

## **CHAPTER IV**

### **RESEARCH FINDINGS**

The fourth chapter of this thesis shows the findings of the research. After doing interview with English teachers and students from some schools, the researcher would like to explain the concern of this thesis

#### **A. The Use of ICT in English Instruction by Exemplary Teachers**

According to interview with three exemplary teachers, Teacher-1 (T-1) from MTsN Aryojeding, Teacher- 2 (T-2) from SMPN 02 Sumbergempol, and Teacher-3 (T-3) from SMPN 1 Ngantru, the researcher would like to answer the research question, “How are the exemplary teachers use ICT in English instruction?”. This question, further, is spelled out in four skills; that are listening, speaking, reading and writing, the reason and hope of the teachers used ICT in teaching English and advantages and disadvantages of using ICT.

The first interview was done with the teacher and student of MTsN Aryojeding, conducted on June 16<sup>th</sup> 2016. Teacher-1 (T-1) is the one teacher often used ICT in English Instruction. There are five teachers in MTsN Aryojeding and Teacher-1 is conducted ICT in English Instruction. The second interview was done done with the teacher and student from SMPN 1 Ngantru, conducted on June 16<sup>th</sup> 2016. Teacher-2 (T-2) apply ICT to make the students enjoy studied English. Teacher-2 (T-2) used LKS and handbook

(English on Focus). And the next interview was done with the teacher and student from SMPN 2 Sumbergempol. Teacher-3 (T-3) used ICT in English instruction if the time is possible. From interview with Teacher-1, Teacher-2 and Teacher-3, the researcher finding the research like this. The ICT used in English Instruction by exemplary teachers are laptop or computer, LCD digital projector, the Internet, flash disk, CDs, CD-Roms, audio sound system, audio tape, video, songs, software like Microsoft Office Power Point and Microsoft Word, also digital dictionary in the laptop. ‘

In listening class, the teachers use laptop, speaker active, LCD projector, flash disk, and audio tape. The teachers use the LKS and handbooks (English on Sky). In those books, there is listening section in each unit. Teachers have the listening script and also the soft file of those listening section in his laptop. In listening classes, teachers play the record according to the topic that they want to discuss and connect to the audio tape in the class. If the students have not the questions about listening section, the teachers show the questions from his/her laptop in LCD projector and use speaker active to loudspeaker. If teachers give listening homework for the students, teachers ask the students to copy the soft file through flash disk then be copied to their laptops.

In speaking class, the teachers use LCD projector, laptop, internet, video or film, songs and speaker active. In the students' handbooks (English on Sky) or books contain the speaking script. Teachers ask students to repeat the pronunciation then practice the script with their friends. The students can look in dictionary, dictionary from laptop or hand phone and browsing the

Internet by the laptop to pronounce the spellings of some related words. Besides that, Songs is also used in speaking class, so that the students can speak English fluently and increase their vocabularies. Watching film or video is also done in speaking class. Use through the LCD digital projector, laptop and speaker active to play the film, students gives their comments orally about the film or sometimes also retell the film one by one or grouping.

In reading class, LKS and 'English on Sky' books are also used by the teachers. In that books content many kind of text that can be discussed in the comprehend reading. The teachers sometimes ask the students to read the text one by one then underline and search the difficult words in the dictionary, digital dictionary, and internet even also translate the whole text. The teachers also showed Power points that contain the text about a topic in the LCD projector. For giving homework, teachers sometimes ask students to search the text about the topic in the Internet. And then the students print out the text has been browsed. After that, the students asked to analyze text then present in the classroom.

In writing class, the teachers taught students in Power Point using LCD projector. The teachers showed about material and also the example of the text. The teachers asked students to browse in Internet of the example about the topic. And then teachers asked students to make a text about the topic. For homework, the teachers also asked students to browse a picture based on topic then describe it by typing directly in the laptop or computer then print the text out and present in front of the classroom one by one.

The reason why the teachers used ICT in teaching English is easy to give the materials, centralize students' interest and increase of knowledge. Teachers hope with ICT, that the students can more understand the material, know the teaching media in ICT, feeling fun and more active. The advantages of using ICT are: the teachers easy to teaching, teachers easy searching material with internet, can teaching some skills used ICT, the students can quickly think and practical. The disadvantages of using ICT are every student has different skill and capacity, so not all students can easy to understand the materials. The used of ICT like laptop, LCD digital projector, the Internet, flash disk, CDs, audio sound system, software; Microsoft Office Power Point and Microsoft Word, also digital dictionary in the laptop, are conditional. They are used of course based on the teachers' command and the topic being discussed. So, if the teachers do not allowed students to use the ICT, they of course do not use the ICT in the class. Teachers decide to use the ICT or not, are based on the topic that they want to discuss or activity they want to be done in the class.

## **B. Students' responses towards of use of ICT in English instruction**

From the interview with the teachers and three students from three different schools, the researcher tries to answer the research question, 'How do students' responses towards the use of ICT in English instruction?'. The students' responses here focus on the ease and difficulty in the using of ICT

in English instruction, the benefit of ICT for students and the response student using ICT in learning process.

In the listening class, the use of laptop and audio sound system makes the listening activity simpler, not only for the teacher, but also for the students. The use of laptop, audio sound system and LCD projector if the students have not the questions about listening section makes the students focus with listening section. The students only have to concentrate for the monolog or the dialog that are listened in the class. Usually, the teachers make the audio slower and repeat it two or three times. The students can also learn the pronunciation of a word directly from the native speaker. The use of video or film from laptop connecting with LCD digital projector and audio sound system also makes listening and speaking activities easier and interesting. While the use of ICT in the speaking class, like Power Point presentation, makes the students more attractive and focus to concern to the discussion or just to make a note from it. Browsing picture or material being discussed in the Internet to be described is also one of the ease of using ICT that available in the class. Then they can read directly from the laptop. Students can also directly searching in the Google about the material they do not understand. They are also able to open the digital dictionary available in the laptop if they find a difficult word. Sometimes, students also write a note directly in the Microsoft Word in laptop.

The use of ICT in the listening class like audio sound system, sometimes make the students difficult to understand the spoken of the speaker, more over if the speaker is a native and the dialog or the monolog is

fast. They often say that the dialogs are too fast then ask the teachers to repeat the dialogs two or three times until they can understand clearly. So far, they consider that ICT has many eases than the difficulties. They are so helped with the existing of ICT. Suggestion from the students to their teachers in using ICT in English instruction is various. One of the three students wants the teachers to be more often to use the ICT in English instruction, even; the student wants to use the ICT everyday in the class. The other student wants the teacher to give them more various activities in the class, giving language games that used ICT, and trying to use the ICT properly. The three students want the teachers to be able to make use the ICT more, increase the use of ICT in the class and deepen their skill to use the ICT.