

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter covers findings of the research. Finding of the research is the result that gathered from observation and interview, which answer the research question, also consist of three point. The first point is the preparation of English teacher to teach English by using ICT. The second point is the process of applying ICT in the class by English teachers. The third point is teacher evaluation on students' progress in English by using ICT. Finding of the Research explained as follows:

#### **A. Finding of the Research**

The finding of the research were presented below as the result of data that gathered from observation and interview with two teachers. The subject selection was two teachers, who teach in class X and XI. Teacher who teach in class X as English teacher (BK) and teacher who teach class XI as English teacher (M). Some students was taken to be interviewed to strengthen the data about the implementation of ICT in the class for teaching English. While students was about 5 students from X IPS 1 and 5 students from XI MIPA 5. The result presented as follows:

##### **1. Teachers Preparation for Teaching English by Using ICT**

The first preparation is syllabus and lesson plan for teaching. All teachers prepare those two procedure before encounter the class. In order to

have good teaching and learning process, it is a must. There are two steps of teaching and learning process as follows:

**a. Preparing Syllabus and Lesson Plan**

Lesson plan and syllabus are the fundamental form of teaching and learning process. Teacher can't teach if they haven't lesson plan in the class before teaching. Because teaching and learning process should be based on the main competence in lesson plan as stated by English teacher (M). This information based on the data gather from interview as follows,

*“Oh ya, tentu, RPP dan silabus harus ready. Karena tanpa itu ndak bisa. Sebelum mengajar harus sudah buat itu. Ketika kita mengajar di dalam kelas, kita harus bawa RPP, kita harus bawa silabus dan bawa RPP pada pembelajaran itu. Karena kita mengajar harus berdasarkan KD yang sesuai, ada silabus, ada RPP, kemudian evaluasi, penilaian dan seterusnya.”*

“Oh ya, of course, lesson plan and syllabus it must be ready. Because without all those, we can't teach. Before teaching we have to make it first. So, when we teach in the class, we have to bring lesson plan, we have to bring syllabus and bring lesson plan for teaching and learning process. Because when we teach, it must be based on the suitable main competence, there are a syllabus, a lesson plan, then evaluation, scoring and etc.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

Moreover, English teacher (BK) also give information about lesson plan that must be prepared before starting the class as follows,

*“Persiapannya, ya rpp, materi, trus LCD laptop, sound system.”*

“The preparation, lesson plan, materials, then LCD, laptop, sound system.” (Interview with English teacher (BK), on Monday, April 16<sup>th</sup> 2018)

From the interview above, it can take the conclusion that the preparation should be done by teacher before encounter the class is by making a syllabus and lesson plan that contain the materials also

procedure for teaching. Because, the teaching and learning process should be based on main competence from lesson plan itself.

#### **b. Preparing ICT Devices and Materials for Teaching.**

Another preparation should be done is about checking all the ICT device before starting the class also the materials. All teachers prepare the ICT as the information gathered from interview.

*“Oke, persiapannya itu lebih kepada saya harus prepare laptop, materi sebelumnya... termasuk ya menggunakan LCD, ada remote, dan audio juga harus ready. Turn on, semuanya yang terkait dengan yang bisa membantu pembelajaran di kelas pada saat itu.”*

“Okay, the preparation is more about I have to prepare laptop, the previous materials... include using LCD, a remote, and audio it must be ready. Turn on, everything that relate which can help teaching and learning process in the class at that time.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

The ICT that facilitate by the school are LCD projector in each class, speaker room, Wi-Fi and language laboratory with all the supported device. Besides that, English teacher (M) usually prepare the materials that would be given to students. She had found the materials, developed materials in a good form so students can easily understand about the materials. For example, if teacher want to give material about report text or narrative text. Teacher prepare the slide contain the text together with the explanation or adding some picture to make the materials more attractive for students and would be shown by power point. As stated by English teacher (M) from interview,

*“Dan itupun bila kita lebih kreatif, kita bisa memberikan gambar-gambar, video, musik dan itu merupakan metode pembelajaran*

*sekaligus, apa namanya, media yang sangat cocok yang bisa kita gunakan dalam belajar bahasa inggris.”*

“And if we could be more creative, we could give some pictures, video, music and all those are a method of teaching, well, a media which suitable that can be used in studying English language.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

Moreover, it could be seen also from the data that gathered from observation. The preparation before starting the class as follows,

*“(10.35) Teacher encounter the class and prepare laptop that connected to LCD projector and speaker room. After all the device was ready to use, teacher start the class.”* (Observation in XI MIPA 5 on Monday, March 26<sup>th</sup> 2018)

Mostly, teacher need to prepare the device such as laptop that must be connected to LCD projector, the speaker that must be turn on and the material that must be prepared before encounter the class, for more detail about the result of observation, see appendix VI,

*“(10.35) The observation held in the class of XI MIPA 5. The teacher using laptop that connected to the LCD projector and using speaker room in order to all the students can listen properly. The material is a music video which taken from the internet (YouTube).”* (Observation in XI MIPA 5 on Monday, March 26<sup>th</sup> 2018)

After all the information gathered above from interview and observation, it can take the conclusion that mostly teacher use the ICT are laptop, speaker, and LCD projector. While the material must be ready and prepared before teacher encounter the class. Teacher usually prepare all the material and properly organized before delivered to students in the class.

## 2. The Implementation of ICT by Teachers to Teach English.

In this digital era, the development of technology bring many advantages for every sector in human life. One of them is the advantages that can get in education sector. Teacher nowadays better to use technology for teaching. Not only for teaching English, as long as the technology can simplify the way of teaching, it's better to use ICT for teaching in every subject. At State Senior High School 1 Ngunut for example, English teacher in this school usually use ICT for teaching English. They also give their opinion about the use of ICT that give many benefit for teacher in teaching as stated from interview conducted with English teacher (M),

“Menurut saya manfaatnya banyak sekali ya? Memudahkan guru untuk mengajar di kelas. Merupakan media yang sangat cocok dan sangat canggih karena kalau kita kesulitan apa saja, itu kalau kita menggunakan ICT mungkin kita bisa mengakses internet itu untuk mencari solusi bahkan menjadi perbendaharaan kata mungkin pengetahuan, untuk menambah pengetahuan terkait materi yang kita sampaikan.”

“In my opinion there are a lot of benefit right? Facilitate teacher to teach in the class. Which is a media that suitable and sophisticated because when we are in difficulty, if we use ICT maybe we can access internet and looking for solution or it may increase our vocabulary or maybe our knowledge, to increase knowledge related with the material that we've been delivered.”  
(Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

Together with the development of technology, indeed State Senior High School 1 Ngunut gave the facilities for teaching in case of technology. Almost all of the class, each class has LCD projector and speaker room to support teaching and learning process based technology (ICT). The Wi-Fi also activated in order to make all the students also teacher can access data from internet for teaching and learning process. Another is language laboratory that

suitable to use, because, the laboratory has completed device, such as, LCD projector and the supported device to operate the laboratory, television and speaker room. Moreover, students are freely to bring smartphone and laptop either for teaching and learning process or for other necessity. The facilities given by the school as stated by English teacher (M) as follows,

*“Disini, free wifi, LCD tiap kelas udah ada, audio juga ada. Terus kemudian aplikasi lain apa yaa, ya seperti ini, kayak ada radio streaming juga gitu. Itu online itu, itu kan online.”*

“In here, free Wi-Fi, LCD in each class, there is also audio. Then, another application, well, like this, a kind of radio streaming like that. That’s online, online isn’t it?” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

With all those facilities provided by the school there is no other reason not using ICT for teaching and learning process. Also the benefit that can get from the use of ICT either for teachers and students or for school.

The benefit for teacher are it can simplify teacher when teaching in the class. It could be simple because teacher can prepare the materials first and made it before it would be delivered to students. In the class, teacher only need to open laptop that connected to LCD projector and all the materials can be seen by students directly in front of the class and time less consume. If teacher still use traditional way, teacher need to write the materials first on whiteboard and then explain. As stated by English teacher (M),

*“Kemudian untuk media-media yang lain terkait penggunaan ICT itu membantu sekali untuk pembelajaran di kelas karena lebih efisien, trus tidak rumit menurut saya dan tidak banyak tenaga yang harus kita gunakan di kelas itu.”*

“Then for media that related with the use of ICT is very helpful for teaching and learning in the class because it is more efficient, then it’s not complex at all and it’s less energy to use in the class.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

It would be different if teacher using ICT, teacher only need to explain and directly clicking the materials from the laptop and all the materials can accepted properly by students. One of students also give opinion about using ICT for teaching and learning process in the class as follows,

*“Mungkin, waktunya cepat, kan gurunya gak nulis gitu kan? Kalau pake papan gitu kan gurunya nulis, kalau pake ICT gitu kan sudah dikerjakan di rumah. Jadi lebih menghemat waktu, gitu kan disekolahan.”*

“Maybe, time less consume, and teacher don’t need to write in the whiteboard isn’t it? Because if using whiteboard, teacher should writing, but if using ICT teacher had prepared the materials before in the house. So, it’s saving more time, in the school” (Interview with students from XI MIPA 5, BCM, on Monday, April 23<sup>rd</sup> 2018)

Another benefit can take also from students was about students being more active in the class and not always depend on their friend. Students can prepared the project before delivered to their friend in front of the class also given to teacher as an assignment. Students can use internet to find the project they want to make. As stated by English teacher (M) as follows,

*“Iya, menambah wawasan, selain menambah wawasan, mereka juga lebih, lebih aktif, tidak hanya sekadar mengandalkan jawaban temannya, ya, mereka harus kerja sendiri, sehingga untuk lebih cepat, lebih cepat mentransfer informasi itu, gitu lhoo.”*

“Right, enlarge students’ knowledge, besides, they just being more active, not only depend on their friend, yes, they have to do the assignment by them self, then it’s faster to transfer the information, like that.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

With all the benefit that can get by teacher and students. There is only one students that give different opinion about using ICT. She told that using ICT or in case of using LCD projector make her eyes being exhausted. The information gathered from interview as follows,

“Karena kalau pake, kan kayak lihat di layar gitu to kak, jadi matanya itu capek, karena ada cahaya nya gitu.”

“Because if using ICT, it just like we have to look at the screen, so my eyes being exhausted, because of the light.” (Interview with students from XI MIPA 5, BCM, on Monday, April 23<sup>rd</sup> 2018)

Nevertheless, the other 4 students give their opinion about using ICT that would be better if teacher using ICT for teaching and learning process. They also give several comment about the use of ICT in the class. There are about the ease of using ICT, being more efficient, time less consume, go along with the development of technology in this digital era, students being more enjoy in accepting new knowledge, easy to understand and so on.

From explanation above, it can take the conclusion that the use of ICT give many benefit for teaching and learning process based on teacher opinion and students opinion. Teacher give opinion for the benefit that it is make teacher easier to deliver English materials. Teacher only need to prepare the materials first at home and directly delivered in the class with the help of LCD projector and by one click everything can be shown to students and students have more knowledge and new knowledge from it. Students also think that ICT give benefit for both teacher and students. Even it is only one student states that using ICT has a lack but another 4 student's agreed that using ICT is useful for teaching and learning process. Lastly, both teacher and students are enjoy in delivering and accepting the knowledge with the help of technology (ICT).

However, besides the benefit that teacher and students can get. There is also a lack of using ICT. But mostly, the lack is only about the electricity



supply. When directly the connection was terminated, teacher have to stop using ICT device and have to get back having manual teaching and learning process. Another obstacle is about the laptop that could be blank or the LCD projector which the position is not fit. There is no other obstacles that really make the teaching and learning process being messy.

Teaching and learning process based ICT can applied in all skill of English. It can be applied in listening, reading, speaking and writing skill. The details are as follows:

**a. Teaching Listening Skill using ICT**

In teaching listening, English teacher (M) usually use only audio/speaker room and listening to the sound. The activity that have been observe for two weeks is listening section and playing a song for teaching and learning process. The preparation is about connecting laptop to LCD and audio speaker. The use of LCD here is to give the lyric because the material song given in the form of video which has lyric in it. The video only shown the lyric and there is an instrument in it but, the instrument can be listen from audio speaker, as the data gathered from observation.

*(10.35) Teacher playing a music video that can be shown in LCD, in video it is only the lyric and the instrument can be listen from speaker room. The song is Perfect by Ed Sheeran. After the video had been played, all the students in the class sing a song together by watching the lyric on the LCD and accompanied by the instrument from speaker room. (Observation in XI MIPA 5 on Monday, March 26<sup>th</sup> 2018)*

Another activity is about completing missing word. Teacher give listening section and when students found the vocabulary it can input the new vocabulary to the missing word form. Moreover, sometimes in

listening skill, teacher use only audio, but sometimes also use visual such as playing music video. There is also another activity in listening which is retelling the story as stated by English teacher (M) from interview,

*“Saya tambahkan ini untuk listening, itu, bisa juga saya, kadang-kadang saya gunakan ketika, ada narrative text, itu, saya putarkan film, film tanpa teks, tetapi mereka mendengarkan dari dialog nya. Setelah itu anak-anak saya suruh cerita berdasarkan gambar itu dan dialog yang disampaikan dalam cerita. Ya, retelling story.”*

“I will adding for listening, it can also, sometimes I use for narrative text, I played a movie, movie without text, but they listening from the dialog. After that, students have to retell the story based on the picture and dialog that have been delivered in the story. Yes, retelling the story.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

From those information gathered by observation and interview. It can take the conclusion that in listening skill, sometimes teacher using only audio, but sometimes using both audio and visual. The audio is for the sound and the visual is for displaying a picture or lyric of the song. The activity could be retelling the story or completing missing word.

#### **b. Teaching Reading Skill using ICT**

In teaching reading, teacher usually use LCD projector to display reading text. Students should read the text or sometimes, teacher underlined the word that would be important and students have to remember those word. As stated by English teacher (M) as follows,

*“Kemudian untuk vocabulary, itu bisa juga saya paparkan disana, ee, menggunakan LCD, beberapa poin reading, disitu ada vocabulary yang harus anak kuasai, harus anak hafalkan, sehingga ketika menemukan teks itu lagi, anak-anak itu bisa ingat dan bisa mengisi mungkin ketika ada tanya jawab, mungkin ada pertanyaan seterusnya terkait isi teks itu, mereka lebih mudah menghafalkan.”*

“Then for vocabulary, it can also explained in there, ee, using LCD, several point in reading, there is several vocabulary that students have to mastery, students have to memorized, so, when they find the text again, students can remember and they can answer when we have a quiz, maybe there is a question and etc related with the content of the text, they are easier to memorized.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

Another activity that usually use by teacher is giving a narrative text and show the text in LCD. Students understanding the text, for example “The Legend of Mount Kelud”. Teacher show the text then students read the text and understand the text. Moreover, teacher not only giving a text, sometimes teacher also gives a movie in reading skill. So, teacher played a movie and students can both watching the movie and read the text dialog underneath, as stated by English teacher (M) as follows,

*“Visual untuk misalkan film gitu. Film berarti mereka disamping mendengarkan dialognya, mungkin bisa membaca ada teks nya dibawah seperti itu.”*

“Visual for example movie. In movie, so, besides listening in the dialog, maybe they can read the text underneath, like that.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

In reading skill, teacher use ICT for showing reading text and students have to memorize the vocabulary in the text. The vocabulary that has to be memorize usually in the form of bold word or coloring word. In order to make the text be more interesting for students and they can easily remember the word. Another activity is watching a movie and students can both listening and reading the dialog text.

### c. Teaching Speaking Skill using ICT

Another skill is speaking. In speaking skill, teacher give a picture and then student have to tell a story based on the picture that shown in the LCD.

Besides that, teacher also give a project for students. The procedure is firstly, teacher give a theme to students. After that, students can find the material from the internet or any other sources that relate with the theme given. Then, they have to make a PowerPoint to be presented in front of the class with their own group. So here, in speaking skill teacher ask students to have presentation. The information gathered from interview as stated by English teacher (M),

*“ICT untuk speaking itu menurut saya begini yaa, presentasi, ya presentasi. Anak-anak disuruh membuat tugas, berkelompok. Mereka presentasi, satu kelompok, satu kelompok. Mungkin dalam satu pertemuan itu ada 3 atau cuma 1 kelompok atau 2 kelompok yang presentasi.”*

“ICT for speaking in my opinion, presentation, yes presentation. Students ask to make an assignment, in group. They did presentation, one group, one group. Maybe in one meeting there are 3 or only 1 group or 2 group which having presentation.”  
(Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

Along with the statement from students says that they have an activity which is doing presentation and the materials have to be shown in the form of power point as stated by one of students from XI MIPA 5 as follows,

*“Speaking biasanya presentation dan ya presentasi itu aja.”*  
“Speaking usually presentation and yes only presentation.”  
(Interview with students from XI MIPA 5, MCA, on Monday, April 23<sup>rd</sup> 2018)

Another information gotten from interview also from students XI MIPA 5 stated as follows:

*“Speaking itu biasanya suruh presentasi ke depan.”*

*“Speaking usually asks to have presentation.”*

(Interview with students from XI MIPA 5, AGRJ, on Monday, April 23<sup>rd</sup> 2018)

In conclusion, the activity could be about giving a picture and students have to speak up based on the picture given. Then, another activity is teacher usually give a theme and asks students to make a power point and the material could be find from the internet or any other sources. At the end, students have to present in front of the class with their own group by the help of LCD projector or speaker if needed. Students have to do presentation.

#### **d. Teaching Writing Skill using ICT**

The last skill is writing skill. In writing skill, teacher ask students to compose a text with the materials given by teacher firstly with the help of ICT also. The ICT used in here is giving a picture and has shown in LCD. So, teacher give a disordered picture and students have to sequence the picture in a proper form. After that, students compose a text based on the picture given. The activity as stated by English teacher (M) from interview as follows,

*“Kalau narrative misalnya,,eee, mungkin kalau media ICT itu kita gunakan media semacam gambar. Anak-anak mengurutkan gambar misalnya ya. Ada gambar tidak urut, kalau narrative ini ya, ini masih narrative. Ya itu ada gambar tidak urut, nah, anak-*

*anak itu nanti mengurutkan gambar itu, cerita itu dalam bentuk tulisan.”*

“Narrative for example, eee, maybe media in ICT that we use is a media such a picture. Students have to order the picture in sequence for example. There is a disordered picture, in narrative okay, still narrative. There is a disordered picture, nah, students then have to order the picture in sequence and the story have to tell in the form of writing.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

Sometimes students need to find out the materials from internet.

So, teacher ask students to search some information from internet to find out the text and then they can write down the materials on their books. As stated by one of students from XI MIPA 5 as follows,

*“Writing itu disuruh mencari report text tentang, ya dari bencana alam gitu kan disuruh menulis, gitu mencari dan menulis.”*

“In writing we have to find report text about, ya from natural disaster and we have to write it, so finding and writing.” (Interview with students from XI MIPA 5, MCA, on Monday, April 23<sup>rd</sup> 2018)

The statement from students also justified by teacher as stated from interview with English teacher (M) as follows,

*“Anak-anak saya berikan materi ini, kalian ketika kesulitan memahami materi, kalian boleh browsing.”*

“I give the material to students, when they found difficulty in understanding materials, students can browsing in the internet.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

From the explanation above, it can take a conclusion that in writing skill, sometimes teacher give the material in the form of picture. The picture can be shown with the help of LCD projector. They have to order the picture into a good and proper story and after that, they have to make a story based on the ordered picture they have already made. Indeed,

students have to make a story in the form of writing. Another activity is by browsing in the internet. Students ask to find out the material from internet and after that, students have to write those material in a book. So, searching and writing.

### **3. The Teachers' Evaluation on Students' Progress in English by Using ICT.**

The evaluation conducted by teachers in order to know students ability in English. In evaluation, teacher not merely using ICT. Teacher also conducted a test by manual in a paper. There are two point on conducting evaluation for each skill. The first point is by having a test. In each skill, teacher give a test to evaluate students' progress in English. Either listening, speaking, reading or writing, each of them has different way to evaluate. The second point is by giving a scoring rubric and each test has also different scoring determination. Teacher has scoring rubric in lesson plan that they could bring when teaching in the class.

In order to know how far students can understand the English material is by doing an evaluation. One of the way to evaluate is by conducting a test. The test have two part, direct test and indirect test. Teacher use both direct and indirect test and will be explained in the following description. The description of evaluation in each skill are presented as follows,

### **a. Evaluation in Listening skill.**

In listening skill, the test more about using audio. Teacher give a material in the form of audio and students have to listen it. It also using ICT for a test as stated by English teacher (M) from interview,

“Kalau listening itu lebih kepada ke audio, bisa juga gambar tadi.”

“In listening it’s more about using audio, it can also using a picture” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

The rubric evaluation made by English teacher are how many vocab students can memorize.

### **b. Evaluation in Reading skill.**

In evaluating reading skill, teacher give a question in the form of slide (power point). Teacher showed the question on LCD projector and give a time in each question. So, students give 2 minutes and they have to answer question and after 2 minutes the question would be disappear and change into another question. The information as stated form interview as follows,

“Anak-anak saya berikan teks dalam paper, tapi kadang teks itu saya tulis saya tayangkan lewat LCD. Jadi time nya, mungkin durasi, satu ada pertanyaan ini, option nya ini, saya kasih waktu mungkin satu atau tiga atau dua menit, maksimal itu selesai, jadi sret hapus, trus jadi slide gitu.”

“I give a text in a paper, but sometimes the text have to be shown through LCD. So, the time, maybe duration, there is one question, and the option, I give a time maybe one or three or two minutes, that’s the maximum students have done to answer, after that it would be deleted, and being another slide.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)



This trick also give benefit for teacher because students being more confident to answer the question by themselves without trying to find the answer by asking to their friend. Because the limited time, if students are not quickly answer, the question would be disappear soon. In reading skill, the evaluation only correct answer and wrong answer.

**c. Evaluation in Speaking skill.**

In evaluating speaking skill, the test is students have to make presentation and using power point to present student work. The theme that students have to find out before presented in front of the class was determined by teacher. Students can easily find the material from internet and make it into good form of power point to be presented with their own group and in front of the class. The rubric evaluation made by English teacher are accuracy, fluency, intonation and performance.

**d. Evaluation in Writing skill.**

In evaluating writing skill, teacher ask students to browse the material from internet. Then, they have to make their own work of writing project based on the theme given and the information gotten from the internet. The rubric evaluation are diction, vocabulary, writing concept and text structure.

Basically the form of each scoring rubric that gotten from lesson plan has a display as follows:

Kriteria	<u>Deskripsi</u>	<u>Perolehan skor</u>
Ide penulisan	5 = ide sangat tepat sesuai dengan genre ide dikembangkan dengan <u>tepat</u> dan terarah 4 = ide tepat sesuai genre ide dikembangkan dengan tepat tetapi belum terarah 3 = ide tepat tetapi genre kurang tepat dan ide belum dikembangkan secara terarah 2 = ide kurang tepat, genre kurang sesuai dan ide kurang dikembangkan secara terarah 1 = ide tidak sesuai, genre belum tepat dan ide belum dikembangkan secara terarah	
Organisasi/ struktur texts dan Isi	5 = teks sangat tepat sesuai dengan genre 4 = teks tepat sesuai genre 3 = teks tepat tetapi belum sesuai genre 2 = teks kurang tepat dan belum sesuai genre 1 = teks tidak tepat dan belum sesuai genre	

Table 4.1 : Scoring Rubric for Writing Evaluation

The scoring rubric above used for give a score in writing skill. It consist of writing concept and text structure. There are several point that teacher have to evaluate students ability in making a text. In line with the information gathered from interview with English teacher (M) as follows,

*“Itu ada, ada beberapa nilai, item yang harus dipenuhi oleh siswa. Misalnya kategori speaking. Sangat mampu dalam menyampaikan cerita dengan jelas, pronounciationnya sangat bagus dan sangat sangat sangat gitu, jadi itu nilai poin nya 5. Mungkin di bawahnya lagi, baik-4. Cukup-3, 2-kurang. Ini, tetapi, nah jadi ada item-item yang setiap skill itu ada nilainya. Ada bobotnya dan ada penjelasannya, seperti itu. Jadi, ada form nya penilaian itu.”*

“There is a score, item that have to be fulfilled by students. For example, in speaking. Capable to deliver the story clearly, pronunciation is good and very much good, so, the point is 5. Maybe, under those score, good-4, middle-3, 2-lack. So, all the items in each skill has a score. Has a value and

an explanation, like that. So, there is a form of scoring.” (Interview with English teacher (M), on Monday, April 23<sup>rd</sup> 2018)

The information above give a brief explanation about how teacher give a score to students. For further information about the scoring rubric, see appendix V. It can take a conclusion from the explanation above that teacher use direct and indirect test. The direct test can be seen from the previous explanation that teacher ask students to make presentation. Presentation is the authentic test, it is not merely about presenting the ideas through the use of ICT, students also need to have critical thinking in making the power point, also about the writing ideas, student have to prepare the material well before delivered in front of the class.

The indirect test was done by giving such a multiple choice. Students have to answer the question in order to get the score. While teacher give the multiple choice in order to know the students ability by looking at their score.

All those teaching and learning English by using ICT at State Senior High School 1 Ngunut are presented as follows:

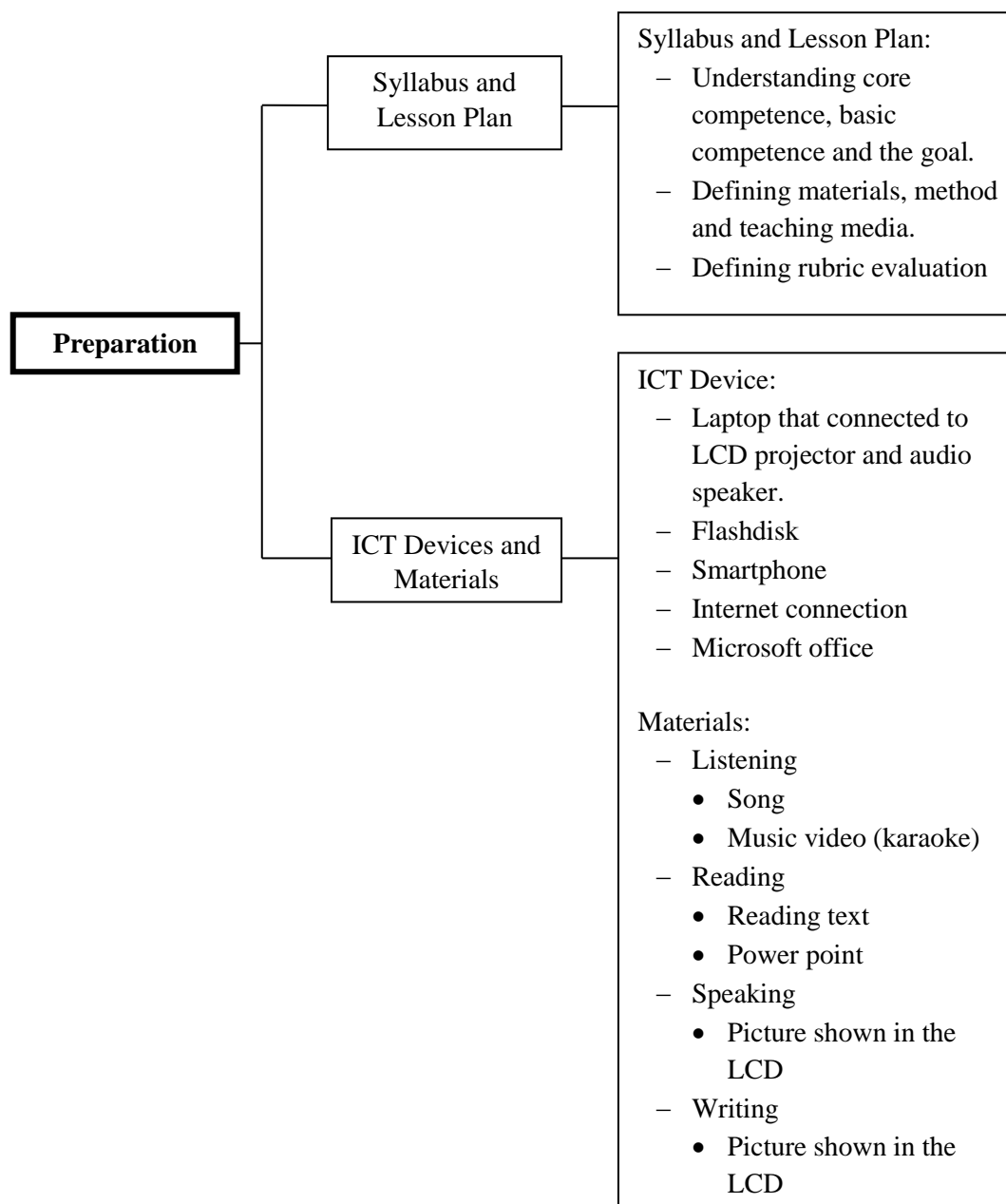


Figure 4.1 : Preparation of Teaching English by using ICT

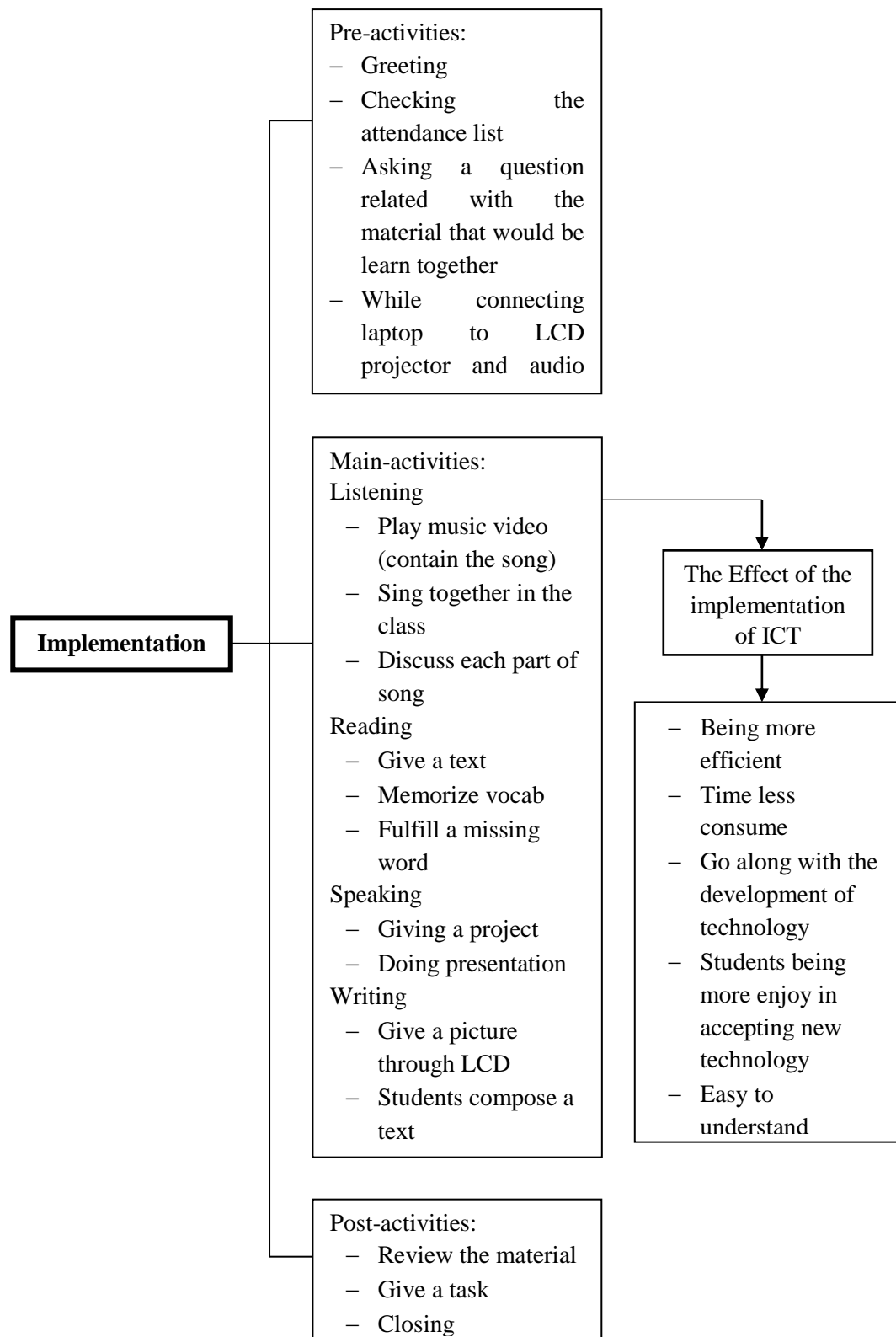


Figure 4.2 : Implementation of Teaching English by using ICT

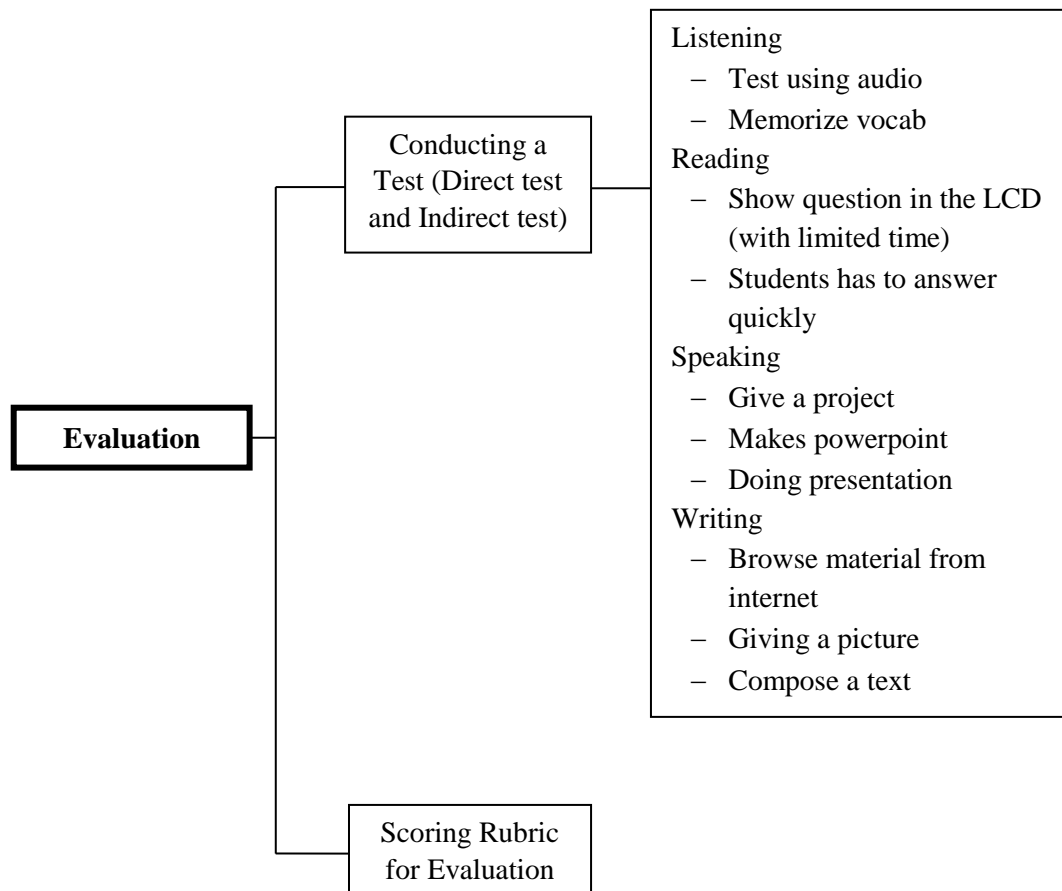


Figure 4.3 : Evaluation on students' progress by using ICT