

**THE IMPLEMENTATION OF ICT IN ENGLISH
INSTRUCTION BY EXEMPLARY TEACHERS**

THESIS

Presented to
State Islamic Institute of Tulungagung in partial fulfillment of the
requirements for the degree of Sarjana Pendidikan Islam in English
Education



By:
ONISIA MELDA YUANA
NIM. 2813123123

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN) OF TULUNGAGUNG
2016**

ADVISOR'S APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Onisia Melda Yuana has been approved by the thesis advisor for further approval by the board of examiners.

Tulungagung, July 11th 2016

Advisor,

Dr. Arina Shofiya, M.Pd
NIP. 19770523 200312 2 2002

Approved by
The Head of English Education Department

Dr. Arina Shofiya, M.Pd
NIP. 19770523 200312 2 2002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Onisia Melda Yuana has been approved by the board of examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education.

Board of Thesis Examiners

Chair,

Secretary,

Dr. Mohamad Jazeri, M.Pd
NIP.19691204 200501 1 005

Emmi Naja, M.Pd
NIP.19820107 201101 2

Main Examiner

Dr. Susanto, M.Pd
NIP.19730831 199903 1 002

Tulungagung, July 2016

Approved by
The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abd. Aziz, M.Pd.I
NIP. 19720601 200003 1 002

MOTTO

*Life is a game with obstacles encountered and
when there is a chance, we have to seize it.*

DEDICATION

*Thanks God, finally I can finish this thesis.
I would like to present this thesis to*

- ❖ *My beloved parents, My Mom (Wenny Ratunia) and My Daddy (Tekad Susilo) who always gave me a lot of love, attentions and finance in my study.*

DECLARATION OF AUTHORSHIP

The undersigned below

Name : Onisia Melda Yuana
Place, date of birth : Blitar, October 19th 1994
Address : Ds. Rejoso RT/RW : 02/02, Binangun, Blitar
Department : Islamic Education Department (Tarbiyah)
Program : English Department

States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Onisia Melda Yuana
NIM. 2813123123

ABSTRACT

Yuana, Onisia Melda. Student Registered Number. 2813123123. 2016. "*The Implementation of ICT in English Instruction by Exemplary Teachers.*" Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) Tulungagung. Advisor: Dr. Arina Shofiya, M.Pd.

Keywords: Exemplary Teachers, ICT (Information, Communication and Technology), English Instruction

Learning is a process of interaction that occurs between teacher and students or learners and the elements in it. Teachers as educators, whose primary task of teaching, have personality characteristics that influence the success of human resource development. Exemplary teacher is a teacher who has good attitudes, good knowledge, used new media in teaching English, has different ways with the other teachers in teaching and learning, and etc. The teachers are responsible to choose kind of media in the teaching learning process more attractive and colorful. Teaching media is closely connected with the term technology. ICT (information and communication technology) is one of media that can be used in teaching.

The formulation of the research problem were : 1) how are the exemplary teachers use of ICT in English instruction? 2) How do students' responses toward the use of ICT in English instruction? The purpose of the study were to : 1) The exemplary teachers use of ICT in English instruction and 2) students' responses towards of use of ICT in English instruction.

Research method: 1) the research design of this study was descriptive design by using qualitative approach. 2) The subject of this study is English teachers and students from MTsN Aryojeding, SMPN 1 Ngantru, and SMPN 2 Sumbergempol. 3) data in form of information which gotten from interview transcript, lesson plan, and some photos, 4) data collection method s is by using interview and documentation, 5) data analysis is by using Miles and Huberman theory, they are data reduction, data display and conclusion drawing/verification

The result showed that is the exemplary teachers use of ICT in English instruction at MTsN Aryojeding, SMPN 1 Ngantru and SMPN 2 Sumbergempol, the researcher come to the conclusion that ICT used by exemplary teachers here are laptop, LCD digital projector, flash disk, CDs, audio sound system, software like Microsoft Office Power Point and Microsoft Word, the Internet, also digital dictionary in the laptop, are conditional. In listening class, the teachers used LCD projector, laptop, audio sound system, CD-Roms, and audio tape. In speaking class, the teachers used Laptop, LCD projector, video or film, internet, songs, digital dictionary and audio sound systems. In reading class, the teachers used digital dictionary, internet, laptop or computer, LCD projector, and Micosoft Power Points. In writing class, the teachers used Microsoft Word, laptop, LCD projector, video or film, digital dictionary and Microsoft Power Point. The students' responses toward the used of ICT in English instruction were : the students more simple, easier and focus on the learning process; the students more

active; the students feeling fun and enjoy study English used ICT; the students can quickly think and practical. But, every student has different skill and capacity, so not all students can easy to understand the materials.

ABSTRAK

Yuana, Onisia Melda. Nomor Induk Mahasiswa 2813123123. 2016. *“The Implementation of ICT in English Instruction by Exemplary Teachers.”* Skripsi. Jurusan Pendidikan Bahasa Inggris di IAIN Tulungagung, dan dibimbing oleh Dr. Arina Shofiya, M.Pd.

Kata kunci: Guru teladan, TIK, Pembelajaran Bahasa Inggris.

Belajar adalah suatu proses interaksi yang terjadi antara guru dan siswa atau peserta didik dan unsur-unsur didalamnya. Guru sebagai pendidik, tugas yang utama dari pengajaran, ialah memiliki karakteristik kepribadian yang mempengaruhi keberhasilan pengembangan sumber daya manusia. Guru teladan adalah guru yang memiliki sikap yang baik, pengetahuan yang baik, menggunakan media baru dalam mengajar bahasa Inggris, memiliki cara yang berbeda dengan guru-guru yang lain dalam proses belajar mengajar, dan juga guru bertanggung jawab untuk memilih jenis media dalam proses belajar mengajar lebih menarik dan warna-warni. Media pembelajaran berkaitan erat dengan teknologi. ICT (teknologi, informasi dan komunikasi) adalah salah satu media yang dapat digunakan dalam pengajaran bahasa Inggris.

Rumusan masalah dalam penelitian ini adalah : 1) bagaimana guru teladan menggunakan ICT dalam pengajaran bahasa Inggris? 2) bagaimana respon siswa terhadap penggunaan ICT dalam proses belajar mengajar bahasa Inggris?. Tujuan dari penelitian ini ialah untuk mengetahui : 1) guru-guru teladan menggunakan ICT dalam pengajaran bahasa Inggris dan 2) respon siswa terhadap penggunaan ICT dalam pengajaran bahasa Inggris.

Metode penelitian: 1) desain penelitian dari penelitian ini adalah deskriptif dengan menggunakan pendekatan kualitatif, 2) subjek penelitian dalam penelitian ini adalah guru teladan bahasa Inggris dan siswa dari MTsN Aryojeding, SMPN 1 Ngantru, dan SMPN 2 Sumbergepol, 3) datanya dalam bentuk informasi yang didapat dari transkrip wawancara dan beberapa foto proses belajar mengajar menggunakan ICT, 4) metode pengumpulan data adalah menggunakan wawancara dan dokumentasi, 5) analisis data adalah dengan menggunakan teori Miles dan Huberman, yaitu data reduction, data display dan drawing conclusion/verification.

Hasil penelitian menunjukkan bahwa guru teladan menggunakan ICT dalam pengajaran bahasa Inggris di MTsN Aryojeding, SMPN 1 Ngantru, dan SMPN 2 Sumbergepol. Peneliti sampai pada kesimpulan bahwa ICT yang digunakan guru-guru teladan di beberapa sekolah adalah laptop, LCD proyektor, flash disk, CD, audio sound system, perangkat lunak seperti Microsoft Office Power Point dan Microsoft Word, internet, dan juga kamus digital di laptop. Di kelas listening, guru menggunakan LCD proyektor, laptop, audio sound system, CD-Rom, dan audio tape. Di kelas berbicara, guru menggunakan laptop, LCD proyektor, video atau film, internet, lagu-lagu, kamus digital dan audio sound system. Di kelas reading, guru menggunakan kamus digital, internet, laptop atau computer, LCD proyektor, dan Microsoft Power Point. Dalam kelas writing, guru menggunakan Microsoft word, laptop, LCD proyektor, video film, kamus digital, dan Microsoft Power Point. Respon atau tanggapan siswa mengenai penggunaan

media ICT dalam proses belajar mengajar didalam kelas adalah siswa lebih senang belajar menggunakan media ICT, siswa lebih mudah dan focus pada proses pembelajaran, siswa lebih aktif, siswa merasa senang dan menikmati belajar bahasa inggris menggunakan ICT, siswa dapat dengan cepat berpikir dan praktis,. Akan tetapi setiap siswa memiliki keterampilan dan kapasitas yang berbeda, sehingga tidak semua siswa dapat mudah memahami materi.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 2016

The Writer

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