate to describe the state of using computer technology in LTL.²⁷ The characteristic of computer utilization from one LTL environment to another diverge significantly due to different ICT access and resources each learning environment has. Some of these LTL environments are still using computer laboratories on a weekly basis and have only few applications with poor internet access. Bax insisted that the so-called integrative stage which ostensibly started in the 1990s has not been entirely achieved yet.

It is suggested to avoid the “phase” classification and using a more general

²⁶Warschauer, M., & Healey, D. Computers and language learning: *An overview. Language teaching*, 31, 57-71, 1998.

²⁷Bax, S. CALL - past, present and future. *System*, 31, 13-28, 2003.

approach.²⁸ In this approach, the state of computer technology development in LTL is: a.) Restricted CALL, referring to the restrictions of the theory that focuses on drill-and-practice but also of the software, of the teachers' role and of feedback, b.) Open CALL, which is relatively open in all dimensions compared to restricted CALL, and c.) Integrated CALL, which is characterized by frequent interaction with other students facilitated by the computer and more varied ranges of feedback.

The different approaches of Warschauer and Healey and Bax have two points in common that are important for teachers. First, the theory of learning will never cease to develop. All learning media need to support the prevailing principles of effective learning; otherwise, they will not serve as effective pedagogical aids and make a difference in teaching and learning outcomes.

In addition, it is obvious from both perspectives that the computer and its related applications have varied potentials. Naturally, the purpose of technological advancement is to invent tools, which help people to perform their activities more efficiently. Their potentials, however, is determined by how they are implemented. In other words, successful integration of ICT in LTL is not without cost. Indeed, the advantages of it offers do not occur automatically but are achievable only under certain precursor conditions.²⁹

The historical development of CALL shows that there has been significant development in ICT utilization in the field of LTL. At present, sophisticated technologies, equipped with a wide range of applications, enable a variety of innovative LTL activities. However, it is important to bear in mind that ICT adoption in LTL has not yet reached its maximum potential. In some contexts, the use of it has been limited to only simple applications of a computer, due to the

²⁸Bax, S. CALL - past, present and future. *System*, 31, 13-28, 2003.

²⁹Murray, D. E. Technologies for second language literacy. *Annual review of applied linguistic*, 25, 188-201, 2005.

minimal accessibility of facilities as well as to low literacy in using the technology applications.³⁰ In another context, learners have been able to produce complex language use, surrounded by multi-media applications covering web-based environments and various in-built tools.³¹ In other words, ICT in LTL is now in a transition period. It has been used quite widely but not entirely optimally. It has featured in language classrooms, with learners and tutors aware of its necessity, and is currently being explored to maximize learners' ability to acquire second language competencies.

3. Modes of Language Teaching and Learning

The use of ICT in LTL commonly appears in two major modes of learning: as part of or complementary to the face-to-face classroom meeting and as a whole ICT-based class, more popularly known as distance learning or virtual classroom learning.

1) ICT as Complementary to Face to Face Learning

The use of ICT as a support for classroom activity is characterized by the use of technology as “add on” to face-to-face meeting.³² In this mode of learning the class runs like a conventional classroom but learning activities involve the use of a variety of its tools either in the class or when students are assigned the tasks to be done outside the class. The types of activity in this category could be as simple as the utilization of word-processing and presentation software to create the materials for learning and carrying out the learning activities³³ or more complex applications

³⁰Li, L., & Walsh, S. Technology uptake in Chinese EFL classes. *Language Teaching Research*, 15(1), 99-125, 2010.

³¹Vallace, M., Vallace, K., & Matsui, M. Criteria for the implementation of learning technologies. In M. Thomas (Ed.), *Handbook of research on web 2.0 and second language learning*. (USA: IGI Global, 2009).

³²Felix, U. The web's potential for language learning: the student's perspective. *ReCALL*, 13(1), 47-58, 2001.

³³Davies, G., Walker, R., Rendall, H., & Hewer, S. Introduction to Computer Assisted Language Learning (CALL). Module 1.4. In G. Davies (Ed.), *Information and Communications Technology for Language Teachers (ICT4LT)* (Slough: Thames Valley University, 2011).

such as students doing projects in a web-based environment or employing different web 2.0 tools, which are at present commonly used for specific tasks.

2) Whole ICT-Based Class, Distance Learning

The whole ICT-based class is the utilization of ICT in a ‘stand-alone’ mode or in which it serve as the main medium of learning. This mode is usually applied in distance learning, as teacher and learner generally do not physically attend the classroom and are separated by some distance. All the LTL activities are carried out in a web-based environment or virtual classroom mediated by the internet.³⁴

Currently, distance learning has become an important alternative way of learning offered by many educational institutions. The advancement of internet and web technology enables the creation of Virtual Learning Environments (VLEs) with facilities similar to face-to-face mode of learning. VLEs for LTL are now equipped with both oral and visual applications enabling audio and videoconferencing.³⁵ With these facilities, the learning activities become more interactive as, despite being separated by spatial distance, learners are able to get involved in-group discussions or have face-to-face conversations either with peers or with tutors in synchronous and asynchronous Computer-mediated Communication (CMC). Accordingly, the quality of distance learning is reaching a level of quality equivalent or possibly even higher than that of the conventional classrooms since the learners have major involvement in learning activities.

4. Principles for Effective Language Teaching and Learning with ICT

As indicated earlier, successful integration of ICT in LTL is not automatically. Although it enables learners to have opportunities to work

³⁴Davies, G., Walker, R., Rendall, H., & Hewer, S. Introduction to Computer Assisted Language Learning (CALL). Module 1.4. In G. Davies (Ed.), *Information and Communications Technology for Language Teachers (ICT4LT)* (Slough: Thames Valley University, 2011).

³⁵Hampel, R., & Hauck, M. Towards an effective use of audio conferencing in distance language courses. In P. Hubbard (Ed.), *Computer Assisted Language Learning: Critical concept in linguistics* (Vol. IV). (London and New York: Routledge, 2004).

independently using their own computer at home, they do not necessarily become an independent or autonomous learner but require guidance. There is a need for systematic instruction in assigning learners tasks so that they benefit from every learning opportunity, which ICT facilitates.³⁶

The wide variety of learning tools available today requires a critical approach from the teacher. There is a methodological framework for CALL consisting of three components representing three processes: development, evaluation and implementation.³⁷ While the framework was particularly intended for work with computer applications and language courseware, all the elements presented in the module could apply as well to more current ICT tools. Hubbard explained that courseware should be evaluated in terms of teacher fit, learner fit and operational description, i.e. how they fit students' learning styles, meet the syllabus, achieve the appropriate level of proficiency and enable feedback. Also crucial in the implementation of the tools are accessibility and teacher control, which cover the detail of the teaching and learning process, ranging from accompanying preparatory materials and classroom management to assignments, and to elements in planning the lesson and the actual flow of the lesson.

The uptake of its integration in learning activities is likely to be maximized when it is undertaken in an informed manner.³⁸ All the learning tasks should be designed according to the following criteria:

- 1) Encourage discussion, consultation and sharing;
- 2) Focus upon process and product of task and learning objectives;

³⁶Murray, D. E. Technologies for second language literacy. *Annual review of applied linguistic*, 25, 188-201, 2005.

³⁷Hubbard, P. L. Elements of CALL methodology; development, evaluation, and implementation. In M. C. Pennington (Ed.), *The power of CALL* (pp. 15-32). (Houston: Athelstan, 1996).

³⁸Vallace, M., Vallace, K., & Matsui, M. Criteria for the implementation of learning technologies. In M. Thomas (Ed.), *Handbook of research on web 2.0 and second language learning*. (USA: IGI Global, 2009).

- 3) Integrate multiple-media;
- 4) Allow access to a wide range of information;
- 5) Facilitate and/or negotiate students' periodic outcomes;
- 6) Provide channel for feedback and assessment;
- 7) Be flexible about when and where learning occurs, and
- 8) Question whether the activities required in the task can be done "without" IT.

Above all, the integration of ICT in learning activities should not be merely an additional aid. Instead, it should transform the learning process, assisting learners to reach the most essential level in the construction of knowledge.³⁹ The use of it in teaching language can be developed from marginal to transformative according to neuro-scientific evidence.⁴⁰ In this regard, teaching activities employing ICT require carefully scaffold instruction, modeling of the language use, explicitly teaching of language rules and timely, and providing multimodal feedback. However, the findings from studies in second language acquisition and second language teaching and learning should not be ignored. Accordingly the use of ICT in LTL also supports the principles of effective practices such as authenticity, wide ranges of language expressions and creative use of the target language.

5. The Role of ICT in 21st Century's Teacher Education

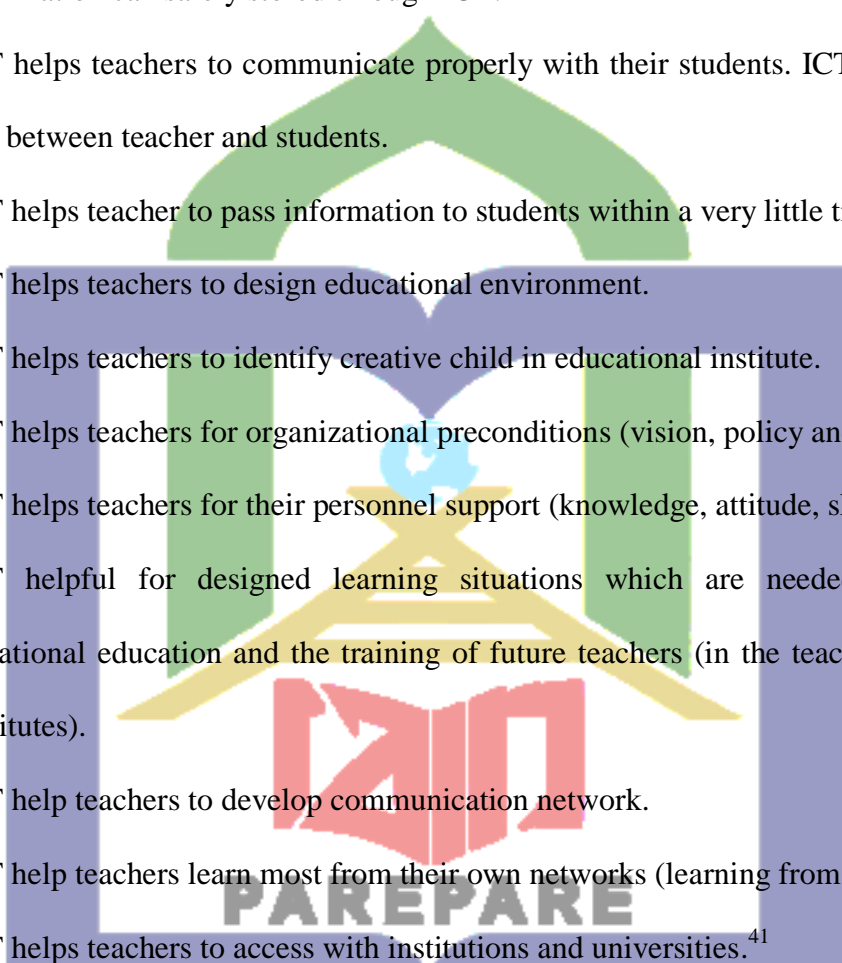
According to Kamal and Bhattacharjee (2016), the role of ICT in 21st century's education is:

- a. ICT helps in improve teaching skill, helps in innovative teaching. It helps teachers to motivate students and growing interest in learning.

³⁹McCormick, R., & Scrimshaw, P. Information and Communications technology, knowledge and pedagogy. *Education, Communication and Information*, 1(1), 37-58, 2001.

⁴⁰Murray, D. E. From marginalization to transformation: How ICT is being used in ESL learning today. *International Journal of pedagogics and learning*, 4(5), 20-35, 2008.

- b. ICT helps teachers in preparation for teaching. Various technologies are used to help the teachers for their teaching. It also helps them to provide feedback.
- c. ICT plays an important role in student evaluation.
- d. ICT helps teacher to develop their curriculum.
- e. ICT helps teachers to interact with students.
- f. ICT helps in effectiveness of the class.
- g. ICT helps in improving professional Development and Educational management as well as enhances active learning of teacher trainees.
- h. ICT is now replacing the ancient technology. As we know nowadays students are always have competitive mind. So teacher must have the knowledge of the subject. This can be done through ICT.
- i. ICT prepares teachers for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
- j. ICT used as an “assisting tool” for example while making assignments, communicating, collecting data & documentation, and conducting research.
- k. ICT as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
- l. ICT as a popular tool for organisation and management in the institutions. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation.

- 
- m. ICT removes the traditional teaching method and prepares teachers to apply modern teaching method.
 - n. ICT is a store house of educational institution because all educational information can safely stored through ICT.
 - o. ICT helps teachers to communicate properly with their students. ICT bridge the gap between teacher and students.
 - p. ICT helps teacher to pass information to students within a very little time.
 - q. ICT helps teachers to design educational environment.
 - r. ICT helps teachers to identify creative child in educational institute.
 - s. ICT helps teachers for organizational preconditions (vision, policy and culture).
 - t. ICT helps teachers for their personnel support (knowledge, attitude, skills).
 - u. ICT helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes).
 - v. ICT help teachers to develop communication network.
 - w. ICT help teachers learn most from their own networks (learning from others) .
 - x. ICT helps teachers to access with institutions and universities.⁴¹

6. Benefits and Challenges of Language Teaching and Learning with ICT

Many studies have reported that the contribution of ICT to the enhancement LTL has been invaluable. However, efforts in adopting it into the classroom and maximizing its potentials also have encountered not a few constraints.

1) The Benefits

⁴¹ Kamal Deb and Baishakhi Bhattacharjee (2016) International Journal of Education and Information Studies. ISSN 2277-3169 Volume 6, Number 1 (2016), pp. 1-6. © Research India Publications. <http://www.ripublication.com>

In a study of technology enhanced LTL called AJET (Advanced Joint English Teaching) in Taiwan, where students were involved in internet-based activities comprising group e-mailing, a web-based course, an e-mail writing program, an English homepage design, video-conferencing and chat room discussion, it was reported that the students enjoyed the new experience of learning with technology.⁴² The innovative ways of learning enabled by technology, including active learning styles, interactivity, self-control, motivation and immediate feedback, and the opportunities to acquire more diverse and practical knowledge were some of the reasons for the students' positive experiences. However, the students also had different opinions regarding the benefits of this kind of learning as they still deeply valued traditional learning.

A large-scale study of web-based learning from the students' perspective⁴³ found that students regarded the web as a viable learning environment, especially when used as an additional to face-to-face teaching. They felt challenged at the start but found it more and more comfortable and enjoyable, as they grew accustomed to it. Another advantage of the web was the possibility for students to set off instantaneously on a task-based journey to authentic settings or to gain information on almost anything they needed without leaving their computer. This, Felix pointed out, was something new and was not possible in earlier period of CALL.

The advanced development of technology has been critical for students in organizing and orienting their study.⁴⁴ Students nowadays rely on technologies in almost of every aspect of their learning. Word processing packages are invaluable for foreign language learners for grammar, spell check and dictionary functionality.

⁴²Yang, S. C., & Chen, Y.-J. Technology-enhanced language learning: A case study. *Computers in human behavior*, 23, 860879, 2007.

⁴³Felix, U. The web's potential for language learning: the student's perspective. *ReCALL*, 13(1), 47-58, 2001.

⁴⁴Canole, G. Listening to the learner voice; The ever changing landscape of technology use for language students. *ReCALL*, 20(2), 124-140, 2008.

Technologies also help students to maintain communication with tutors and peers and to perform their academic activities. In other words, technologies make major contributions in assisting the students' learning progress.

The potentials benefits of ICT integration in LTL are indeed pervasive in the wide range of the tools used and different purposes associated with using them. These varieties of uses and effectiveness, however, can be classified into four areas of discussion, namely: access to learning materials, communication opportunities, feedback, and learner motivation.⁴⁵

(a) Access to learning materials.

The uses and benefits of ICT are the result of more enhanced access efficiency through multimedia technologies: improved authenticity through using video and internet and better comprehensibility inferred from learners' control and multimedia annotations.

(b) Opportunities for Communication

ICT provides opportunities for communication in two different ways: interaction with the computer via a specific program such as speech recognition and speech synthesis program; and interaction with other learners or tutors via CMC and teleconferencing technologies.

(c) Feedback

More current application technologies enable more contextualized and pedagogically relevant feedback including grammar checker, spell checker, pronunciation corrector through automatic speech recognition and behavior and error tracking by analyzing students responses stored in the computer.

(d) Learner Motivation

In terms of technology integration in the classroom, there were only a few

⁴⁵Zhao, Y. Recent developments in technology and language learning: a literature review and meta-analysis. *CALICO Journal*, 21(1), 7-27, 2003.

cases of comprehensive and long-term technologies used.⁴⁶ From the analysis of two studies it appeared that technology-supported LTL was as effective as ordinary classroom instruction. However, as indicated earlier in other studies, students reacted positively toward the integration of ICT in classroom activities and found learning with it more engaging and attractive.

Despite the overall findings of effectiveness, the positive impacts of technologies presented in different studies need to be interpreted cautiously. Among the reasons for this “caution are that journals normally prefer studies with positive rather than negative outcomes, that studies often have small sample, that the majority of studies are conducted at college level and involved adult learners who may learn differently to school level or even younger learners, and that in many cases the researchers were also the instructors responsible for designing, implementing and evaluating the technologies used, which could have biased the study.

2) The Challenges

Although the students responded positively and found the new ways of learning with technology engaging, they felt these new ways were not easy, at least, at the initial stage. Several studies noted that the advantages of technology-supported learning activities are not to be taken for granted. To capitalize the use of ICT in LTL requires certain conditions: the tools need to be used in accordance with the goals of learning and both teacher and student should acquire a certain level of literacy in using the technologies.

The teacher’s readiness to deal with the digital classroom is an important factor. One of the concerns being raised is the support for and professional development of the teacher. Having a computer at home and being able to operate it,

⁴⁶Zhao, Y. Recent developments in technology and language learning: a literature review and meta-analysis. *CALICO Journal*, 21(1), 7-27, 2003.

is insufficient for skilled teaching with technology.⁴⁷ The ubiquity of technological tools and their rapid development could easily instill in the teacher a lack of confidence and a sense of being left behind by their students in keeping up with the technology. However, ICT professional training for teachers is often neglected.⁴⁸ Budget allocation for training is perceived as less essential and is often cut because of economic constraints. Administrators also tend to rely on single-day one-off training, expecting it prepare teachers to handle all the work with technology. The issue remains of lack of support and inadequate teacher professional development programs in the process of its integration in classroom activities.

Sufficient ICT equipment and resources are, in fact, another significant constraint. Evidently, English language teachers in developing countries are convinced that it can change their ELT practices but their enthusiasm only lasts a short time. A study⁴⁹ recorded that teachers were fed up with the extremely limited facilities. Reservation for the ICT-equipped classroom, according to one teacher, was only available at noon, a naptime for the students, which renders the lesson ineffective. Similarly, in another⁵⁰, study teachers were found to feel desperate as the available facilities were poor and not well-maintained.

Finally, and not least important is the issue of acceptance. Some teachers appeared not to see computers as making any significant improvements to their

⁴⁷Elliot, A. When the learners know more than the teachers, 2004, from <http://www.infoage.idg.com.au/index.php/secid;404956636>

⁴⁸Davies, G. ICT and modern foreign languages: Learning opportunities and training needs. *International Journal of English Studies*, 2(1), 1-18, 2002.

⁴⁹Hu, Z., & McGrath, I. Innovation in higher education in China: are teachers ready to integrate ICT in English language teaching. *Technology, pedagogy and education*, 20(1), 41-59, 2011.

⁵⁰Samuel, R. J., & Abu Bakar, Z. The utilization and integration of ICT tools in promoting English language teaching and learning: Reflections from English language option teachers in Kuala Langat district, Malaysia. *IJEDICT* 2(2), 4-14, 2005.

teaching as they were already performing well.⁵¹ Meanwhile, in another case, ICT was viewed as a distraction or even destructive of learning. Albirini (2006) pointed out that in Syria English language teachers viewed ICT skills as important for students in their future life. However, they were concerned that the internet could affect children's morality because of the ready access to games and immoral websites.

All the challenges that have appeared in the process of ICT adoption either in language classrooms or other general classrooms need a critical approach not only from teachers but also from all education stakeholders.

7. The Integration of ICT in Indonesian ELT

All the issues raised in this study are likely critical for the improvement of ELT in Indonesia. As has been discussed earlier, English Language Teaching in Indonesia is complex with issues ranging from teaching approaches and teachers' English language proficiency to the lack of authentic resources and opportunities to use the target language. The typical characteristic of Indonesian language teaching is the traditional teacher-centered style of teaching. Moreover, students are often passive and rarely involved in learning activities. The integration of ICT is promising for changing and improving the effectiveness of the current Indonesian ELT condition.

By employing ICT, teachers could vary their teaching and learning activities. It could assist them to gradually change their teaching style from teacher-centered to learner-centered, giving the learners the chance to have an active role in the learning process. In addition, the rich multimedia facilities it has could offer a huge range of authentic materials as well as opportunities to have direct contact with either native

⁵¹Coppola, E. M. *Powering Up: Learning to teach well with technology*. Paper presented at the National Educational Computing Conference, Philadelphia, Pennsylvania, 2005. From http://center.uoregon.edu/ISTE/uploads/NECC2005/KEY_6275073/Coppola_CoppolaPoweringUp_RP.pdf

speakers of English or English language learners from different regions or countries, enabling teachers to be more confident with CLT. In Indonesia, it has been argued, it has never got off the ground, primarily constrained by the teacher's dependency on the prescribed curriculum and textbooks materials.⁵² Indeed, in the foreign context of ELT (in other non-English speaking countries as well) it is reportedly challenged by the difficulties of achieving authenticity and by the teacher's lack of English language proficiency.⁵³ Accordingly, ICT could assist in improving the implementation of CLT to achieve the communicative goal of language teaching in the current curriculum of the Indonesian education system.

The potential for its contribution to the improvement of the Indonesian ELT outcome is considerable. Indonesian English language learners basically are eager to learn and work hard.⁵⁴ With a supportive learning environment and simple encouragement, they would easily acquire communicative ability. In addition, ICT technologies are increasingly significant in Indonesian adult and youngsters' lives.⁵⁵ A study revealed that there has been a dramatic increase in internet use among Indonesians recently, from 1.9 million users in 2000 to 11.2 in 2004 and a predicted 16 million by the end of 2005. The main usage has been for amusement purposes with a little for other needs including the use for supporting learning. The authors suggested that the integration of ICT in education could change the pattern of utilization and might possibly result in more national development.

⁵²Jazady, I. Constraints and resources for applying communicative approaches in Indonesia. *EA journal*, 18(1), 3140, 2000.

⁵³Li, D. Teachers' perceived difficulties in introducing the communicative approach in South Korea. In D. R. Hall & A. Hewings (Eds.), *Innovations in English language teaching: A reader* (pp. 149-166). (London and New York: Routledge, 2001).

⁵⁴Keating, D. (n.d.). *Common English language problems of Indonesian students.*, from http://www.streetdirectory.com/travel_guide/106517/languages/common_english_language_problems_of_indonesian_students.html

⁵⁵Wahid, F., Furuho, B., & Kristiansen, S. Internet for development? Patterns of use among internet cafe customers in Indonesia. *Information Development*, 22, 278-293, 2006.

The importance of ICT for education has certainly come to the attention of Indonesian educational authorities. It is now part of the curriculum. It has not been introduced to the primary education but has been allocated two hours a week at junior and senior secondary level education.⁵⁶ It has also become the critical medium of learning with the establishment of e-learning, online courses, online tutorials and electronic libraries through government cooperation with the private sector. Socialization for ICT is made through training in the professional development of teachers and in the healthy use of the internet for students.⁵⁷

However, as numerous studies have noted, integrating the ICT in learning activities is not without challenges. Despite the government's serious intention of embracing it in the national curriculum, economic problems constrain government efforts to supply adequate ICT resources for every school since the government has to prioritize educational funding for other basic educational improvements, such as teachers' welfare and student poverty. Thus, as a number of the previously reviewed studies showed, Indonesian ELT is also facing a lack access to the facilities and resources.

In addition, a study regarding Indonesian English language teachers' literacy and competency with ICT⁵⁸ revealed that while the teachers perceived themselves to have high competency and literacy in operating and using computer applications, in fact, based on their answers to the questionnaire, their use was infrequent and limited to a narrow range of application programs. In particular, teachers were found to have little knowledge and experience of databases, concordances and CMC tools. Teachers' experience with computers was very diverse and individual differences of

⁵⁶BNSP. *Standar isi untuk satuan pendidikan dasar dan menengah; Standar kompetensi dan kompetensi dasar SMA/MA*. Jakarta, 2006.

⁵⁷Yuhetty, H. *ICT and education in Indonesia*. (Jakarta: Ministry of National Education, 2002).

⁵⁸Son, J.-B., Robb, T., & Charismiadji, I. Computer literacy and competency: A survey of Indonesian teachers of English as a foreign language. *CALL-EJ*, 12(1), 26-42, 2011.

literacy levels were high. The authors further noted that despite their obvious lack of competency in CALL, the teachers had appositive attitude to this concept and showed interest in learning about and working more with CALL.

Given these facts, there seems to be a long way to go for ELT in Indonesia to reach effective ICT integration. Indeed, its integration into classroom activities does not happen immediately: it requires cooperation among a number of stakeholders such as the teachers and IT coordinators as well as the whole school community and other educational authorities.⁵⁹ While such challenges in implementation exist, they can be overcome.

8. Perception

1). Defining Perception

Perception is awareness, comprehension or an understanding of something. Perception can also be defined as someone's recognition and interpretation of sensory information.

We know that human perceive data, but we are not as sure of how we perceive. We know that visualizations present data that is then perceived. There are many definitions of perception. Most define perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information.⁶⁰

Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. Vision and audition are the best understood. Simply put, perception is the process by which we interpret the world around us, forming a mental representation of the environment. This representation is not isomorphic to the world, but it is subject to many

⁵⁹Trucano, M. *Knowledge Maps: ICT in education*. (Washington, DC: InfoDev / World Bank, 2005).

⁶⁰Ward, M. O., Gristein, G., & Keim, D. *Interactive data visualization: Foundations, techniques, and applications* (2nded). (Boca Raton: CRC Press, 2015).

correspondence differences and errors. The brain makes assumptions about the world to overcome the inherent ambiguity in all sensory data, and in response to the task at hand.

2). Types of Perception

Icekson & Pines (2003) divide perception into two different types namely positive and negative perception. Positive and negative perception can be defined as follows:

a. Positive perception

Positive perception is characterized by or expressing certainty or affirmation. It is tending to emphasize what is good, constructive rather than skeptical; it is tending towards progress or improvement.

b. Negative perception

Negative perception is expressing or meaning a refusal or denial of something. It is tending to emphasize what is bad. It is lacking positive qualities such as enthusiasm, interest, or optimism.

Meanwhile, Taleghani et al. (2011) divide perception into two different categories, namely:

a. Supportive perception

Supportive perception means that someone is showing agreement and giving encouragement, approval or help toward something.

b. Unsupportive perception

Unsupportive perception means that someone is showing disagreement and not providing support or sympathy toward something.

3). Teachers and Students' Perception on the Use of ICT in Education

Teachers and students' perception related to the ICT use, can be divided into teachers and students' belief, perceptions towards skills and knowledge, and perceptions towards the value and purpose of its use.

1) ICT Users' beliefs are crucial to Perceptions

a. Teachers' Belief

Teachers' beliefs about ICT learning are a significant predictor of their attitudes and perceptions towards using it, particularly in teaching and learning.⁶¹ Teachers' epistemological beliefs are regulated by multiple factors such as age, skills and experience, passion or motivation and subject-content knowledge.⁶² In order to encourage its integration into learning and teaching it is nonessential to understand teachers' perception of the use of ICT. A large body of research has pointed to the need to distinguish between teachers' ICT-specific and ICT non-specific beliefs.⁶³ The former beliefs relate to improving learning processes, better learning success, the promotion of independence, and the diverse benefits of particular functions. Non-ICT beliefs relate to the primary importance of hands-on experience, the risks of isolation in a virtual world, digital overstimulation, and questions about the quality of online media, media-associated disciplinary problems, lack of practicability and lack of priority for using technology

⁶¹Barak, M., & Ziv, S. Wandering: a Web-based platform for the creation of locationbasedinteractive learning objects. *Computer Education*, 62, 159-170, 2013.

⁶²Heckhausen, J. E., & Heckhausen, H. E. Motivation and Action: Introduction and Overview. In J. E. Heckhausen & J. E. Heckhausen (Eds.), *Motivation and Action* (pp.1-9). (New York: Cambridge University Press, 2008).

⁶³Abbitt, J., T. An investigation of the relationship between self-efficacy beliefs about technology integration and technology pedagogical content knowledge (TPACK)among pre-service teachers. *Journal of Digital Learning in Teacher Education*, 27(4),134-143, 2011.

in the classroom.⁶⁴ Such ICT-related perspectives must be viewed in relation to general epistemological beliefs about knowledge and skills, and teaching and learning.⁶⁵

Accordingly, teachers' persistent beliefs about current practices are recognized as second-order barriers of their attitudes and perceptions exhibited towards using ICT. These are intrinsic factors concerning their beliefs about the nature of knowledge and learning. These beliefs are directly related to performance mediated by cognitive process, motivation, attitudes, behavior and effort.⁶⁶ Unspoken and sometimes unconscious beliefs about the nature of knowledge and learning play a critical role in teachers' attitudes and perception about ICT itself. That is teachers' self-efficacy of technology skills and knowledge colors their beliefs towards using it. Therefore, if a teacher values handwriting, it is unlikely that teacher will positively influence the use of a word processor, because unconsciously the teacher is 'blinded' in the belief about the significance and value of hand written work.

Teacher behaviors are considered an indicator for certain beliefs portrayed in class, such as belief in the value of ICT appropriate to pedagogical practices. Thus, if a teacher believes that using ICT itself limits the potential for the delivery of content and pedagogy, then this reduces the likelihood of a decision to implement it.

b. Students' Beliefs

Today many students increasingly use a full range of 21st technologies to play, communicate, share, support and solve authentic problems. Their beliefs about ICT as being creative and personally meaningful, profoundly shapes their

⁶⁴Petko, D. Teachers' pedagogical beliefs and their use of digital media in classrooms: Sharpen the focus of the 'wil, skill, tool' model and integrating teachers' constructivist orientations. *Computers & Education*, 58, 1351-1359, 2012.

⁶⁵Bruner, J. *The culture of education*. (Harvard: Harvard University Press, 1996).

⁶⁶Schommer, M. Effects' of beliefs about the nature of knowledge on comprehension. *Journal for Educational Psychology*, 82(3), 498-504, 1990.

perceptions of using it. These beliefs are likely to shape their perceptions and their own skills and knowledge. Students form their perceptions of the efficacy of technology in and outside of school.⁶⁷ However, the perceptions students have about it may be different when challenged with real world situations, such as commercial and economical environments. Most students compare the technology to which they have access outside school is newer, faster, and far less restrictive than the in-school technology. In such situations, students' beliefs are likely to be less favorable towards using it within a 'controlled' school environment. This is reflected in a proliferation of literature reviews about students' attitudes and perceptions about ICT in-school use.

2) Perceptions towards ICT Skills and Knowledge

a. Teachers' Perceptions towards ICT Skills and Knowledge

Teachers' attitudes and perceptions towards their own ICT knowledge and skills are likely to affect their use of the technology, and likely to affect the attitudes and perceptions of their students use of it. Teachers as role models are likely to exert a great influence on students' beliefs about ICT.⁶⁸ It is often reported by English teachers, frequency of writing is a good first step to improve fluency of writing. However, when their belief in their ability and skills relies on using a word processor this would likely enhance students' attitudes and perceptions towards the use of ICT for improvement.

b. Students' Perceptions towards ICT Skills and Knowledge

Both perceptions of value and self-efficacy, concerning ICT skills and knowledge, affect a person's use of the technology. Students who are well informed

⁶⁷Steffl-Mabry, Joette., Radlick, Michael., & Doane, William. Can You Hear Me Now? Student voice: High school & middle school students' perceptions of teachers, ICT and learning. *International Journal of Education and Development using Information and communication Technology*, 6(4), 64-82, 2010.

⁶⁸Jones, S. M., & Dindia, K. A meta-analytic perspective on sex equity in the classroom. *Review of Educational Research*, 74(4), 443-471, 2004.

with it are likely to be more skillful in performing authentic tasks involving the use of computers successfully.⁶⁹ Those who enjoy and value using computers pursue activities and academic programs that will help them improve their skills. A study⁷⁰ found that students trust their competency in using ICT to interact in a learning environment; they believed real-world problems are best solved with it.

3) Perceptions towards the Value and Purpose of ICT Use

a. Teachers' Perceptions towards the Value and Purpose

Teachers' pedagogical beliefs affect their teaching behaviors in the classroom. With the advent of ICT in education, teachers form their own beliefs about the role of it as a teaching tool, its value for student learning outcomes, and their own personal confidence and competency. If a teacher values the use of interactive digital technologies such as Inspiration or PowerPoint for presentations, then students are unlikely to use Butcher's paper in their activities. Teachers' beliefs about effective ways of using it to support learning and achievement is fundamentally dependent on their conceptions about teaching.⁷¹ This thought highlights a range of teacher attributes, namely their beliefs, values, culture, age and teaching skills, experiences and knowledge of ICT use. Therefore, teachers' attitudes and perceptions towards the value and purpose of it underpin meaningful engagement of students in their learning with the inherent tools. Thus, an English teacher believes in the value and purpose of audio-visual technologies in engaging students in the creation of their digital stories.⁷² The teacher's perception of

⁶⁹Moos, D. C., & Azevedo, R. Learning With Computer-Based Learning Environments: A Literature Review of Computer Self-Efficacy. *Review of Educational Research*, 79(2), 576-600, 2009.

⁷⁰Arras-Vota, A. M. G., Torres-Gastelu, C. A., & Garcia-Valcarcel-Munoz-Respiso, A. M. Students' perceptions about their competencies in information and Communication Technologies (ICTs). *Revista Latina de Comunicaion Social*, 66, 130-152, 2011.

⁷¹Cano, F. Epistemological beliefs and approaches to learning: Their change through secondary school and their influence on academic performance. *British Journal of Educational Psychology*, 75, 203-221, 2005.

⁷²Lim, C. P., & Hang, D. An activity theory approach to research of ICT integration in Singapore schools. *Computers & Education*, 41(1), 49-63, 2003.

competence in creating digital stories encourages students to apply ICT.

Teachers always play a central role in instituting and sustaining changes in classroom practices. However, it has been observed that teachers' intention to change is affected by a myriad of factors, such as their attitudes, beliefs, and school culture.⁷³ These beliefs intersect with their established pedagogical beliefs and can be a 'collision' or 'collusion', both having implications on how ICT is applied in the classroom. It may be an add-on to established pedagogical practices or as a tool that affects change in pedagogical practice.⁷⁴ Some teachers are familiar with traditional teaching methods dating from the time they were students. This is how they learnt, and this is how they plan to teach, as mentioned previously in relation to values in the teaching of handwriting.

b. Students' Perceptions towards the Value and Purpose

Students' attitudes and perceptions towards the value and purpose of ICT are crucial to their acceptance of it in learning. They believe in the value of greater alignment between their out-of-school learning and that of in-school learning.⁷⁵ Therefore, learning in the 21st century is increasingly characterized by the ability to make and understand interconnections between concepts, ideas, and convention across a variety of domains. This often includes greater access to online sites, use of mobile devices and social media, digital tools that help to facilitate need to develop judgment, and discretion, creative thinking, collaboration, and complex problem solving.⁷⁶

⁷³Tay, L. Y., Lim, S. K., Lim, C. P., & Koh, J. H. L. Pedagogical approaches for ICT integration into primary school English and mathematics: A Singapore case study. *Australasian Journal of Educational Technology*, 28(4), 740-754, 2012.

⁷⁴Prestridge, S. Engaging with the transforming possibilities of ICT. *Australian Educational Computing*, 22(2), 3-9, 2007.

⁷⁵Shute, V. J., Dennen, V. P., Kim, Y. J., Donmez, O., & Wang, C. Y. 21st century assessment to promote 21st century learning: The benefits of blinking. In J. Gee (Ed.), *Games, Learning, Assessment*. (Boston, MA: MIT Press, 2008).

⁷⁶Burgess, J., & Connell, J. *Developments in the call centre industry: Analysis, changes, and challenges*. (New York: Routledge: Routledge, 2006).

Students perceive ICT has the potential to, and the capacity for, enabling them to construct with purpose, and present their own choice of knowledge from the vast quantity of valuable information available.⁷⁷ Students are acknowledging the value of the role ICT as a knowledge-construction tool through collaborative activity. Students' perceptions about the value and purposes of it is convergent with features and functionalities of these digital tools which should provide them with the means to communicate, connect and collaborate with peers, teachers and experts both at school and at home.

4) Perceptions towards ICT use in Learning Environments

a. Teachers' Perceptions towards ICT Use in Schools

A large body of reviews has reiterated issues such as time, training, resources and teacher resistance to change being the main delay for the acceptance of ICT in the learning environment. Current views and perceptions of learning determine the way that educational Web 2.0 has driven pedagogy. Teachers need to know, not only how to use that tools for personal purposes, but also to support students' learning. Web 2.0 has driven pedagogy so that teachers need to know how to use it to support and enhance their students' learning. The use of Web 2.0 is expected to exert a significant impact on teaching and likely to influence teachers' perceptions about providing multiple opportunities for their students' engagement.⁷⁸

Other research also shows affective issues have a large role to play.⁷⁹ These investigations highlighted inadequate teacher preparation as a consequence to employ ICT in schools. Wherein offering opportunities for teachers to observe, reflect and employ it for learning and teaching. In addition, human factors are to be

⁷⁷Romeo, G., Lloyd, M., & Downes, T. Teaching teachers for the future (TTF):Building the ICT in education capacity of the next generation of teachers in Australia. *Australasian Journal of Educational Technology*, 28(6), 949-964, 2012.

⁷⁸Glassman, M., & Kang, M. J. Pragmatism, connectionism and the internet: A mind's perfect storm. *Computers in Human Behavior*, 26(6), 1412-1418, 2010.

⁷⁹Gill, L., & Dalgarno, B. *Influences on pre-service teachers' preparedness to use ICTsin the classroom*, 2008. Paper presented at the Proceedings ascilite, Melbourne 2008.

the most critical in nurturing the ICT culture and growing the critical mass of teachers able to sustain the use of it effectively in their teaching.

From most research findings, it appears that teacher influences, such as attitudes and beliefs, have an influence on the integration of ICT into pedagogy. The lack of acceptance of it, was also the case for all teachers that had completed professional development workshops. Their level of teachers' technology integration were not all the same, perhaps teachers' behaviors are dependent on their beliefs; as the notion of educational innovation is the result of multiple motives.⁸⁰

b. Students' Perceptions towards ICT Use in Schools

The place of computers in learning for the majority of students is most likely to occur in the classroom and, for an increasing number, at home. Therefore, students' attitudes and perceptions of ICT will depend on the nature of their interaction with the technology, this interaction occurring within their learning space at school or in their home. The degree to which students accept the integration ICT into the curriculum may be influenced by a number of factors, their individual learning style preference, previous computing experience and gender being predominant reasons.⁸¹

A student's learning style is a distinctive and habitual manner of acquiring knowledge, skills or attitudes through experience. For example, using ICT where video streaming is included may suit some students' learning. Some research has shown that using interactive multimedia increased students' attention, attitudes and interest in their learning. Although numerous studies on the relationship between learning styles and the use of it have been conducted, evidence remains contradictory. Some researchers contend there to be a strong relationship between

⁸⁰Mishra, P., & Koehler, M. Technological pedagogical content knowledge: a new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054, 2006.

⁸¹Shaw, G., & Marlow, N. The role of student learning styles, gender, attitudes and perceptions on information and communication technology assisted learning. *Computers & Education*, 33, 223-234, 1999.

student style and attitudes to the use of online technology, while others suggest that no such relationship exists.

5) Perceptions towards ICT Use in Teaching and Learning

a. Teachers' Perceptions towards ICT Use in Teaching

When teachers are knowledgeable in technology use, they are likely to use technology in their pedagogical practices. Then productive use of such technologies is likely to further enhance the teaching and learning environment. Technology availability creates the possibility of effective technology integration is typical of such documentation⁸², but knowledge pertinent to pedagogy and content are required to realize the full potential of technologies to improve learning and instruction. Therefore, teacher beliefs about their own ICT capability and their employment of the technology are related to their conceptions of teaching, which is imperative to the integration of it into the pedagogical practices.

However, studies show many teachers are aware of the potential of integrating ICT use in current practices, but a considerable number of them do so in a traditional, teacher-centered manner, with no significant change in their teaching methods.⁸³ Many explanations for teachers' adherence to traditional teaching abound. Lack of familiarity with progressive teaching methods and the time line for efficiently integrating it for learning are some of the obstacles. However, the most significant explanation is that teachers' attitudes and perceptions shape the implementation of school reforms in general and the integration of ICTs specifically. Indeed, the integration and the connection because it is employed forms a continuous process that calls for changes in teacher's world view.

b. Students' Perceptions towards ICT Use in Learning

⁸²Noriris, C., Sullivan, T., & Poirot, J. No access, no use, no impact: snapshot surveys of education technology in K-12 *Journal of Research on Technology in Education*, 36(1), 15-27, 2003.

⁸³Barak, M., Nissim, Y., & Ben-Zvi, D. Aptness between teaching roles and teaching strategies while integrating ICT into science education. *Journal for e-Learning*, 7,305-322, 2011.

Students who believe they use sophisticated ICT informally tend to be creative, as in. video editing. They often have high regard for the potential of it in learning. These aspects of its capability learnt in the home or through informal contact with peers and others affect perceptions, and are significant in students' construction of their views about the potential of it occurring in a learning environment.⁸⁴ With the potential and power from employing it in the learning environment is comprehended students are likely to embrace it as part of their learning environment. Students' are more positive towards user-friendly ICT and this usually enhances their perception of technology usefulness for learning. Generally, students' attitudes and perceptions about the acceptance of ICT reveal the importance of performance and efficiency as perceived benefits of its usage, and motivators for their use in the learning environment.

9. English as Foreign Language (EFL) Classroom

Language learning is a natural response to communicative needs (productive and/or receptive). Therefore, in classroom teacher should try to ensure that learners are always aware of the communicative value of what they are learning.⁸⁵ As people learn a second or a foreign language, for example English, they will involve in the process of learning four kinds of skill namely writing, reading, speaking and listening.

1). Writing.

Writing is needed as a medium through which people share what they have in mind. According to McDonald and McDonald, writing is usefully described as a process; something which shows continuous change in time that should be

⁸⁴Eraut, M. Non-formal learning and tacit knowledge in professional work. *British Journal of Educational Psychology*, 70, 113-136, 2000.

⁸⁵William T. Littlewood, *Foreign and Second Language Learning: Language-Acquisition Research and Implications for the Classroom*(New York: Cambridge University Press, 1989), p.97.

developed and trained continuously.⁸⁶ It is also supported by Fylnn and Stainthrop that writing is medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task.⁸⁷

2). Reading.

Reading is an active process of word identification involving the writer and the reader. Christine in Simanjuntak defined reading as the meaningful interpretation of printed or written verbal symbols. Clark and Silberstein in Simanjuntak design reading as “an active cognitive process of interacting with printing and monitoring comprehension to establish meaning”. The writer formed a preliminary expectation about the material, and then selects the fewest, most productive cues necessary to confirm or reject the expectation.⁸⁸

3). Speaking

Speaking is talk to someone about something by using your voice to express your opinion openly.⁸⁹ Speaking is the way to express or convey as in speech, to deliver and adress, to make known to be capable conversing especially in foreign language.⁹⁰

Speaking is a mean of oral activity that plays essential role in human interactions and communication when people express their ideas, mind, and feeling

⁸⁶Cristina Russel McDonald and Robert L. McDonald, *Teaching Writing: Landmarks and Horizons*, (Carbondale: Southern Illinois University Press, 2002), p.7.

⁸⁷Naomi Flynn and RhonaStainthrop, *The Learning and Teaching of Reading and Writing*, (Chichester: Whurr Publisher Limited, 2006), P. 54.

⁸⁸Gloria EdithiaSimanjuntak, *Developing Reading Skill for EFL Students*, p. 4.

⁸⁹*Oxford Learners' Pocket Dictionary*, (New York: New Edition Oxford University Press 2003), p.414.

⁹⁰Webster,. *The New International Webster's Pocket Dictionary of the English Language*, (United States: New Revised Edition, Trident Press International 2002), p.403.

to others through the sequence of sound, word, and sentence. If someone speaks, he needs enough vocabulary, grammar, pronunciation, and fluency as rule in forming the speaking.⁹¹

4). Listening

C. Theoretical Framework

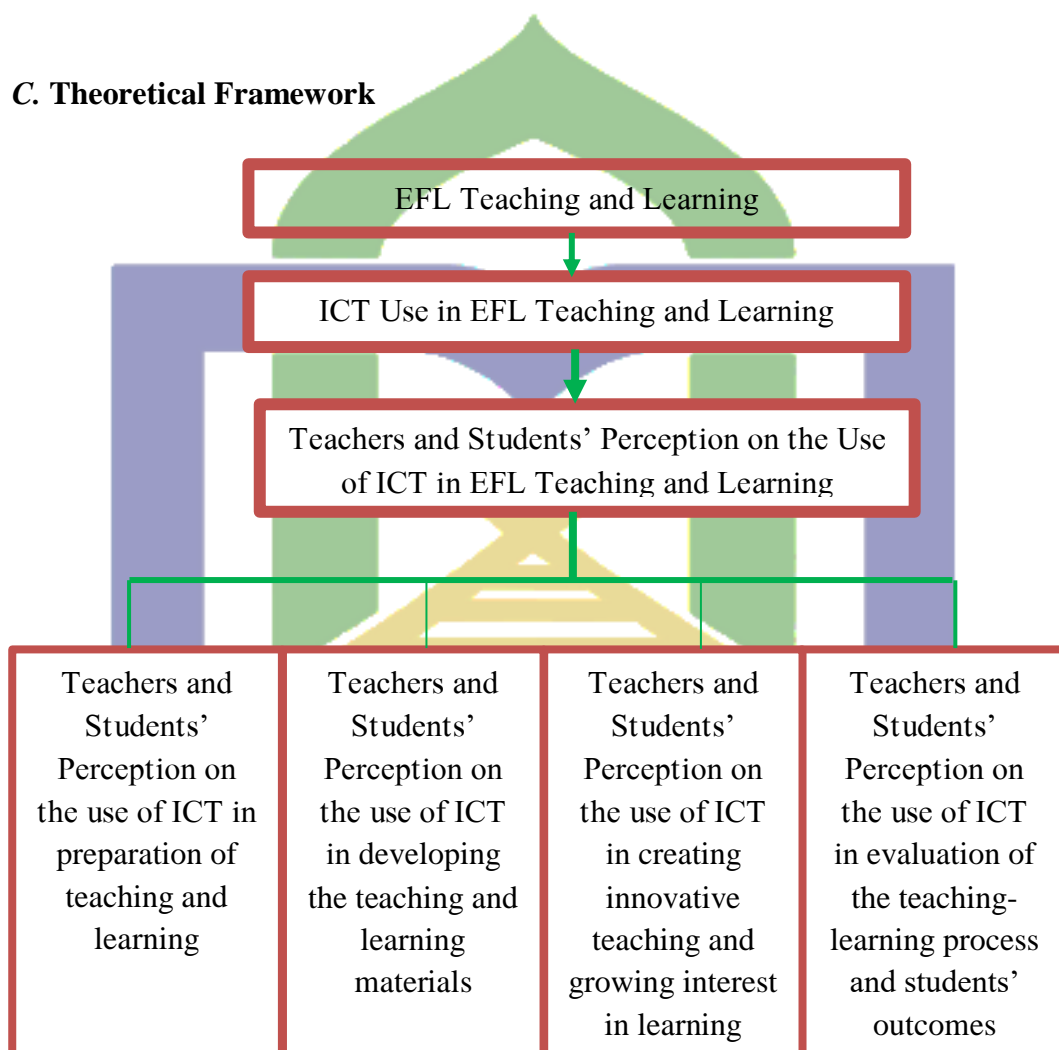


Figure 1. Theoretical Framework of this research

Teachers' perceptions have a significant influence on the use of computers in the classroom.⁹² Lam (2000) also emphasizes that Teachers' personal beliefs of the

⁹¹KaharuddinBahar. *Lets Speak English Actively*. (A Comprehensive Guiding Book for speaking Parepare: STAIN Parepare, 2007).p.1

⁹²Atkins, N. E., & Vasu, E. S. Measuring knowledge of technology usage and stages of concern about computing: A study of middle school teachers. *Journal of Technology and Teacher Education*, 8(4). 279-302, 2000.

advantages of using technology for language teaching influence teachers' decision regarding technology use. Moreover, critical factors affecting successful integration of technology into the classroom are associated with teachers themselves, such as teachers' perceptions and attitudes. Teachers' perceptions and attitudes toward teaching and technology can be regarded as a facilitating or inhibiting factor, giving them more confidence or a major barrier of technology use.

In addition to the explanation above, this research will also seek for students' perceptions of ICT use in EFL classroom. According to Willis and Mash (2003), it is important to find out from students how they perceive their own needs. This means that it curriculum should be able to maximize the learners' sense of control of the technology; that even though researchers and stakeholders have well intentioned ICT plans for learning; learners' perceptions should be sought.⁹³ Learners are an important part in the social system and that their perspectives play a crucial role in the formation of the activities that take place in school. It is important for the stakeholders to tune in to the learners voices⁹⁴ and listen to their views keenly. This would help in understanding what the learners think about their experiences and what they perceive to be of importance in their learning, which in turn would lead to their overall good performance.

This evidence from the literature therefore suggests that learners are an important cadre within the school system and that their perceptions play a crucial role in providing feedback to teachers and stakeholders. This feedback could in a way, play a role in providing end-user insights in the integration of it. In addition, stakeholders need to consider learners' perceptions in the process of integration so

⁹³Kennewell, S., Parkinson, J. and Tanner, H. *Developing the ICT capable school*. (London: Routledge, 2000).

⁹⁴W Keysand C Fernandes. *What do students think about school? Slough*, (NFER, 1993).

as not to lead to ‘stunted growth’.⁹⁵ This resourcefulness of students’ perceptions coupled with the fact that the few studies available have largely been conducted in the developed countries, provided a basis for this study in the Indonesian context.

As the figure 1. above shows, this research will seek for ICT use in EFL classroom in relation to both English teachers’ and students’ perceptions. As presented by the figure, teachers’ perception of it use in classroom is based on the ICTs they employ when teaching English and that of students is based on the ICTs they access when learning English in classroom. The ICTs used by English teachers are those that facilitate their teaching including hardware (laptop, tablet, Smartphone, projector, etc.), software (Microsoft word, excel, power point, etc.) and internet connection (to access email, open certain sites, social networking, etc.). Meanwhile, the ICTs used by students are those that they use during English lesson including hardware (Smartphone, laptop, tablet, etc.), software (Microsoft office, digital dictionary, etc.) and internet connection (to access social media, email, online dictionary, look for materials related to the lesson, etc.).

⁹⁵Jain, M., and Visser, J. *Towards building open learning communities: Contextualizing teachers and learners*: Paper presented at a conference on Information technology: supporting change through teacher education., Kiryat Anavim, Israel, 1996.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research was a qualitative research. Qualitative research consist of a set of interpretative, material practices that make the world visible that is they turn the world into series of representations including interviews, conversations, photographs recordings and memos to the self. Furthermore, qualitative research is the form of inquiry that explores phenomenon in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. All in all qualitative research search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive analysis process, and a product that is a rich description of phenomenon⁹⁶.

B. Research Paradigm

Appropriating qualitative approach to inquiry for this research, interpretative research paradigm was used. For educational technology-based research; interpretive paradigm is very helpful. This interpretative paradigm focuses on multiple perspectives, subjectivity and independency of individual thought because it assume that there are multiple meanings which may differ from person to person, society to society, class to class and no meaning is right or wrong rather all are equally important. Interpretive assume that knowledge and meaning are acts of interpretation, there is no objective knowledge. So, interpretive research paradigm is to understand the subjective world of human experience, to retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within⁹⁷.

⁹⁶Merriam, S. B. Introduction to qualitative research. *Qualitative research in practice: Examples for discussion and analysis*, 1, 1-17, 2002.

⁹⁷Cohen L., Manion L., and Morrison K. *Research methods in education (sixth edition) Special Indian edition*, Published by Routledge, Taylor and Fransis group, 2007.

Therefore, I have chosen interpretive research paradigm because I also want to interpret the students and teachers' perception towards use of ICT in English classroom. I will interview the participants, in this case teachers and students personally and then interpret all the information as per my research concern.

2. Population and the Subject of the Research

A research population was the total target group who would be the subjects of the study and about whom a researcher is trying to say something.⁹⁸ In other words, population in research was a group to which research findings were generalized. The population for this study includes all of English teachers and students who are in the second and third grade.

The research concerned on teacher and students' perception. The researcher chooses all the English teachers and 5 students of second and third year's students at MAN 2 Soppeng as the participants and the subject of the research.

3. Time and Location of the Research

This research conducted for 1 month including several steps ranging from documents related to the research to the completion of data process in this research. This research conducted at MAN 2 Soppeng. This school selected due to the availability of ICT facilities.

4. Research Instrument

Before choosing an instrument to collect data, the researcher should be certain about what kind of data was needed, in order to answer the research question(s). This research is qualitative in nature. The study has based on primary and secondary data sources. Discussion, interview, observation and collection of information during the research are the primary source for the study. In the same way literature on the theme, researches on similar topic as well as the suggestions

⁹⁸Punch, K.F. *Introduction to research methods in education*.(London. Sage, 2009).

by experts and other too will be the secondary source for this study. The researcher decides to employ interview. Where regarding an interview, it is an interchange of views between two or more people on a topic of mutual interest, sees the certainty of human interaction for knowledge production, and emphasizes the social situations of research data⁹⁹. The interviews enable me to discuss their interpretation of the world in which they live and to express the situation from their point of view. Their point of view also adds depth to the data generated during observations and serves to clarify any issue that may emerge.

5. Data Collection Technique

In order to collect data for this study, the researcher interviewed teachers and students assigned as the sample. Prior to the interview, permission to conduct the study asked from the school principal. The purpose of the study and the interview explained to students and teachers participating. By using this technique, the researcher conducted the conversation to ask some questions with the teacher about the topic to support the data. The researcher prepared some questions related to the use of ICT in EFL Classroom.

6. Data Analysis Technique

In this research, the researcher analyzed the data collected by using several steps, including data collection, data reduction, data display and concluding data/verification.

1). Data reduction

Data reduction means summarizing the data, choosing the subject matters, focusing on the important things, and look for themes and patterns.¹⁰⁰ Data reduction will help the researchers identify patterns in data. To reduce data in this research, the

⁹⁹Cohen L., Manion L., and Morrison K. *Research methods in education (sixth edition) Special Indian edition*, Published by Routledge, Taylor and Fransis group, 2007

¹⁰⁰M.B. Miles and A.M. Huberman, *Qualitative Data Analyiss: A Sourcebook of New Methods* (California: Sage Publications, Inc, 1984), p. 21.

researcher coded data as follows:

- a. Categorizing the form or kinds of ICT use in EFL Classroom.
- b. Categorizing how the teachers perception about the use of ICT it teaching English in the classroom.
- c. Categorizing how the students' perception about the use of ICT in learning process.

2). Data Display

Display of the data was a description of the data. Data display considered an important step during the qualitative data analysis or the writing up stages. Data display in a graphic format is a way of portraying information succinctly and efficiently. Seeking the meaning in data made easier by displaying data visually. Research data were displayed using charts, graphs, diagrams, tables, matrices, and any other devices, such as drawings, that researchers devise. Frequency tables are typically developed for categories of coded behaviors.

When the data has been analyzed, the researcher started to describe the findings and the data presented descriptively. The description made by the researcher based on the data collected with the review of literature. Then, the researcher analyzed the data in specific but brief and clear description.

3). Concluding Data

After the process of collecting and analyze the data, the researcher tried to find out and get the conclusion or verification from the result based on the data taken from the field by the researcher. The conclusion of this research becomes the final report of this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The results of this research are focused on teachers and students' perception on the use of ICT in EFL classroom. Teachers and students' perception on the use of ICT in this research is classified into four main issues, namely: teachers and students' perception on the role of ICT in preparation of teaching and learning, developing the teaching and learning materials, creating innovative teaching and growing interest in learning, and evaluating the teaching-learning process and students' outcomes.

1. Teachers and Students' Perception on the use of ICT in Preparation of Teaching and Learning

a. Teachers' perception on the use of ICT in preparation of teaching

Based on the result of the analysis of teachers' response, it is found that teachers at MAN 2 Soppeng had a supportive perception on the use of ICT. In a broad context, teachers are aware of the importance of ICT. Teachers' response about the use of ICT in broader context can be seen in the following table:

Table. 1.1. Teachers' response about the use of ICT in a broader context

No.	Teachers' Response
1.	"If we talk about ICT, it is various kinds of tool that makes us easier whether in the field of science, entertainment, etc. For me, ICT is like my third hand. It is so much helpful because it makes my job easier in teaching, and so on." ¹⁰¹
2.	"In my opinion, ICT is sophisticated tools that exist in current era. ICT

¹⁰¹ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

	tools such as hand phone, laptop, and many other tools that usually used while teaching in the classroom such as LCD and the internet access.” ¹⁰²
3.	“Information technology is something that can ease us to get knowledge related to the teaching and learning process. What we cannot find in the book, that is very limited, can be found by using technology”. ¹⁰³

From the teachers’ response above, in a broad context, teachers are aware of the importance of ICT. By using ICT, the teachers’ job become easier and therefore, the ICT become inseparable from teachers life especially to help teachers to prepare the teaching.

Based on the result of the analysis of teachers’ response, it is found that the teachers at MAN 2 Soppeng had a supportive perception on the use of ICT in preparing the teaching and learning, specifically in the preparation of lesson plan. Teachers’ response about the use of ICT in in the preparation of lesson plan can be seen in the following table:

Table. 1.2. Teachers’ response on the use of ICT in preparation of lesson plan

No.	Teachers’ response
1.	“Yes, the current lesson plan designation should be like that. We should take advantages on ICT. I have materials that are quite complete. There are audio files, visual, British accent and the results of browsing in internet. I have materials from Kangaroo Radio English of Australia. Unfortunately, the program is suspended. That program is great for the development of reading and listening. It just needs to be adjusted to Basic Competence.” ¹⁰⁴
2.	“Yes, of course. As a teacher, we must have lesson plan before teaching in the classroom and it is important for the teacher. The materials are arranged by using computer. Unfortunately, there is no specific

¹⁰² Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁰³ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁰⁴ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

	application that I know to make it. Therefore, we use a file format on the computer and then compiled it according to the syllabus. ¹⁰⁵
3.	“Yes, because in the lesson plan, it is written by using laptop and LCD. In this school, the number of revised edition of K13 books is not enough, so we use electronic books when teaching in the classroom. It is so much helpful in learning process.” ¹⁰⁶

Based on the teachers' response above, they always had plans for teaching English by using ICT. The teachers are commonly using the computer or laptop to arrange their lesson plan or their teaching materials. They also had some ideas to use e-books get a necessary teaching materials from certain source.

b. Students' perception on the use of ICT in preparation of learning

Based on the result of the interview, it is found that students had a positive perception on the use of ICT in preparation of their learning. The students' response related to the use of ICT in preparation of learning can be seen in the following table:

Table. 1.3. Students' response on the use of ICT in preparation of learning

No.	Students' Response
1.	“Yes we are allowed to access the internet but use our own gadget. That's specifically in this English classroom. So we can access the internet to find material related to the subject at that time. Especially if the material in our textbooks is difficult to understand or the explanation is incomplete.” ¹⁰⁷
2.	“Yes we are allowed for that. But we can only access it with our own devices. So we usually use mobile phones to find material related to what the teacher will explain. But only in English classroom that allows us to use mobile phones..” ¹⁰⁸

¹⁰⁵ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁰⁶ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁰⁷ AHF. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁰⁸ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng.

3.	“Yes we are allowed to access the internet but through our own mobile phones. But before that, usually the teacher first told us to bring a cellphone because not every day we could carry a cellphone. So adjust the lesson first.” ¹⁰⁹
4.	“Yes, sis. But access through our own but actually we should not use mobile phones before permission to access the internet in classroom to find material related to the material being taught.” ¹¹⁰
5.	“Yes we are allowed, sis. Because we are usually given assignments that will be presented in classroom. So we have to find the material by ourselves from the internet.” ¹¹¹

From the students' response above, it shows that the students tried to find out the learning material by using ICT. The students are using ICT to help them to accomplish their assignment.

Based on the result of the analysis, it is also found that the use of ICT makes students easier to learn something new in English. The students can arrange their own learning material with the help of the internet. The students' response on the use of ICT makes students easier to arrange their own learning material in English subject can be seen in the following table:

Table. 1.4. Students' response on the use of ICT in learning something new

No.	Students' Response
1	“Yes sis, it's easier. Because we were allowed to access the internet so we could find material related to what we were learning at the time. But not yet explained by our teacher.” ¹¹²
2	“Yes, because it's easier to access via the internet to find material that isn't necessarily in the book.” ¹¹³

¹⁰⁹ NUH. (Student), interviewed August 2019 at MAN 2 Soppeng

¹¹⁰ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹¹¹ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹¹² AHF. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹¹³ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng.

3	“Yes because the internet is very wide so I can get a lot of information such as the tenses material that we presented earlier. In the book, the explanation is usually limited, so we searched the internet. I also usually open Google. For example text samples, I translate Google very often, for examples the English conversation.” ¹¹⁴
4	“If you use the internet to find more material, that's good, because the scope is wider. Just type one topic and all things related to it will appear. Especially with the internet we can also add new knowledge again unlike other lessons that are only books and books only if there is an assignment.” ¹¹⁵
5	“Very easy, because the internet is broad in scope. So in addition to material in the book, on the internet there is additional material. Moreover, the search is also easier because we can immediately search. But there is also a bad side, for example when there is a task of dedication about the description to ask for our opinion, but when searching on Google the answer immediately appears all. So students who really don't want to learn can just believe without understanding.” ¹¹⁶

Based on the students' response above, the use of ICT made them easier to understand and learn new things. In other words, it helps them in preparing the learning materials. When they have an assignment, they usually use ICT to help them to finish the assignment. They felt that textbook could not answer their need in terms of material at the time. Moreover, material that students got from the internet helped them to increase their understanding because they had many references.

2. Teachers and Students' Perception on the use of ICT in Developing the Teaching and Learning Material

a. Teachers' perception on the use of ICT in developing the teaching material

Based on the result analysis of the interview, it is found that teachers had a supportive perception on the use of ICT in developing the teaching material. The

¹¹⁴ NUH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹¹⁵ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹¹⁶ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng.

teachers believe that ICT has an important role in developing the material. The teachers' response about the importance of ICT in developing teachers' material can be seen in the following table:

Table. 2.1. Teachers' response on the use of ICT in developing the teaching material

No.	Teachers' Response
1.	"Yes, as a professional teacher, it is a must do it. As I said previously, I already have my own material, so all I need is to adjust the material that suitable with the syllabus." ¹¹⁷
2.	"As I said previously, after reading the syllabus and considering the Basic Competences, I decided to find out and collect additional material from the internet. Then, I organized it into a Power Point Presentation." ¹¹⁸
3.	"Till now I still follow lesson plan but if the material was not there, I will search material from the internet. I used internet to get additional example. Besides, the textbook had been prepared because sometimes book is monotonous and gave fewer examples, so teachers needed to search additional material." ¹¹⁹

Based on the teachers' response above, it is found that before teaching, teachers tried to develop the material related to their own material by using internet. They felt that their lesson plan and syllabus still monotonous, so they decided to give additional material. Because media can represent what the teacher could not convey in certain words or sentences. In developing learning material, media has an important role to explain what wants from the textbook.

Additionally, based on the result of interview, it is found that they possess a high awareness to prepare their material before teaching. The teachers' response on

¹¹⁷ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹¹⁸ Mrs. TMR (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹¹⁹ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

the obligation to prepare the material before teaching can be seen in the following table:

Table. 2.2. Teachers' response on the awareness to prepare the teaching material

No.	Teachers' Response
1.	"That is the teachers' duty to prepare material before teaching in a classroom. However, I myself have my own material, so I just need to choose what material that is suitable to Basic Competence from the syllabus." ¹²⁰
2.	"Personally before teaching, I read my lesson plan first and then I search material about it. We can directly teach in a classroom without any preparation because it is our duty to adjust the material with the Basic Competence. For example, the 11 th grade students must finish a certain Basic Competence for this semester, so I have to prepare material that is appropriate for it." ¹²¹
3.	"Of course I must prepare material that I will explain in classroom and organize what should the students search on the internet." ¹²²

Based on the teachers' response above, it is found that teachers always prepare their material before teaching because they have to fit the material with the Basic Competence that students have to reach. For example, the 11th grade students must finish a certain Basic Competence for this semester, so the teachers have to prepare material that is appropriate.

Based the interview, it is also found that teachers did not encounter any problems when using ICT to develop their learning materials. Even though technology has become more sophisticated, modern, easy, effective, and practical, it still have a possibility of deficiencies both in terms of human resources or the tools

¹²⁰ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹²¹ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹²² Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

itself. The teachers' response about their difficulties in utilizing the ICT can be seen in the following table:

Table. 2.3. Teachers' response about the ease in using ICT in developing the teaching material

No.	Teachers' Response
1.	"I have no problem with that. I fell more comfortable because I can find material easily. However, when electricity is turn off, we can use it. We have to use manual resource, like textbook." ¹²³
2.	"I have no problem, since I have an internet data and good network. I can access information related to my materials anytime and anyplace." ¹²⁴
3.	"There is no big problem. The problem only come from the number of students have laptop in a classroom. Not all students have it, so I have to divide them into some group." ¹²⁵

Based on teachers' response above, it is revealed that the teachers do not face any problems. They felt easier in using it because almost all of the materials contain on the internet. Actually, technology made the learning process be easier. The only problem is the number students who have laptop. Not all of them have it, so teachers need to divide them into some group and it made the learning process was not effective.

Furthermore, based on the analysis, it is found that the teachers at MAN 2 Soppeng use audio and visual material to attract students' interest in order to make them be more focus in learning. The teachers' response about the learning preparation by using audio and visual aspect can be seen in the following table:

¹²³ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹²⁴ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹²⁵ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

Table. 2.4. Teachers' response about the use of audio visual material for teaching

No.	Teachers' Response
1.	"I commonly use both audio and visual material. It also purpose to train students, especially the 3 rd grade to face their National Exam. I use these materials to make them feel familiar to the text." ¹²⁶
2.	"Sometimes I use both audio and visual material, but for now I commonly use visual because I feel difficult to bring speaker when I want to teach. Except, if I ask students to learn in language laboratory, I will apply an audio material." ¹²⁷
3.	"For now, I still use visual material. I never use an audio material in classroom." ¹²⁸

Based on the teachers' response above, teachers at MAN 2 Soppeng used both materials using audio and visual aspect. They purposed to train use audio and visual make students feel familiar with it in order to face the National Exam in the future time.

b. Students' Perception on the use of ICT in Developing the Learning Material

Based on the result of the students' response, it is found that students had a positive perception on ICT in developing the learning material. ICT makes easier to prepare the learning especially in widening the scope of their learning material. The students' response about the the need of ICT to ease the students to prepare the learning material can be seen in the following table:

Table. 2.5. Students' response on the use of ICT to ease them in preparing the learning materials

¹²⁶ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹²⁷ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹²⁸ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

No.	Students' Response
1.	“It feels easier because the lessons become clear by using the LCD screen or monitor in front of us. Compared to using a blackboard that must be erased continuously to write the next material. If it is displayed on the screen, the material can be connected. We can return to previous material easily and move to new material is also easy.” ¹²⁹
2.	“Yes Because if you use ICT in classroom we can immediately find out things that are not clear on the internet. If you don't use it it's complicated to have to open the book again. Moreover, in one book, it is not certain that the material will be directly found.” ¹³⁰
3.	Yes It's easier to understand when using technology because if you use books it feels a lot to watch out for, but if you use LCD, focus is enough at one point. If displayed with video and audio is more interesting than using books or the teacher writing on the blackboard makes boring.
4.	Yes, of course it is easier because using IT such as the delivery of material through the LCD is more interesting for us to pay attention to and teachers don't need to be too tired to write on the blackboard.
5.	It's easier, sis, because for example using the projector, there is something we can see while the teacher explains. We can also hear and see. So it's easier to understand. More passion also because if you use a projector there is curiosity to the material. It makes us more enthusiastic to be able to understand the material.” ¹³¹

Based on the students' response above, the use of ICT supported the and made the students easier to prepare the learning materials. The students assume that the ICT help them to prepare their lesson. Additionally, it makes the lesson more attractive.

Based on the students' response on the use of ICT in order to find an additional material beyond the existing material in the textbook, it is found that the use of ICT

¹²⁹ AHF. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹³⁰ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹³¹ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng.

made them easier to get information so that they could accomplish their assignment.

The students' response can be seen in the following table:

Table. 2.6. Students' response on the use of ICT in finding additional material

No.	Students' Response
1.	"Yes because internet is very wide so I can get a lot of information such as tenses that we presented earlier. Sometimes, the explanation in textbook is limited, so I use Google. For example, Google translate to search example of text and also example of conversations." ¹³²
2.	"It is easy because internet is very wide. Besides the material in the book, there are additional materials. If we connected to the internet, we can search the material directly. On the other side, internet has negative impact such as sometimes we have assignments that need our own opinion but we search it in Google. The students are lazy to think." ¹³³
3.	"It is good when we look for other materials in the internet. We only type a topic and all things related to it will appear. We get new knowledge by using internet. Other subjects only use book." ¹³⁴
4.	More motivated, more eager to learn English. Because English is more dominant in using IT when comparing with other subjects." ¹³⁵
5.	Yes, more interesting. Besides, the use of books has always been a long time ago, if you open it, it becomes boring. If we look at the screen it's better to study. It's more relaxing to learn English than using books." ¹³⁶

Based on the result of the students' response above, using ICT makes students easier to find additional materials. Most of the students said that the internet made it easier to find additional material than what was explained by the teacher.

3. Teachers and Students' Perception on the use of ICT in Creating Innovative Teaching and Growing Interest in Learning

¹³² NUH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹³³ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹³⁴ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹³⁵ AWH Student), interviewed August 2019 at MAN 2 Soppeng.

¹³⁶ NUH. (Student), interviewed August 2019 at MAN 2 Soppeng.

a. Teachers' perception on the use of ICT in creating innovative teaching

Based on the result of the analysis, teachers had a supportive perception on the use of ICT in creating innovative teaching. It is found that the use of ICT made the students become interested, motivated, and enthusiastic in following the lesson. The teachers' response about the use of ICT in to motivate the students can be seen in the following table:

Table. 3.1. Teachers' response on the use of ICT in motivating the students in learning

No.	Teachers' Response
1.	"Of course students will be more interested in following the learning process if we use ICT. From my experience, I rarely found students feel sleepy or less attention in learning if we just deliver the lesson by direct method." ¹³⁷
2.	"I tried to make a comparison between the way I teach firstly and recently. Firstly, I did not use any technology in teaching. But recently, I attempt to take benefit from technology and it had a positive response from the students. They were more interested when I present the material in a slide presentation form and they were more focus to learn." ¹³⁸
3.	"From my point of view, the students were more active because the number of K-13 revision book is only about two or three pieces. They also felt lazy to open the book. They would be more active when they were given material by using IT tools because they could listen to an audio directly." ¹³⁹

Based on teachers' response above, they believe that the students are more enthusiastic and motivated in learning when the teachers are using ICT in the learning process. They tried to take the benefits from the technology.

¹³⁷ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹³⁸ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹³⁹ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

The teachers' response also show that the use of certain ICT media, made the students more active and could understand the material easily, particularly when the material is shown on the slide and reflect by LCD Projector. The teachers' response can be seen in the following table:

Table. 3.2. Teachers' response on the use of ICT to ease the teacher in teaching

No.	Teachers' Response
1.	"Yes, of course. I am elated with the ICT devices in this laboratory because before this device exists. I had to always bring sound system and LCD. Now, I do not need bring the tools in the classroom now because the students will come in this laboratory. I also do not need to write the material on the white board." ¹⁴⁰
2.	"I my opinion, it is great to utilize technology in teaching English because beside it eases the teacher, it also makes the students interested in learning. The important one, it can minimize the time. In the past, the teachers write the materials on the white board then the students write it in their book, so it consumes much time. Now all materials are ready in the computer, so we only connect it to the LCD and then explain the materials." ¹⁴¹
3.	"Yes, I assume that ICT is helpful in the learning process. Here, K13 books are not adequate so we use electronic book when teaching in the classroom." ¹⁴²

Based on the teachers' response above, it can be concluded that using technology was easy for the teachers and also made the students interested in learning. Using technology also could minimize the time, especially K13 books was not adequate here so the teachers used electronic book.

¹⁴⁰ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁴¹ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁴² Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

Based on the result of the analysis, it is found that teachers are utilizing ICT-based media in almost every teaching process. How teachers involve ICT in the teaching process can be seen in the following table:

Table. 3.3. Teachers' response on the involvement of ICT in teaching process

No.	Teachers' Response
1.	"Yes, almost in every teaching-learning process because ICT makes the learning process is easy and saves energy. I feel helpful by using it. However, it depends on Basic Competence on the syllabus. If the Basic Competencies are speaking, listening, reading and writing then I use ICT." ¹⁴³
2.	"I always use ICT because I get learning materials from internet. I match what material will be discussed before applying it in the classroom. I will utilize ICT if the material is appropriate such as tenses. The students need interesting materials so they can understand. Before I use ICT, only some students understand. Therefore, I give them assignments to find that materials in the internet then they have to present it by using Power Point. The students are easier to understand the materials from what they have got from their friends' presentation." ¹⁴⁴
3.	"It is conditioned with the learning materials. If all materials are exist in the book of the teacher or students then I will not use media, but I will use electronic book if there is a lack of materials. I also use internet to find additional materials." ¹⁴⁵

Based on the table above, it can be concluded that the teachers always use ICT-based media because it was easy and saved more energy.

Based on the result of the analysis, it is found that the ICT made the teachers feel easier in the learning process, especially in teaching English. The teachers' response about the use of ICT in the classroom can be seen in the following table:

¹⁴³ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁴⁴ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁴⁵ Ms. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

Table. 3.4. Teachers' response on the use of ICT in creating innovative teaching

No.	Teachers' Response
1.	"It is easy for me. Students will be easy to listen by using sound system or earphone. For example, I explain about the National Examination to the 3 rd grade students by using ICT. As a result, the students can listen easier to the lesson and the classroom is no longer noisy. The students also feel better when they watch the monitor." ¹⁴⁶
2.	"Of course, it is really easier if we use ICT tools, such as computer, LCD or laptop in teaching. However, computer cannot be moved to another place. It only can be used in the laboratory. Actually, the use of laptop and LCD in the class really make the learning process becomes easier. If there is no technology, I do not know how to teach anymore because textbook is limited... or if there is no technology, probably I will go anywhere to find out a book which suitable with the syllabus." ¹⁴⁷
3.	"For me personally, it made me easier and helpful because information from the textbook is limited. The internet really helps me to find out additional material." ¹⁴⁸

From the teachers' response above, it can be concluded that the use of ICT made the English learning process became easier. It could facilitate students to listen the material with the help of sound system and earphone in the language laboratory. It made students easier to be focus. Then, in the use of ICT aspect, internet helped teachers to find out additional material because they think the material from their textbook is limited.

Table. 3.5. Teachers' response on the use of ICT in getting students' full attention

No.	Teachers' response
1	"Very easy because it focuses on the monitor. We have to be smart to control them to stay focus." ¹⁴⁹

¹⁴⁶ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁴⁷ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁴⁸ Mrs. ARB (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

2	“There is a huge difference. The first time I came to this school, I taught in the 10 th grade and I did not use any ICT tools. I use lecture method and write on a white board. I saw that the students were lazy to pay attention with the material presented. It is different now. When I teach by using it, the 11 th grade students are enthusiast during the learning process.” ¹⁵⁰
3	“It is very helpful. In the past, the students only used book and used to be indifferent. Now, if I divided them into some groups then facilitate them with ICT like story that display on the slide, they will enthusiast.” ¹⁵¹

From the teachers’ response above, it can be said that the use of ICT while teaching is so much helpful to support the teaching and learning process. It helped them in getting students’ attention in the classroom because they more focused on the monitor and made them more enthusiastic in learning.

Based the result of the analysis, it is found that the use of ICT might cause the students to be easier to understand the material. The teachers’ response about the ICT use makes the students to be easier to understand the material can be seen in the following table:

Table. 3.6. Teachers’ response on the use of ICT in creating innovative teaching

No.	Teachers’ Response
1.	“Actually, it depends on the students. If they have strong motivation to learn, they will understand the material easily, vice versa. Moreover, the present of ICT tools in the language laboratory really had big role in terms of increasing students’ ability in speaking and listening skill.” ¹⁵²
2.	“Yes, in my opinion, I use ICT to make students understand the material quickly. For example, by Power Point presentation teacher gave a clear

¹⁴⁹ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵⁰ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵¹ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵² Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

	explanation about a topic with its example. It would be different when they were told to read a book. They had to read it carefully so, they cannot easily understand the material. It could make students felt confused because the explanation was convoluted.” ¹⁵³
3.	“In my opinion, it can be denied that students had got material from their textbook. However, internet also had a big role to strengthen their understanding about the material that they will learn. It could help students to find many references.” ¹⁵⁴

From the teachers’ response above, it can be said that the use of ICT in developing material would help students understood English material easily. In detail, the presence of ICT tools in the language laboratory helped students to increase their ability in speaking and listening skills. Besides, the teacher felt easier to deliver the material when they use *Power Point Presentation* than textbook because the material is clearer for the students. It is concluded that the teacher arranged their material in line with the syllabus. They use ICT such *Power Point Presentation* to help them convey their thought that could not explain by words or sentences. Moreover, the additional material from internet made their lesson more various, so it will be guided the students to understand the lesson easily.

Most importantly, it is also found that the use of ICT in teaching process made the students understand easily. The teachers’ response about the use of ICT to make the students to understand the lesson easily can be seen in the following table:

Table. 3.7. Teachers’ response on the use of ICT in creating innovative teaching

No.	Teachers’ Response
1.	“In my opinion, it eases them because they can be more focused on the monitor. In listening section, we have sound system and several earphone.

¹⁵³ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵⁴ Mr. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

	However, it depends on students' intelligence because sometimes there is a student who can get the lesson quickly and vice versa. Technology only supports the learning.” ¹⁵⁵
2.	“Yes. The students are easy to understand if I use ICT in the classroom. They even ask me to stay use especially the LCD. They can enjoy an useful videos related to the lesson, so they are motivated in learning English.” ¹⁵⁶
3.	“Yes. The students are helped. They will be understand the materials quickly by using technology in teaching.” ¹⁵⁷

Based on the teachers' response above, it is found that the use of ICT makes the students easier to understand the lesson and the students become more motivated in learning English. In other words, the use of ICT is supporting the teachers to create an interactive learning in the classroom.

b. Students' perception on the use of ICT in growing interest in learning

Based on the interview, it is also found that they are more enthusiastically if their teachers use ICT tools in teaching English compared to using conventional method. The students' response can be seen in the following table:

Table. 3.8. Students' response on the use of ICT in growing interest in learning

No.	Students' Response
1.	“More enthusiastic because it is more interesting. Especially if we are playing an animated video that is in English and then told to write what we can catch from there, it feels more challenging. Although it's rather difficult.” ¹⁵⁸
2.	“Yes honestly, when I study English I get excited because besides learning English, I can learn a little about technology. It makes me easier.

¹⁵⁵ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵⁶ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵⁷ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁵⁸ AHF. (Student), interviewed August 2019 at MAN 2 Soppeng.

	So we don't need to bother opening the book anymore. Simply displayed from the server there will also be on our monitor.” ¹⁵⁹
3.	“Yes, because of its wide scope. We do not just learn English but we also learn technology so we don't miss it. Especially when there are slides that can be seen and listened directly while learning it is very interesting to watch because it used to be rare. Usually only open print books.” ¹⁶⁰
4.	“Yes more enthusiastic especially as before where we were told to explain our discussion to other friends by using the LCD. It is indeed interesting if something is displayed directly with the slide. So using technology like LCD is more fun, lessons are easier to save because it's good and we're happy, so the lessons are easy to get into.” ¹⁶¹
5.	“Yes. Sometimes more curiosity arises when the slides are interesting. So there is curiosity to the material. It makes us more enthusiastic to be able to understand the material.” ¹⁶²

Based on the students' response above, they feel enthusiastically in the learning process because their teacher applied some ICT tools. They feel that it is more attractive because it provided picture, animation, sound and other things that eased them to memorize the English lesson. The use of ICT tools in learning process made the students were motivated because it eased them in understanding the lesson by using audio and visual media. It is also flexible because students could find out material not only from their textbook but also from internet. Besides, it also raises the students' curiosity in learning.

Based on the students' response, it is found that the students are more excited and motivated in learning English with the use of ICT tools in the classroom. The students' response can be seen in the following table:

¹⁵⁹ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁶⁰ NUH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁶¹ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng

¹⁶² ASR. (Student), interviewed August 2019 at MAN 2 Soppeng

Table. 3.9. Students' response on the use of ICT in growing interest in learning

No.	Students' Response
1	"Personally, I am motivated because the learning is interesting. It is different to the other subjects that use conventional method. In English classroom, the teacher uses electronic tools. We can find unfamiliar word in internet and its pronunciation. Sometimes, the teacher plays an English video without showing the translation." ¹⁶³
2	"It depends on how the teacher delivers the materials. We are interesting if our teacher delivers the material in a good way and vice versa. However, English teacher here is assertive in teaching." ¹⁶⁴
3	"Yes. But it depends on the teacher who teaches. If the method of delivering it to students is good, then automatically we will also be interested in taking lessons. But there are also teachers who are often convoluted, so the material is difficult to understand. But English teachers at this time are good because they are strict when teaching." ¹⁶⁵
4	"Yes because the use is interesting, in addition to what we can see directly, we can also listen. So younger and also more fun because if we use books we are not focused. In addition, we are not tired of learning because there are new displays." ¹⁶⁶
5	"Yes, if the teacher uses the technology, it creates curiosity because the delivery of the material is interesting. Unlike using a book that feels convoluted explanation. The lessons become more interesting. It feels different when only using books." ¹⁶⁷

Based on the students' response above, almost all of students believe that the use of ICT in English learning process make them become more motivated in learning English. It is because a modern method stimulated them to be more enthusiastic in learning. It can be concluded that the use of ICT tools in learning

¹⁶³ AHF. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁶⁴ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁶⁵ NUH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁶⁶ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng

¹⁶⁷ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng

process made the students were motivated because it eased them in understanding the lesson.

4. Teachers and students' perception on the use of ICT in evaluation of the students' outcomes and teaching-learning process

a. Teachers' perception on the use of ICT in evaluation of students' outcomes

Based on the result of the analysis, it is found that the students are more motivated to do their assignment individually when it is needed an innovation by accessing the internet. The teachers' response can be seen in the following table:

Table. 4.1. Teachers' response on the use of ICT in evaluation of the students' outcomes

No.	Teachers' Response
1.	“Until now, I obligate students to bring their personal mobile phone that can be used to access the internet to finish their assignment. It seems, they finish it faster when they use internet. I also usually give them homework. I ask them to use Microsoft Word to do it and send to me by email. So that they can understand the way to send document by email because most of them do not understand about it, even have not had an email.” ¹⁶⁸
2.	“Same as last week, I gave them a task about tenses with the basic competence students should understand three tenses. In my opinion, it is too difficult for students because the tense is not Simple Present, Simple Past, or Simple future anymore, but they have to learn the others. One of them is Present Perfect. Before turning to Present Perfect tense, I think the students have to understand about what is present and perfect, and then we continue to present perfect. I fell difficult at the part. So, I divided them into some groups to find out the material about the tenses on the internet. The, this week they have to present their material to the other groups.” ¹⁶⁹

¹⁶⁸ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁶⁹ Mrs. TMR (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

3.	“I think they are more enthusiasm because they feel that they can find their task from the internet. They do not need to be confused about how they can get answer from their assignment because internet already prepares anything.” ¹⁷⁰
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For the individual assignment that needed innovations to access internet, students are faster when open it through internet. Even, teacher sometimes see the students open a question-answer application. The students felt more spirit because they can find the answer easily from internet.

Table. 4.2. Teachers’ response on the use of ICT in evaluation of teaching-learning process

No.	Teachers’ Response
1.	“Yes, very enthusiastic. It is different when we speak in front of the classroom with direct method. We waste our energy and the time is not controlled efficiently. However, if we utilize ICT, the students can be controlled well in order to keep the learning atmosphere alive.” ¹⁷¹
2.	“Yes, very enthusiastic. The students are active in learning English by using technology. In the past, when the teacher taught with direct method, sometimes the students felt bored. By using technology, we can provide game or other entertainment for them after giving materials. It is to reactivate their spirits. On the other words, technology can be used for ice breaking in the classroom.” ¹⁷²
3.	“For me, the atmosphere is more interactive between me and students as well as between one student and other students. By using audio, the students are active because they can see and listen directly especially when using laptop with power point display.” ¹⁷³

Based on the teachers’ response above, it is found that the use of ICT in EFL classroom makes the learning process become more interactive and enthusiastic.

¹⁷⁰ Mrs. ARB (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷¹ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷² Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷³ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

They said that there is a difference when teaching with lecture method and teaching by using an ICT. To sum up, ICT has an important role in student independence. The teachers give the students opportunities to find out the assignment answer by their own through the internet which provides a lot of information for students.

The result of the analysis also shows that the condition and atmosphere of the classroom when learning English in the classroom are more interactive and enthusiastic with the use of ICT in the learning process. The teachers' response on how the ICT use affect the students' learning motivation can be seen in the following table:

Table. 4.3. Teachers' response on the use of ICT in growing students' motivation in learning process

No.	Teachers' Response
1.	"Of course students will be more interested in following the learning process if we use ICT. From my experience, I rarely found students feel sleepy or less attention in learning if we just deliver the lesson by direct method." ¹⁷⁴
2.	"I tried to make a comparison between the way I teach firstly and recently. Firstly, I did not use any technology in teaching. But recently, I attempt to take benefit from technology and it had a positive response from the students. They were more interested when I present the material in a slide presentation form and they were more focus to learn." ¹⁷⁵
3.	"From my point of view, the students were more active because the number of K-13 revision book is only about two or three pieces. They also felt lazy to open the book. They would be more active when they were given material by using IT tools because they could listen to an audio directly." ¹⁷⁶

¹⁷⁴ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷⁵ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷⁶ Mrs. ARB. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

The results of the analysis of the teachers' response show that the value of students' learning outcomes is increased. The teachers' response on how the ICT increase the students learning outcomes can be seen in the following table:

Table. 4.4. Teachers' response on the use of ICT in evaluation of the students' outcomes

No.	Teachers' Response
1.	"So to know the increase, I started data from here since 2013/2014 until now I see a significant increase. The results of our study can also be seen from the statistical data of UN results from year to year. And increasing the ability of students in vocabulary mastery and its mention, it increased drastically." ¹⁷⁷
2.	"Yes ... I think there is an improvement after using the media because I compared it with their grades in the second semester of the previous classroom, so now Alhamdulillah increased." ¹⁷⁸
3.	"Yes, it can be seen by the results of learning and test scores that increase." ¹⁷⁹

From the table above, it can be concluded that the ICT use in EFL classroom has a huge effect in improving the students' learning outcomes. Compared to the traditional teaching method, teaching with ICT use support the teachers to create an interactive learning, makes the students more motivated and enthusiastic in learning, improve the students vocabulary and most importantly increase their learning achievement.

b. Students' perception on the use of ICT in the evaluation of teaching-learning process

¹⁷⁷ Mr. GTR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷⁸ Mrs. TMR. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

¹⁷⁹ Mrs. ARB.. (English Teacher), interviewed August 2019 at MAN 2 Soppeng.

The result of the analysis of the students' response shows that the use of ICT makes the learning process become more effective because the learning process becomes more interactive. The students' response on the use of ICT to make the learning process more effective can be seen in the following table:

Table. 4.5. Students' response on the use of ICT in evaluation learning process

No.	Students' Response
1.	"I feel more motivated because it is more interesting. Very different from other subject which focus only to the textbook." ¹⁸⁰
2.	"Yes, I fel more motivated. I feel more encouraged in learning English because English teachers more dominantly use ICT when learning compared to other subjects." ¹⁸¹
3.	"Yes because it is more interesting. Besides, the textbooks make us boring. If we learn using slideshow, it is more comfortable to learn. I feel more relax to learn English compared to use textbooks." ¹⁸²
4.	Yes because the use of ICT makes the learning process become more interesting, so that it makes us more motivated in learning. ¹⁸³
5.	Very encouraging. Because it makes the learning process become more interesting. It is encouraging the enthusiasm toward the learning material. It is not monotonous. ¹⁸⁴

From the students' response above, it can be seen that the use of ICT makes the learning process become more interactive. As the result, the students feel motivated and encourage the students to learn English very well. Additionally, because the learning process is not monotonous, it raises the students' enthusiasm in learning English.

¹⁸⁰ AFH. (Student), interviewed August 2019 at MAN 2 Soppeng

¹⁸¹ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng

¹⁸² NUH. (Student), interviewed August 2019 at MAN 2 Soppeng

¹⁸³ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng

¹⁸⁴ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng

The result of the analysis of the students' response of the use of ICT in EFL classroom shows that the students feel interested and more effective in learning with the use of ICT. The students' response about the use of ICT in learning preparation can be seen in the following table:

Table. 4.6. Students' response on the use of ICT to ease students during learning process

No.	Students' Response
1.	It's more fun because if it's displayed on the screen it's easier to read. Moreover, the lessons are easier to understand because there can be seen and heard directly. ¹⁸⁵
2.	Yes Because if you use ICT in classroom we can immediately find out things that are not clear on the internet. If you don't use it it's complicated to have to open the book again. Moreover, in one book, it is not certain that the material will be directly found. ¹⁸⁶
3.	Very good because compared to using books and blackboards more interesting to note if the material is presented with audio and visual. ¹⁸⁷
4.	Depending on the way, if what is shown is indeed an interesting element, we will be more attracted to pay attention. But if what is shown is only a picture, it means it's the same as a book. However, if accompanied by video or animation, it will be easier to understand. ¹⁸⁸
5.	Mrs. X's explanation is very easy to understand. Moreover, by using IT, it has become better, sis. Because the lessons become more detailed. It also feels more effective learning with technology. Because if you use a projector there can be seen at once we hear directly together with an explanation from the teacher. ¹⁸⁹

¹⁸⁵ AHF. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁸⁶ AWH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁸⁷ NUH. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁸⁸ SFT. (Student), interviewed August 2019 at MAN 2 Soppeng.

¹⁸⁹ ASR. (Student), interviewed August 2019 at MAN 2 Soppeng.

Based on the students' response above, it is found that students are finding easier to understand the teachers' explanation. Besides, the students feel that the learning proses is more effective and attractive. The students feel motivated to learn English. Additionally, it raises the students' enthusiasm in learning English.

B. Discussion

1. Teachers' perception on the Use of ICT in EFL Classroom

a. The use of ICT in preparation of teaching

Based on the result of the analysis of teachers' interview related to the use of ICT in preparing the teaching, it can be concluded several important facts that occur at MAN 2 Soppeng. The condition of the ICT use in MAN 2 Soppeng is summarized in the following table:

Table 5. The use of ICT in the preparation of teaching at MAN 2 Soppeng

No.	Real Situation
1.	The teachers always prepare learning material before teaching.
2.	Teachers argued that ICT tools made the easier in teaching.
3.	The use of ICT made the learning process became easier.
4.	Students could develop learning materials by using internet connection.
6.	The ICT made students be more independent in searching information
7.	ICT tools which commonly used are laptop, HP, and LCD Projector.

The results of the interview show that teachers have a supportive perception on the use of ICT in preparing the teaching. Based on the teachers' response, using ICT daily and in learning process, made them became easier in teaching. Teachers thought that the use of ICT also made them be easier in the learning process because students was more focus to follow material explanation, there were more enthusiastic.

In this aspect, researcher found a data that based on teachers' perception on the use of ICT in English subject, teachers felt that the use of ICT facilitated them and it made them be more effective and efficient in the preparing learning process. According to Rusman, dkk (2011) technology is a plan or design for action device that decrease uncertainty in terms of cause-effect to reach a desired result. Information is a fact or anything that can be used as an input in producing information. Communication is a message delivery process (idea, opinion, and learning material) from one to another so that it can make some people affecting each other.¹⁹⁰

ICT in a very short time had been one of important tools in modern era. In some country, ICT understanding, ICT basic mastery, and having a concept about ICT is a main part of education, it had similar position with reading, writing, and counting. The use of ICT in education field according to Munir (2009), the use of computer and network gives every student a chance to access learning material which is prepared in interactive form through computer network. From the explanation, can be concluded that ICT is a media in technology form such as computer and its network can be used in data processing that useful in some field, they are social, economy, culture, and education.¹⁹¹

Each teacher has their own English lesson plan by took benefit from ICT, they adapt it from the standard of K13 lesson plan. Based on the interview, teachers also feel that the use of ICT in English subject made students was more enthusiastic and interactive. It also made the teachers felt more efficient in terms of time and energy.

¹⁹⁰ Rusman, dkk. 2011. *ICT-Based Learning*. Jakarta: Rajagrafindo Persada.

¹⁹¹ Munir. 2009. *ICT-Based Distance Learning*. Bandung : Alfabeta.

Although in another side there are some problems related to the teacher skills in operating the device only in basic category. The complex tools, especially in language laboratory, not all teachers could operate it. One of the devices that teachers did not use maximal in English learning process is interactive board. It was just used as a regular board by the teacher.

Furthermore, the school's action to balance the teachers skill and mastery in ICT only through Bimtek and MGMP, there is no a special training from the school. Usually, the teachers just saw their partner operated ICT tools. Although the teachers assumed that the school has provided the best.

The teachers hoped in the future the school will use an up to date application to support the learning process because the use of this ICT more develop and adapted the recent condition. Moreover, we are in the 4.0 revolution now, where all of thing use digital equipment. It can be denied that will have an effect to the education field. So, the teachers should well-prepared to face this era.

b. The use of ICT in developing the teaching materials

Based on the result of the analysis of teachers' interview about how they use the ICT in developing the teaching and learning materials, it can be concluded several important findings related to the condition of the ICT use an MAN 2 Soppeng. The condition related to the use of ICT in developing the teaching material is summarized in the following table:

Table 6. The use of ICT in developing the teaching material at MAN 2 Soppeng

No.	Real Situation
1.	The teachers use ICT in designing learning material based on syllabus.
2.	The teachers presented the material in Power Point Presentation form.

3.	The teachers packed the learning material by using visual audio.
4.	The teachers design an innovative and attractive material.
5.	The teachers assume that using ICT is easier in learning process.

The teachers often prepare teaching material before teaching in classroomroom using ICT device and consider it with the Basic Competence. In preparing the teaching material, the teachers more used internet as a form of updating about the way to present material effectively and efficiently, for example they attempt to find teaching material from YouTube, so the material was more creative and innovative. Because the material in audio and visual form attract students interested in and focus on the learning process. It caused students' ability in English subject increased.

This shows that the teachers were not stuck on the textbook in presenting the material to the students but they also upgrade their knowledge by accessing internet as one of their resources.

On this aspect, the data about teachers' perception related to their skill and in using ICT device, especially to develop their knowledge in English through internet. It informed that the utilization of ICT as learning media could stimulate the students' mind, feeling, interest, and attention so that the learning process could be conducted well. Moreover, the learning process was more effective because the use of ICT device had possibility to face the problem in communication between teachers and students, such as physiological, psychological, cultural and environmental problem.¹⁹²

The ability of the teachers in using ICT in learning process should be developed through some trainings, seminar, and workshop about application that

¹⁹² Ibid page 89

might be used to support learning process. Learning from environment fact, imbalanced of teachers' skill in the use of ICT and there is an ICT tools which has not been used optimally showed that teachers of MAN 2 Soppeng have to do some innovations in organizing learning process in the classroomroom so that all of the equipment can be used optimally.

Education and development of the teachers is very important in applying ICT based on the curriculum in the school. Hence, it is really important to develop the skill of the teachers and students in using ICT in the learning process in terms of psychomotor and affective. One of the purposes is to reduce the fear or worry about computer, and pay attention to the students while tell them that they can use computer. The confident feeling is same as competence, according to UNESCO (2002)¹⁹³.

c. The use of ICT in creating innovative teaching

Based on the result of the analysis of teachers' interview about how they use the ICT in creating innovative teaching, it can be concluded several important findings related to the condition of the ICT use an MAN 2 Soppeng. The use of ICT in creating innovative teaching is summarized in the following table:

Table 7. The use of ICT in creating innovative teaching at MAN 2 Soppeng

No.	Real Situation
1.	ICT based media made easier, save more time and energy
2.	ICT made the learning process be effective.
3.	Students were interested and to be able to make time efficient, especially the revised edition of K13 books was not sufficient.
4.	ICT helped the teachers to attract students' attention because they could be more focus to the monitor and made them be more enthusiastic.
5.	The use of ICT made students was more focus to receive the material from the monitor so that they could understand quickly.

¹⁹³ UNESCO, (2002). Information and Communication Technology in Education–A Curriculum for Schools and Programme for Teacher Development. Paris: UNESCO.

No.	Real Situation
6.	Most of English teachers could apply all of the ICT tools, both laptop and LCD Projector.
7.	At the presentation time, most of students used ICT to organize their material to make their material be more attractive and preventative.
8.	Could apply some application in ICT which was relevant to English subject

From the data, it is clear that learning by using ICT in classroom made the learning process easy, save energy and time, but still based on the Basic Competence. ICT helped teachers to attract students' attention in the classroom because they would be more focus to the monitor in front of them. It made the more enthusiastic in learning with the result that the students understand about the material quickly.

This was evidenced by students' enthusiasm and the important thing was to minimize the time. In the teaching and learning process, the teachers allowed the students to access the internet because it was the curriculum demanded. However, there was a teacher who did not allowed the students to access the internet because sometimes they misused it in the learning process.

On the other hand, the students were more autonomous by using ICT because it was easy to access the information and were not much dependant to the teacher. The average students used ICT to make their materials interesting and representative in terms of presentation.

The data showed that teachers had positive perception in using ICT in the teaching and learning process. There were some reasons that made the teachers positive on the use of ICT. Firstly, the students were enthusiastic and it made them more focused. Secondly, the assignments that required them to use internet made them active in exploring various resources of material. Thirdly, they were initiative

because they visited several sites that appropriate with their need such as YouTube. YouTube made them more understand in learning because the students could learn about English pronunciation by listening and watching.

The development of technology had roles that could be utilized for various purposes including for education or learning. The internet indirectly encouraged education world to adjust the flow of globalization information and directly could be used as a source and learning media for the teachers in developing knowledge.

People could access unlimited and actual information quickly through the internet. It was possible for Indonesian to access a book from library in the United State of America in the form of digital library. Exchange of information or questions and answers with experts could be done via internet. According to Hardjito (2002), the internet is widely used due to fast, easy, cheap and sophisticated¹⁹⁴. However, users are more likely to use it for email and browsing needs, even though the capabilities and facilities of the internet are more than that. According to Siahaan, there are some advantages and disadvantages of learning via internet, as follows:

1. Become a tool to realize an effective teaching and learning situation.
2. Completing the learning process so that students are more interested.
3. Encourage the improvement and learning materials storage teaching and learning quality.
4. It helps the students in understanding learning materials.¹⁹⁵

¹⁹⁴Hardjito. 2002. Internet for learning. (online). Available at: <http://www.pustekom.go.id/teknodik/t-10/10-3.html>. di akses 3 November 2019.

¹⁹⁵Siahaan, Sudirman. 2009. Learning system through internet. (online). Tersedia: www.depdiknas.go.id/internet/html. Diakses 3 November 2019.

For teachers, the internet could be utilized positively. The internet was learning tool for students and was also useful for teachers to improve their knowledge on professionalism.¹⁹⁶ Facing the era of globalization as an inevitable consequence demanded improvement and development of the quality of human resources. The improvement of education was developing step by step whereas technology was increasing rapidly. Almost every aspect of education must be able to empower and utilize technological advances to produce quality human resources and be able to compete in global competition.

d. The use of ICT in students' outcomes evaluation

Based on the result of the analysis of teachers' interview about how they use the ICT in creating innovative teaching, it can be concluded several important findings related to the condition of the ICT use an MAN 2 Soppeng. The condition of the ICT use in students' outcomes is summarized in the following table:

Table 8. The use of ICT in evaluation of the students' outcomes

No.	Real Situation
1.	The utilization of ICT helps students indirectly increase their grade.
2.	The teachers directly unloaded the maintenance of ICT tools in classroom if it had a problem.
3.	The students were faster to catch the material and had initiative if the material involves the internet.
4.	The students solve their obstacles in grammar by using internet independently.
5.	They could find everything related to their material from the internet.
6.	Students were more motivated with something new.

From the data above, the utilization and value of ICT in evaluation was positive, where the teachers perceive that ICT in English learning process made

¹⁹⁶ Lukiastuti, Henny. 2013. The role of ICT in improving education and teachers' quality. Alfabeta. Bandung

students be more enthusiastic, independence and focus in classroomroom activity. The students were be more interested.

Students also showed their initiative in ICT beneficial, such as group presentation, they accessed internet diligently to design their slide presentation so, it looked good. Even, the students also accessed some websites that made them understand material easily. In individual and group task that really needed internet access, the students were faster to finish it when they were using internet. Even the teachers sometimes see their students access an answer-question application from internet. The present of ICT in classroomroom caused positive effect in students' score. Their score were significantly rise.

From the responses, it can be concluded that the teachers' perception showed that by optimize the use of ICT in classroomroom, made the learning process facilitated well, teaching process was more effective because students were more enthusiastic. It is in line with Saleh's research that the utilization of ICT provides excellent impact, enthusiastic learners in the learning process and it has positive impacts of students' interest.¹⁹⁷

2. Students' Perception on the Use of ICT in EFL Classroom

a. The use of ICT in preparation of learning

Based on the result of the analysis of students' interview about how they use the ICT in preparing the learning, it can be concluded several important findings related to the students preparation of learning using ICT at MAN 2 Soppeng. The condition of the ICT use in MAN 2 Soppeng is summarized in the following table:

¹⁹⁷ Muh. Saleh, Utilization of ICT to Improve the Learning Interest of Students in the Field of Study of the History of Islamic Culture in MA DDI Tellu Limpoe, Sidrap. 2016

Table 9. The use of ICT in learning preparation at MAN 2 Soppeng

No.	Real Situation
1.	The use of ICT in the classroom made them more focus in learning English.
2.	English was an International language so it was important to learn
3.	The students argued that English was easy and difficult too.
4.	The students had difficulty in learning grammar and pronunciation.
5.	Students' ICT ability was in basic level
6.	The utilization of the internet made the learning atmosphere enthusiastic.

The data showed that the students argued that learning English as International language was important and will be useful in the future. On the other hand, the students found the difficulty in learning grammar and pronunciation. Students' ability in using ICT in learning English was in basic level. They only mastered Microsoft Word, Excel and Power Point. They usually used ICT when they needed the internet during the learning process in particular doing presentation in front of the classroom. The involvement of ICT in the classroom helped the students more focused especially when they had to access the internet that made the learning atmosphere enthusiastic.

In conclusion, the students had positive perception on the utilization of ICT in the classroom. They stated that the presence of ICT in the classroom made them more focused on seeing the screen and were enthusiastic in accepting what the teachers explained.

b. The use of ICT in developing the learning materials

Based on the result of the analysis of students' interview about how they use the ICT in developing the learning materials, it can be concluded several important findings related to the condition of the ICT use an MAN 2 Soppeng. The condition

related to the use of ICT in developing the teaching and learning material is summarized in the following table:

Table 10. The use of ICT in developing the material at MAN 2 Soppeng

No.	Real Situation
1.	The students accessed the internet independently that appropriate with the learning needs.
2.	The internet was accessed by using their personal smart phone.
3.	ICT devices eased the students to learn new things out of the material from textbook.
4.	Internet, YouTube and Google were sites that always become the reference for the students.
5.	The teachers did not use particular application in teaching.
6.	The teachers were still dependent to PPT, LCD Projector, and soft file on the server computer.
7.	The teachers allowed the students accessed the internet. However, there were also teachers who did not allow their students to use ICT because the students sometimes misused it.

The data showed that the Internet in the classroom was accessed by the students autonomously according to learning needs. It was accessed by using students' personal smart phone. The students stated that ICT eased them in learning new things where the internet, YouTube, and Google were sites that were always referred by students.

c. The use of ICT in growing interest in learning

Based on the result of the analysis of students' interview about how their teachers use the ICT in growing interest in learning, it can be concluded several important findings related to the condition of the ICT use at MAN 2 Soppeng. The use of ICT in growing interest in learning is summarized in the following table:

Table 11. The use of ICT in growing interest in learning at MAN 2 Soppeng

No.	Real Situation
1.	Already using ICT tools for learning but dominant teachers relied on slide show and LCD projectors in the classroom.

2.	ICT tools at MAN 2 Soppeng was in accordance with the standard needs of English subject.
3.	The students feel more enthusiastic about listening to the lesson by using ICT because it made them more focused.
4.	The use of ICT tools during the teaching process made the students more motivated.
5.	Eased the students to be more understand the materials because of its audio visual aspect so that they were easy to understand the word and its pronunciation.
6.	Using server computer, LCD, laptop, sound system or personal smart phone for present the materials.
7.	In delivering the materials, the teachers used Power Point that connected to LCD or students' monitor to explain in the classroomroom.
8.	It was easy for the students to discuss each other by using ICT.

The data showed that ICT already used in the teaching and learning process but English teachers were still dependant to the power point and LCD Projector in the classroomroom. There were many teachers only utilized ICT in terms of LCD and Projector even though there are many kinds of ICT tools.

The students reveal that ICT tools at MAN 2 Soppeng was in accordance with the standard needs of English subject. The students were more enthusiastic in listening to the lesson because the use of ICT made them more focused and motivated. The audio visual aspect could help them to understand the word and its pronunciation.

The phenomenon of globalization which was characterized by the power of ICT convergence should be a fundamental factor for transforming educational institutions, Mukhtar and Iskandar (2011). The importance of educational institutions to build system that supported the realization of a new generation of learning environment by utilizing the latest ICT technology to improve the quality of learning, administration and interaction and collaboration between teachers, students and parents and more effective and inexpensive school. This is a task for educational

institutions in Indonesia to make progressive efforts to improve the quality because if not, human resources development will be left behind¹⁹⁸.

d. The use of ICT in teaching-learning evaluation

Based on the result of the analysis of students' interview about the use of ICT in teaching-learning evaluation, it can be concluded several important findings related to the condition of the ICT use an MAN 2 Soppeng. The condition of the ICT use in students' outcomes is summarized in the following table:

Table 12. The use of ICT in evaluation of the teaching-learning process at MAN 2 Soppeng

No.	Real Situation
1.	The materials are interested because combined with audio and visual.
2.	The school had sufficient ICT facilities.
3.	Language laboratory included the internet networks and other devices such as laptop, printer and LCD.
4.	The internet eased them to find additional materials more than what the teachers explained.
5.	The materials obtained on the internet were wider in scope than that taught in the textbooks.
6.	The internet had negative impact where it eased the students to get answer directly without deep analysis.

The data showed that the use of ICT in English classroom made easy for the students to find additional materials more than what the teachers explained by using the internet. The students could also get varies information because the internet had a wider scope than what was in the textbooks. However, the students realized that the internet had negative impact because sometimes they did not analyze deeply the answer that they got from the internet.

¹⁹⁸ Mukhtar dan Iskandar (2011) Information and Communication-based Learning Design. Jakarta: Gaung Persada Press.

In conclusion, the students had positive perception on the application of ICT in the school as a source of information and knowledge. As time goes by, information had changed its format into digital form. The change of the format opened up great opportunities in facilitating access to information. Several researchers concluded that this online information was one of the important factors that drove the rapid growth of science and technology. The students felt free to do exploration in learning English according to their abilities and were able to innovate in their learning. They could find additional topics or materials via internet. It was in accordance with what was conveyed by Kamal and Bhattacharjee (2016), that the role of ICT in 21st century's education are:

1. ICT helps in improve teaching skill, helps in innovative teaching.
2. ICT helps teachers to motivate students and growing interest in learning.
3. ICT helps teachers in preparation for teaching. Various technologies are used to help the teachers for their teaching. It also helps them to provide feedback.
4. ICT plays an important role in student evaluation.
5. ICT helps teacher to develop the curriculum.¹⁹⁹

In conclusion, the teachers and students had positive perception towards the application of ICT in the school as a source of information and knowledge. As time goes by, information had changed its format into digital form. The change of the format opened up great opportunities in facilitating access to information. Several researchers concluded that this online information was one of the important factors that drove the rapid growth of science and technology.

¹⁹⁹ Kamal Deb and Baishakhi Bhattacharjee (2016)International Journal of Education and Information Studies. ISSN 2277-3169 Volume 6, Number 1 (2016), pp. 1-6. © Research India Publications. <http://www.ripublication.com>

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher puts forward the following conclusion;

1. The teachers had supportive perception on the use of ICT in EFL classroom in terms of the preparation of teaching, developing the teaching material, creating innovative teaching, and evaluation of the students' outcomes. It is because the ICT is really helpful in preparation of the teaching, support them in developing the teaching material, help them in creating innovative teaching and growing interest in learning, and so much helpful in the evaluation of students' outcomes. They also assessed the aspect of students who were more focused on what was conveyed by the teachers so that the transfers of knowledge from teachers to students run well. ICT tools at MAN 2 Soppeng was in line with Basic Competence K13 standardization that required by teachers. However, the applications or learning software still needed to be improved because digital era demanded rapid changes in learning so that all school entities must be able to follow it.
2. The students had positive perception on the use of ICT in EFL classroom in terms of learning preparation, developing the learning material, growing interest in learning, and evaluation of the teaching-learning process. It is because the ICT is really helpful in learning preparation, support them in developing the learning material, help them in growing interest in learning, and so much helpful in the

evaluation of the teaching-learning process. The ease of ICT use was also a pleasant thing for students, for example the internet. They were free to do various exploration related to the subject. The students got much knowledge in the internet than just relying on the textbooks. It can be seen on how students use technology to learn English in the class to make paper, do assignments, and prepare their presentation and browsing the meaning of certain word or a difficult material to understand.

Based on the results above, the researcher can conclude that teachers and students' assume that ICT is very important and needed in order to facilitate and support the learning process. Therefore, teachers and students need to be equipped with special skills on the use of ICT related to learning. Furthermore, nowadays is the digital 4.0 eras where learning interactions between teachers and students are expected to involve themselves with the utilizing of ICT optimally.

B. Suggestion

Because the use of ICT has important role in effectiveness of the teaching and learning, it is suggested that:

1. The school should make an equalization program for teachers to be proficient in using ICT tools especially in language laboratory. It included interactive board that was less optimized its function in teaching and learning activities. The teachers are also expected to be more innovative in teaching the students to grow interest in learning.
2. The students should able to use the ICT as effective as possible so that the teaching and learning process becomes more effective.

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INTERVIEW GUIDE

Interview Guide ini bertujuan untuk memperoleh data dalam penyusunan tesis sebagai salah satu syarat dalam penyelesaian program strata 2 saya. Sebelumnya saya ucapkan terima kasih sebesar-besarnya atas perhatian dan waktu Bapak/Ibu/Siswa/i.

I. Petunjuk Pengisian

- Jawablah pertanyaan dengan sebaik-baiknya sesuai dengan kondisi di lapangan atau sesuai dengan apa yang diketahui dan dirasakan oleh bapak / ibu / siswa

II. Identitas Responden

- Nama : GTR
- Jenis Kelamin : ~~Perempuan~~ / Laki-laki (coret salah satu)
- Usia Bapak/Ibu/Saudara/i saat ini :

<input type="checkbox"/> 15 - 27 tahun	<input type="checkbox"/> 39 – 49 tahun
<input type="checkbox"/> 28- 38 tahun	<input type="checkbox"/> 50 – 60 tahun

III. Instrumen Pertanyaan

Guru Bahasa Inggris

Indikator	Item Pertanyaan	Jawaban
Planning The Lesson		
Teachers' belief	Pertama, apa yang bapak / Ibu ketahui tentang TI?	Kalau berbicara TI itu adalah segala alat yang mempermudah baik dalam bidang pengetahuan, entertainment dan segala hal. Bagi saya, ICT itu ibarat tangan saya yang ketiga. Sangat membantu sekali karena memudahkan dalam pekerjaan saya, dalam mengajar, dan segala macam.
	Sudah berapa lama bapak menggunakan TI untuk mengajar?	Sejak jadi guru sebenarnya saya sudah memanfaatkan TI. Namun pengaplikasian efektifnya di dalam kelas itu sejak adanya lab bahasa ini.
	Apakah bapak / ibu	Iya, karena rancangan

Indikator	Item Pertanyaan	Jawaban
	memiliki rencana-rencana pengajaran bahasa Inggris dengan memanfaatkan perangkat TI?	pembelajaran saat ini memang harus seperti itu. Disini juga saya punya bahan materi yang cukup lengkap semua, file dalam bentuk audio ada, visual ada, mau yang <i>British accent</i> ada, <i>American accent</i> ada. Hasil <i>browsing</i> di internet. Saya punya materi dari 'Kangguru Radio English' punya Australia, sekarang sih sudah tutup programnya. Bagus sekali programnya untuk pengemabangan <i>reading</i> dan <i>listening</i> . Jadi tinggal disesuaikan saja dengan Kompetensi Dasar.
	Apakah bapak / ibu merasa dengan penggunaan perangkat TI ini akan mempermudah proses pembelajaran bahasa Inggris?	Bagi saya mudah sekali ya. Siswa akan mudah menyimak dengan dibantu <i>sound system</i> atau <i>earphone</i> . Misalnya saya mau menjelaskan soal-soal Ujian Nasional kepada siswa kelas tiga ya saya menggunakan ICT untuk memudahkan saya agar tidak lagi berteriak-teriak di dalam kelas. Anak-anak juga lebih dimudahkan lagi dengan melihat monitor.
	Bagaimana menurut bapak / ibu, apakah dengan alat TI ini akan memotivasi siswa lebih giat belajar bahasa Inggris? Jelaskan pandangan anda!	Tergantung kondisi mereka saja kalau pagi pasti semangat, kalau siang ya tinggal diputarkan sesuatu yang bisa menyemangati. Rata-rata mereka semua bersemangat, sih.
	Menurut bapak / ibu, apakah dengan alat TI akan	Sebenarnya tergantung siswanya, kalau memang

Indikator	Item Pertanyaan	Jawaban
	memudahkan siswa untuk lebih memahami materi pelajaran bahasa Inggris? Jelaskan pandangan anda!	mereka punya niat untuk belajar maka pelajaran akan mudah dipahami begitupun sebaliknya. Tapi ya saya amati keberadaan perangkat TI yang ada di lab. bahasa ini sangat membantu peningkatan kemampuan termasuk di speaking dan listening siswa.
	Sepengetahuan bapak / ibu, apa sajakah fasilitas TI yang dimiliki oleh sekolah?	Banyak yah, dari perangkak komputer saja itu ada berapa unit. Ada di ruang guru, lab komputer dan lab bahasa, selain itu ada jaringan internet, dan masih banyak sih. Tapi berbicara lab bahasa menurut saya sekolah inilah yang paling lengkap.
	Apa sajakah alat TI yang sering digunakan dalam kelas bapak / Ibu?	Hampir berimbang semua antara perangkat audio dan visual karena di lab bahasa itu sangat lengkap. Bahkan selain itu, buku cetak atau kertas pun bisa disandingkan dengan perangkat TI memanfaatkan <i>camera document</i> . Jadi bukunya tinggal saya sorot ke kamera lalu mau saya coret lingkari atau bagaimana, itu akan tampil di layar dan monitor siswa.
Developing Material		
Teachers' Perceptions towards ICT Skills and Knowledge	Penggunaan perangkat TI apa sajakah yang dikuasai oleh bapak / ibu ?	Semua perangkat yang ada disini pada dasarnya bisa saya gunakan.
	Sebelum mengajar di kelas, apakah bapak / ibu	Tugas guru kan memang harus seperti itu. Jaddi kita

Indikator	Item Pertanyaan	Jawaban
	menyiapkan materi untuk siswa? Ceritakan!	harus mempersiapkan dari awal. Tapi saya kan sudah punya folder yang berisi bahan pembelajaran, jadi saya tinggal memilah-milah materi yang sesuai dengan KD.
	Apakah bapak / ibu merancang materi bahasa Inggris dengan memanfaatkan TI? Ceritakan seperti apa!	Ya pastinya, sebagai guru profesional kita wajib melakukan hal demikian. Tapi seperti saya katakan tadi saya sudah punya folder-folder bahan pembelajaran. Jadi tinggal menyesuaikan saja dengan silabus.
	Apakah bapak / ibu mengemas pelajaran secara visual / audio visual?	Ya jaman sekarang ini kita rata-rata pakai kedua-duanya. Ada visualnya ada audionya. Sama dengan di Ujian Nasional. Jadi kita sambil melatih anak-anak kelas tiga ini untuk terbiasa dengan aspek audio dan visual.
	Apakah bapak / ibu juga membuat materi-materi interaktif dengan menggunakan TI yang tidak terdapat pada buku panduan? (Seperti kuis interaktif, dll)	Masalah materinya itu bagaimana ya, karena filenya itu ada dari awal-awal saya mengajar. Kurikulum berubah isi tetap sama, jadi saya masih pakai materi-materi itu. Tinggal metodenya saja yang saya buat berbeda.
	Apakah bapak / ibu merasa ada kendala saat menggunakan media berbasis TI untuk mengembangkan materi ajar?	Bagi saya tidak ada masalah. Malah enak sekali, mudah sekali karena hampir semua materi sudah ada ada disitu. Jadi sebenarnya teknologi itu sangat memudahkan. Kecuali mati lampu ya terpaksa kita pakai manual. Jadi

Indikator	Item Pertanyaan	Jawaban
		ada buku, buku itu yang sebenarnya sudah ada <i>softfilenya</i> .
Teaching Process		
Teachers' Perceptions towards ICT Use in Teaching	Apa setiap mengajar bapak/ibu memanfaatkan media yang berbasis TI?	Ya bisa dibilang hampir setiap proses pembelajaran saya selalu pakai. Karena TI itu memudahkan, menghemat tenaga apalagi jam mengajar saya banyak. Jadi dengan menggunakan TI saya merasa sangat terbantu. Tapi semua tetap tergantung Kompetensi Dasarnya ya, kalau KD-nya tentang <i>speaking</i> dan <i>listening</i> , <i>reading</i> atau <i>writing</i> maka saya pakai ICT. Barulah ketika ujian semester atau praktek saya tidak menggunakan itu.
	Apakah bapak / ibu merasa bahwa perangkat TI memudahkan proses pembelajaran bahasa Inggris dalam kelas?	Iya tentu saja. Saya sangat senang sekali dengan adanya perangkat TI di lab ini. Karena sebelum ada perangkat-perangkat ini, saya harus kesana kemari membawa peralatan seperti <i>sound system</i> dan LCD. Sekarang kan tidak perlu lagi, cukup siswa saja yang datang kesini. Saya juga tidak perlu repot-repot lagi menuliskan materi di papan tulis. Intinya ya memudahkanlah.
	Apakah dengan menggunakan perangkat TI ini lebih mudah mendapatkan perhatian penuh dari siswa saat mengajar?	Sangat mudah ya, karena dia terfokus di monitor. Jadi kita pintar-pintar saja untuk mengontrol mereka agar tetap konsentrasi dan fokus ke monitor.
	Apakah menurut bapak / ibu,	Ya menurut saya tentu

Indikator	Item Pertanyaan	Jawaban
	metode mengajar dengan pemanfaatan TI ini lebih mudah dipahami oleh siswa?	memudahkan ya karena mereka bisa fokus melihat dengan adanya layar dan monitor. Lalu untuk mendengarkan ada <i>sound system</i> dan <i>headset</i> . Tapi tergantung dari intelegensi siswa juga sih. Karena ada yang cepat menangkap pelajaran ada yang tidak. Teknologi hanya mendukung pembelajarannya.
	Apakah dalam mengajarkan bahasa Inggris bapak / ibu bisa mengaplikasikan semua alat TI yang biasa digunakan dalam kelas??	Sejauh ini sih, semua perangkat TI di lab ini bisa saya aplikasikan untuk pembelajaran bahasa Inggris. Tinggal mencocokkan saja antara materi dan alat apa yang akan dipakai.
	Apakah dalam mengajar bapak / ibu memperbolehkan siswa mengakses internet di kelas terkait dengan tugas?	Ya saya sangat memperbolehkan. Jadi mereka akan mudah untuk mengerjakan tugasnya. Apalagi tuntutan kurikulum sekarang kan siswa dituntut untuk mencari sendiri.
	Apakah menurut bapak / ibu penggunaan TI membuat siswa lebih mandiri atau lebih berinisiatif dalam menyelesaikan materi pelajaran bahasa Inggris?	Menurut saya iya. Karena kemudahan mengakses informasi membuat siswa tidak perlu lagi bergantung pada guru. Mereka bisa mengakses internet dan mencari materi yang sedang dibahas.
	Apabila ada materi presentasi, apakah siswa diharuskan menggunakan TI saat presentasi?	Iya tentunya, selain membuat materi presentasinya jadi menarik untuk dilihat. Anak-anak juga harus terbiasa dengan penggunaan teknologi
	Apakah dalam mengajar bapak / ibu menggunakan	Kalau berbicara tentang aplikasi khusus yang

Indikator	Item Pertanyaan	Jawaban
	program aplikasi / software pembelajaran TI tertentu? Sebutkan jika ada!	berkaitan pembelajaran bahasa Inggris belum ada ya. Paling saya punya <i>offline dictionary</i> . Tapi kalau berbicara aplikasi di laboratorium bahasa ini ya jelas ada aplikasinya.
Evaluation		
Teachers' Perceptions towards the Value and Purpose	Bagaimana respon siswa saat belajar bahasa Inggris di kelas dengan pemanfaatan TI?	Ya tentunya siswa lebih tertarik untuk mengikuti pelajaran ya. Saya perhatikan jarang sekali ada siswa yang mengantuk atau tidak memperhatikan pelajaran.
	Apakah bapak / ibu merasa ada kendala dalam penggunaan TI di kelas saat pembelajaran bahasa Inggris?	Kalalu sekarang kendalanya ada <i>adaptor VGA</i> untuk <i>spliter</i> yang bermasalah jadi ada beberapa monitor yang tidak bisa dipakai. Tapi kita bisa pakai layar lebar.
	Apa yang bapak/ibu lakukan apabila ada kendala terkait dengan TI saat proses belajar berlangsung dalam kelas?	Kalau masalah terkait pemberian materi ya kita kan punya <i>hard file</i> juga <i>soft file</i> . Jadi kalau misalnya mati lampu atau ada kerusakan sehingga kita tidak bisa pakai perangkatnya, kita pakai manual. Siswa punya pegangan masing-masing, <i>handbook</i> ada semua. Kalau masalah terkait penglihatan siswa ya cukup dipindahkan tempat duduk ke depan. Makanya sebelum pembelajaran ditanyakan dulu, siapa yang memiliki masalah dengan penglihatan. Kalau masalah di perangkat saya tinggal bongkar saja <i>maintenance</i> , jadi kita ada

Indikator	Item Pertanyaan	Jawaban
		teknisi termasuk saya juga bisa karena saya sudah pernah mengikuti pelatihan untuk itu, <i>hardware & software</i> lumayan mudah bagi saya. Karena saya pernah ikut ICT maintenance tahun 2007.
	Menurut bapak / ibu apakah suasana belajar bahasa inggris dikelas lebih interaktif dan antusias dengan adanya penggunaan TI dalam proses belajar?	Iya, sangat antusias sekali. Berbeda ketika kita hanya berbicara di depannya secara langsung dengan metode ceramah, pertama kita hanya membuang tenaga, dan efisiensi waktu tidak terkontrol. Tapi kalau pakai TI anak-anak bisa diarahkan dengan baik agar suasana pembelajaran tetap hidup.
	Apakah siswa lebih termotivasi untuk lebih mandiri menyelesaikan tugas kelas yang membutuhkan inovasi dalam tugas dengan mengakses internet?	Jadi sejauh ini di kelas XII saya memang mewajibkan mereka untuk membawa handphone yang bisa mengakses internet untuk mengerjakan tugasnya. Saya lihat mereka bisa menyelesaikan tugas dengan cepat jika membuka internet. Bahkan saya lihat terkadang mereka buka aplikasi penyedia Tanya jawab begitu. Lalu ketika saya beri tugas untuk dikerjakan di rumah, rata-rata saya suruh mereka kerja <i>by Microsoft word</i> lalu dikirim melalui <i>e-mail</i> supaya mereka mengerti cara mengirim <i>e-mail</i> karena masih banyak yang belum mengerti bahkan

Indikator	Item Pertanyaan	Jawaban
		tidak punya <i>e-mail</i> .
	Apakah siswa lebih termotivasi untuk belajar hal baru dengan adanya konsep pembelajaran berbasis TI ini?	Iya, tentu saja.
	Bagaimanakah hasil belajar siswa setelah penggunaan TI di dalam kelas?	Jadi untuk tahu peningkatannya itu saya mulai data dari sini sejak 2013/2014 sampai sekarang saya lihat peningkatannya signifikan. Hasil belajarnya juga dapat kita lihat dari data statistik hasil UN dari tahun ke tahun. Dan terutama kemampuan siswa dalam penguasaan kosakata dan penyebutannya, itu meningkat sekali.
	Apakah menurut bapak/ibu guru bahasa Inggris di sekolah ini sudah memiliki kemampuan yang sama dalam pengoperasionalan alat TI di kelas?	Untuk kemampuan dasar sih ya saya rasa mereka mampu. Tapi untuk menyamakan kemampuan itu saya rasa belum.
	Apakah yang dilakukan oleh sekolah untuk menyamakan kemampuan penggunaan TI bagi guru bahasa Inggris?	Sebenarnya hamper tiap semester itu ada Bimtek, setiap tahun ada MGMP. Jadi kita belajar dari situ.
	Adakah alat TI / aplikasi/ software lagi yang dibutuhkan oleh bapak / ibu untuk membantu mempermudah proses pembelajaran bahasa Inggris di dalam kelas?	Sejauh ini menurut saya sekolah ini sudah menyiapkan semuanya. Kalaupun tidak mereka siapkan maka saya siapkan sendiri.

Interview of Indonesian Version

Hari / Tgl : Rabu / 21 Agustus 2019

Waktu : 10.22 – 10.40

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Pertama (GTR)

R : Sejak berapa lama Bapak mengajar bahasa Inggris?

GTR : Kalau di sini saya sejak 2013, di Enrekang mulai 2007.

R : Bagaimana cara bapak untuk meningkatkan kemampuan mengajar?

GTR : Sebenarnya hamper tiap semester itu ada Bimtek, setiap tahun ada MGMP. Jadi kita belajar dari situ.

R : Baik pak, selanjutnya kita pindah ke sesi selanjutnya, wawancara terfokus. Pertama, apa yang bapak ketahui tentang TI?

GTR : Saya pernah ikut ICT maintenance tahun 2007. Menurut saya, ICT itu ibarat tangan saya yang ketiga. Sangat membantu sekali karena memudahkan dalam pekerjaan saya, dalam mengajar, dan segala macam.

R : Bagaimana pandangan bapak tentang penggunaan teknologi di dalam kelas?

GTR : Sebaiknya sih di setiap kelas ada yah. Oh iya miss, kalau kita disini sudah ada LCD dan untuk keberadaan lab. bahasa ini sangat membantu peningkatan kemampuan termasuk di speaking dan listening siswa.

R : Apa setiap mengajar bapak selalu menggunakan media yang berbasis TI?

Comment [WU1]: Teachers' perception toward the use of ICT

GTR : Sebenarnya tergantung Kompetensi Dasarnya, kalau KD-nya tentang *speaking* dan *listening* maka saya pakai ICT. Kalau saya mau menjelaskan soal-soal Ujian Nasional ya saya juga harus menggunakan ICT untuk memudahkan saya agar tidak perlu lagi berteriak-teriak di dalam kelas. Anak-anak juga lebih dimudahkan lagi dengan melihat monitor.

Comment [WU2]: Persepsi guru tentang penggunaan ICT di dalam kelas

R : Jadi, pemanfaatan ICT di juga digunakan untuk bimbingan UN pak?

GTR : Semua. Jadi pemanfaatannya disini banyak sekali. Misalnya latihan pidato bahasa Inggris, latihan ceramah, MC, semuanya dilakukan di lab. bahasa karena ruangan ini tertutup dan punya *sound system* yang lengkap.

R : Jadi apa yang bapak rasakan selama mengajar bahasa Inggris dengan menggunakan fasilitas TI disini?

GTR : Yang saya rasakan adalah saya sangat terharu ...sekali, saya sangat bahagia...sekali alat itu datang. Kenapa? Karena sebelum ada perangkat-perangkat ini, saya harus kesana kemari bawa peralatan seperti *sound system* dan LCD. Sekarang kan tidak perlu lagi, cukup siswa saja yang datang kesini. Saya tinggal mengatur jadwal siswa yang lain.

Comment [WU3]: Persepsi guru tentang ICT dalam mengajar

R : Sudah berapa lama bapak menggunakan TI untuk mengajar?

GTR : Sejak perangkat-perangkat ini datang dari tahun 2014.

R : Media apa yang paling sering bapak gunakan?

GTR : Hampir berimbang semua audio dan visual. Disini lengkap semua, saya punya file ada audio, visual, mau yang *British accent* ada, *American accent* ada. Semua lengkap, saya *browsing* di internet. Saya punya materi dari 'Kangguru Radio English' punya Australia,

sekarang sih sudah tutup programnya. Bagus sekali programnya untuk pengembangan *reading* dan *listening*.

Comment [WU4]:

R : Berarti materi itu sering disampaikan ke siswa ya , pak?

GTR : Selalu. Terutama untuk *listening*nya.

R : Selain itu, apa lagi yang menjadi persiapan bapak sebelum menyampaikan materi di kelas?

GTR : Saya tinggal baca SKL kemudian melihat Kompetensi Dasar, kompetensi inti, lalu dari situ saya tinggal membuka file, video atau audio yang terkait dengan Standar Kompetensi itu.

Comment [WU5]: Persepsi guru tentang ICT untuk persiapan mengajar

R : Bagaimana perasaan bapak dengan penggunaan teknologi itu saat menyiapkan materi pelajaran?

GTR : Enak sekali, mudah sekali karena hampir semua materi sudah ada ada disitu. Jadi sebenarnya teknologi itu sangat memudahkan. Kecuali mati lampu ya terpaksa kita pakai manual. Jadi ada buku, buku itu yang sebenarnya sudah ada *softfilenya*.

Comment [WU6]: Persepsi guru tentang ICT untuk persiapan mengajar

R : Bagaimana dengan respon siswa pak ketika menggunakan TI?

GTR : Tergantung kondisi mereka saja kalau pagi pasti semangat, kalau siang ya tinggal diputar sesuatu yang bisa menyemangati. Rata-rata mereka semua bersemangat, sih.

R : Apakah pernah ada kendala atau hambatan dalam menggunakan TI di kelas, pak?

GTR : Ya, pastilah. Kalau sekarang kendalanya ada *adaptor VGA* untuk *spliter* yang bermasalah jadi ada beberapa monitor yang tidak bisa dipakai. Tapi kita bisa pakai layar lebar. Kendalanya, kalau pakai layar lebar itu ada siswa yang rabun jauh. Tapi ya cukup dipindahkan duduk ke depan sih. Makanya sebelum pembelajaran ditanyakan dulu, siapa yang memiliki masalah dengan penglihatan.

R : Apa yang bapak lakukan jika ada kendala dengan perangkat IT nya?

GTR : Tinggal bongkar saja *maintenance*, jadi kita ada teknisi termasuk saya juga bisa karena saya sudah pernah mengikuti pelatihan untuk itu, *hardware & software* lumayan mudah bagi saya.

R : Bagaimana jika masalahnya muncul di saat pelajaran sedang berlangsung, pak?

GTR : Kita kan punya *hard file* juga *soft file*. Jadi kalau misalnya mati lampu atau ada kerusakan sehingga kita tidak bisa pakai perangkatnya, kita pakai manual. Siswa punya pegangan masing-masing, *handbook* ada semua.

Comment [WU7]: Persepsi guru tentang ICT dalam kegiatan PBL

R : Lalu bagaimana dengan pemberian tugasnya, pak?

GTR : Rata-rata saya suruh mereka kerja di rumah *by Microsoft word* lalu saya suruh kirim melalui *e-mail* supaya mereka mengerti cara mengirim *e-mail* karena masih banyak yang belum mengerti bahkan tidak punya *e-mail*.

R : Bagaimana menurut bapak dengan evaluasi yang dikaitkan dengan TI?

GTR : Kita kan punya Standar Nasional dimana disitu ada *listening* nah itu harus menggunakan perangkat teknologi jadi kebanyakan tes untuk *listening* itu pakai perangkat ICT semua. *Reading* tergantung kondisi saja. Kalau saya sempat untuk *print out* lalu diperbanyak ya saya pakai *hardfile* itu, tapi kalau tidak ya saya akan bukakan saja di layar supaya mereka semua bisa lihat.

Comment [WU8]: Persepsi guru tentang penggunaan ICT untuk evaluasi

R : Bagaimana hasil belajar siswa setelah menggunakan ICT dalam pembelajaran, pak?

GTR : Jadi untuk tahu peningkatannya itu saya mulai data dari sini sejak 2013-2014 sampai sekarang itu peningkatannya sangat signifikan.

Terutama kemampuan siswa dalam penguasaan kosakata dan penyebutannya, meningkat sekali. Kita bisa lihat dari data statistik hasil UN dari tahun ke tahun.

Comment [WU9]: Persepsi guru tentang penggunaan ICT untuk evaluasi

R : Jadi untuk mengetahui hasil belajar pak, apakah lebih mudah jika menggunakan TI?

GTR : Kalau sekarang kan kita pakai *software* untuk ujian semester. Kita pakai sistem ujian berbasis komputer, semuanya jadi mudah. Jadi kita tinggal lihat hasil akhir saja. Sangat mudah sekali.

Comment [WU10]: Persepsi guru tentang penggunaan ICT untuk evaluasi

R : Seberapa penting menurut bapak pemanfaatan TI dalam pembelajaran bahasa Inggris?

GTR : Penting sekali. Karena dunia ini tidak terpisahkan lagi antara bahasa Inggris dan teknologi.

R : Baik, pak. Saya rasa cukup. Terima kasih.

PAREPARE

Interview of Indonesian Version

Hari / Tgl : Jumat / 23 Agustus 2019

Waktu : 15.16 – 16.00

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Kedua (TMR)

R : Apakah ada pelatihan untuk guru bahasa inggris dalam meningkatkan kemampuan mengajar guru?

ABY : Mengikuti MGMP

R : Apakah ibu sering menggunakan teknologi informasi dalam mengajar bahasa inggris?

ABY : Iya sering, karena disini buku K13 yang edisi revisi belum itu belum terlalu memadai jumlahnya jadi kami menggunakan buku elektronik saat mengajar di kelas. Ya, sangat membantulah untuk proses pembelajaran di kelas.

Comment [WU1]: Persepsi guru tentang penggunaan ICT dalam PBL

R : Bagaimana pendapat ibu tentang penggunaan teknologi informasi didalam kelas?

ABY : Sangat bagus karena selain kita bisa menggunakan powerpoint, dan buku elektronik yang bisa siswa baca, ada juga audio untuk diperdengarkan langsung ke siswa supaya mereka lebih pasih dalam mendengarkan. Agar mereka bisa menyesuaikan kosakata seperti apa dan bagaimana penyebutannya.

Comment [WU2]: Persepsi guru tentang penggunaan ICT dalam PBL

R : Apakah e-book itu sekedar referensi bagi ibu untuk mengajar ataupun ditampilkan langsung ke siswa?

ABY : Buku e-book itu ditampilkan didalam kelas, sebelum memulai pelajaran kami membagi siswa ke dalam beberapa kelompok setiap kelompok harus memiliki minimal satu laptop untuk melihat materi e-book.

R : Selain laptop media apa lagi yang biasa ibu gunakan?

ABY : Lcd untuk powerpoint and juga speaker.

R : Sebelum mengajar apakah yang ibu persiapkan?

ABY : Pastinya mempersiapkan materi dengan menyesuaikan dengan RPP dan Silabus.

R : Apakah ada persiapan yang ibu lakukan yang memanfaatkan teknologi informasi?

ABY : Iya. Saya biasanya mencari referensi materi mengajar di internet dan mencari contoh lain selain yang di RPP dan silabus karena terkadang juga apa yang ada di buku itu terlalu monoton atau contoh-

Comment [WU3]: Persepsi guru tentang penggunaan ICT untuk menyiapkan pembelajaran

contohnya kurang jadi kami cari di internet untuk lebih memudahkan kami juga sebagai guru untuk memahami materi.

R : Apakah tujuan menggunakan teknologi informasi saat mengajar?

ABY : Untuk mempermudah dan membiasakan siswa menggunakan laptop karena saat ini ujian nasional berbasis computer, bukan lagi ujian tertulis.

R : Apakah ada kendala menggunakan teknologi informasi saat mengajar?

ABY : Kurangnya siswa yang memiliki laptop dalam kelas sehingga kami harus membagi siswa menjadi kelompok. Saya fikir sangat bagus jika setiap siswa memiliki laptop sehingga mereka bisa mempelajarinya di rumah.

R : Apakah tes bahasa inggris atau evaluasi yang ibu berikan kepada siswa sudah menggunakan teknologi informasi?

ABY : Belum, [esnya masih berupa lisan dan tulisan kecuali mereka ada tugas di media elektronik biasanya siswa mencarinya di internet.]

Comment [WU4]: Persepsi guru tentang evaluasi

R : Bagaimana respon siswa yang ibu lihat saat mengajar menggunakan teknologi informasi?

ABY : Jika saya perhatikan siswa lebih aktif karena buku revisi k13 hanya berjumlah 1-3 buku untuk guru satu dan selebihnya untuk siswa jdi biasanya siswa tidak fokus dan mereka malas membuka buku tapi jika menggunakan media dengan audio siswa lebih aktif karena bisa melihat dan mendengar langsung. Apalagi jika seperti laptop dengan tampilan power point.

Comment [WU5]: Persepsi guru tentang pemanfaatan teknologi dalam pembelajaran

R : Apa yang ibu rasakan saat mengajar menggunakan teknologi informasi ?

ABY : Saya sangat senang karena siswa jadi aktif dan saya sebagai guru lebih mudah mengajar karena sistem k13 guru tidak terlalu banyak menjelaskan tapi siswa dituntut untuk selalu mencari jika mereka tidak paham barulah mereka bertanya ke guru.

Comment [WU6]: Teachers' feeling

R : Bagaimana pengembangan materi mengajar dengan menggunakan media elektronik?

ABY : Sangat membantu karena dengan adanya internet materinya tidak monoton tapi lebih bervariasi karena banyak contoh yang bisa dilihat di internet.

Comment [WU7]: Developing material

R : Jadi bagi ibu, penggunaan TI itu sangat membantu ya dalam pembelejaran bahasa Inggris?

ABY : Ya, sangat membantu.

R : Baik bu. Saya rasa cukup. Terima kasih.

Interview of Indonesian Version

Hari / Tgl : Kamis / 29 Agustus 2019

Waktu : 15.16 – 16.00

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Ketiga (TMR)

R : Sudah berapa lama ibu mengajar bahasa Inggris?

TMR : Mulai tahun 2016.

R : Bagaimana cara ibu untuk meningkatkan kemampuan mengajar bahasa Inggris?

TMR : Untuk meningkatkan kemampuan guru harus mempersiapkan diri dari awal karena guru harus tahu materinya jadi terlebih dahulu harus mencari dan menguasai materi yang akan diajarkan.

R : Untuk mengembangkan materi, apakah ibu biasa menggunakan TI?

TMR : Ya, tentu saja. Ee... jaman sekarang kan teknologi sudah canggih, jadi mau dimana saja yang penting punya paket data, hehe... Jadi untuk mempersiapkan materi saya ambil di internet sembari menyesuaikan dengan buku yang ada tapi, untuk memperkuat materi tersebut jadi saya ambil juga dari internet.

Comment [WU1]: Persepsi guru tentang penggunaan ICT untuk pengembangan materi ajar

R : Bagaimana pendapat ibu tentang penggunaan teknologi informasi dalam kelas?

TMR : Menurut saya, ee... dalam pengajaran bahasa Inggris itu sangat bagus menggunakan teknologi karena di samping memudahkan guru, hal itu juga membuat siswa tertarik dan yang paling penting adalah dapat mengefesienkan waktu karena guru kan dulunya sebelum pakai teknologi itu kebanyakn menuliskan pelajaran di

papan tulis. Materinya ditulis dulu lalu siswa disuruh untuk menyalin. Itu kan tentunya butuh waktu yang banyak. Kalau menggunakan semacam LCD kan materinya sudah siap, tinggal dibuka lalu diejelaskan seperti apa. Jadi ya menurut saya lebih bagus saat pakai teknologi.

Comment [WU2]: Persepsi guru tentang penggunaan ICT dalam proses PBL

R : Bagaimana bu respon siswa ketika belajar bahasa Inggris saat ibu menggunakan perangkat TI di kelas?

TMR : Saya bandingkan dengan sebelum saya menggunakan teknologi untuk mengajar dengan siswa yang sama. Di saat pertama masuk dimana saya tidak memanfaatkan teknologi apapun, saya liat siswa kurang maksimal untuk menerima pelajaran seperti hanya terpaksa saja. Tapi ketika saya tampilkan pelajaran dalam bentuk *slide* dan ditampilkan dengan bantuan LCD, saya perhatikan mereka tertarik dan fokus ke layar.

R : Apa yang menjadi tujuan ibu menggunakan TI dalam mengajarkan bahasa Inggris?

TMR : Ada beberapa tujuan sih, yang pertama itu mengefesienkan waktu, yang kedua membuat siswa lebih termotivasi untuk belajar bahasa Inggris dan yang ketiga, kita lebih memperkenalkan ke siswa seperti apa sih teknologi dalam belajar. Selain itu, alasan lainnya karena saya perhatikan buku yang ada di perpustakaan atau yang difasilitasi untuk guru itu sangat bertolak belakang dengan silabus K13 yang dipakai sekarang. Saya lihat kebanyakan buku itu beda, tidak sesuai dengan silabi. Jadi sebagai guru kita sangat sulit saat akan mengajar jika hanya mengandalkan buku saja. Apalagi kadang materinya tidak nyambung.

R : Jadi apakah bagi ibu TI itu sangat membantu dalam menyampaikan materi pelajaran?

TMR : Ya sangat membantu. Kalau tidak ada teknologi mungkin saya tidak tau lagi bagaimana caranya untuk mengajar karena buku sekarang ya begitu... atau misalnya jika tidak ada teknologi maka kemungkinan saya harus kemana-mana lagi untuk mencari buku yang sesuai dengan silabus.

Comment [WU3]: Persepsi guru tentang penggunaan ICT untuk pengembangan materi ajar

R : Apakah ibu pernah menemukan kendala / hambatan dalam menggunakan TI ketika pembelajaran di kelas?

TMR : Ya, selama ini Alhamdulillah tidak pernah ada hambatan. Tapi kalau dibayangkan misalnya terjadi pemadaman listrik ya sebagai guru kan tentunya ada persiapan , seperti paper, buku cetak, dsb. Kalau misalnya tiba-tiba terjadi pemadaman listrik ya kita bisa langsung beralih ke papan tulis.

R : Bagaimana menurut ibu dengan pemberian tes/evaluasi dengan memanfaatkan TI?

TMR : Kalau masalah tes yang sering saya lakukan itu masih menggunakan *paper*. Tapi kadang saat ujian semester dimana yang akan diujikan baru beberapa bab saja jadi saya masukkan tes audio, berupa percakapan, dialog jadi tesnya itu tentang listening dan juga writing. Disitu

Comment [WU4]: Persepsi guru tentang penggunaan ICT untuk evaluasi

R : Bagaimana respon siswa saat belajar bahasa Inggris dengan memanfaatkan teknologi?

TMR : Responnya bagus sekali, terutama jika menggunakan LCD. Bahkan pernah ada salah satu siswa yang menyampaikan ke saya bahwa mereka sangat senang belajar saat menggunakan lcd karena di samping mereka menerima pelajaran, mereka juga bisa menikmati video-video yang bermanfaat agar mereka ada semangat dan lebih termotivasi untuk belajar bahasa Inggris.

Comment [WU5]: Persepsi guru tentang respon siswa

R : Bagaimana dengan pemberian tugasnya, bu?

TMR : Ya, saya juga sering memberi mereka tugas yang mana harus memanfaatkan teknologi. Misalnya ada rapat mendadak, jadi saya beri mereka tugas melalui grup whatsapp.

Comment [WU6]: Persepsi guru tentang pemanfaatan teknologi untuk evaluasi

R : Bagaimana dengan hasil belajar siswa setelah mereka belajar bahasa Inggris yang memanfaatkan fasilitas TI?

TMR : Ya.. saya rasa ada peningkatan setelah menggunakan media karena saya bandingkan dengan nilai mereka di semester 2 kelas sebelumnya, sekarang Alhamdulillah e... meningkat.

Comment [WU7]: Persepsi guru tentang pemanfaatan teknologi untuk evaluasi

R : Apa yang ibu rasakan saat mengajar dengan memanfaatkan TI?

TMR : Sangat bahagia, menggunakan TI itu bagus. Selain itu, juga memudahkan saya untuk mengajar. Ya, sangat menariklah bagi saya. Cuma saya ingin mengusulkan ke ibu kepala madrasah agar fasilitas seperti LCD bisa ditambah lagi. Jadi tiap kelasnya memang sudah dipasangkan LCDnya jadi tidak lagi mempersulit guru ketika akan mengajar di kelas. Apalagi bahasa Inggris kan terkadang memang ada materi yang harus menggunakan media seperti lcd itu. Misalnya ada cerita dalam bahasa Inggris, *narrative text*, kita mau lihat bagaimana pemahaman siswa terhadap audio dan *writingnya* juga. Jadi kan nanti tinggal pasang perangkat untuk audionya saja.

Comment [WU8]: Persepsi guru tentang pemanfaatan teknologi dalam pembelajaran

Comment [WU9]: Persepsi guru tentang pemanfaatan teknologi untuk evaluasi

R : Jadi bagi ibu, penggunaan teknologi itu sangat membantu dalam mengajar bahasa Inggris ya?

TMR : Ya, sangat membantu dan sangat penting untuk dipakai mengajar.

Comment [WU10]: Persepsi guru tentang pemanfaatan teknologi untuk evaluasi

R : Baik, bu saya rasa cukup. Terima kasih.

Interview of Indonesian Version

Hari / Tgl : Rabu / 21 Agustus 2019

Waktu : 10.47-11.20

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Kelima (AHF)

a. Wawancara Terbuka

R : Menurut kamu, apakah materi pelajaran bahasa Inggris itu penting?

AHF : Ya, penting sih kak karena digunakan untuk berkomunikasi dengan orang asing.

R : Apakah menurut kamu pelajaran bahasa Inggris itu mudah atau sulit?

AHF : Menurut saya sulit karena banyak sekali hal yang susah dibedakan misalnya penggunaan tenses seperti simple past, present tense.

R : Coba sebutkan fasilitas TI yang dimiliki oleh sekolah yang kamu ketahui!

AHF : Ada komputer, sound system, LCD dan jaringan internet.

b. Wawancara Terfokus

R : Apakah kamu menguasai penggunaan TI? Apa sajakah yang kamu kuasai?

AHF : Lumayan. Saya bisa menggunakan Microsoft dan internet serta gadget.

Comment [WU1]: Students' ability on using ICT tools

R : Bagaimana pendapatmu mengenai penyampaian materi pelajaran bahasa Inggris dengan menggunakan TI di kelas?

AHF : Lebih menyenangkan karena jika ditampilkan di layar itu lebih mudah dibaca. Apalagi pelajarannya lebih mudah dipahami karena ada yang bisa dilihat dan didengar secara langsung

Comment [WU2]: Students' perception towards the use of ICT in learning

R : Apakah kamu merasa lebih mudah memahami materi pelajaran bahasa Inggris jika menggunakan TI dalam penyampaian guru di kelas?

AHF : Rasanya lebih mudah karena pelajarannya jadi jelas dengan menggunakan layar LCD atau monitor di depan kami. Dibandingkan dengan menggunakan papan tulis yang harus dihapus terus untuk menuliskan materi selanjutnya. Kalau ditampilkan di layar kan bisa dihubungkan materinya. Kita bisa kembali ke materi sebelumnya dengan gampang dan berpindah ke materi baru juga gampang.

Comment [WU3]: The material would be easy to understand

R : Apakah kamu diperbolehkan mengakses internet secara mandiri untuk mencari topik tertentu yang berkaitan dengan pelajaran bahasa Inggris?

AHF : Iya kami dibolehkan mengakses internet tapi menggunakan gadget sendiri kak. Itu khusus di kelas bahasa Inggris ini. Jadi kami bisa mengakses internet untuk mencari materi yang berkaitan dengan pelajaran saat itu. Apalagi jika materi yang ada di buku paket kami susah dimengerti atau penjelasannya kurang lengkap.

Comment [WU4]: Students are allowed to access the internet to gain information about some topics.

R : Apakah kamu merasa penggunaan perangkat TI memudahkan kamu untuk mempelajari hal baru dalam mata pelajaran bahasa Inggris?

AHF : Iya kan. Dengan adanya TI memudahkan saya mencari materi yang lain melalui internet.

Comment [WU5]: The students' perception toward the use of ICT in learning

R : Apakah menurut kamu dengan adanya penggunaan TI di sekolah dapat memudahkan untuk mencari tambahan materi diluar materi yang telah ada di buku paket?

AHF : Iya kak, lebih mudah. Karena kami dibolehkan mengakses internet jadi bisa mencari materi yang berhubungan dengan apa yang sedang kami pelajari saat itu. Namun belum dijelaskan oleh guru kami.

Comment [WU6]: The students are allowed to access the internet to gain some information

R : Apakah kamu merasa lebih termotivasi untuk mempelajari materi pelajaran dengan penggunaan TI di kelas?

AHF : Saya pribadi lebih termotivasi karena menurut saya pembelajarannya lebih menarik, beda dari pelajaran yang lain. Yang lain kan biasanya Cuma disuruh buka buku, lalu diarahkan untuk membuka halaman sekian, terus dicatat di buku tulis lalu kerja tugas. Tapi kalau di kelas bahasa Inggris kan gurunya menggunakan alat

Comment [WU7]: Students' feel when learning English through ICT

elektronik. Kalau ada kata yang kurang dipahami kita bisa cari di internet, cara penyebutannya juga bisa kami pelajari. Jadinya kita bisa leluasa untuk mencari informasi. Terkadang juga guru memutar video bahasa Inggris tanpa *subtitle*, nah disitu *listening* dan *writing* kami dilatih.

R : Apakah bapak / ibu guru dikelas menggunakan aplikasi/ software tertentu untuk membantu siswa agar lebih mudah memahami pelajaran?

AHF : Setau saya tidak, hanya berupa *sofffile* yang ada di komputer server. Lalu kemudian gurunya memilih materi yang akan diajarkan ke kami. Jadi gurunya memilih banyak materi disitu agar kami bisa mengerti. Ada materi yang dapat didengarkan dan dilihat langsung. Tidak perlu dibayangkan seperti saat belajar dengan buku.

Comment [WU8]: The students' evaluation on their teachers' capability

R : Apakah bapak / ibu guru di kelas sudah memanfaatkan TI dalam menyampaikan materi pelajaran bahasa Inggris?

AHF : Iya sudah menggunakan IT. Karena pembelajaran kami di lab bahasa itu menggunakan layar monitor yang terhubung dengan server guru. Lalu jika ada pelajaran tentang *listening* ya kami mendengarkan dari *earphone* yang ada di meja kami. Biasanya bapak guru memperdengarkan dialog berbahasa Inggris. Atau kami diajar penyebutan kosakata bahasa Inggris dengan logat Amerika atau Inggris. Biasa juga kami menonton video di layar yang ada di depan.

Comment [WU9]: Students' comment about their learning through ICT

R : Apakah dengan menggunakan TI dikelas kamu merasa lebih antusias untuk menyimak pelajaran bahasa Inggris?

AHF : Lebih antusias karena lebih menarik. Apalagi jika kami diputarkan video animasi yang berbahasa Inggris lalu disuruh menuliskan apa yang bisa kami tangkap dari situ ya rasanya lebih menantang kak. Meski agak susah.

Comment [WU10]: Students' enthusiasm on using ICT in learning

R : Apakah bapak / ibu gurumu menguasai hardware atau software terkait dengan penggunaan TI di kelas?

AHF : Menurut saya iya kak. Karena misalnya pembelajaran mau di mulai, gurunya cepat sekali menyiapkan alat TI yang akan kami pakai. Dan ada berapa banyak alat TI disini itu semua mampu dioperasikan guru kami.

Comment [WU11]: Students' perception of their teachers' ability to preparing the lesson

R : Menurut kamu, apakah dengan adanya TI di kelas membuat kalian lebih mudah berdiskusi, menyampaikan pikiran, atau melakukan kegiatan pelajaran interaktif lainnya dengan teman sekelas?

AHF : Agak susah untuk berdiskusi kak. Karena posisi duduk di lab kan duduk sendiri dan dibatasi oleh sekat. Kecuali misalnya ada pembahasan soal UN bahasa Inggris lalu salah seorang dari kami dipilih untuk maju ke depan dan menyorot soal itu biasanya kami berinteraksi dengan saling mendiskusikan jawaban yang benar.

Comment [WU12]: Students' perception about the presence of ICCT tools in the class to convey their thoughts.

R : Menurutmu apakah diperlukan lagi alat TI / aplikasi / software yang dibutuhkan untuk membantu mempermudah proses pembelajaran di kelas?

AHF : Menurut saya sudah cukup untuk alatnya itu sudaah cukup memadai, tapi jika berupa aplikasi mungkin masih dibutuhkan dan akan lebih bagus lagi.

Comment [WU13]: Students' perception about applications needed to make learning easier.

R : Apakah menurut kamu ujian atau tes bahasa Inggris dengan menggunakan teknologi informasi akan lebih mudah atau sulit?

AHF : Saya rasa akan sulit karena belum terbiasa.

Comment [WU14]: Students' view about evaluation which is use the ICT.

R : Baik. Saya rasa cukup, dek.

Interview of Indonesian Version

Hari / Tgl : Senin / 26 Agustus 2019

Waktu : 11.41 – 12.20

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Kedelapan (ASR)

a. Wawancara Terbuka

R : Menurut kamu, apakah pelajaran bahasa Inggris itu penting?

ASR : Penting karena bahasa Inggris merupakan bahasa Internasional jadi itu sangat dibutuhkan bagi kita generasi muda. Maksudnya untuk memperluas wawasan melalui bahasa Inggris.

R : Apakah menurut kamu pelajaran bahasa Inggris itu mudah atau sulit?

ASR : Ada yang mudah dan ada yang sulit. Mudahnya itu ketika diminta menentukan jenis teks tapi sulit ketika diminta untuk membuat kalimat. Selain itu sulitnya bagi saya, karena tulisannya beda, cara bacanya juga beda, dan banyak makna pula dalam satu kata.

R : Coba sebutkan fasilitas TI yang dimiliki oleh sekolah yang kamu ketahui!

ASR : Komputer, wifi, LCD, and printer.

b. Wawancara Terfokus

R : Apakah kamu menguasai penggunaan TI? Apa sajakah yang kamu kuasai?

ASR : Iya, lumayan kak. Ada beberapa yang bisa saya gunakan seperti komputer, gadget dan laptop. Saya bisa pakai aplikasi Microsoft, corel draw dan internet.

R : Bagaimana pendapatmu mengenai penyampaian materi pelajaran bahasa Inggris dengan menggunakan TI di kelas?

Comment [WU1]: Students' ability on using ICT tools

ASR : Tergantung caranya sih kak, jika yang ditampilkan memang ada unsur yang menarik ya kita akan lebih senang untuk memperhatikan. Tapi kalau yang ditampilkan hanya berupa gambar berarti sama saja dengan buku. Namun jika disertai video atau animasi jadi lebih mudah dipahami.

Comment [WU2]: Students' perception towards the use of ICT in learning

R : Apakah kamu merasa lebih mudah memahami materi pelajaran bahasa Inggris jika menggunakan TI dalam penyampaian guru di kelas?

ASR : Iya tentu lebih mudah karena dengan menggunakan TI seperti penyampain materi melalui LCD lebih menarik bagi kami untuk diperhatikan dan guru pun tidak perlu lagi capek-capek menulis di papan tulis.

Comment [WU3]: The material would be easy to understand

R : Apakah kamu diperbolehkan mengakses internet secara mandiri untuk mencari topik tertentu yang berkaitan dengan pelajaran bahasa Inggris?

ASR : Iya bisa kak. Tapi akses melalui punya kami sendiri namun sebenarnya kami tidak boleh menggunakan handphone sebelum izin untuk mengakses internet dikelas untuk mencari materi yang berkaitan dengan materi yang diajarkan.

Comment [WU4]: Students are allowed to access the internet to gain information about some topics.

R : Apakah kamu merasa penggunaan perangkat TI memudahkan kamu untuk mempelajari hal baru dalam mata pelajaran bahasa Inggris?

ASR : Iya tentu saja. Apalagi jika dimaksimalkan maka akan lebih bagus lagi. Apalagi dengan internet kita bisa menambah ilmu baru lagi tidak seperti pelajaran lain yang cuma buku dan buku saja jika ada tugas.

Comment [WU5]: The students' perception toward the use of ICT in learning

R : Apakah menurut kamu dengan adanya penggunaan TI di sekolah dapat memudahkan untuk mencari tambahan materi diluar materi yang telah ada di buku paket?

ASR : Kalau menggunakan internet untuk cari materi lagi ya bagus karena cakupannya lebih luas. Cukup ketik satu topik maka akan muncul semua hal yang berkaitan dengan itu. Apalagi dengan internet kita

Comment [WU6]: The students are allowed to access the internet to gain some informations

juga bisa menambah ilmu baru lagi tidak seperti pelajaran lain yang cuma buku dan buku saja jika ada tugas.

R : Apakah kamu merasa lebih termotivasi untuk mempelajari materi pelajaran dengan penggunaan TI di kelas?

ASR : Iya karena penggunaannya menarik, selain ada yang bisa kami lihat secara langsung, kita juga bisa mendengarkan. Jadi lebih muda dan juga lebih menyenangkan karena kalau pakai buku kita tidak fokus. Selain itu, kita tidak bosan belajar karena ada tampilan-tampilan baru.

Comment [WU7]: Students' feeling when learning English through ICT

R : Apakah bapak / ibu guru dikelas menggunakan aplikasi/ software tertentu untuk membantu siswa agar lebih mudah memahami pelajaran?

ASR : Hanya menggunakan powerpoint saja yang ditampilkan melalui LCD tapi kalau cuma gambar saja yang ditampilkan disitu ya rasanya sama saja dengan pakai buku.

Comment [WU8]: The students' view on their teachers' capability

R : Apakah bapak / ibu guru di kelas sudah memanfaatkan TI dalam menyampaikan materi pelajaran bahasa Inggris?

ASR : Iya karena guru bahasa inggris di kelas kami sudah menggunakan peralatan seperti LCD untuk menyampaikan materi.

Comment [WU9]: Students' comment about their learning through ICT

R : Apakah dengan menggunakan TI dikelas kamu merasa lebih antusias untuk menyimak pelajaran bahasa Inggris?

ASR : Iya lebih antusias apalagi seperti tadi dimana kami yang disuruh untuk menjelaskan bahasan kami kepada teman-teman yang lain dengan menggunakan LCD. Kan memang menarik jika ada yang ditampilkan langsung dengan slide. Jadi dengan penggunaan teknologi seperti LCD begitu lebih menyenangkan, pelajaran jadi lebih mudah tersave karena bagus dan kita senang, jadi pelajarannya gampang masuk.

Comment [WU10]: Students' enthusiasm on using ICT in learning

R : Apakah bapak / ibu guru sudah menguasai hardware atau software terkait dengan penggunaan TI di kelas?

ASR : Iya sudah menguasai karena kelihatan cara menggunakan alat seperti laptop dan LCD itu sudah mahir.

Comment [WU11]: Students' perception of their teachers' ability to preparing the lesson

- R : Menurut kamu, apakah dengan adanya TI di kelas membuat kalian lebih mudah berdiskusi, menyampaikan pikiran, atau melakukan kegiatan pelajaran interaktif lainnya dengan teman sekelas?
- ASR : Iya kami berdiskusi jika ada tugas kelompok untuk mepresentasikan sebuah topik. Jadi kita akan berusaha mencari di internet lalu didiskusikan kemudian membuat powerpoint dengan saling *sharing* tentang fungsi-fungsi yang ada disitu.
- R : Menurutmu apakah diperlukan lagi alat TI / aplikasi / software yang dibutuhkan untuk membantu mempermudah proses pembelajaran di kelas?
- ASR : Iya masih butuh alat yang berkaitan dengan audio. Jadi jika ada kata yang ditanyakan, kami tidak perlu repot lagi mencari tahu sendiri cara penyebutannya.
- R : Apakah menurut kamu tes bahasa inggris yang menggunakan teknologi informasi lebih mudah atau sulit?
- ASR : Ya, lebih mudah karena kita bisa langsung *searching* jawabannya. Tapi ada juga sih sisi buruknya, kan misalnya saat dikasi soal uraian untuk minta pendapat kita tapi kalau di *searching* di google jawabannya langsung muncul semua. Jadi siswa yang memang tidak mau belajar itu bisa meyakini begitu saja tanpa memahami.
- R : Baik, saya ras cukup. Terima kasih.

Comment [WU12]: Students' perception about the presence of ICT tools in the class to convey their thoughts.

Comment [WU13]: Students' perception about applications needed to make learning easier.

Comment [WU14]: Students' perception about English evaluation by using ICT.

FAKEFAKE

Interview of Indonesian Version

Hari / Tgl : Rabu / 21 Agustus 2019

Waktu : 08.55 – 09.30

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Keempat (AWH)

a. Wawancara Terbuka

R : Menurut kamu, apakah materi pelajaran bahasa Inggris itu penting?

AWH : Menurut saya sangat penting apalagi kalau ingin ke luar negeri.

R : Apakah menurut kamu pelajaran bahasa Inggris itu mudah atau sulit?

AWH : Menurut saya mudah dipahami karena banyak hal yang berkaitan dengan bahasa Inggris ditemukan dalam kehidupan sehari-hari.

R : Coba sebutkan fasilitas TI yang dimiliki oleh sekolah yang kamu ketahui!

AWH : Disini ada lab komputer yang di dalamnya ada berbagai perangkat dan jaringan internet.

b. Wawancara Terfokus

R : Apakah kamu menguasai penggunaan TI? Apa sajakah yang kamu kuasai?

AWH : Ya bisa sih kak. Namun masih berupa perangkat yang umum seperti laptop dan handphone.

R : Bagaimana pendapatmu mengenai penyampaian materi pelajaran bahasa Inggris dengan menggunakan TI di kelas?

AWH : Jika menggunakan media itu lebih mudah kami pahami. Misalnya dengan adanya server di depan yang materinya dapat terhubung ke kami. Jadi tidak perlu ribet lagi, cukup fokus ke layar atau monitor saja untuk memerhatikan pelajaran. Selain itu, pelajarannya jadi lancar karena di dukung dengan teknologi yang ada, misalnya cara

Comment [WU1]: Students' ability on using ICT tools.

pengucapan yang perlu didengarkan seperti gaya bahasa orang asing. Jadi dengan adanya teknologi lebih mudah.

Comment [WU2]: Students' perception towards the use of ICT in learning.

R : Apakah kamu merasa lebih mudah memahami materi pelajaran bahasa Inggris jika menggunakan TI dalam penyampaian guru di kelas?

AWH : Iya. Karena jika memanfaatkan TI di kelas kita bisa langsung mencari tahu hal-hal yang belum jelas di internet. Kalau tidak menggunakan itu kan ribet harus buka buku lagi. Apalagi dalam satu buku belum tentu langsung menemukan materi yang dimaksud.

Comment [WU3]: The material would be easy to understand

R : Apakah kamu diperbolehkan mengakses internet secara mandiri untuk mencari topik tertentu yang berkaitan dengan pelajaran bahasa Inggris?

AWH : Iya kami diperbolehkan untuk itu. Tapi kami hanya boleh mengaksesnya dengan perangkat sendiri. Jadi biasanya kami menggunakan handphone untuk mencari materi yang berhubungan dengan yang akan dijelaskan oleh guru. Tapi hanya dikelas bahasa Inggris saja yang membolehkan kami menggunakan handphone.

Comment [WU4]: Students are allowed to access the internet to gain information about some topics.

R : Apakah kamu merasa penggunaan perangkat TI memudahkan kamu untuk mempelajari hal baru dalam mata pelajaran bahasa Inggris?

AWH : Menurut saya sendiri lebih memudahkan karena jika ada hal yang tidak dipahami maka bisa langsung kami cari di internet. Lalu jika ada tugas biasanya saya cari di youtube dengan belajar juga pengucapannya.

Comment [WU5]: The students' perception toward the use of ICT in learning

R : Apakah menurut kamu dengan adanya penggunaan TI di sekolah dapat memudahkan untuk mencari tambahan materi diluar materi yang telah ada di buku paket?

AWH : Iya, karena lebih mudah mengakses lewat internet untuk mencari materi yang belum tentu ada dibuku.

Comment [WU6]: The students are allowed to access the internet to gain some information

R : Apakah kamu merasa lebih termotivasi untuk mempelajari materi pelajaran dengan penggunaan TI di kelas?

AWH : Iya. Salah satu alasannya karena kami tidak merasa bosan jika materinya disampaikan dengan penggunaan TI. Berbeda dengan mata pelajaran lain.

Comment [WU7]: Students' feel when learning English through ICT

R : Apakah bapak / ibu guru dikelas menggunakan aplikasi/ software tertentu untuk membantu siswa agar lebih mudah memahami pelajaran?

AWH : Setau saya tidak menggunakan aplikasi, hanya memanfaatkan komputer dan layar..

Comment [WU8]: The students' view on their teachers' capability

R : Apakah bapak / ibu guru di kelas sudah memanfaatkan TI dalam menyampaikan materi pelajaran bahasa Inggris?

AWH : Iya kak, beliau sangat memanfaatkan teknologi, hampir setiap penyampaian materinya beliau menggunakan teknologi.

Comment [WU9]: Students' comment about their learning through ICT

R : Apakah dengan menggunakan TI dikelas kamu merasa lebih antusias untuk menyimak pelajaran bahasa Inggris?

AWH : Ya jujur, ketika pelajaran bahasa Inggris saya jadi semangat karena selain belajar bahasa Inggris itu, saya juga sedikit sedikit bisa belajar tentang teknologi.

Comment [WU10]: Students' enthusiasm on using ICT in learning

R : Apakah bapak / ibu gurumu menguasai hardware atau software terkait dengan penggunaan TI di kelas?

AWH : Menurut saya, iya karena saat Ujian Nasional yang berbasis komputer pasti guru bahasa inggris kami yang menyiapkan semua peralatan untuk ujian.

Comment [WU11]: Students' perception of their teachers' ability to preparing the lesson

R : Menurut kamu, apakah dengan adanya TI di kelas membuat kalian lebih mudah berdiskusi, menyampaikan pikiran, atau melakukan kegiatan pelajaran interaktif lainnya dengan teman sekelas?

AWH : Jika menggunakan IT kami duduk sendiri-sendiri, lalu meja di lab bahasa itu ada pembatas jadi kami belajar secara mandiri. Kami jarang berkelompok. Kecuali setelah pembelajaran kami biasanya dibagi ke beberapa kelompok nah disitu kami bisa berdiskusi dengan teman.

Comment [WU12]: Students' perception about the presence of ICT tools in the class to convey their thoughts.

R : Menurutmu apakah diperlukan lagi alat TI / aplikasi / software yang dibutuhkan untuk membantu mempermudah proses pembelajaran di kelas?

AWH : Sejauh ini saya rasa sudah cukup memadai.

R : Apakah menurut kamu tes bahasa inggris yang menggunakan teknologi informasi lebih mudah atau sulit?

AWH : Menurut saya jika menggunakan teknologi informasi kemungkinan akan sulit tapi jika tidak dibiasakan dari sekarang kapan lagi.

R : Baik dek, saya ras cukup.

Comment [WU13]: Students' perception about applications needed to make learning easier.

Comment [WU14]: Students' perception about English evaluation by using ICT



Interview of Indonesian Version

Hari / Tgl : Senin / 26 Agustus 2019

Waktu : 11.34 – 11.41

Tempat : MAN 2 Soppeng

Peneliti (R)

Subjek Penelitian Ketujuh (NUH)

a. Wawancara Terbuka

R : Menurut kamu, apakah materi pelajaran bahasa Inggris itu penting?

NUH : Penting, karena itu adalah bahasa Internasional

R : Apakah menurut kamu pelajaran bahasa Inggris itu mudah atau sulit?

NUH : Gampang-gampang susah. Tergantung materinya. Yang mudah itu seperti jenis teks misalnya *formal dan formal invitation*. tapi yang sulit itu *grammarnya*.

R : Coba sebutkan fasilitas TI yang dimiliki oleh sekolah yang kamu ketahui!

NUH : Printer, laptop, komputer, jaringan internet setau saya.

b. Wawancara Terfokus

R : Apakah kamu menguasai penggunaan TI? Apa sajakah yang kamu kuasai?

NUH : Yang saya kuasai berupa gadget, laptop, program komputer seperti microsoft word, excel, powerpoint, dan internet.

Comment [WU1]: Students' ability on using ICT tools

R : Bagaimana pendapatmu mengenai penyampaian materi pelajaran bahasa Inggris dengan menggunakan TI di kelas?

NUH : Sangat bagus karena dibandingkan dengan menggunakan buku dan papan tulis lebih menarik untuk diperhatikan jika materi disajikan dengan audio dan visual

Comment [WU2]: Students' perception towards the use of ICT in learning

R : Apakah kamu merasa lebih mudah memahami materi pelajaran bahasa Inggris jika menggunakan TI dalam penyampaian guru di kelas?

- NUH : Iya. Lebih mudah dipahami kalau menggunakan teknologi karena kalau pakai buku rasanya banyak sekali yang harus diperhatikan tapi kalau pakai LCD cukup fokus di satu titik. Jika ditampilkan dengan video dan audio lebih menarik dibandingkan pakai buku atau guru menulis di papan tulis membuat *boring*.
- R : Apakah kamu diperbolehkan mengakses internet secara mandiri untuk mencari topik tertentu yang berkaitan dengan pelajaran bahasa Inggris?
- NUH : Iya kami diperbolehkan mengakses internet tapi melalui handphone kami sendiri. Namun sebelum itu, biasanya guru terlebih dahulu menyampaikan ke kami untuk membawa handphone karena tidak setiap hari kami bisa membawa hp. Jadi menyesuaikan dulu dengan pelajarannya.
- R : Apakah kamu merasa penggunaan perangkat TI memudahkan kamu untuk mempelajari hal baru dalam mata pelajaran bahasa Inggris?
- NUH : Sangat. Karena tidak semua ada dalam buku dan yang tertulis di buku itu tidak mencakup semua aspek, jadi saya mencari referensi di internet lalu tinggal digabungkan saja materi itu.
- R : Apakah menurut kamu dengan adanya penggunaan TI di sekolah dapat memudahkan untuk mencari tambahan materi diluar materi yang telah ada di buku paket?
- NUH : Iya karena internet itu sangat luas jadi saya bisa dapatkan banyak informasi seperti materi tense yang kami presentasikan tadi. Kalau di buku kan biasanya penjelasannya terbatas jadi kami mencari di internet. Saya juga biasanya buka google. Misalnya contoh teks, google translate sering sekali saya buka, contoh-contoh percakapan juga sering.
- R : Apakah kamu merasa lebih termotivasi untuk mempelajari materi pelajaran dengan penggunaan TI di kelas?
- NUH : Ya, karena lebih menarik. Lagi pula penggunaan buku kan sudah dari dulu, kalau dibuka-buka jadi *boring*. Kalau kita lihat layar

Comment [WU3]: The material would be easy to understand by utilizing ICT

Comment [WU4]: Students are allowed to access the internet to gain information about some topics.

Comment [WU5]: The students' perception toward the use of ICT in learning

Comment [WU6]: The students are allowed to access the internet to gain some informations

lebih enak belajarnya. Lebih santai untuk belajar bahasa Inggris daripada pakai buku.

Comment [WU7]: Students' feel when learning English through ICT

R : Apakah bapak / ibu guru dikelas menggunakan aplikasi/ software tertentu untuk membantu siswa agar lebih mudah memahami pelajaran?

NUH : Setau saya sih belum menggunakan aplikasi tertentu tapi pernah ada yang datang ke sekolah kami sosialisasi dari quipper video namun tidak banyak yang berminat makanya belum digunakan. Biasanya dalam pelajaran bahasa Inggris itu materinya dimunculkan dalam aplikasi power point lalu pakai LCD, yah dibanding pakai buku yang membuat kita malas untuk buka buku terus. Kalau pakai teknologi itu lebih mempermudah.

Comment [WU8]: The students' view on their teachers' capability

R : Apakah bapak / ibu guru di kelas sudah memanfaatkan TI dalam menyampaikan materi pelajaran bahasa Inggris?

NUH : Ada yang sudah menggunakan ada yang belum terkhusus pelajaran bahasa Inggris itu sudah menggunakan TI.

Comment [WU9]: Students' comment about their learning through ICT

R : Apakah dengan menggunakan TI dikelas kamu merasa lebih antusias untuk menyimak pelajaran bahasa Inggris?

NUH : Iya, karena cakupannya luas. Kita tidak sekedar belajar bahasa Inggris tapi ikut belajar teknologi agar tidak ketinggalan. Apalagi saat ada slide yang bisa dilihat dan didengarkan langsung saat belajar itu sangat menarik untuk disimak karena dulunya jarang. Biasanya cuma buka buku cetak.

Comment [WU10]: Students' enthusiasm on using ICT in learning

R : Apakah bapak / ibu gurumu menguasai hardware atau software terkait dengan penggunaan TI di kelas?

NUH : Ya karena yang selalu menggunakan alat TI itu ya hanya guru bahasa Inggris. Jadi menurut saya pasti sudah menguasailah. Beda dengan guru lain yang kami belum pernah lihat mengaplikasikan TI dalam kelas.

Comment [WU11]: Students' perception of their teachers' ability to preparing the lesson

R : Menurut kamu, apakah dengan adanya TI di kelas membuat kalian lebih mudah berdiskusi, menyampaikan pikiran, atau melakukan kegiatan pelajaran interaktif lainnya dengan teman sekelas?

NUH : Iya karena dengan kami melihat langsung slide yang sama jadi lebih mudah untuk kami untuk menyampaikan gagasan. Misalnya tadi ada materi yang kami persentasikan di depan kelas sehingga kami bisa berdiskusi dan mengundang perhatian teman-teman.

Comment [WU12]: Students' perception about the presence of ICCT tools in the class to convey their thoughts.

R : Menurutmu apakah diperlukan lagi alat TI / aplikasi / software yang dibutuhkan untuk membantu mempermudah proses pembelajaran di kelas?

NUH : Aplikasi audio yang bisa didengarkan langsung pengucapannya. Karena itu kan ada di soal Ujian Nasional

Comment [WU13]: Students' perception about applications needed to make learning easier.

R : Apakah menurut kamu tes bahasa inggris yang menggunakan teknologi informasi lebih mudah atau sulit?

NUH : Itu lebih mudah bagi saya. Karena kalau misalnya diberi tugas yang berkaitan teknologi, kita disuruh cari di internet ya langsung bisa dicari.

Comment [WU14]: Students' perception about the use of ICT in evaluation.

R : Baik dek, saya ras cukup.





bisa dilihat sekaligus kita dengar langsung bersamaan dengan penjelasan dari guru.

R : Apakah kamu merasa lebih mudah memahami materi pelajaran bahasa Inggris jika menggunakan TI dalam penyampaian guru di kelas?

SYFT : Jadi agak lebih mudah sih kak, karena misalnya pakai proyektor itu maka ada yang bisa kami lihat sambil gurunya menerangkan. Kita juga bisa mendengar sekaligus melihat. Jadi lebih mudah dipahami. Lebih semangat juga karena kalau pakai proyektor ada rasa ingin tahu ke materi itu. Jadinya kita lebih antusias untuk bisa memahami materinya.

R : Apakah kamu diperbolehkan mengakses internet secara mandiri untuk mencari topik tertentu yang berkaitan dengan pelajaran bahasa Inggris?

SYFT : Ya diperbolehkan, kak. Karena biasanya kita dikasi tugas yang akan dipresentasikan di kelas. Jadi materinya harus kami cari sendiri di internet.

R : Apakah kamu merasa penggunaan perangkat TI memudahkan kamu untuk mempelajari hal baru dalam mata pelajaran bahasa Inggris?

SYFT : Ya kak. Misalnya kami ada tugas untuk presentasikan suatu materi. Jadi selain materi itu, kita juga bisa belajar bagaimana berbicara di depan umum pakai bahasa Inggris.

R : Apakah menurut kamu dengan adanya penggunaan TI di sekolah dapat memudahkan untuk mencari tambahan materi diluar materi yang telah ada di buku paket?

SYFT : Sangat. Sangat memudahkan, kak. Karena internet cakupannya luas. Jadi selain materi di buku, di internet itu ada materi tambahan. Apalagi pencariannya juga lebih mudah karena kita bisa langsung *searching*. Tapi ada juga sih sisi buruknya, kan misalnya saat ada tugas dikasi soal uraian untuk minta pendapat kita tapi kalau di *searching* di google jawabannya langsung muncul semua. Jadi siswa

Comment [WU3]: The material would be easy to understand if the teacher use ICT on learning.

Comment [WU4]: Students are allowed to access the internet to gain information about some topics.

Comment [WU5]: The students' perception toward the use of ICT in learning.

Comment [WU6]: The students are allowed to access the internet to gain some informations.

- yang memang tidak mau belajar itu bisa meyakini begitu saja tanpa memahami
- R : Apakah kamu merasa lebih termotivasi untuk mempelajari materi pelajaran dengan penggunaan TI di kelas?
- SYFT : Iya, kalau guru memanfaatkan teknologi itu memancing rasa keingintahuan karena penyampaian materinya menarik. Berbeda dengan pakai buku yang rasanya penjelasannya berbelit-belit.
- R : Apakah bapak / ibu guru dikelas menggunakan aplikasi/ software tertentu untuk membantu siswa agar lebih mudah memahami pelajaran?
- SYFT : Sejauh ini masih mengandalkan power point kak
- R : Apakah bapak / ibu guru di kelas sudah memanfaatkan TI dalam menyampaikan materi pelajaran bahasa Inggris?
- SYFT : Iya sudah kak, karena kita biasanya menggunakan laptop dan LCD untuk pembelajaran.
- R : Apakah dengan menggunakan TI dikelas kamu merasa lebih antusias untuk menyimak pelajaran bahasa Inggris?
- SYFT : Terkadang lebih muncul rasa penasaran jika slidanya menarik. Jadi ada rasa ingin tahu ke materi itu. Jadinya kita lebih antusias untuk bisa memahami materinya.
- R : Apakah bapak / ibu guru sudah menguasai hardware atau software terkait dengan penggunaan TI di kelas?
- SYFT : Ya menurut saya sih kak pasti sudah menguasai karena tiap pelajaran gurunya memanfaatkan itu.
- R : Menurut kamu, apakah dengan adanya TI di kelas membuat kalian lebih mudah berdiskusi, menyampaikan pikiran, atau melakukan kegiatan pelajaran interaktif lainnya dengan teman sekelas?
- SYFT : Biasanya kalau ada tugas kelompok itu ada yang kurang aktif, kak. Ada beberapa teman yang masih belum mahir menggunakan laptop dan tidak mau belajar. Jadi kadang tugas yang harusnya dikerjakan secara kelompok itu hanya dikerjakan oleh satu orang saja. Lalu yang lain tinggal melihat dan mendengar saja.

Comment [WU7]: Students' feeling when learning English through ICT

Comment [WU8]: The students' view on their teachers' capability

Comment [WU9]: Students' comment about their learning through ICT

Comment [WU10]: Students' enthusiasm on using ICT in learning

Comment [WU11]: Students' perception about the presence of ICT tools to preparing the lesson

Comment [WU12]: Students' perception about the presence of ICT tools in the class to convey their thoughts.

R : Menurutmu apakah diperlukan lagi alat TI / aplikasi / software yang dibutuhkan untuk membantu mempermudah proses pembelajaran di kelas?

SYFT : Mungkin untuk perangkat keras seperti *speaker* karena kadang suara dari laptop saja itu kurang jelas. Misalnya kemarin kami diputar film. Itu suaranya kurang jelas. Jadi susah bagi kami untuk mengikuti penyebutan bahasanya.

R : Apakah menurut kamu tes bahasa Inggris yang menggunakan teknologi informasi lebih mudah atau sulit?

SYFT : Pasti sebelum kita disuruh untuk mengerjakan kita diarahkan atau diajarkan dulu bagaimana caranya kak, jadi mudah saja. Apalagi menambah ilmu baru lagi biar tidak ketinggalan.

R : Baik, saya ras cukup. Terima kasih.

Comment [WU13]: Students' perception about applications needed to make learning easier.

Comment [WU14]: Students' perception about English evaluation by using ICT



ANALISIS DAN REDUKSI DATA HASIL WAWANCARA TERHADAP GURU

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
1. Making The Lesson Plan					
Teachers' response on the use of ICT for making the lesson plan					
Apakah bapak / ibu merancang rencana pengajaran bahasa Inggris dengan memanfaatkan perangkat ICT?	Iya, karena rancangan pembelajaran saat ini memang harus seperti itu. Disini juga saya punya bahan materi yang cukup lengkap semua, file dalam bentuk audio ada, visual ada, mau yang <i>British accent</i> ada, <i>American accent</i> ada. Hasil <i>browsing</i> di internet. Saya punya materi dari 'Kangguru Radio English' punya Australia, sekarang sih sudah tutup programnya. Bagus sekali programnya untuk pengemabangan <i>reading</i> dan <i>listening</i> . Jadi tinggal disesuaikan saja dengan Kompetensi Dasar.	Ya, tentunya. Sebagai seorang guru wajib punya rancangan pembelajaran sebelum mengajar di kelas yang harus kami susun. Jadi sebelum mengajar memang sudah harus kami siapkan. Karena sebagai pengajar, kami memang harus selalu membawa rancangan pembelajaran. Bagi seorang guru itu penting sekali. Bahan itu disusun di computer. Namun sayangnya belum ada aplikasi khusus yang saya tahu untuk membuatnya. Jadi	Iya karena di RPP tertulis menggunakan laptop dan LCD. Karena disini juga buku K13 yang edisi revisi belum itu belum terlalu memadai jumlahnya jadi kami menggunakan buku elektronik saat mengajar di kelas. Ya, sangat membantulah untuk proses pembelajaran di kelas.	1. Disini saya punya bahan materi yang cukup lengkap semua, file dalam bentuk audio ada, visual ada, mau yang <i>British accent</i> ada, <i>American accent</i> ada. Hasil <i>browsing</i> di internet. Saya punya materi dari 'Kangguru Radio English' punya Australia, sekarang sih sudah tutup programnya. Bagus sekali programnya untuk pengemabangan <i>reading</i> dan	Menurut para guru, mereka masing-masing selalu memiliki rencana-rencana pengajaran bahasa Inggris dengan memanfaatkan perangkat TI, hal tersebut ditunjukkan dengan menggunakan format file di computer lalu disusun dengan menyesuaikan dengan silabus, file dalam bentuk audio ada, visual ada, mau yang <i>British accent</i> ada, <i>American accent</i> ada. Hasil <i>browsing</i> di internet. Saya punya materi

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		kami hanya menggunakan format file di computer lalu disusun dengan menyesuaikan dengan silabus.		<p><i>listening.</i> Jadi tinggal disesuaikan saja dengan Kompetensi Dasar.</p> <p>2. Bagi seorang guru itu penting sekali. Bahan itu disusun di komputer. Namun sayangnya belum ada aplikasi khusus yang saya tahu untuk membuatnya. Jadi kami hanya menggunakan format file di computer lalu disusun dengan menyesuaikan dengan silabus.</p> <p>3. di RPP tertulis menggunakan laptop dan LCD. Karena disini juga</p>	dari 'Kangguru Radio English' punya Australia, sebab hal ini telah menjadi standar baku dalam RPP K13.

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
				buku K13 yang edisi revisi belum itu belum terlalu memadai jumlahnya jadi kami menggunakan buku elektronik saat mengajar di kelas.	
Apakah bapak / ibu merasa penggunaan perangkat ICT akan mempermudah proses pengajaran bahasa Inggris di kelas?	Bagi saya mudah sekali ya. Siswa akan mudah menyimak dengan dibantu <i>sound system</i> atau <i>earphone</i> . Misalnya saya mau menjelaskan soal-soal Ujian Nasional kepada siswa kelas tiga ya saya menggunakan ICT untuk memudahkan saya agar tidak lagi berteriak-teriak di dalam kelas. Anak-anak juga lebih dimudahkan lagi dengan melihat monitor.	Tentu saja sangat mempermudah apabila menggunakan alat TI seperti komputer, LCD, laptop. Hanya saja kan komputer tidak bisa dipindahtempatkan atau dibawa kemana-mana, khusus digunakan di laboratorium bahasa saja. Tapi penggunaan laptop dan LCD di dalam kelas sebenarnya sudah sangat mempermudah	Menurut saya pribadi, sangat mempermudah dan membantu karena begitulah terbatasnya informasi yang kita peroleh jadi kita harus banyak mencari dan tentunya internet itu sangat membantu sebagai tambahan materi.	1. Bagi saya mudah sekali. Siswa akan mudah menyimak dengan dibantu <i>sound system</i> atau <i>earphone</i> . 2. Menurut saya pribadi, sangat mempermudah dan membantu karena begitu terbatasnya informasi yang kita peroleh jadi kita harus banyak mencari dan tentunya internet	Menurut para guru penggunaan perangkat TI ini akan mempermudah proses pembelajaran bahasa Inggris, hal tersebut karena siswa akan mudah menyimak dengan dibantu <i>sound system</i> atau <i>earphone</i> , pada aspek penggunaan TI jaringan internet membantu karena begitulah terbatasnya informasi yang kita

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		proses pembelajaran. Kalau tidak ada teknologi mungkin saya tidak tau lagi bagaimana caranya untuk mengajar karena buku sekarang ya begitu... atau misalnya jika tidak ada teknologi maka kemungkinan saya harus kemana-mana lagi untuk mencari buku yang sesuai dengan silabus.		itu sangat membantu sebagai tambahan materi.	peroleh jadi kita harus banyak mencari dan tentunya internet itu sangat membantu sebagai tambahan materi.
2. Developing Teaching Materials					
Teachers' response on ICT use for developing teaching materials					
Sebelum mengajar di kelas, apakah bapak / ibu menyiapkan materi pembelajaran untuk siswa? Ceritakan!	Tugas guru memang harus seperti itu. Jadi kita harus mempersiapkan dari awal. Tapi saya kan sudah punya folder yang berisi bahan pembelajaran, jadi saya tinggal memilah-milah materi yang sesuai dengan KD.	Saya pribadi sebelum masuk ke kelas untuk mengajar ya terlebih dahulu memperhatikan silabus dan RPP. Kemudian saya mencari dan mempersiapkan banyak hal mengenai	Iya sebelum masuk mengajar terlebih dahulu menyiapkan materi yang akan dijelaskan dan apa yang harus siswa cari di internet.	1. saya kan sudah punya folder yang berisi bahan pembelajaran, jadi saya tinggal memilah-milah materi yang sesuai dengan KD. 2. sebagai guru ee..	Dari apa yang disampaikan oleh para guru, sebelum mengajar, mereka wajib menyiapkan semua materi ajar, hal ini dikarenakan setiap guru dituntut untuk menyesuaikan materi dengan

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		<p>materi yang akan dibawa di kelas. Saya tidak begitu saja masuk di kelas kemudian langsung menyampaikan materi pelajaran. Karena memang sebagai guru ee.. kami dituntut untuk menyesuaikan materi dengan standar yang harus dicapai. Misalnya di kelas XI iu ada capaian yang harus dicapai semester ini. Atau bisa dikatakan ada Kompetensi Dasar (KD) yang harus diselesaikan di semester ini juga. Maka sebelum masuk mengajar, ya terlebih dahulu saya mencari materi seperti apa itu, daan sebagainya.</p>		<p>kami dituntut untuk menyesuaikan materi dengan standar yang harus dicapai. Misalnya di kelas XI iu ada capaian yang harus dicapai semester ini. Atau bisa dikatakan ada Kompetensi Dasar (KD) yang harus diselesaikan di semester ini juga.</p>	<p>standar yang harus dicapai. Misalnya di kelas XI iu ada capaian yang harus dicapai semester ini. Atau bisa dikatakan ada Kompetensi Dasar (KD) yang harus diselesaikan di semester ini juga.</p>
Apakah bapak / ibu	Ya pastinya, sebagai	Ya, tentunya. Seperti	Selama ini masih	1. Saya mencari dan	Dari apa yang

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
merancang materi pembelajaran bahasa Inggris dengan memanfaatkan TI? Ceritakan seperti apa!	guru profesional kita wajib melakukan hal demikian. Tapi seperti saya katakan tadi saya sudah punya folder-folder bahan pembelajaran. Jadi tinggal menyesuaikan saja dengan silabus.	saya jelaskan tadi bahwa setelah membaca silabus dan memperhatikan KD yang hendak dicapai. Maka saya akan mencari dan mengumpulkan hal-hal yang terkait dengan materi itu di internet. Kemudian saya rangkum, lalu menyajikannya dalam bentuk slide power point.	mengikuti RPP tapi jika pembahasannya tidak ada maka saya mencari referensi di internet. Saya biasa mencari referensi materi mengajar di internet untuk mencari contoh selain yang ada di RPP dan silabus karena terkadang juga apa yang ada dibuku itu terlalu monoton atau contoh-contohnya kurang jadi kami cari di internet untuk lebih memudahkan kami juga sebagai guru untuk memahami materi.	mengumpulkan hal-hal yang terkait dengan materi itu di internet. Kemudian saya rangkum, lalu menyajikannya dalam bentuk slide power point. 2. Saya biasa mencari referensi materi mengajar di internet untuk mencari contoh selain yang ada di RPP dan silabus karena terkadang juga apa yang ada dibuku itu terlalu monoton atau contoh-contohnya	disampaikan oleh para guru terkait dengan materi ajar yang menggunakan alat TI menyatakan bahwa sebelum mengajar mereka mencari hal-hal yang berkaitan dengan materi ajar ataupun referensi menggunakan internet, selain yang ada di RPP dan silabus karena terkadang juga apa yang ada dibuku itu terlalu monoton atau contoh-contohnya
Apakah bapak / ibu mengemas pelajaran secara visual / audio visual atau keduanya?	Ya jaman sekarang ini kita rata-rata pakai kedua-duanya. Ada visualnya ada audionya. Sama dengan di Ujian	ee.. yah terkadang saya menggunakan kedua hal tersebut, audio dan visual. Tapi saat ini lebih	Untuk saat ini masih secara visual karena saya belum pernah untuk penggunaan audio itu di kelas.	1. Kita rata-rata pakai kedua-duanya. Ada visualnya ada audionya. Sama	Dari penyampaian guru mengenai pengemasan pelajaran menggunakan audio

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
	Nasional. Jadi kita sambil melatih anak-anak kelas tiga ini untuk terbiasa dengan aspek audio dan visual.	seringnya visual saja, audio saya jarang karena masih agak kerepotan untuk selalu membawa <i>speaker</i> setiap akan mengajar. Kecuali jika anak-anak saya arahkan ke lab nah disitu gampang untuk mengaplikasikan materi yang berbaur audio.		<p>dengan di Ujian Nasional. Jadi kita sambil melatih anak-anak kelas tiga ini untuk terbiasa dengan aspek audio dan visual.</p> <p>2. Lebih seringnya visual saja, audio saya jarang karena masih agak kerepotan untuk selalu membawa <i>speaker</i> setiap akan mengajar.</p> <p>3. Untuk saat ini masih secara visual karena saya belum pernah untuk penggunaan audio itu di kelas.</p>	visual dalam penyampaian pelajaran di kelas, mereka menyampaikan bahwa rata-rata pakai kedua-duanya. Ada visualnya ada audionya. Sama dengan di Ujian Nasional. Jadi kita sambil melatih anak-anak kelas tiga ini untuk terbiasa dengan aspek audio dan visual. Namun lebih seringnya visual saja, audio saya jarang karena masih agak kerepotan untuk selalu membawa <i>speaker</i> setiap akan mengajar.
Apakah bapak / ibu juga membuat materi-materi	Masalah materinya itu bagaimana, karena	Model pembelajaran saya kan memang	Untuk saat ini saya belum pernah juga	1. Kurikulum berubah isi tetap	Mengenai materi interaktif dengan

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
interaktif dengan menggunakan ICT yang tidak terdapat pada buku panduan? (Seperti kuis interaktif, dll)	filenya itu ada dari awal-awal saya mengajar. Kurikulum berubah isi tetap sama, jadi saya masih pakai materi-materi itu. Tinggal metodenya saja yang saya buat berbeda.	tidak terpaku ke buku panduan karena materi saya peroleh dari internet. Biasanya kan buku itu jadi pedoman lalu akses internet untuk dapat materi pendukungnya. Tapi saya malah melakukan sebaliknya. Karena menurut saya materi di internet itu lebih bervariasi. Jadi selain memberikan materi seperti biasanya, saya juga bisa belajar dari youtube. Disitu kan ada contoh-contoh materi yang interaktif. Misalnya anak-anak diajak main <i>game</i> , yang mengandung unsur pelajarannya.	melakukan hal tersebut.	sama, jadi saya masih pakai materi-materi itu. Tinggal metodenya saja yang saya buat berbeda. 2. menurut saya materi di internet itu lebih bervariasi. Jadi selain memberikan materi seperti biasanya, saya juga bisa belajar dari youtube. Disitu kan ada contoh-contoh materi yang interaktif. Misalnya anak-anak diajak main <i>game</i> , yang mengandung unsur pelajarannya.	menggunakan TI yang tidak terdapat pada buku panduan? (Seperti kuis interaktif, dll), para guru menyampaikan bahwa sekalipun kondisi kurikulum berubah isi tetap sama, jadi saya masih pakai materi-materi itu. Tinggal metodenya saja yang dibuat berbeda. Mereka juga menilai bahwa materi di internet itu lebih bervariasi. Jadi selain memberikan materi seperti biasanya, saya juga bisa belajar dari youtube. Disitu kan ada contoh-contoh materi yang interaktif.

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
				3. Saya belum pernah juga melakukan hal tersebut.	
3. Creating Innovative Teaching					
Teachers' response on the use of ICT for creating innovative teaching					
Menurut bapak / ibu apakah suasana belajar bahasa inggris dikelas lebih interaktif dan antusias dengan adanya penggunaan ICT dalam proses belajar?	Iya, sangat antusias sekali. Berbeda ketika kita hanya berbicara di depannya secara langsung dengan metode ceramah, pertama kita hanya membuang tenaga, dan efisiensi waktu tidak terkontrol. Tapi kalau pakai TI anak-anak bisa diarahkan dengan baik agar suasana pembelajaran tetap hidup.	Ya sangat antusias. Siswa sangat aktif dalam pembelajaran bahasa Inggris menggunakan teknologi. Kalau dulunya saat guru mengajar dengan metode ceramah, kadang siswa jadi suntuk. Jadi kalau dengan bantuan teknologi kan kita bisa beri mereka <i>game</i> atau hiburan lain bagi mereka setelah pemberian materi itu untuk mengaktifkan kembali semangatnya. Ya bisa dikatakan teknologi itu bisa juga	Menurut saya, ya suasana lebih interaktif antara saya dan siswa. Begitupun antara siswa yang satu dengan siswa yang lain. Jika saya perhatikan siswa lebih aktif karena buku revisi k13 hanya berjumlah 1-3 buku untuk guru satu dan selebihnya untuk siswa jadi biasanya siswa tidak fokus dan mereka malas membuka buku tapi jika menggunakan media dengan audio siswa lebih aktif karena bisa melihat	1. Iya, sangat antusias sekali. Berbeda ketika kita hanya berbicara di depannya secara langsung dengan metode ceramah, pertama kita hanya membuang tenaga, dan efisiensi waktu tidak terkontrol. Tapi kalau pakai TI anak-anak bisa diarahkan dengan baik agar suasana pembelajaran tetap hidup. 2. Ya sangat antusias. Siswa	Menurut guru, penggunaan TI dalam kelas bahasa Inggris lebih interaktif dan siswa lebih antusias, menurut observasi guru berbeda ketika guru hanya berbicara di depannya secara langsung dengan metode ceramah, pertama hanya membuang tenaga, dan efisiensi waktu tidak terkontrol. Tapi jika menggunakan TI anak-anak bisa diarahkan dengan baik agar suasana pembelajaran tetap

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		dipakai untuk <i>ice breaking</i> di kelas.	dan mendengar langsung. Apalagi jika seperti laptop dengan tampilan power point.	sangat aktif dalam pembelajaran bahasa Inggris menggunakan teknologi. 3. Ya suasana lebih interaktif antara saya dan siswa. Begitupun antara siswa yang satu dengan siswa yang lain.	hidup
Apakah siswa lebih termotivasi untuk belajar hal baru dengan adanya konsep pembelajaran berbasis ICT ini?	Iya, tentu saja.	Ya tentu saja menurut saya. Teknologi itu kan memang menarik untuk generasi muda yah. Nah jika disandingkan dengan pembelajaran ya tentu akan membuat siswa lebih tertatik juga untuk belajar.	Selama ini dimata pelajaran saya itu misalnnnya saya ajak mereka untuk bermain drama misalnya yang belum pernah mereka melihat seperti apa modelnya, tapi saat diperlihatkan contoh video mereka lebih paham.	1. Iya, tentu saja. 2. Ya tentu saja menurut saya. Teknologi itu kan memang menarik untuk generasi muda	Menurut guru dengan adanya TI ini membuat siswa lebih termotivasi dalam mempelajari hal baru, sebab tekhnologi adalah hal yang menarik bagi generasi muda.
Apakah bapak / ibu merasa bahwa perangkat ICT memudahkan proses	Iya tentu saja. Saya sangat senang sekali dengan adanya peragkat	Menurut saya, dalam pengajaran bahasa Inggris itu sangat	Ya, menurut saya TI itu sangat membantulah untuk	1. Iya tentu saja. Saya sangat senang sekali	Dari apa yang disampaikan oleh para guru mengenai

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
pembelajaran bahasa Inggris dalam kelas?	<p>TI di lab ini. Karena sebelum ada perangkat-perangkat ini, saya harus kesana kemari membawa peralatan seperti <i>sound system</i> dan LCD. Sekarang kan tidak perlu lagi, cukup siswa saja yang datang kesini. Saya juga tidak perlu repot-repot lagi menuliskan materi di papan tulis. Intinya ya memudahkanlah.</p>	<p>bagus menggunakan teknologi karena di samping memudahkan guru, hal itu juga membuat siswa tertarik dan yang paling penting adalah dapat mengefesienkan waktu karena guru kan dulunya sebelum pakai teknologi itu kebanyakan menuliskan materi pelajarannya dipapan tulis. lalu siswa disuruh untuk menyalin. Itu kan tentunya butuh waktu yang banyak. Kalau menggunakan semacam LCD kan materinya sudah siap, tinggal dibuka lalu diejelaskan seperti apa. Jadi ya menurut saya lebih bagus saat pakai teknologi.</p>	<p>proses pembelajaran di kelas. Apalagi disini buku K13 yang edisi revisi belum itu belum terlalu memadai jumlahnya jadi kami menggunakan buku elektronik saat mengajar di kelas.</p>	<p>dengan adanya peragkat TI di lab ini.</p> <p>2. bahasa Inggris itu sangat bagus menggunakan teknologi karena di samping memudahkan guru, hal itu juga membuat siswa tertarik dan yang paling penting adalah dapat mengefesienkan waktu</p> <p>3. menurut saya TI itu sangat membantulah untuk proses pembelajaran di kelas. Apalagi disini buku K13 yang edisi revisi belum itu belum terlalu memadai jumlahnya</p>	<p>kemudahan menggunakan TI dalam proses pembelajaran bahasa Inggris dalam kelas, mereka menyatakan bahwa menggunakan teknologi karena di samping memudahkan guru, hal itu juga membuat siswa tertarik dan yang paling penting adalah dapat mengefesienkan waktu, apalagi disini buku K13 yang edisi revisi belum itu belum terlalu memadai jumlahnya</p>

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
Apakah dengan menggunakan perangkat ICT ini lebih mudah mendapatkan perhatian penuh dari siswa saat mengajar?	Sangat mudah ya, karena dia terfokus di monitor. Jadi kita pintar-pintar saja untuk mengontrol mereka agar tetap konsentrasi dan fokus ke monitor.	Untuk hal ini sangat ada perbedaannya. Saya perhatikan waktu kelas X saat saya masih baru di sekolah ini dimana saya tidak menggunakan perangkat TI apapun, saya hanya menggunakan metode ceramah dan media papan tulis. Saya perhatikan siswa sangat malas untuk menyimak materi yang saya sampaikan. Berbeda dengan sekarang, ketika saya masuk di kelas lalu menjelaskan dengan bantuan TI ya saya rasakan ada perbedaan di kelas XI saat ini. Saya lihat anak-anak sangat antusias.	Saya rasa sangat terbantu dengan TI. Mereka selama ini yang hanya monoton melihat buku terkadang mereka acuh tapi jika dibentuk berkelompok dan saya datang menghampiri setiap kelompok mereka lebih bisa mendengarkan apa yang disampaikan.	1. Sangat mudah ya, karena dia terfokus di monitor. 2. sekarang, ketika saya masuk di kelas lalu menjelaskan dengan bantuan TI ya saya rasakan ada perbedaan di kelas XI saat ini. Saya lihat anak-anak sangat antusias. 3. Saya rasa sangat terbantu dengan TI.	Menurut guru, mendapatkan perhatian siswa di kelas lebih mudah dengan menggunakan TI, sebab siswa akan lebih fokus di monitor, dan membuat mereka lebih antusias dalam belajar
Bagaimana respon siswa	Ya tentunya siswa lebih	Saya bandingkan	Jika saya perhatikan	1. Ya tentunya siswa	Menurut guru respon

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
saat belajar bahasa Inggris di kelas dengan pemanfaatan ICT?	tertarik untuk mengikuti pelajaran ya. Saya perhatikan jarang sekali ada siswa yang mengantuk atau tidak memperhatikan pelajaran.	dengan sebelum saya menggunakan teknologi untuk mengajar dengan siswa yang sama. Di saat pertama masuk dimana saya tidak memanfaatkan teknologi apapun, saya liat siswa kurang maksimal untuk menerima pelajaran seperti hanya terpaksa saja. Tapi ketika saya tampilkan pelajaran dalam bentuk <i>slide</i> dan ditampilkan dengan bantuan LCD, saya perhatikan mereka tertarik dan fokus ke layar.	siswa lebih aktif karena buku revisi k13 hanya berjumlah 1-3 buku untuk guru satu dan selebihnya untuk siswa jadi biasanya siswa tidak fokus dan mereka malas membuka buku tapi jika menggunakan media dengan audio siswa lebih aktif karena bisa melihat dan mendengar langsung. Apalagi jika seperti laptop dengan tampilan power point.	lebih tertarik untuk mengikuti pelajaran ya. Saya perhatikan jarang sekali ada siswa yang mengantuk atau tidak memperhatikan pelajaran. 2. Ketika saya tampilkan pelajaran dalam bentuk <i>slide</i> dan ditampilkan dengan bantuan LCD, saya perhatikan mereka tertarik dan fokus ke layar. 3. Jika saya perhatikan siswa lebih aktif	siswa saat menggunakan TI di kelas nampak antusias dan bersemangat, jarang sekali ada siswa yang mengantuk atau tidak memperhatikan pelajaran, siswa juga lebih aktif dan mudah memahami ketika tampilkan pelajaran dalam bentuk <i>slide</i> dan ditampilkan dengan bantuan LCD, saya perhatikan mereka tertarik dan fokus ke layar.
Apakah dalam mengajar bapak / ibu memperbolehkan siswa mengakses internet di kelas terkait dengan	Ya saya sangat membolehkan. Jadi mereka akan mudah untuk mengerjakan tugasnya. Apalagi	Saya pribadi tidak mengizinkan siswa untuk akses internet di kelas. Karena saya pernah mendapati	Bergantung dari materi ya. Jika ada pembahasan yang mana mereka memang harus mencari	1. saya sangat membolehkan. Jadi mereka akan mudah untuk mengerjakan	Menurut guru, saat pelajaran berlangsung ada 2 guru yang menyatakan

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
tugas?	tuntutan kurikulum sekarang kan siswa dituntut untuk mencari sendiri.	mereka saat disuruh membawa handphone, malah disalahgunakan. Jadi saya putuskan mereka tidak boleh menggunakan hp dan mengakses internet di kelas. Jika alasannya untuk mencari arti dari kosakata yang sulit ya maka itu saya wajibkan mereka membawa kamus cetak atau boleh juga kamus elektronik (seperti alfa-link). Bila alasannya untuk mencari materi tambahan di internet ya saya tugaskan mencarinya setelah sepulang sekolah saja. Atau bisa juga sebelum pelajaran itu. Karena sebelumnya kan saya memang	beberapa referensi dari internet ya boleh saja. Mengingat juga koleksi dari perpustakaan terbatas. Apalagi adanya internet kan materinya jadi tidak monoton tapi lebih bervariasi karena banyak contoh yang bisa dilihat di internet.	<p>tugasnya. Apalagi tuntutan kurikulum sekarang kan siswa dituntut untuk mencari sendiri.</p> <p>2. Saya pribadi tidak mengizinkan siswa untuk akses internet di kelas. Karena saya pernah mendapati mereka saat disuruh membawa handphone, malah disalahgunakan. Jadi saya putuskan mereka tidak boleh menggunakan hp dan mengakses internet di kelas.</p> <p>3. Bergantung dari materi ya. Jika ada pembahasan yang mana</p>	<p>memperbolehkan siswanya mengakses internet karena tuntutan kurikulum sekarang kan siswa dituntut untuk mencari sendiri. Namun ada juga guru yang tidak memperbolehkan siswa mengakses internet, karena pernah mendapati mereka saat disuruh membawa handphone, malah disalahgunakan. Jadi saya putuskan mereka tidak boleh menggunakan hp dan mengakses internet di kelas.</p>

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		sudah menyampaikan materi selanjutnya kepada mereka. Jadi saya persilakan mereka untuk mencari di internet untuk memperkuat pemahaman tentang materi itu sebelum masuk ke kelas. Nah dari sini juga ada sisi positifnya jadi sebelum saya jelaskan, anak-anak sudah punya bayangan tentang materi tersebut karena terlebih dahulu membacanya di internet.		mereka memang harus mencari beberapa referensi dari internet ya boleh saja.	
Menurut bapak / ibu, apakah dengan ICT akan memudahkan siswa untuk lebih memahami materi pelajaran bahasa Inggris? Jelaskan!	Sebenarnya tergantung siswanya, kalau memang mereka punya niat untuk belajar maka pelajaran akan mudah dipahami begitupun sebaliknya. Tapi ya saya amati	Ya, menurut saya menggunakan ICT dapat mempermudah siswa agar cepat memahami materi. Contohnya di slide power point itu kan	Menurut saya, tentu mereka sudah mendapatkan materi dibuku, ditambah dari internet dan juga dari buku elektronik itu saya rasa sangat	1. Saya amati keberadaan perangkat ICT yang ada di lab. bahasa ini sangat membantu peningkatan	Dari apa yang disampaikan oleh para guru alat ICT akan memudahkan siswa untuk lebih memahami materi pelajaran bahasa

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
	keberadaan perangkat ICT yang ada di lab. bahasa ini sangat membantu peningkatan kemampuan termasuk di speaking dan listening siswa.	guru memberikan pengertian secara rinci, contoh--contoh sedetail-detailnya, beda dengan buku. Kalau buku kan harus dibaca sebaik-baiknya untuk bisa memahami materi. Hal itulah yang kadang membuat siswa malah menjadi bingung, karena biasanya materi yang mereka baca di buku itu penjelasannya berbelit-belit. Itu berbeda jika ditampilkan melalui slide, materinya akan lebih fokus dan lebih terinci.	membantu memperkuat pemahaman mereka tentang materi yang akan mereka terima berhubung sudah banyak referensi yang sudah diterima.	<p>kemampuan termasuk di speaking dan listening siswa.</p> <p>2. Tentu mereka sudah mendapatkan materi dibuku, ditambah dari internet dan juga dari buku elektronik itu saya rasa sangat membantu memperkuat pemahaman mereka tentang materi yang akan mereka terima berhubung sudah banyak referensi yang sudah diterima.</p> <p>3. Materi yang mereka baca di buku itu penjelasannya</p>	<p>Inggris, hal tersebut berdasarkan observasi guru, bahwa keberadaan perangkat ICT yang ada di lab. bahasa ini sangat membantu peningkatan kemampuan termasuk di speaking dan listening siswa. Kemudian materi yang di dapat siswa dari internet dan buku elektronik itu saya rasa sangat membantu memperkuat pemahaman mereka tentang materi yang akan mereka terima berhubung sudah banyak referensi yang sudah diterima, ditambah siswa lebih mudah menangkap maksud dari slide</p>

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
				berbelit-belit. Itu berbeda jika ditampilkan melalui slide, materinya akan lebih fokus dan lebih terinci.	Ppt dibandingkan yang mereka baca di buku itu penjelasannya berbelit-belit. Itu berbeda jika ditampilkan melalui slide, materinya akan lebih fokus dan lebih terinci.
Apakah dalam mengajar bapak / ibu menggunakan program aplikasi / software pembelajaran ICT tertentu? Sebutkan jika ada!	Kalau berbicara tentang aplikasi khusus yang berkaitan pembelajaran bahasa Inggris belum ada ya. Paling saya punya <i>offline dictionary</i> . Tapi kalau berbicara aplikasi di laboratorium bahasa ini ya jelas ada aplikasinya.	Belum ada yang spesifik sih, seperti edmodo, google classroom, dll. Hanya berupa grup WA. Dimana setiap guru disini punya grup tersendiri dengan kelas yang diajar. Grup ini mempermudah bagi kami para guru dan juga siswa. Misalnya ada tugas yang diberikan di kelas lalu ada siswa yang belum paham, nah di grup itu	Untuk saat ini belum pernah menggunakan aplikasi.	1. Kalau berbicara tentang aplikasi khusus yang berkaitan pembelajaran bahasa Inggris belum ada ya. Paling saya punya <i>offline dictionary</i> . Tapi kalau berbicara aplikasi di laboratorium bahasa ini ya jelas ada aplikasinya. 2. Belum ada yang spesifik sih, seperti edmodo,	Menurut guru mengenai penggunaan program aplikasi / software pembelajaran TI tertentu, mereka menyatakan bahwa aplikasi khusus yang berkaitan pembelajaran bahasa Inggris belum ada ya. Paling saya punya <i>offline dictionary</i> . Tapi kalau berbicara aplikasi di laboratorium bahasa

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		bisa mereka tanyakan. Selain itu, grup juga bisa dipakai untuk menngontrol pelajaran siswa. Misalnya juga ada rapat mendadak, jadi saya beri mereka tugas melalui grup whatsapp.		google classroom, dll. Hanya berupa grup WA. Dimana setiap guru disini punya grup tersendiri dengan kelas yang diajar. Grup ini mempermudah bagi kami para guru dan juga siswa.	ini ya jelas ada aplikasinya. Atau saat berkomunikasi dengan siswa, guru menggunakan grup WA. Dimana setiap guru disini punya grup tersendiri dengan kelas yang diajar. Grup ini mempermudah bagi kami para guru dan juga siswa.

4.Evaluation of Students' Learning Outcomes

Teachers' response on the use of ICT for evaluating the students' learning outcomes					
Apakah siswa lebih termotivasi untuk lebih mandiri dalam menyelesaikan tugas yang diberikan dengan mengakses internet?	Jadi sejauh ini di kelas XII saya memang mewajibkan mereka untuk membawa handphone yang bisa mengakses intenet untuk mengerjakan tugasnya. Saya lihat mereka bisa menyelesaikan tugas dengan cepat jika membuka internet. Bahkan saya lihat	Ya seperti minggu lalu saya memberi tugas terkait <i>tenses</i> . Dimana KD-nya siswa harus memahami tiga <i>tenses</i> . Menurut saya itu sangat sulit bagi siswa karena jenis tensisnya bukan lagi yang <i>simple present, past & future</i> saja. Tapi salah satunya ada	Menurut saya, mereka lebih bersemangat untk mengerjakan karena mereka pikir bahwa dengan internet jawabannya begitu mudah dicari. Apalagi memang mudah untuk mengakses dan mencari informasi lewat internet. Jadi mereka tidak pusing	1. Saya lihat mereka bisa menyelesaikan tugas dengan cepat jika membuka internet. Bahkan saya lihat terkadang mereka buka aplikasi penyedia Tanya jawab begitu.	Dalam pengerjaan tugas mandiri tugas kelas yang membutuhkan inovasi dalam tugas dengan mengakses internet, siswa nampak lebih cepat jika membuka internet. Bahkan guru lihat terkadang siswa buka aplikasi

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
	terkadang mereka buka aplikasi penyedia Tanya jawab begitu. Lalu ketika saya beri tugas untuk dikerjakan di rumah, rata-rata saya suruh mereka kerja by <i>Microsoft word</i> lalu dikirim melalui <i>e-mail</i> supaya mereka mengerti cara mengirim <i>e-mail</i> karena masih banyak yang belum mengerti bahkan tidak punya <i>e-mail</i> .	<i>present perfect</i> sebelum masuk di <i>present perfect</i> itu kan mereka harus memahami apa itu <i>present</i> , apa itu <i>perfect</i> lalu lanjut lagi jadi <i>present perfect</i> . Belum lancar disitu, kemudian ada lagi <i>tenses past perfect, future perfect</i> . Disitu saya merasakan kesulitan. Makanya saya tugaskan mereka secara berkelompok untuk mencari masing-masing jenis <i>tenses</i> itu di internet. Lalu minggu ini mereka akan mempresentasikan materi yang telah mereka dapatkan.	lagi mau cari dimana tugasnya.	<p>Lalu ketika saya beri tugas untuk dikerjakan di rumah, rata-rata saya suruh mereka kerja by <i>Microsoft word</i> lalu dikirim melalui <i>e-mail</i></p> <p>2. mereka lebih bersemangat untuk mengerjakan karena mereka pikir bahwa dengan internet jawabannya begitu mudah dicari. Apalagi memang mudah untuk mengakses dan mencari informasi lewat internet.</p>	<p>penyedia Tanya jawab begitu. Lalu ketika diberi tugas untuk dikerjakan di rumah, rata-rata guru meminta mereka kerja by <i>Microsoft word</i> lalu dikirim melalui <i>e-mail</i>.</p> <p>Siswa juga lebih bersemangat karena dengan internet jawabannya begitu mudah dicari. Apalagi memang mudah untuk mengakses dan mencari informasi lewat internet.</p>
Bagaimanakah hasil belajar siswa setelah penggunaan ICT di	Jadi untuk tahu peningkatannya itu saya mulai data dari sini sejak	Ya, saya rasa ada peningkatanlah setelah menggunakan	Ya, bisa dilihat dengan hasil belajar dan nilai ujian yang	1. Jadi untuk tahu peningkatannya itu saya mulai	Menurut guru hasil belajar siswa sebelum

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
dalam kelas?	2013/2014 sampai sekarang saya lihat peningkatannya signifikan. Hasil belajarnya juga dapat kita lihat dari data statistik hasil UN dari tahun ke tahun. Dan terutama kemampuan siswa dalam penguasaan kosakata dan penyebutannya, itu meningkat sekali.	media karena saya bandingkan dengan nilai mereka di semester 2 kelas sebelumnya, ya sekarang Alhamdulillah meningkat.	meningkat.	data dari sini sejak 2013/2014 sampai sekarang saya lihat peningkatannya signifikan. Hasil belajarnya juga dapat kita lihat dari data statistik hasil UN dari tahun ke tahun. 2. Ya, bisa dilihat dengan hasil belajar dan nilai ujian yang meningkat.	menggunakan TI dengan setelah menggunakan TI menunjukkan perubahan yang signifikan, peningkatan tersebut nampak dari data 2013/2014 sampai sekarang saya lihat peningkatannya signifikan. Hasil belajarnya juga dapat kita lihat dari data statistik hasil UN dari tahun ke tahun.
Apakah menurut bapak / ibu penggunaan ICT membuat siswa lebih mandiri atau lebih berinisiatif dalam menyelesaikan tugas pelajaran bahasa Inggris?	Menurut saya iya. Karena kemudahan mengakses informasi membuat siswa tidak perlu lagi bergantung pada guru. Mereka bisa mengakses internet dan mencari materi yang sedang dibahas.	Ya, saya kira dengan siswa mengakses internet untuk mengerjakan tugas itu sangat bermanfaat. Di internet kan ada banyak contoh, pengertian dan penjelasan tentang materi tertentu. Jadi	Untuk masalah itu tergantung dari siswanya. Ada siswa yang benar-benar memanfaatkan teknologi dengan sebaik-baiknya dan adapula siswa yang mencari referensi di internet tapi langsung	1. Menurut saya iya. Karena kemudahan mengakses informasi membuat siswa tidak perlu lagi bergantung pada guru. 2. Saya kira dengan	Menurut guru siswa lebih mandiri dengan menggunakan TI dalam kelas sebab kemudahan mengakses informasi membuat siswa tidak perlu lagi bergantung pada guru.

Variabel / Indikator	Nama Informan & Transkrip Wawancara			Hasil Reduksi	Kesimpulan
	GTR	TMR	ARB		
		<p>sebelum mereka mengerjakan tugas, mereka bisa mencari penjelasannya di internet. Mereka jadi lebih mandiri. Di samping itu, siswa kan beda-beda juga. Ada yang malu bertanya ke guru atau ke temannya. Nah karakter siswa seperti itu bisa teratasi saat mereka punya inisiatif untuk mencari tahu di internet. Begitulah, tergantung dari cara pembelajaran siswa. Karena ada siswa yang bisa belajar secara mandiri. Namun ada juga siswa yang memang butuh penjelasan dari temannya atau guru.</p>	<p>copy paste tanpa membaca terlebih dahulu. Tapi saya senang karena siswa jadi aktif dan guru lebih mudah mengajar karena sistem K13 kan guru tidak terlalu banyak menjelaskan tapi siswa dituntut untuk selalu mencari jika mereka tidak paham barulah mereka bertanya ke guru</p>	<p>siswa mengakses internet untuk mengerjakan tugas itu sangat bermanfaat. 3. Tergantung dari siswanya. Ada siswa yang benar-benar memanfaatkan teknologi dengan sebaik-baiknya dan adapula siswa yang mencari referensi di internet tapi langsung copy paste tanpa membaca terlebih dahulu.</p>	<p>Namun ada pendapat guru yang menyatakan bahwa penggunaan TI dalam kelas tergantung dari siswanya dan bagaimana cara mereka menggunakan teknologi tersebut Ada siswa yang benar-benar memanfaatkan teknologi dengan sebaik-baiknya dan adapula siswa yang mencari referensi di internet tapi langsung copy paste tanpa membaca terlebih dahulu.</p>

ANALISIS DAN REDUKSI DATA HASIL WAWANCARA TERHADAP SISWA

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
1. Learning Preparation							
Students' response on the use of ICT for making learning preparation							
Apakah kamu diperbolehkan mengakses internet secara mandiri untuk mencari topik tertentu yang berkaitan dengan pelajaran bahasa Inggris?	Iya kami diperbolehkan mengakses internet tapi menggunakan gadget sendiri kak. Itu khusus di kelas bahasa Inggris ini. Jadi kami bisa mengakses internet untuk mencari materi yang berkaitan dengan pelajaran saat itu Apalagi jika materi yang ada di buku paket kami susah	Iya kami diperbolehkan untuk itu. Tapi kami hanya boleh mengaksesnya dengan perangkat sendiri. Jadi biasanya kami menggunakan handphone untuk mencari materi yang berhubungan dengan yang akan dijelaskan oleh guru. Tapi hanya dikelas bahasa inggris	Iya kami diperbolehkan mengakses internet tapi melalui handphone kami sendiri. Namun sebelum itu, biasanya guru terlebih dahulu menyampaikan ke kami untuk membawa handphone karena tidak setiap hari kami bisa membawa hp. Jadi menyesuaikan dulu dengan	Iya bisa kak. Tapi akses melalui punya kami sendiri namun sebenarnya kami tidak boleh menggunakan handphone sebelum izin untuk mengakses internet dikelas untuk mencari materi yang berkaitan dengan materi yang diajarkan.	Ya diperbolehkan, kak. Karena biasanya kita dikasi tugas yang akan dipresentasikan di kelas. Jadi materinya harus kami cari sendiri di internet.	1. Iya kami diperbolehkan mengakses internet tapi menggunakan gadget sendiri kak. 2. Biasanya kami menggunakan handphone untuk mencari materi yang berhubungan dengan yang akan dijelaskan oleh guru. 3. Biasanya guru terlebih dahulu menyampaikan ke kami untuk membawa handphone karena tidak setiap hari kami bisa membawa hp. Jadi menyesuaikan dulu	Dalam penilaian siswa, mengakses internet secara mandiri diperbolehkan, namun menggunakan ponsel pribadi, biasanya jika ada tugas presentasi kelompok, atau tugas yang membutuhkan pencarian di internet dan khusus untuk mata pelajaran tertentu saja, sebab biasanya mereka tidak

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
	dimengerti atau penjelsannya kurang lengkap.	saja yang membolehkan kami menggunakan handphone.	pelajarannya.			dengan pelajarannya. 4. Biasanya kita dikasi tugas yang akan dipresentasikan di kelas. Jadi materinya harus kami cari sendiri di internet.	diperbolehkan membawa ponsel ke sekolah.
2. Developing Learning Material							
Students's response on ICT use for developing learning material							
Apakah kamu merasa penggunaan perangkat ICT memudahkan kamu untuk mempelajari hal baru dalam mata pelajaran bahasa Inggris?	Iya kan. Dengan adanya TI memudahkan saya mencari materi yang lain melalui internet.	Menurut saya sendiri lebih memudahkan karena jika ada hal yang tidak dipahami maka bisa langsung kami cari di internet. Lalu jika ada tugas biasanya saya cari di youtube dengan belajar	Sangat. Karena tidak semua ada dalam buku dan yang tertulis di buku itu tidak mencakup semua aspek, jadi saya mencari referensi di internet lalu tinggal digabungkan	Iya tentu saja. Apalagi jika dimaksimalkan maka akan lebih bagus lagi. Apalagi dengan internet kita bisa menambah ilmu baru lagi tidak seperti pelajaran lain yang cuma buku dan buku saja jika ada	Ya kak. Misalnya kami ada tugas untuk presentasikan suatu materi. Jadi selain materi itu, kita juga bisa belajar bagaimana berbicara di depan umum	1. Iya kan. Dengan adanya TI memudahkan saya mencari materi yang lain melalui internet. 2. Jika ada hal yang tidak dipahami maka bisa langsung kami cari di internet. Lalu jika ada tugas biasanya saya cari di	Dalam persepsi siswa, adanya TI memudahkan mereka untuk lebih memahami dan mempelajari hal baru dalam bahasa Inggris, hal ini karena mereka dengan cepat menemukan materinya dengan menggunakan

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
		juga pengucapannya.	saja materi itu. Apalagi dengan internet kan lebih cepat menemukan materi yang dicari tidak perlu buka daftar isi dan membuka halaman sekian.	tugas.	pakai bahasa Inggris.	youtube dengan belajar juga pengucapannya 3. Karena tidak semua ada dalam buku dan yang tertulis di buku itu tidak mencakup semua aspek, jadi saya mencari referensi di internet	internet, jika ada tugas biasanya mereka mencari di youtube untuk belajarpengucapannya. Mereka menilai buku tidak menjawab kebutuhan-kebutuhan mereka mengenai materi tersebut.
Apakah menurut kamu dengan adanya penggunaan ICT di sekolah dapat memudahkan untuk mencari tambahan materi diluar materi yang telah ada di buku paket?	Iya kak, lebih mudah. Karena kami dibolehkan mengakses internet jadi bisa mencari materi yang berhubungan dengan apa yang sedang kami pelajari saat itu. Namun belum	Iya, karena lebih mudah mengakses lewat internet untuk mencari materi yang belum tentu ada dibuku.	Iya karena internet itu sangat luas jadi saya bisa dapatkan banyak informasi seperti materi tenses yang kami presentasikan tadi. Kalau di buku kan biasanya penjelasannya terbatas jadi	Kalau menggunakan internet untuk cari materi lagi ya bagus karena cakupannya lebih luas. Cukup ketik satu topik maka akan muncul semua hal yang berkaitan dengan itu. Apalagi dengan	Sangat. Sangat memudahkan, kak Karena internet cakupannya luas. Jadi selain materi dibuku, di internet itu ada materi tambahan. Apalagi pencariannya juga lebih	1. Mengakses internet jadi bisa mencari materi yang berhubungan dengan apa yang sedang kami pelajari saat itu. Namun belum dijelaskan oleh guru kami. 2. Karena internet itu sangat luas jadi saya bisa dapatkan banyak informasi	Menurut persepsi siswa mengenai kemudahan penggunaan TI untuk mencari materi tambahan mata pelajaran diluar buku paket, rata-rata siswa menyampaikan hal tersebut sangat memudahkan mereka, sebab

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
	dijelaskan oleh guru kami.		kami mencari di internet. Saya juga biasanya buka google. Misalnya contoh teks, google translate sering sekali saya buka, contoh-contoh percakapan juga sering.	internet kita juga bisa menambah ilmu baru lagi tidak seperti pelajaran lain yang cuma buku dan buku saja jika ada tugas.	mudah karena kita bisa langsung <i>searching</i> . Tapi ada juga sih sisi buruknya, kan misalnya saat ada tugas dikasi soal uraian untuk minta pendapat kita tapi kalau di <i>searching</i> di google jawabannya langsung muncul semua. Jadi siswa yang memang tidak mau belajar itu bisa meyakini begitu saja tanpa memahami.	seperti materi tenses yang kami presentasikan tadi. Kalau di buku kan biasanya penjelasannya terbatas jadi kami mencari di internet. 3. Kalau menggunakan internet untuk cari materi lagi ya bagus karena cakupannya lebih luas 4. Tapi ada juga sih sisi buruknya, kan misalnya saat ada tugas dikasi soal uraian untuk minta pendapat kita kalau di <i>searching</i> di google jawabannya langsung muncul semua. Jadi siswa yang memang tidak mau belajar itu bisa	internet memudahkan mereka mencari tambahan materi lebih dari yang dijelaskan oleh guru, informasi yang mereka dapatkan dari internet juga cakupannya lebih luas daripada yang ada dalam buku paket. Namun mereka juga menyadari bahwa ada dampak buruk lainnya, dimana internet memudahkan mereka mendapatkan jawaban secara langsung sehingga mudah untuk

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
						meyakini begitu saja tanpa memahami.	menemukan jawaban dari soal namun bukan pembelajarannya.
Apakah bapak / ibu guru di kelas menggunakan aplikasi/ software tertentu untuk membantu agar lebih mudah memahami pelajaran?	Setau saya tidak, hanya berupa <i>softfile</i> yang ada di komputer server. Lalu gurunya memilih materi yang akan diajarkan ke kami. Jadi gurunya memilih banyak materi disitu agar kami bisa mengerti. Ada materi yang dapat didengarkan	Setau saya tidak menggunakan aplikasi, hanya memanfaatkan komputer dan layar.	Setau saya sih belum menggunakan aplikasi tertentu tapi pernah ada yang datang ke sekolah kami sosialisai dari quipper video namun tidak banyak yang berminat makanya belum digunakan. Biasanyadalam pelajaran bahasa Inggris itu materinya dimunculkan	Hanya menggunakan powerpoint saja yang ditampilkan melalui LCD tapi kalau cuma gambar saja yang ditampilkan disitu ya rasanya sama saja dengan pakai buku.	Sejauh ini masih mengandalkan power point kak.	1. Hanya berupa <i>softfile</i> yang ada di komputer server. Lalu kemudian gurunya memilih materi yang akan diajarkan ke kami. 2. Biasanyadalam pelajaran bahasa Inggris itu materinya dimunculkan dalam aplikasi power point lalu pakai LCD. 3. Hanya menggunakan powerpoint saja yang ditampilkan	Dari apa yang disampaikan oleh siswa, menunjukkan bahwa guru tidak menggunakan aplikasi atau software tertentu untuk membantu siswa lebih memahami pelajaran, dan masih mengandalkan PPT dan LCD Proyektor di kelas, atau soft file dalam komputer server. Disini

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
	dan dilihat langsung. Tidak perlu dibayangkan seperti saat belajar dengan buku.		dalam aplikasi ppt lalu pakai LCD, dibanding pakai buku yang membuat kita malas untuk membukanya. Kalau pakai teknologi lebih mempermudah.			melalui LCD tapi kalau cuma gambar saja yang ditampilkan disitu ya rasanya sama saja dengan pakai buku.	siswa menilai penggunaan PPT dan LCD kurang inovatif jika hanya memanfaatkan gambar, sehingga tidak ada bedanya dengan buku.
3. Growing Interest in Learning							
Students's responses on the use of ICT for growing students' interest in learning							
Dengan menggunakan ICT di kelas, apakah kamu merasa proses penyampaian materi pelajaran bahasa Inggris lebih menyenangkan?	Rasanya lebih menyenangkan karena pelajarannya jadi jelas dengan menggunakan layar LCD atau monitor di depan kami. Dibandingkan dengan menggunakan papan tulis yang harus	Iya. Karena jika memanfaatkan TI di kelas kita bisa langsung mencari tahu hal-hal yang belum jelas di internet. Kalau tidak menggunakan itu kan ribet harus buka buku lagi. Apalagi dalam satu buku belum tentu	Iya. Lebih menyenangkan kalau menggunakan teknologi karena kalau pakai buku rasanya banyak sekali yang harus diperhatikan tapi kalau pakai LCD cukup fokus di satu titik. Jika ditampilkan	Iya. Penyampain materi melalui LCD lebih menarik bagi kami untuk diperhatikan dan guru pun tidak perlu lagi capek-capek menulis di papan tulis.	Jadi agak lebih menyenangkan kak, karena misalnya pakai proyektor itu maka ada yang bisa kami lihat sambil gurunya menerangkan. Kita juga bisa mendengar sekaligus melihat. Jadi lebih mudah	1. Jadi jelas dengan menggunakan layar LCD atau monitor, kalau ditampilkan di layar kan bisa dihubungkan materinya. Kita bisa kembali ke materi sebelumnya dengan gampang dan berpindah ke materi baru juga gampang. 2. Karena jika memanfaatkan TI	Menurut penilaian siswa penyampaian guru mengenai mata pelajaran di kelas lebih menyenangkan menggunakan TI karena membuat mereka lebih fokus ke satu arah, yakni layar monitor saja, dan fokusnya tidak terpecah-pecah,

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	<p>dihapus terus untuk menuliskan materi selanjutnya. Kalau ditampilkan di layar kan bisa dihubungkan materinya. Kita bisa kembali ke materi sebelumnya dengan gampang dan berpindah ke materi baru juga gampang.</p>	<p>langsung menemukan materi yang dimaksud.</p>	<p>dengan video dan audio lebih menarik dibandingkan pakai buku atau guru menulis di papan tulis membuat <i>boring</i>.</p>		<p>dipahami. Lebih semangat juga karena kalau pakai proyektor ada rasa ingin tahu ke materi itu. Jadinya kita lebih antusias untuk bisa memahami materinya.</p>	<p>di kelas kita bisa langsung mencari tahu hal-hal yang belum jelas di internet. Kalau tidak menggunakan itu kan ribet harus buka buku lagi. Apalagi dalam satu buku belum tentu langsung menemukan materi yang dimaksud.</p> <p>3. Kalau pakai LCD cukup fokus di satu titik. Jika ditampilkan dengan video dan audio lebih menarik dibandingkan pakai buku atau guru menulis di papan tulis membuat <i>boring</i>.</p> <p>4. Membuat kondisi dan suasana belajar lebih antusias</p>	<p>pemanfaatan TI juga lebih praktis, sebab yang tidak mereka ketahui segera bisa mereka cari langsung di internet dan tidak mengandalkan buku saja, dengan adanya TI juga membuat kondisi dan suasana belajar mengajar lebih antusias.</p>

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	AHF	AWH	NUH	SFT	ASR		



Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
Bagaimana pendapatmu mengenai penyampaian materi pelajaran bahasa Inggris dengan menggunakan ICT di kelas?	Lebih mudah dipahami karena jika ditampilkan di layar itu lebih mudah dibaca. Apalagi pelajarannya lebih mudah dipahami karena ada yang bisa dilihat dan didengar secara langsung.	Jika menggunakan media itu lebih mudah kami pahami. Misalnya dengan adanya server didepan yang materinya dapat terhubung ke kami. Jadi tidak perlu ribet lagi, cukup fokus ke layar atau monitor saja untuk memerhatikan pelajaran. Selain itu, pelajarannya jadi lancar karena di dukung dengan teknologi yang ada, misalnyacara pengucapan yang perlu didengarkan seperti gaya bahasa orang asing. Jadi	Sangat bagus karena dibandingkan dengan menggunakan buku dan papan tulis lebih menarik untuk diperhatikan jika materi disajikan dengan audio dan visual.	Tergantung caranya kak, jika yang ditampilkan memang ada unsur yang menarik ya kita akan lebih senang untuk memperhatikan. Tapi kalau yang ditampilkan hanya berupa gambar berarti sama saja dengan buku. Namun jika disertai video atau animasi jadi lebih mudah dipahami.	Penyampaian materi bu Tuti sangat mudah dipahami. Apalagi dengan menggunakan TI jadi tambah bagus, kak. Karena pelajaran jadi lebih terinci. Rasanya lebih efektif juga pembelajaran kalau dengan teknologi. Karena kalau menggunakan proyektor ada yang bisa dilihat sekaligus kita dengar langsung bersamaan dengan penjelasan dari guru.	1. Penggunaan TI lebih menyenangkan karena jika ditampilkan di layar itu lebih mudah dibaca. Apalagi pelajarannya lebih mudah dipahami karena ada yang bisa dilihat dan didengar secara langsung 2. Lebih mudah dipahami karena cukup fokus ke layar atau monitor saja untuk memerhatikan pelajaran. Selain itu, pelajarannya jadi lancar karena didukung dengan teknologi yang ada 3. Lebih menarik untuk diperhatikan jika materi disajikan dengan audio dan visual. 4. Pembelajaran jika disertai video atau animasi jadi lebih mudah dipahami	Para siswa menilai penyampaian mata pelajaran bahasa Inggris dengan menggunakan TI lebih mudah karena jika ditampilkan di layar lebih mudah untuk di pahami, lebih fokus ke layar , materi lebih menarik lagi jika dilengkapi dengan audio dan visual yang menarik mislanya video animasi.

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
Apakah dengan menggunakan ICT dikelas kamu merasa lebih antusias dalam menyimak pelajaran bahasa Inggris?	Lebih antusias karena lebih menarik. Apalagi jika kami diputar video animasi yang berbahasa Inggris lalu disuruh menuliskan apa yang bisa kami tangkap dari situ ya rasanya lebih menantang kak. Meski agak susah.	Ya jujur, ketika pelajaran bahasa Inggris saya jadi semangat karena selain belajar bahasa Inggris itu, saya juga sedikit sedikit bisa belajar tentang teknologi.	Iya, karena cakupannya luas. Kita tidak sekedar belajar bahasa Inggris tapi ikut belajar teknologi agar tidak ketinggalan. Apalagi saat ada slide yang bisa dilihat dan didengarkan langsung saat belajar itu sangat menarik untuk disimak karena dulunya jarang. Biasanya cuma buka buku cetak.	Iya lebih antusias apalagi seperti tadi dimana kami yang disuruh untuk menjelaskan bahasan kami kepada teman-teman yang lain dengan menggunakan LCD. Kan memang menarik jika ada yang ditampilkan langsung dengan slide. Jadi dengan penggunaan teknologi seperti LCD begitu lebih menyenangkan, pelajaran jadi lebih mudah	Terkadang lebih muncul rasa penasaran jika slidanya menarik. Jadi ada rasa ingin tahu ke materi itu. Jadinya kita lebih antusias untuk bisa memahami materinya.	1. Lebih antusias karena lebih menarik. Apalagi jika kami diputar video animasi. 2. Jadi semangat karena selain belajar bahasa Inggris itu, saya juga sedikit sedikit bisa belajar tentang teknologi. 3. Karena cakupannya luas. Apalagi saat ada slide yang bisa dilihat dan didengarkan langsung saat belajar itu sangat menarik. 4. Kan memang menarik jika ada yang ditampilkan langsung dengan slide. Jadi dengan	Menurut siswa mereka merasa lebih antusias untuk menyimak pelajaran dengan menggunakan TI karena membuat mereka lebih fokus, sebab banyak hal-hal yang menarik misalnya gambar, animasi, suara, atau hal lainnya yang memudahkan mereka utk lebih memahami pendalaman materi.

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
				tersave karena bagus dan kita senang, jadi pelajarannya gampang masuk.		penggunaan teknologi seperti LCD begitu lebih. 5. Rasa penasaran muncul jika slidenya menarik. Jadi ada rasa ingin tahu ke materi itu. Jadinya kita lebih antusias untuk bisa memahami materinya.	
Apakah kamu merasa lebih termotivasi untuk mempelajari materi pelajaran dengan penggunaan ICT di kelas?	Saya pribadi lebih termotivasi karena menurut saya pembelajarannya lebih menarik, beda dari pelajaran yang lain. Yang lain kan biasanya cuma disuruh buka buku, lalu diarahkan	Lebih memudahkan. Jadi kita tidak perlu repot-repot buka buku lagi. Cukup ditampilkan dari server maka akan ada pula di monitor kami.	Ya itu sih tergantung dari guru yang mengajar. Kalau cara penyampaian ke siswanya bagus ya otomatis kita juga akan tertarik untuk mengikuti pelajaran. Namun kan ada juga guru yang sering berbelit-belit,	Iya karena penggunaannya menarik, selain ada yang bisa kami lihat secara langsung, kita juga bisa mendengarkan. Jadi lebih mudah dan juga lebih menyenangkan karena kalau pakai buku kita tidak fokus.	Iya, Kalau guru memanfaatkan teknologi itu memancing rasa keingintahuan karena penyampaian materinya menarik. Berbeda dengan pakai buku yang rasanya	1. Saya pribadi lebih termotivasi karena menurut saya pembelajarannya lebih menarik, jika ada kata yang kurang dipahami kita bisa cari di internet, cara penyebutannya juga bisa kami pelajari. Jadinya kita bisa leluasa untuk mencari	Menurut siswa, mereka lebih termotivasi dengan guru menggunakan TI dalam kelas, karena memudahkan mereka lebih memahami materi sebab aspek audio visualnya, sehingga memudahkan mereka

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
	<p>untuk membuka halaman sekian, terus dicatat di buku tulis lalu kerja tugas. Tapi kalau di kelas bahasa Inggris kan gurunya menggunakan alat elektronik. Kalau ada kata yang kurang dipahami kita bisa cari di internet, cara penyebutannya juga bisa kami pelajari. Jadinya kita bisa leluasa untuk mencari informasi. Terkadang juga guru memutar video bahasa</p>		<p>jadi susah dipahami materinya. Tapi guru bahasa Inggris saat ini ya bagus karena tegas saat mengajar.</p>	<p>Selain itu, kita tidak bosan belajar karena ada tampilan-tampilan baru.</p>	<p>penjelasannya berbelit-belit.</p>	<p>informasi. Terkadang juga guru memutar video bahasa Inggris tanpa <i>subtitle</i>, nah disitu <i>listening</i> dan <i>writing</i> kami dilatih.</p> <p>2. Lebih memudahkan.</p> <p>3. Tergantung dari guru yang mengajar. Kalau cara penyampaian ke siswanya bagus ya otomatis kita juga akan tertarik untuk mengikuti pelajaran.</p> <p>4. Karena penggunaanya menarik, selain ada yang bisa kami lihat secara langsung, kita juga bisa mendengarkan.</p>	<p>memahami kata dan bagaimana pronounciationnya, penyampaian materi yang menarik sehingga tidak bosan dibandingkan cara belajar konvensional.</p>

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
	Inggris tanpa subtitle, nah disitu <i>listening</i> dan <i>writing</i> kami dilatih.					Jadi lebih muda dan juga lebih menyenangkan. 5. Iya, Kalau guru memanfaatkan teknologi itu memancing rasa keingintahuan karena penyampaian materinya menarik.	
Menurut kamu, apakah dengan adanya ICT membuat lebih mudah berdiskusi, menyampaikan pikiran, atau melakukan kegiatan pelajaran interaktif lainnya dengan teman sekelas?	Iya. Tapi agak susah untuk berdiskusi kak. Karena posisi duduk di lab kan duduk sendiri dan dibatasi oleh sekat. Kecuali misalnya ada pembahasan soal UN bahasa Inggris lalu salah seorang dari kami dipilih untuk	Guru memberikan materi dan menyambungkan dengan server lalu dihubungkan dengan monitor kami. Setelah itu diberikan penjelasan sampai kami mengerti kemudian diberikan tugas.	Iya karena dengan kami melihat langsung slide yang sama jadi lebih mudah untuk kami menyampaikan gagasan. Misalnya tadi ada materi yang kami persentasikan didepan kelas sehingga kami	Iya kami berdiskusi jika ada tugas kelompok untuk mepresentasikan sebuah topik.. Jadi kita akan berusaha mencari di internet lalu didiskusikan kemudian membuat powerpoint dengan saling <i>sharing</i> tentang	Biasanya kalau ada tugas kelompok itu ada yang kurang aktif, kak. Ada beberapa teman yang masih belum mahir menggunakan laptop dan tidak mau belajar. Jadi kadang tugas yang harusnya	1. Agak susah untuk berdiskusi kak. Karena posisi duduk di lab kan duduk sendiri dan dibatasi oleh sekat. 2. Iya karena dengan kami melihat langsung slide yang sama jadi lebih mudah untuk kami untuk menyampaikan gagasan. 3. Kami berdiskusi jika ada tugas	Mengenai kemudahan saat berdiskusi di kelas dengan adanya TI, jawaban siswa terbagi menjadi beberapa bagian. Bagi siswa yang berada di lab, kondisi lab bahasa yang dibatasi sekat tidak memungkinkan

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
	maju ke depan dan menyorot soal itu biasanya kami berinteraksi dengan saling mendiskusikan jawaban yang benar.		bisa berdiskusi dan mengundang perhatian teman-teman.	fungsi-fungsi yang ada disitu.	dikerjakan secara kelompok itu hanya dikerjakan oleh satu orang saja. Lalu yang lain tinggal melihat dan mendengar saja.	kelompok untuk mempresentasikan sebuah topik.. Jadi kita akan berusaha mencari di internet lalu didiskusikan kemudian membuat powerpoint dengan saling <i>sharing</i> tentang fungsi-fungsi yang ada disitu. 4. Kalau ada tugas kelompok itu ada yang kurang aktif, kak. Ada beberapa teman yang masih belum mahir menggunakan laptop dan tidak mau belajar. Jadi kadang tugas yang harusnya dikerjakan secara kelompok itu hanya dikerjakan oleh satu orang saja.	siswa melakukan diskusi sebab dibatasi oleh sekat.

Variabel	Nama Informan dan Transkrip Wawancara					Hasil Reduksi	Kesimpulan
	AHF	AWH	NUH	SFT	ASR		
4.Evaluation of Learning Outcomes							
Students's response on the use of ICT for students' learning outcomes evaluation							
Bagaimana menurut kamu dengan ujian atau tes bahasa Inggris dengan memanfaatkan ICT?	Bagi saya mudah saja kak. Saya memang suka dengan teknologi.	Itu malah lebih memudahkan kami. Karena kita tinggal mencari jawabannya di internet.	Kalau susah sekali ya saya bisa minta bantuan sama teman.	Itu akan memudahkan bagi kami kak.	Biasanya jika ada tugas yang berkaitan dengan laptop dan internet atau tugasnya mau dikirim ke guru, maka gurunya akan mengajarkan kita bagaimana caranya.	1. Bagi saya mudah saja kak. Saya memang suka dengan teknologi. 2. Itu malah lebih memudahkan kami. Karena kita tinggal mencari jawabannya di internet. 3. Kalau susah sekali ya saya bisa minta bantuan sama teman. 4. Biasanya jika ada tugas yang berkaitan dengan laptop dan internet atau tugasnya mau dikirim ke guru, maka gurunya akan mengajarkan kita bagaimana caranya.	Menurut siswa jika tes atau tugasnya harus memanfaatkan teknologi maka itu akan lebih memudahkan mereka karena cukup mengakses internet maka tugasnya bisa diselesaikan. Jika mereka tidak mampu maka minta bantuan kepada teman.

ANALYSIS AND DATA REDUCTION OF STUDENTS' INTERVIEW

TEACHERS AND STUDENTS' PERCEPTION TOWARDS THE USE OF ICT IN EFL CLASSROOM

Variable	Informans' name and the transcription of interview					Reduction	Conclusion
	AHF	AWH	NUH	SFT	ASR		
Planning The Lesson							
Student Beliefs							
Do you think English materials are important?	Yes, it is important because it is used to communicate with foreigners.	In my opinion, it is very important especially if we are going to abroad.	It is important because English is International language.	It is importants because English is International language so it is needed for the young generation to expand their insight through English.	It is very important because English is the International language.	1. English material is important because it is used to communicate with foreigners. 2. It is important, if we want to go abroad. 3. It is important, because English is international language so it is needed for expanding knowledge.	English is considered as important lesson by students because they assumed that, English is used to communicate, especially if want to abroad, and by mastering English as the International language will improve students' knowledge about the world..
Do you think English lessons are difficult or easy to understand?	I think it is difficult because many things are difficult to	In my opinion, it is easy to understand because many things related to	It is easy little bit difficult, depends on the material. The easy part is to	Both, there are easy and difficult things. It is easy when we asked to	In my opinion, it depends on the material because some materials are	1. English lesson is difficult because of the tenses. 2. English is quite easy or difficult	The students perceive that English material is an easy and also difficult

Variable	Informans' name and the transcription of interview					Reduction	Conclusion
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	distinguish, for example the use of tenses such as; simple past tense and simple present tense.	English are found in everyday life.	determine the type of text such as; formal and informal invitation. The hardest part is its grammar.	specidy the type of text. But it is difficult when we asked to build a sentence. Besides, the way to read, to write and to pronounce is difference. And sometimes there are some meanings in one word.	difficult and others are easy. It is also depends on the teacher. If our communicatio n with the teacher is good, so it will be feel easy.	depends on the material. Especially in the grammar section is difficult. 3. English learning is easy little bit difficult because the way to read, to write and to pronounce is different and there are some meanings in a word. 4. English learning will be easier, depends on how the teacher communicates in the classroom.	subject, it is related to the use of grammar and pronunciation factors that are not easily understood, and how the teacher communicates the material in the classroom affect their understanding.
What do you think about the use of ICT to deliver English lesson in the classroom?	I think it is more fun because if displayed on the screen, its make us easier to read the material.	ICT make us easier to understand the lesson. By the server which is delivering the material that connected to the	I think it is really good. Instead of using books and whiteboard, it is more interesting if the lesson displayed with	It depends on the way lesson delivered. If it shown with an interesting thing, so we will also be more interested to	Our teacher explanation is easy to understand. And using technology makes it even better because	1. The use of ICT is more fun for learning because by displaying material in the screen make the lesson easier to read. 2. It is easy to	The students consider the delivery of English lesson by using ICT is more fun because if it shown in the screen is easy to

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	Moreover, the lessons are easier to understand because it can be seen and heard directly in front of us.	monitor, it is very simple. We only need to focus on the screen or the monitor in front of us to pay attention for the lesson. Beside it, the lesson running fluently because supported by existing technology, for example there is an audio that we can hear to know how the native speak, so we can learn to speak English well. So I think, by using technology, the lesson becomes easier.	an audio or visual tool.	follow the lesson. But if just showing picture, it is same with using a book. It should be shown with any videos or learning animation to make it easier to understand.	the lessons become more detailed. It also feels more effective because the use of LCD on learning make us can see and hear directly the lesson when our teacher explains it.	understand because we only need to pay attention to the lesson in the monitor. Beside it, the lesson running fluently because supported by existing technology. 3. The lesson is interesting if shown with an audio and visual material. 4. The lesson shown with any videos or animation will be easier to understand.	understand, they just need to focus on the monitor, and the material be more interesting if shown with an audio or visual material.

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Are you good at using ICT? What ICT tools are you good at?	Hm, not to bad. I can operate Microsoft, gadget and also the internet.	Yes, I am. But just on common devices, such as laptop and handphone.	I am master in using gadget, laptop, computer programs like microsoft word, excel, powerpoint, and the internet.	Yes, not to bad. There are several devices that I can use such as computer, gadget, and laptop. I can operate such as microsoft, corel draw and the internet.	Only common devices and programs, like; Microsoft word, excel and power point.	<ol style="list-style-type: none"> 1. The students are able to use Microsoft, internet and gadget. 2. I can, but only on common devices like laptop and handphone. 3. I use coputer, gadget and laptop. The program such Microsoft, corel draw and internet. 4. Using common device like; computer and its program such as Microsoft word, excel and power point. 	The students' skill of using CT is still basic, like computer/laptop, gadget that they have, and computer programs like; microsoft, word, excel, and power point.
Do you feel easier or difficult to understand the English lesson when the teacher using ICT in teaching English?	It is easier because the lessons become clear with the use of LCD or monitor in front of us. We can	Yes. If we use ICT in the class, we can immediately search anything unclear by access internet.	It is easier to understand if we use ICT. If we use a book it feels like to mch things that need to be consider.	It certainly easy because the lesson delivered by using ICT is more attractive for us. And the teachers no need	It is a bit easier. For example if in the lesson use ICT, there is something we can see. While	<ol style="list-style-type: none"> 1. It is clear by using screen or monitor. If the lesson is displayed through slide show, it can be played back to the 	Based on students' view about the teachers submission of English learning in the clas, it is easier and more

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	compare with the use of whiteboard which have to erase before writing the next material. If the lesson is displayed through slide show, it can be played back to the previous material and also easy to move to the next material.	Because if we use a book, it feels like to complicated. We can not directly find the things that we are looking for.	But if we use LCD in the class, it is drive us to just focus on one point. It is more interesting when the lesson delivered by video and audio comparing with using books whiteboards. It is borring.	to bother themselves to write on the whiteboard.	the teacher explaining, we can do both hear and see. So, it is easier to understand. Besides, it is more encouraging by using LCD. We are curious about the material. So, we are more enthusiastic to understand the lesson.	previous material and also easy to move to the next material. 2. If we use ICT in the class, we can immediately search anything unclear by access internet. But if we use a book, it feels like to complicated because we can not directly find the things that we are looking for. 3. If we use LCD in the class, we just need to focus on one point. It is more interesting when the lesson delivered by video and audio compared with using books and whiteboards. It is	fun to use ICT because it makes them to be focused in one point, only in monitor. The ICT also is practically use; the students can search immediately something they do not understand on the internet. And it does not rely on books only. ICT also makes the conditions and atmosphere of learning be more enthusiastic.

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						borrowing. 4. ICT makes the class more enthusiastic.	
Mention the ICT facilities that you know are in this school!	There are computer, sound system, LCD, and wifi.	Here, there are computer laboratory and language laboratory which accommodate various devices in it.	There are printer, laptop, computer and internet network.	Computer, wifi, LCD, and printer.	There are computer, printer, sound system, LCD and internet networking.	1. Computer, sound system, LCD and internet networking. 2. Printer, laptop/ computer and wifi. 3. Language laboratory which accommodate any devices in it. 4. Computer, printer, sound system, LCD and internet network.	Based on what is conveyed by students, the school has sufficient ICT facilities, including a language laboratory that has internet networks and variety devices such as laptops, printers, LCDs, and wifi.
Developing Material							
Students's Perceptions towards ICT Skills and Knowledge							
Do you allowed to access the internet individually to search for specific topics related to English	Yes, we are allowed to access internet but by our own devices. This is	Yes we are allowed for that. But we can only access it with our own	Yes we are allowed to access the internet through our own mobile	Yes, sis. But the access through our own device. Actually, we should not use	Yes, it is allowed sis. Because sometimes we got task that	1. Yes, we are allowed to access internet but by our devices. 2. Usually we use	In students' view, they are allowed to access internet individually by using their own

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lesson?	specifically in this English class. We access the internet to find material related to our subject at that time. Evemore, the material in the textbook is difficult to understand and its expalanation is uncomplete for us.	devices. So we usually use our mobile phones to find material related to what explained by the teacher. But only do this in English class.	phones. So that, the teacher usually told us to bring our phone or laptop, because actually in this school we can not carry a phone everyday. So we have to adjust to our lesson first.	mobile phones in the class before permission to access the internet in order to find material related with material taught at the time.	have to presented in the class. So, we have to looking for the material expalanation through the internet.	mobile phone to searching the material related the teacher expalanation. 3. Usually the teacher informs to us to bring our gadgets because we do not bring our gadget to school everyday. 4. Usually, there is an assignment that has to present in the class. So we have to find the material in the internet.	gadgets. It is usually when there is a group presentation assignment or a task which is required to looking for in the internet and it is especially only for certain subject because they are not allowed to bring mobile phones to school.
Do you feel the use of ICT make you easier to learn new things in English learning?	Yes, of course. By ICT, I can find easily the other material trough internet.	I think, it is easier because if there is something unclear, we can directly search in the internet. Then, usually when got a task,	Yes, of course because not everything is in the book. The material written in the book does not cover all aspect. So, I looked for	Yes. If it function maximized, it will be better. Especially, by internet we can add new knowledge. It is different to	Yes, mis. For example we got an assignment for presenting material. Besides learn about that material	1. Yes, by ICT, I can find easily the other material trough internet. 2. If there is something unclear, we can directly search in the internet. Then,	In students' perception, the existences of ICT in learning make them easier to understand and learn new things in English. This is because they can

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		I learn to pronounce it towards the Youtube.	references in the internet and then combined it with the material in the book. Furthermore, by internet, it is faster for us to find the material that we look for. We do not need to open the table contents and open page by page.	others subject that only use book if there are any tasks.	obviously, we can also learn how to speak by using English in public.	when there is a task, I learn to pronounce it towards the Youtube. 3. Because not everything is in the book so, I looked for other references in the internet.	find quickly the material through the internet. If there is assignment, sometimes they search on youtube how it pronounces. The students' consider that the book does not cover their needs regarding the material.
Do you think that the use of ICT can make you easier to find the additional material besides the materials exist in the textbook?	Yes. It can be easier. We are allowed to access the internet so, we can search the material related with our lesson at that time. Eventhough, it has not been explained by	Yes, I think so, because it is very easy to searching in the internet to find the material that is not necessarily already in the book	Yes, of course, because the explanation in the book is sometimes limited. While the internet is very wide, so we can get a lot of information on it, such as tenses that I presented	It is good to use the internet to find more explanation of a subject because its scope is wider. We only need to type a topic and then, all related things will appear. Futhermore, by	It is really easy, very easy because the scope of internet is wide. So, besides the material which is in the book, there is also additional material on the	1. Accessing internet can provide us the material taught eventhough it has not been explained by the teacher. 2. The scope of internet is wider, so we can get a lot of information such as the material about	The students assume that ICT help them to find additional material that are not in the textbook, the students said that the internet really made them easier to find additional material than

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	our teacher.		earlier. I also usually access google to find the examples of any text, use google translate, and search the examples of conversations or dialogue.	internet we can improve our knowledge, unlike the other subjects that are only suggest using books for finish the assignment.	internet. Moreover, it is easier because we can immediately search it. But we have to realize that there is also a bad side, for example when we get a task about our opinion. When we type the keyword on google, the answer all about it immediately appears. So, the students who are lazy can directly copy the answer without	tenses that we presented earlier. The explanation in the book is sometimes limited, so we search it in the internet. 3. it is good to searching in the internet because its scope is wider. 4. There is also a bad side, when we get a task that asking our opinion but if we searching on google, the answer will immediately appears. So, the lazy student will be directly copy the answer without understanding it.	teacher explanation. The information that they get from internet is also wider than in the textbook. But they also realize that there is bad effect, where the internets make them easier to get the answer. They find the answer directly without learning deeply.

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Does your teacher use certain applications / software in the clasroom to help the students understand the lesson easily?	As far as I know, there is no. Only some softfile in the computer server. Then, the teacher choose the material that will be taught to us. The teacher chooses various materials, to help us understand the lesson easily. There is material that can be heard and seen directly. No need to imagine anymore like when we studying with	As far as I know there is no certain application, only use computer and screen.	There is no certain software or applications. Actually, someone ever came to our school to socialize the quipper video for learing but only a few of us who interested so, it was not used yet. Usually in our English learning, the material raised in the power point and shown by LCD. Comparing with the class earlier which was using a book, it made us lazy to study.	Only using power point that raised by LCD. If the teacher just shown picture it feels like study with a book.	understanding. So far, it is still relies on power point.	1. Only some softfile in the computer server. Then, the teachers choose various materials that will be taught to us. 2. Usually the material raised in the power point and shown by LCD. 3. Only using power point that raised by LCD. If the teacher just shown picture it feels like study with a book.	Based on what student conveyed, the teacher does not use certain applications or software to help students understand the lesson easily. They still rely on PPT and LCD, projectors in the class or softfile in the computer server. The students assume that the use of PPT and LCD are less innovative if only shown picture on the slide, it seems like studying by book.

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	book only.		But by using technology we are easy to study.				
Teaching Process							
Students's Perceptions towards ICT Use in Teaching							
Does the teacher in your class already use ICT in delivering English learning material?	Yes, she already uses ICT because our learning take place in the language laboratory which is use monitor screen that connected to the server in front of the teacher. Then, if there is a lesson about listening, so we listen by using earphone. The teacher usually played an English	Yes, mis. He really uses technology for learning. Almost the everytime when delivering material, he uses technology.	There are teachers who have used ICT in the class and some of the teachers are not. But especially in English class, the teacher already used it.	Yes, it can be said because our English teacher in our class has used devices such as LCD and laptop to deliver the material.	Yes, she already. Because we usually use laptop and LCD in learning.	1. Yes, she already use ICT. 2. Yes mis, he really uses technology for learning. Almost the everytime when delivering material, he uses technology. 3. We usually use laptop and LCD in learning.	Based on what students' view, it is said that the teacher has already use ICT to deliver the material but it still rely on PPT and LCD projectors in the class.

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	dialogue or we were taught to pronounce the English vocabulary with an American or British accent. Sometimes, we also watch a video about English lesson on the screen in front of us.						
Do you feel more enthusiastic to learn English when using ICT in the classroom?	Yes, I do. We are enthusiastic because it is interesting. Especially if the teacher was showed us an English animated video then we told were told to write down what we learn	Yes, honestly... when I study English, I am excited because we can learn English and learn about technology to.	Yes, its scope is wider. We not only learn English but also technology, so we are not left behind others. Moreover, there is something we can see and listen while studying. It is really interesting	Yes, I do. I am more enthusiastic especially if as our learning just now. We were asked to explain our group topic to our friends by utilizing LCD. Actually, it is indeed interesting if	Sometimes, there is a curiosity if the slides of learning material are shown interesting so, we are become more enthusiastic to understand the material.	1. More enthusiastic because it is interesting, especially if the teacher showing us an English animated video. 2. I am excited because we can learn English and learn about technology to. 3. The scope is	The students feel that they are more enthusiastic to follow the lesson when using ICT because it make them more focused, because there are many interesting things such as pictures, animations, sounds, or other

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	from the video. It felt more challenging although it is rather difficult.		because our learning used to be only using book.	something is displayed on the LCD. The utilizing of that tool makes the learning be more fun and the learning will be easier to accept because we are on the good mood.		<p>wider because there is something we can see and listen while studying.</p> <p>4. Actually, it is indeed interesting especially if something is displayed on the LCD. The utilizing of that tool makes the learning being easier.</p> <p>5. There is a curiosity if the slides of learning material are shown interesting so, we are become more enthusiastic to understand the material.</p>	things that make them easier to explore the material.
Do you feel more motivated to learn English by the	I am personally more motivated because the	It makes our learning easir. We do not need	It depends on the teacher. If the teachers'	Yes, since the use of ICT for learning is	Yes, if the teacher use it	1. I am personally more motivated because the	The students' felt that they are more motivated with

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utilizing of ICT in the class?	learning is unusual, it different from other lessons. In the other class we usually just asked to open a book then do a task. But in the English class, the teacher utilized electronic devices. If we found unclear word, we can browse it in the internet and we also can learn its pronunciation. It is really free for us to find the information. Sometimes, the teacher played a video without	to bother ourself to open the book. Just wait the material from the server transferred to our monitor.	method is good, the students will be interested to join the lesson. But if the teacher is convoluted, the material will be difficult to understand. But fortunately, our English teacher is good enough.	attractive, we can see and listen directly the lesson. So simple and pleasing, it different with using book. Beside it, we are not bored to study because displaying of new features.	provokes curiosity because the delivering material is evocative. It is different with the using of book in learning. It is convoluted.	learning is unusual If we found unclear word, we can browse it in the internet and we also can learn its pronunciation. It is really free for us to find the information. Sometimes, the teacher played a video without subtitle, so at the time our listening and writinnng skill are trained. 2. It makes our learning easier. 3. It depends on the teacher. If the teachers' method is good, the students will be interested to join the lesson. 4. Since the use of ICT for learning is	the use of ICT in the class because it makes them easier to understand the lesson. The audio and visual aspect brings them to understand the word and know how to pronounce it well. The teaching is attractive so, they do not get bored. It feels different when compared to conventional teaching.

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	subtitle, so at the time our listening and writinng skill are trained.					attractive, we can see and listen directly the lesson. So simple and pleasing. 5. If the teacher use ICT it provokes our curiosity because the delivering material is evocative.	
Which ICT tools are often used by the teachers to teach English in the class?	Computer and its server, LCD and, sound system which is in the language laboratory. There is also camera document but not too often used. It is usually used to discuss the national examination task.	All devices in the language laboratory are often to used. Everything is balanced.	Usually by laptop and LCD	Laptop, LCD, and speaker but it is not really often.	Usually he used mobile phone, laptop and LCD to explain the material. He also utilized the speaker but only several times.	1. Computer and its server, LCD and, sound system which is in the language laboratory. 2. Usually by laptop and LCD. 3. Used mobile phone, laptop and LCD to explain the material.	The students said that the common used tools are computer, server, LCDs, laptops, soundsystems, speakers, or personal mobile phone to explain the material.

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How do you learn English in the class by using ICT? Please describe your answer!	Our teacher presented material that will be explained by utilizing laptop and LCD.	All the material is delivered with ICT tools. It is different with the other subjects.	For example the English material was displayed in a power point and then the teacher explained it by LCD. There is aone teacher who has used ICT tool in our class but she has not been able to use it, so it ends up by confusing herself. But our English teacher is already good at using ICT in learning.	By showing slide in power point. It is easier to understand than the lesson in the previous class.	It is quite effective and efficient. It just need a short time because the material is detailed when displaying through LCD. Besides, there is an object we can see and we hear while the teacher explained. So, the lesson is easy to understand.	1. Showing the material taught by LCD. Menampilkan materi yang akan dijelaskan menggunakan LCD. 2. Displaying the slide through power point.	The students said, most of the teachers used power points that connected to the LCD for explaining the lesson in the class.
Do you think that by using ICT in the class makes you easier to disscuss, share your idea, or do interactive learning with your	It is quite difficult for us to disscuss because our position is limited by	The teacher gave the material by connecting the server to our monitor. Then	Yes, since we look at the same slide so it facilitates us to convey our ideas. For	Yes we discussed when we get a group task to present a topic. We will search the	Usually in a group, there will be students who do not active to sharing	1. It is quite difficult for us to disscuss because our position is limited by partition. 2. Yes, since we	Regarding the ease when discussing in class with the use of ICT, the students answer

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classmates?	partition. Unless, there is a discussion about the national examination task. One of us will be choosen to come forward and highlight the problem by camera document and we usually will disscuss each other to find the right answer.	the teacher explained until we understand. After that, we got a task.	example, just now we presented in front of the class. It invited us to discuss and attract the ottention of our frieds.	material in the internet then discussing what will be in our slide by sharing each other how to finish it.	because some of them could not operate a laptop yet. So, the task that should be fix by a group of students, it just done by one student. The others member only see and listen the result.	look at the same slide so it facilitates us to convey our ideas. 3. We discussed when we get a group task to present a topic. We will search the material in the internet then discussing what will be in our slide by sharing each other. 4. There will be students who do not active to sharing because some of them could not operate a laptop yet. So, the task that should be fix by a group of students, it just done by one student. The others	are dividen into several part. For the students who study in the language laboratory, their positions are limited by partion. It does not allow them to discuss each other.

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						member only see and listen the result.	
Evaluation							
Students's Perceptions towards ICT Use in Teaching							
Does your teacher are mastring hardware or software related to the use of ICT in the class?	I think yes, since before learning began, the teacher quickly prepared the ICT tools that will be use in the class. There are some devices in the laboratory; all of it is abe to be operated by our teacher.	Yes, he does. Since in the computer based National Eamination in this school, it will delegate our English teacher to prepare all the equipment for the examination.	Yes he does. Since those who always use ICT in learning are only the English teachers. So, I think he should be master the technology. It is different with others teacher who never applying the ICT in the class.	He has mastered it. It is proven by how she uses the devices such as laptop and LCD, it looks proficient.	I think yes, mis because every learning she use the ICT.	1. Yes, since before learning began, the teacher quickly prepared the ICT tools that will be use in the class. 2. Yes, he does. Since in the computer based National Eamination in this school, it will delegate our English teacher to prepare all the equipment for the examination.	The students think that their English teachers are mastered to use the ICT tools in the class.
What do you think about the task or examination by	It is easy for me because actually I like	It should be facilitating us. Since we just	If it is really hard, I will ask for my friends'	It will be easier for us, mis.	Usually, if there are task related to	1. It is easy for me because actually I like to use the	The students feel it will be easier for them because

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utilizing ICT?	to use the technology.	need to search the answer in the internet.	hand.		laptops and internet or the task should be send to the teacher, so the teacher will explain to us how to do it first.	technology. 2. It should be facilitating us. Since we just need to search the answer in the internet. 3. If it is really hard, I will ask for my friends' hand. 4. The teacher will explain to us how to do it first.	they just need to access the internet to search the answer. But if it is really hard, so they will ask for their friends' help.
Do you feel more motivated by the concept of ICT use in English learning?	I am motivated because is more attractive than the other lessons which is use book only in the learning.	Yes, I am more motivated and more enthusiastic to learn English. Since the English lesson are dominant to use ICT than the other subjects.	Yes, because it is more unique. The use of books has been since a long time ago, if we opened it again so it will become boring. Looking to the screen is more relaxing us to studying English than using a	Yes, I do. The utilizing of ICT is more motivating us to learn.	Yes, of course. For me, the learning is felt attractive. Our curiosity is arosen with the material presented on the slide. Because the material are not monotonous.	1. I am more motivated and more enthusiastic to learn English. 2. The use of books has been since a long time ago, if we opened it again so it will become boring 3. The learning is felt attractive. Our curiosity is arosen with the material	Almost the students think that the use of ICT in learning English made them more motivated because the learning method are new and attractive. It is also stimulates their visual sense so they are more excited to

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			book.			presented.	understand the lesson.
Do you think your English teacher already has ICT skill needed to teach in the class?	I think he is quite professional of it.	Of course. Our English teacher already able to use ICT related to the learning. He is already adept at using it.	Looking at her skill on using laptop and LCD is quite good. But about using of other tools that have been used in the class, I can not say anything.	Yes, she has.	So far, the English teacher in our class has been able to use ICT. That is why our learning feels effective because our teacher has mastered to utilizing ICT related to the lesson.	1. I think he is quite professional of it. 2. Of course. Our English teacher already able to use ICT. 3. Looking at her skill on using laptop and LCD is quite good.	The students' assume their teachers' ability on operating ICT tools in the class is quite good and fluent.
Do you think there are more ICT tools / applications / software are needed to facilitate the learning process in the class?	I think it is enough, the devices is quite sufficient. But if an application, it might be needed and it will be even better.	So far, I feel it is enough.	Audio application that is able to directly hear its pronunciation. Since it is in the national examination section.	Yes we need tools related to sound. If there is an unclear world, we do not need to bother ourself to find out how its pronunciation.	Maybe we need hardware like speaker because sometimes the sound from teachers' notebook is not clear enough to	1. Audio application that is able to directly hear its pronunciation. 2. We need tools related to sound. If there is an unclear world, we do not need to bother ourself to find out	The students' think that they need for other tools that support the learning process in class especially an audio devices that has greater capacity. So,

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					listen. For example, in the last meeting we watched a film but the sound is unclear. So it is hard for us to follow its pronunciation.	how its pronunciation. 3. We need hardware like speaker because sometimes the sound from teachers' notebook is not clear enough to listen.	during the listening section, it will be easier for them to know its pronunciation. Moreover, this materials are in the national examination.



Journal of Data Collection

Day / Date	Activity	Agenda	Result
Thursday / August 1, 2019	Bring the research permit letter from IAIN to KESBANGPOL of Soppeng	Meet the officer staff and submit the research permit.	Waiting for the follow up.
Friday / August 2, 2019	Checking the letter in PTSP office	Meet the staff and asked for the permit letter	Waiting to the next week.
Thursday / August 8, 2019	Go to PTSP Soppeng	Take the letter permit	Research approval letter from KESBANGPOL Soppeng
Friday / August 9, 2019	Bring the research permit letter from KESBANGPOL Soppeng to MAN 2 Soppeng	Meet the Headmaster and submit the research permit to the staff.	Got the approval research from the headmaster.
Saturday / August 10, 2019	Go to MAN 2 Soppeng	Meet the first English teacher and talk about the research project.	Getting closer with the English teacher
Tuesday / August 13, 2019	Go to MAN 2 Soppeng	Meet the third English teacher for talking about the research project.	Getting closer with the English teacher
Thursday / August 15, 2019	Go to MAN 2 Soppeng	Meet all the English teacher and spreading the approval letters to be research subject	Getting the teachers' approval to participate in the research project and chat about the school and teachers' condition.
Friday / August 16, 2019	Go to MAN 2 Soppeng	Meet the students and spreading the approval letters to be research subject	Getting the students' willingness to participate in the research project
Wednesday / August 21, 2019	Go to MAN 2 Soppeng	Meet the first research subject to conduct open and first focus interview.	Interview recordings for open and first focus interview from the first research subject.
Thursday /	Go to MAN 2	Meet the fourth and	Interview recordings

August 22, 2019	Soppeng	fifth research subject to conduct open and first focus interview	for open and first focus interview from the fourth and fifth research subject.
Friday / August 23, 2019	Go to MAN 2 Soppeng	Meet the second research subject to conduct open and first focus interview	Interview recordings for open and first focus interview from the second research subject.
Monday / August 26, 2019	Go to MAN 2 Soppeng	Meet the sixth, seventh and eight research subject to conduct open and first focus interview	Interview recordings for open and first focus interview from the sixth, seventh and eight research subject.
Thursday / August 29, 2019	Go to MAN 2 Soppeng	Meet the third research subject to conduct open and first focus interview	Interview recordings for open and first focus interview from the third research subject.
Friday / August 30, 2019	Go to MAN 2 Soppeng	Meet the first research subject to conduct selective interview and second observation	The recording of the first research subject selective interviews and some research field notes about the existing phenomena
Saturday / August 31, 2019	Go to MAN 2 Soppeng	Meet the second and the third research subject to conduct selective interview and second observation	The recording of the second and the third research subject selective interviews and some research field notes about the existing phenomena

Date / Time	: August 10, 2019
Place	: Language Laboratory of MAN 2 Soppeng
Observation	: Observation of the first research subject and the student of XII grade
Observer	: Ayu Ashari
Activity	: Teaching English in the classroom

Teaching English in the classroom

It is an observation of the first research subject and his student of XII years. He entered the class and greet the students. He started the class by asking the students to pray together. After that, he called the students name. About five minutes later, he set up the ICT devices. Then, he stood in front of the class and gave the students some motivation to be more diligent in studying. After that, he talked about the purpose of the learning at that time. The students listen carefully.

The teacher then asked the classroom to review the lesson last week. The students replied. Then the teachers gave advices to the students answer. After that, the teacher searched his material in the computer server. A few minutes later, it appeared on the students' screen. The teacher explained the material on the the screen. Sometimes, he asked the students. The students always replied powerfully. A half time of the lesson, the teacher asked the students to use their earphone. He played a learning video. After that, he gave the students some question to do as their homework related. The task related to the video showed.

In the last session, the teacher mentioned a student to review what he has explained before. The student did it. Then the teacher revised what the student has said. Then he concluded all the material that he has explained today.

Reflective Notes

1. The teacher prepare the lesson systematically.
2. The teacher did ice breaking in the half of the learning time.
4. The teacher patiently guides the students to use the monitor in front of them.
3. The teacher corrected the students' mistake when pronouncing certain words.

CURRICULUM VITAE



Ayu Ashari was born in Welonge, on June 29nd 1994. She is the second child of Asri and Hasi. She was a student of English program of Tarbiyah and Adab Department in State Islamic Collage (STAIN) Parepare. When study in STAIN Parepare, she joined LIBAM (2012-2013). Besides, she joined volunteering activity in SAHABAT PULAU. In her post experience, she has joined in PMR, Scout, and SISPALA MAN Marioriawa. Since 1999, she started her study in TK Perwanida. In 2006, she finished her study in SDN 52 Welonge. In 2009, she graduated her study in MTs Yasrib Batu-Batu. Then, she continued her study in Islamic Boarding School in Soppeng for one semester. Then in 2012, she completed her study in MAN Marioriawa. Then, in 2017 she continued her study in Magister Programat State Islamic Institute (IAIN) Parepare. Finally she has done her study at State Islamic Collage (STAIN) Parepare entitled *“Teachers’ and Students’ Perception Toward the Use of ICT in EFL Classroom.”*