

## **CHAPTER V**

### **DISCUSSION**

In this chapter the researcher presents the discussion of the study. The point that will be discussed here is the teacher preparation on syllabus and lesson plan in teaching English using ICT, the teacher preparation on ICT devices and materials for teaching, implementation of ICT in teaching English for each skill and evaluating students' progress by using ICT.

#### **A. Teacher Preparation on Syllabus and Lesson Plan in Teaching English Using ICT.**

Preparing syllabus and lesson plan before encounter the class is a must. Teacher should have those two procedures in order to have a good teaching and learning process. Because syllabus contains all the preparation that teacher can directly applied in lesson plan and being the fundamental form in teaching. Lesson plan consisting of main competence, basic competence, the goal, indicator of achieving competence, the material that given to students, the procedures in teaching and learning process, and the last is about scoring to evaluate students' progress.

According to Harmer (2007: 367) Syllabus not merely an understanding of how language items interlock and on the kind of topics and tasks which can follow each other in effective sequences, but also on perceptions of the needs and wants of the students. Based on that statement, teacher can apply ICT in order to make students being more capable of facing this digital era. The needs

of ICT in teaching and learning process is valuable. Students also being more fun and attractive in learning English as stated by several students that had been interviewed. Teacher have to know the students' needs and that's how syllabus made to support the students' quality in English language learning.

Another is about lesson plan, as stated by Harmer (2007: 367) lesson plans are based both on teacher own ideas about what will be appropriate and on what the syllabus teacher are working towards expects us to do. The lesson plan made by teacher and based on the syllabus made before. As the fundamental part of teaching and learning process. Lesson plan made by teacher based on the students' needs and the appropriate material that must be learned together in the class. Teacher in State Senior High School 1 Ngunut stated that syllabus and lesson plan being the most fundamental point because in teaching they have to point at the main competence. So, teacher made the syllabus and lesson plan as the preparation in teaching English using ICT.

### **B. Teacher Preparation on ICT Devices and Materials for Teaching**

Another preparation teacher should be done is by preparing the ICT device and materials related with the use of ICT. Before started the class, teacher preparing ICT in order to facilitate them to teach English based-ICT. After preparing syllabus and lesson plan. Another preparation in making a material for teaching. The material can be in many form depend on the English skill (listening, speaking, reading, and writing) and the point that teacher want to teach to students. For example, writing skill. Teacher will

make the material firstly in the form of power point in order to make the student get easier to understand the means of lesson.

Teacher give report text in the form of power point and displayed in front of the class that teacher could directly explain to all students. Students should listen carefully and for the last point is students have to make the same product as teacher did. The material are easily understood with the help of picture or video, perhaps. Teacher can made the power point material being more attractive and make the students feel no ambiguous in understanding the materials. In making the material, it is about teacher creativity to make the material being more interesting for students but it doesn't omit the goal of teaching.

As stated by Adams and Brindley (2007: 11) that if ICT is used as a basis for interesting meaningful and communicative activities, it can effectively stimulate children's skills in using both spoken and written language. When teacher being more creative making a materials to be delivered to students. Therefore, the students can increasing their quality of spoken and written, also about understanding the text or listen to the English language in well.

Another point is the preparation in ICT device. Before teaching and learning process is started. Teacher preparing ICT devices in the class. The preparation is more about the laptop that connected to LCD projector, audio speaker that must be active, smartphone if needed, flash disk for storage room and internet connection if needed. To make is short, teacher connecting all the

ICT devices while giving some question related with the material that would be delivered.

The procedures is simple, teacher connecting all the ICT device while giving some question to students related with the material that would be delivered. After all the ICT device was ready to use, teacher start to check attendance list and ask for the previous material if students still remember or not. After that, teacher can directly delivering the material to students and the way teacher deliver the material to student is by using ICT, such as laptop that displaying the material from LCD projector.

Teacher usually use only laptop, LCD projector, and audio speaker for teaching. Sometimes, also give a task for students to browse, so, students need their smartphone and internet connection (Wi-Fi). Moreover, teacher at this century being more capable to operate ICT. Because, as stated by Abbot (2001: 11) that the ICT becoming less related to the word-based text and is now essentially multimedia, involving sound, pictures, and the moving image. Thus, teacher also use a picture inserted to the power point or a video for making students being more interest.

### **C. Implementation of ICT in Teaching English for Each Skill**

In teaching and learning process at State Senior High School 1 Ngunut using curriculum 2013. It can be seen from the observation taken that students being more active to ask to the teacher about the materials they still don't understand yet. Besides, they not only have to be more active, they also must

have a creativity in making some project given by their teacher. As the aim of the 2013 Curriculum that cited by Hasan' (2013), *“To prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the betterment of social, national, and political lives and humanity.”*

In order to achieve the aims of curriculum 2013, teacher not merely using traditional ways of teaching. Teacher have to make a differences in the way they teach. As teacher of State Senior High School 1 Ngunut implement ICT for teaching. Either facing this digital world, or giving some new ways of teaching. As stated by Harmer (2007: 133), that most students want to be able to understand what people saying to them in English, either face-to-face, on TV or on the radio, in theaters and cinemas, or on tape, CDs or other recorded media, and anything teachers can do to make that easier will be useful for them. Therefore, teachers demand to be creative in giving a materials for students.

One of the thing to make different way of teaching is by giving a students the media that give a good stimulation and make students be more interest in accepting English materials.

The first is in giving a materials for listening skill. In listening skill, teacher give a materials about song. Teacher give song and sing together in the class, besides giving an explanation about a part of song as a knowledge for students. Students also being more interest in singing together, because it just

more relax doing such an activity. As stated by Gordon (2007: 181), that 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. The ICT used in teaching listening is laptop that connected to LCD, audio speaker and music video (from YouTube).

In reading skill, teacher give a picture and shown to all students in the class. Then, students have to memorize some vocabulary. Because, student then will be given a task name a missing word. The ICT device used is laptop that connected to LCD projector and a power point to show a picture (or can be directly displaying the picture without inserted in power point).

In speaking skill, teacher give a project for students. The project is by giving a students a theme. Then, students have to find out the related material about the theme given. After that, students have to make a power point contains all the point from the source they had already found before. They have to present the work project in front of the class with their group. In each meeting, students have an opportunity to present their idea for one or two group. After presenting, teacher can also give opinion about the presentation also all the students in the class can ask if some of them still don't understand yet. The ICT device used is laptop that connected to LCD projector, power point, and video (if needed).

The last is writing skill. The differences between picture given in reading skill and writing skill is, if in writing skill, after teacher gives a material (picture), students have to compose a text. Students have to make their own

work based on the picture given. The ICT device used is laptop that connected to LCD and a power point.

In teaching English, smartphone can be used in some situation. Teacher give a permit to use smartphone but only for finding a material for their work. It is forbidden if they use smartphone for another activity. So, teacher not merely using all those ICT devices such a laptop, LCD projector and audio speaker. But also, using smartphone for adding the way students gain knowledge.

#### **D. Evaluating Students' Progress by Using ICT**

According to Arends (2008: 217) evaluation is the process of judgement to determine the advantages of using a certain approach or the result of students work. Therefore, teacher have to make an evaluation in order to know how effective teaching and learning process and also to know the student comprehension in learning, especially English.

The evaluation did by teacher at State Senior High School 1 Ngunut is by giving a test. The test divided into two point, direct test and indirect test.

In listening skill, teacher give an audio (listening section) and students have to memorize several vocab to enrich and to know whether students being more able to understand the spoken text or not.

In reading skill, teacher give a test by giving a question showing on LCD. In here, teacher give a question with limited time. The question has a duration, because, after 2 or 3 minutes, the question will be disappear and change into

another slide or another question. This trick is very useful and great. By using this trick, student being more responsible on their own score and teacher know that by doing this test. Students are getting the score by their own struggle. Because, students can't ask to their friends. There is no time for cheating.

In speaking skill, teacher use presentation to measure students' ability in speaking. It's called as authentic assessment. The direct test here is to know whether students has good critical thinking, about the material they had presented and students ability in speaking.

The last is in writing skill, teacher ask students to browse material from internet and students have to compose a text based on that. Another activity is teacher give a picture and displayed on the LCD projector and after that students have to compose a text based on the picture given.

Relying on all those way of evaluation it can take a conclusion that teacher give an evaluation by conducting a test has two point, direct test and indirect test. Direct test is by asking students to make a presentation and present the project in front of the class with their group. While indirect test is by giving a multiple choice test.