

CHAPTER V

DISSCUSION

The fifth chapter of this thesis contains the discussion in this research. Here, the researcher presents her ideas in discussing the research findings

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

As gotten from the findings, the researcher got information about how the exemplary teachers use ICT in English instruction in the some schools at MTsN Aryojeding, SMPN 2 Sumbergempol and SMPN 1 Ngantru. The ICT used in English Instruction 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.

ICTs can be classified into two kinds, they are ICT as learning media and ICT as learning sources. ICT as learning media, as cited in Asmani (2011: 151) on his idea about ICT as learning media, many teaching materials stored in digital format with a variety of models. While, ICT as learning sources, as cited from Rusman et al (2011: 53) that the Internet-as a part of ICT-can be used for teachers as learning source. The use of ICT as a learning media here are laptop, LCD digital projector, flash disk, CDs, CD-Roms video, songs, audio tape, audio sound system, digital dictionary, Power Point, Mc. Word .While the use of ICT as learning source here is the Internet.

Bertram et al (2010:230-241) mention that the kinds of using computer technology in teaching are using CD-Roms, Internet and E-mail. The use of computer technology in teaching here are CD-Roms and Internet.

The teachers used use laptop, speaker active, LCD projector, flash disk, CDs, CD-Roms and audio tape in listening class. 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 did not have questions in listening section, the teachers show the questions from his/her laptop in LCD projector and use speaker active to loudspeaker. As Gillette et al (1999) cited in Gordon (2007: 183) stated that audio has long been popular among English language teachers as a tool that is easy to access and use at a low cost. It is used to practice listening skills, provide context and motivation for speaking, reading, and writing activities, and to access listening and speaking. Audio extends linguistic input of the classroom by affording exposure to a wide range of speakers, voices, accents, situations, and a rich cultural content.

In speaking class, the teachers used laptop or computer, video, songs, internet and speaker active. 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. For the LCD digital projector, Smaldino et al. (2011: 185) stated that it can be used for large group -in this case is class- as a part of instruction in the class to show Power Point display. Based on Gordon (2007:181), Songs present a natural opportunity for meaningful repetition in context. Songs also convey valuable cultural information and deal with topics that are relevant to students. Like audio, video is a familiar medium. Video is used to expose students to target language in context, present cultural information including nonverbal cues, and prompt student discussion.

In reading class, 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. Gordon (2007:60) also stated about Power Point that is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations. Word processing software, in this case is the Microsoft Word, based on Gordon (2007: 190) has been used extensively both by English teachers and students because of the ease and the flexibility. It is strengthened by Davies in Adams and

Brindley (2007: 60) that the use of software can be more fun than ordinary learning.

Bertram et al. (2010:212) stated that, computers function as a source of information, and can be used to expose learners to topics and experiences beyond the classroom walls. Many people have argued that computers will replace teachers in classrooms because they can provide access to so much more *information* than any ordinary teacher can ever know. Computer here, that the functions like laptop. With Power Point, teachers do several things to make power point text to Braille. However it may be better to increase interaction between teacher and students during and immediately after the presentation increasing verbalization and descriptions of the text and image increases the odds of visually impaired students comprehension and retention (Smaldino et al., 2005:254).

While the used of Internet as a learning source here, Yudhistira in Asmani (2011: 152) stated that ICT is sources of knowledge, in this case is the Internet, that is a network that brings giant and integrate all learning resource center on the face of this earth. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don't feel as confident with their own language skills (Motteram, 2013:22). Compared with this theory, it is true if the teachers ask the students to browse to the Internet about the material on topic being discussed in order to students can get wider information and vocabulary mastery.

B. Students' Responses towards the Use of ICT in English Instruction

Based on the findings, students' response about the ease in the using of audio in the listening class is makes listening activity simpler. As cited from Harmer (2007: 133) that most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media, and anything teachers can do to make that easier will be useful for them. For the repetition in the listening activity, Scott and Ytreberg (1990: 21) stated when the students start to learn a foreign language, it is going in mainly through their ears and what the students hear is their main source of the language so that it is important to say things clearly and to repeat them. Scott and Ytreberg (1990: 22) also stated that some listening activities will make them concentrate and create a peaceful atmosphere. Students can also learn the pronunciation from listening activity, as Harmer (2007: 133) stated that listening is good for pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of words. In the speaking class, presentation software – in this case is Microsoft Power Point- has become a popular format among teachers and students (Smaldino et al, 2011: 171). Play the display in the laptop connected to LCD digital projector can be used for large group -in this case is class- as a part of instruction in the class, as cited from Smaldino et al (2011: 185). Internet as a source kind of texts makes reading activity variation. As Davies in Adams and Brindley (2007: 65) stated that

technologies can be immensely powerful in helping young people to visualize, explore and express thoughtful ideas about difficult texts.

About the difficulties of using ICT in English instruction, especially in listening class, based on the finding, is the use of audio sound system sometimes makes the students difficult to understand the dialogue, moreover if the speaker is a native. It is important to repeat the dialogue as Scott and Ytreberg (1990: 21) stated when the students start to learn a foreign language, it is going in mainly through their ears and what the students hear is their main source of the language so that it is important to say things clearly and to repeat them. Apart from that, students are very helped with the existing of ICT.

Students' response towards the teachers of using ICT in English instruction based on the findings; they want the teachers to use ICT more often in the class and give various activities used ICT in the class. It is a must, as Schwarz et al. (2009: 131) stated that technology, does not only provide specific additional learning opportunities but it has a central function in the coordination and integration of classroom activities, thus improving the richness, directness and cohesion of educational interactions. Technology also allows for archiving and retrieval functions that facilitate reuse, sharing and exchange of results between teachers and students from different learning groups. Students also want their teachers to be more competent in using the ICT in English instruction.