

**THE UTILIZATION OF INFORMATION AND COMMUNICATION  
TECHNOLOGY (ICT) IN ENGLISH SUBJECT AND  
THE AFFECTING FACTORS AT SMAN  
UNGGUL ACEH TIMUR**

**THESIS**

**Submitted by :**

**MASNUR**

**The Student of English Departement  
Tarbiyah Faculty  
Student No : 1042011182**



**FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)  
ZAWIYAH COT KALA LANGSA  
2015 M / 1437 H**

## MOTTO

وَسِعَها إِلَّا نَفْسًا اللَّهُ يَكْفُلُ لَا

(Q.S Al-Baqarah : 286)

“Allah does not impose anyone beyond his capacity.”

(Q.S Al-Baqarah : 286)

“If you want something you’ve never had, you must willing to do something  
you’ve never done.”

(Thomas Jefferson)

**“LET’S WORK AND LEARN”**

## THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : MASNUR  
Student Number : 1042011182  
Faculty : Tarbiyah and Teachers Training  
Department : English Language Education  
Address : Jln. Medan-Banda Aceh Desa Tanjung Genteng  
Dusun Alur Selamat Blok 26 Kec. Kejuruan Muda  
Kab. Aceh Tamiang NAD 24477

Certify that this thesis, under title “THE UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ENGLISH SUBJECT AND THE AFFECTING FACTORS AT SMAN UNGGUL ACEH TIMUR” is definitely my own work. I am completely responsible for the content of this thesis. Other Writer’s opinion or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Langsa, December 04<sup>th</sup>2015

The Writer,

MASNUR

Student No. : 1042011182

**STATEMENT OF APPROVAL**  
**THE UTILIZATION OF INFORMATION AND COMMUNICATION**  
**TECHNOLOGY (ICT) IN ENGLISH SUBJECT AND**  
**THE AFFECTING FACTORS AT SMAN**  
**UNGGUL ACEH TIMUR**

**Submitted to the Faculty of Tarbiyah and Teachers Training IAIN Zawiya  
Cot Kala Langsa as a partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in English Education Department.**

**By:**

**MASNUR**

**1042011182**

**English Education Department**

**Approved by**

**Main Advisor,**

**Co. advisor,**

**Nina Afrida, M.Pd  
NIP. 19840501 201101 2 015**

**Rita Mahriza, MS  
NIP. 19840117 201101 2 008**

**STATEMENT OF CERTIFICATION**  
**THE UTILIZATION OF INFORMATION AND COMMUNICATION**  
**TECHNOLOGY (ICT) IN ENGLISH SUBJECT AND**  
**THE AFFECTING FACTORS AT SMAN**  
**UNGGUL ACEH TIMUR**

By:

**MASNUR**

**1042011182**

has been defended in Sidang Munaqasyah before the Council of Thesis Examiners and has been accepted as a partial Fulfillment for Sarjana Pendidikan (S.Pd) in English Education Departement of Faculty of Tarbiyah and Teachers Training, on:

Friday, December 04<sup>th</sup>, 2015 M  
22 Safar 1437 H

Approved by

Chairman,

Secretary,

**Yasser Amri, MA**  
NIP. 19760823 200901 1 007

**Rita Mahriza, MS**  
NIP. 19840117 201101 2 008

Examiner I,

Examiner II,

**Muhaini, MA**  
NIP. 19680616 199905 1 002

**Drs. H. Junaidi, MEd.MA**  
NIP. 19691231200901 1 038

Certified by:  
The Dean of Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa

**Dr. Ahmad Fauzi. M.Ag**  
NIP 19570501 198512 1 001

## ACKNOWLEDGMENT



The first of all, the writer would like to express his praises and thanks to almighty Allah SWT who has given health, blessing, guidance, and inspiration to the writer in finishing this thesis under title Utilization of ICT in English Subject and The Affecting Factors at SMA Unggul Aceh Timur. Peace and invocation to Allah's Messenger, Muhammad SAW. Through the long way and hard effort the writer can finish it on time.

This thesis is submitted to the Faculty of Tarbiyah and Teachers Training IAIN Zawiyah Cot Kala Langsa as a partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Departement.

The writer realizes that he cannot complete this thesis without the guidance, advice, suggestion, support, and encouragement for many people during the writting on thesis. In occasion, the writer would like to thank to:

1. Dr. H. Zulkarnaini Abdullah, M.A As the Rector of IAIN Zawiyah Cot Kala Langsa.
2. Dr. Ahmad Fauzi, M.A As the Dean of Tarbiyah Faculty.
3. Zulfitri, M.A As the Head of English Departement.
4. Nina Afrida, M.Pd As the first advisor.
5. Rita Mahriza, M.S As the Co advisor.

6. The lectures of English Departement of Tarbiyah Faculty IAIN Zawiyah Cot Kala Langsa that have delivered knowledge and experince to the writer.
7. Nurdin, S.Pd, M,A As the Headmaster of SMAN Unggul Aceh Timur.
8. Muhasir, M.A as the Curriculum's Head of SMAN Unggul Aceh Timur.
9. The teachers of SMAN Unggul Aceh Timur. Special thanks to Mrs. Audi and Mrs. Pilla As the respondent of the research.
10. My beloved parents, Ponimin R and Wasinah and all of my brother and sisters.
11. All of researcher's friends at English Departement of Tarbiyah Faculty IAIN Zawiyah Cot Kala Langsa, thanks for the good cooperationand best help.

Finally, the writer realizes thatthis thesis is still less perfect. The writer hopes any suggestion and critisim to make it perfect. The writer hopes this thesis can be useful for the improvement of English teaching-learning, especially for the writer himself and for the readers in general.

Langsa, December 04<sup>th</sup> 2015

The Writer

MASNUR  
Student No:1042011182

## TABLE OF CONTENTS

	<b>Page</b>
<b>MOTTO .....</b>	<b>ii</b>
<b>THESIS PROJECT STATEMENT .....</b>	<b>iii</b>
<b>STATEMENT OF APPROVAL .....</b>	<b>iv</b>
<b>STATEMENT OF CERTIFICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGMENT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>CHAPTER I : INTRODUCTION .....</b>	<b>1</b>
A. Background of The Study.....	1
B. Research Question .....	4
C. Purpose of The Study.....	4
D. Benefit of The Study.....	4
E. Terminology .....	5
<b>CHAPTER II : LITERATURE REVIEW.....</b>	<b>7</b>
A. Definiton of ICT .....	7
B. Category of ICT.....	7
C. The Important of ICT .....	8
D. Benefit and Impact of ICT .....	11
E. ICT as an automat, a tool, an arena and a medium .....	15
F. The Role of ICT .....	16
G. ICT in Classrom .....	18
H. ICT in Teaching English.....	21
I. Factors Affecting the Utilization of ICT .....	24
<b>CHAPTER III : RESEARCH METHODOLOGY.....</b>	<b>26</b>
A. Place of The Research.....	26
B. Timeof The Research.....	27
C. Approach and Kind.....	27
D. Population and Sampling .....	29



E. Data Collecting.....	31
F. Data Analysis .....	33
<b>CHAPTER IV : FINDING AND DISCUSSION.....</b>	<b>35</b>
A. Finding .....	35
B. Discussion .....	57
<b>CHAPTER V: CONCLUSSION AND SUGGESTION .....</b>	<b>61</b>
A. Conclusion .....	61
B. Susggestion.....	61
<b>BIBLIOGRAPHY .....</b>	<b>63</b>
<b>BIOGRAPHY</b>	
<b>APPENDIXES</b>	

## ABSTRACT

The thesis entitle: *“The Utilization of Information and Communication Technology (ICT) in English Subject and The Affecting Factors at SMAN Unggul Aceh Timur.”*

This study is aimed to investigate the utilization of ICT in English subject and affecting factors. This study was conducted at SMAN Unggul Aceh Timur as long as four months. In conducting this research the writer took all the English teachers as population and respondent. The technique of sampling used Purposive Sampling. In finishing this study the researcher used three techniques, they were; Observation, Interview, and documentation. And this research used domain analysis, taxonomix analysis, componental analysis, and theme analysis. The result of research, the teachers had similarity and different experience. They utilized ICT based on the material, the teachers felt happy when utilizing ICT because they thought that it easified them to present the material and made the class became activeand interesting. The Students’ responses were they felt not bored. The teachers had difficulty when utilizing ICT, when the electric was off they couldn’t do anything beacause all the materials were saved in the laptop. Sometime the teachers commanded the students to hand on the task manually or by Internet. And they said that the ICT is really hopeful for their class. And there were some factors affected the utilization of ICT in English subject, training, preparation, suitability, ICT laboratorium, and Internet access. Finally the writer suggests that the integration between ICT and English subject should be planned maximally and thoroughly in orther that the best result can be felt by all teachers and students. In addition, the teachers should give the monitoring to the students who utilizing ICT in English subject.

**Key words:** ICT, English Subject, Affecting Factors

# CHAPTER I

## INTRODUCTION

### A. **Background of The Study**

Information and Communication Technology (ICT) is a primary current requirement for everyone. The people's life can not be separated from ICT because of three factors there are; global age, information and communication age, and technology age. The Global age requires the people to interact each other without distinguish gender, tribe, religion, region, country, and continent. All of the people who want to communicate with another people are allowed without existence of space time. The information and communication age propels the people to give and accept the information each other. Every people have the right to update the news and informations. The ICT covers PC, Digital Radio, Note Book, Tablet, Smart Phone, and Mobile.

By utilizing ICT, the people can search and exchange information quickly, accurately, aquilibrately, relevantly, and deeply. It is able to present, display, and process data easily, clearly, and attractively in everyday. The attendance of ICT is something that can not be rejected rightnow. It is keep develop since the computer has discovered in 18<sup>th</sup> Centuries. The attendance of ICT is really help the people to do the work. This case, according to principle of the creation of technology, it is to abridge the people's activity.

The utilization of ICT is not only at home but also in the schools. The development of the technology in education field is often utilized with every subject, especially in the language class. The utilization of ICT in English subject is not only as a tool and media of learning but also as a skill supporting, such as the integration of technology; computer and a kind of digital radio/tape in the language laboratory. The Integration of technology has function to maximize the student's ability in learning English and the teacher's qualification. It is the important reason why ICT should be utilized in the schools.

Although the ICT is really important to be utilized, unfortunately there are several school that unrealized to do that. There are many factors. Among thereis policy for students, a prohibition to bring ICT at school (such as mobile and Notebook / Laptop) and some teachers still teach without utilizing ICT, there are two factors affecting it, they are; the school has not tool and media related to ICT and the teacher has not adept in the utilization of ICT itself.

English subject is one of the important subject in Indonesia curriculum. The English subject plays the significant role for the progress of Indonesia to get the Indonesian glory. This case is proved from the minister of education and the culture gives the policy for every school to learn English.

Why English? Alwasilah states that English should be part of curriculum, because it is a supporting of development of Indonesian

generation. How can they communicate widely without supported the excellent International language prosperity? Meanwhile Tollefson added that if we want to access the knowledge and technology so unlikely we should have understanding about the English use.<sup>1</sup>

According to the theories above, English as the international language, has big influence in educating the Indonesian people. The English is the key for Indonesian to compete in global age and answer the challenge of the ICT age. In the global and ICT age, the people in the world have been racing in develop knowledge and create the technologies as media or dig the new invention. Where all of them is poured forth in English and integrated with the ICT. It is expected able to add, improve, and develop the knowledge and skills of teachers and students. And can create an positive English learning environment. And create a learning environment that creative, effective, and efficient for students.

The reseacher hissself feels difficult to utilize the ICT in English subject in the class when PPL. Based on the experience there are several factors affecting the utilization of ICT in English subject so that the utilization of ICT be successful or unsuccessful. Therefore, the writer wants to make a research entitled **“Utilization of Information and Communication Technology (ICT) in English Subject and The Affecting Factors at SMA Unggul Aceh Timur.”**

---

<sup>1</sup>Fahrawaty, “Bahasa Inggris dan Pengaruhnya Terhadap Kurikulum Pendidikan di Indonesia,” February 27, 2014, <http://makassar.tribunnews.com/2014/02/19/pengaruh-bahasa-inggris-terhadap-kurikulum-pendidikan?page=2> (accessed May 25, 2015).

**B. Research Question**

Based on the background above, the writer states the question as follow:

1. How does teacher's role utilize ICT in English subject at SMA Unggul Aceh Timur?
2. What are the factors affecting the utilization of ICT in English subject at SMA Unggul Aceh Timur?

**C. Purpose of The Study**

The prominent purpose of this thesis are:

1. To investigate the utilization of ICT in English subject at SMA Unggul Aceh Timur.
2. To investigate the factors affecting the utilization of ICT in English subject at SMA Unggul Aceh Timur.

**D. Significance of The Study**

The significance of this thesis are:

1. General: The result of this study is to describe the utilization of ICT in English subject and the affecting factors at SMA Unggul Aceh Timur.
2. For teacher and school: The result of this study is to make the teacher and the side of school be aware that ICT is pedagogic device to set aside

positive English learning environment and keep improve the utilization of ICT in the class (teaching and learning).

3. For researcher: The result of this study is to find out the utilization of ICT in English subject and the affecting factors at SMA Unggul Aceh Timur.

## **E. Terminology**

### **1. Utilization**

Utilization based on Oxford Advance Learner's dictionary is "make practical and effective use of".<sup>2</sup> And based on etymology in Advanced English Dictionary is consist of two words they are utilize and -ation. It means "to put to use, especially to make profitable or effective use of".<sup>3</sup> And Based on online dictionary it means " a fancy way of saying "use."<sup>4</sup> In this research the using of "utilization" word aimed to find out the effective use of ICT in the English subject

### **2. ICT**

Information and Communication Technology is a technology that utilized to proces data, find out, arrange, save, and manipulate data in avariety of way to get the qualited, relevan, precise, and appropriate data, that utilized to personal need, bussines, and administration which is strategic

---

<sup>2</sup>Oxford, "Definition of Utilization," British & World English, August 18, 2015 <http://www.oxforddictionaries.com/definition/english/utilize>(accessed August 18, 2015).

<sup>3</sup>Farlex, "Definition of Utilization," The Free dictionary, August 18, 2015 <http://www.thefreedictionary.com/utilization> (accessed August 18, 2015).

<sup>4</sup>Vocabulary, "Definition of Utilization," August 18, 2015, [shhttp://www.Vocabulary.com/utilization](http://www.Vocabulary.com/utilization) (accessed August, 18, 2015).

to get decision. This is needs computer according to equipment. The technology is needed to share and can be accessed the data globally.<sup>5</sup> In this research the ICT is included of internet, computer, laptop/notebook, radio, tape, television, smartphone, tablet, mobile, and a supporting tool of technology used in the English subject.

---

<sup>5</sup>M-Edukasi, "Definition of ICT," Pengertian Teknologi Informasi dan Komunikasi dalam pendidikan, January 31, 2013, <http://www.m-edukasi.web.id/2013/01/pengertian-teknologi-informasi-dan.html> (accessed May 20, 2015).



## CHAPTER II

### THEORITICAL REVIEW

#### A. Definiton of ICT

Technology means development and application of a variety of equipment or system to solve problems. And Information can be interpreted as spesific news and purpose. Everyday all the people sent the message each other it means that they are using ICT. Teh people have experience and knowledge that always be shared with others. Communication comes from Greece, *communicare*. It means share or inform the news, message, information, purpose, and feel to others. From the explanation, ICT means the procedure, or system utilized by people to inform the message.

From the explanation above can be summarized that the utilization of the computer as a tool for processing, presenting, managing the data and the information based on communication's equipment. There are two principal components In ICT namely; computer and communication's equipment.<sup>6</sup>

#### B. Categories of ICT

There are three categories of ICT namely, input source, output source, and others roomates. Input source is comprises with visualiser, document cameras, student response system, PC, software of application, slate/tablet,

---

<sup>6</sup>Maryono and B. Patmi Istiana, *Teknologi Informasi & Komunikasi*, (Ciawi-Bogor: Quadra, 2008), 3.

smartphone. Output source is comprises with projectors, interactive whiteboard, and display: monitor, TV, radio, and etc. Others roomates is comprise with digital cameras, digital recorders, switchers, and other technology.<sup>7</sup>

### **C. The Important of ICT**

There are so many theories and statements show that the utilization of ICT helps the teachers and students in the English teaching and learning process for understanding and increasing the material and skills. Estling Vannestal said “There are several benefits of using ICT in the language classroom. First of all, ICT helps to create more variation in the classroom, which might lead to increased motivation in the pupils and thus better conditions to learn the target language. What is more, the Internet is full of free of charge authentic and up-to-date material that language teachers can use in their teaching. Also, the Internet provides the opportunity for students from all over the world to interact with each other; this could be done through emails, online calls or in a chat room. Regardless of what the means of communication chosen, ICT is likely to help develop the understanding of other cultures in the pupils that participate. The use of ICT also gives the pupils an opportunity to write for others rather than only for their teacher or peers. If their production is posted on a blog, it has the potential to be read

---

<sup>7</sup>Elmoglobal, “What is ICT in Education?” Let’s Clarify The Meaning of ICT in Education, November 11, 2014 , <http://www.elmoglobal.com/en/html/ict/01.aspx> (accessed November 11, 2014).

by a large audience, and this could help assure that the pupils put more effort into their work. furthermore states that ICT can help adapt the teaching to the individual level of the pupil. The Pupils who achieve well can receive more advanced tasks while pupils who underachieve can benefit from work more suitable to their level. Also, the pupils with learning disabilities can greatly benefit from the use of ICT. There are a great number of computer resources produced especially with such pupils in mind, for instance texts with an easier language or more images and colours.”<sup>8</sup>

Muehleisen said that “The Internet has the potential to provide a new learning environment that has rich digital textual, graphic, audio, video and other interactive features for the language learning approach as well as for culture. These are the reasons for using the Internet in the English classroom are as follow of learning to use computers provides a strong intrinsic motivation for learning English, the Internet places English in an international context, Internet projects are interactive, and facilities for using the Internet are often readily available.”<sup>9</sup>

He added that “English teacher need ICT to innovate and earn the new hot ideas for teaching English. The utilization of ICT and the device actually have been utilizing after 18<sup>th</sup> century. It is really potential to build the good

---

<sup>8</sup>Alfrida Amell, “The Use of ICT in The Teaching Of English Grammar: The Views and Experience of Six teachers of English in Sweden”, (May 2012), 7-8.

<sup>9</sup>Young. “Integrating ICT into second language education in a vocational high school,” *Journal of Computer Assisted Learning*, (2003), 448.

atmosphere of teaching and learning English. There are several reasons why ICT must be utilized in the English class; firstly, it gives the spirit for students. Secondly, ICT is the global place to learn English. Thirdly IWBs is really interactive media. lastly, the device of ICT is suitable to be utilized in the communication's age. And it is really easy to be utilized.

The European Union states that all citizens need digital competence, and that connotes interalia to have knowledge of how ICT works, and to be able to use it both at work and at home. It is no longer a question if schools should teach digital competence, but rather how? Digital competence should not be taught as a subject on its own, rather, to be successful, it should permeate all school subjects. Nowadays there are computers in almost every home and the schools need to teach its pupils how ICT can help the learning process.<sup>10</sup>

According to Murphy and Greenwood, ICT can be used to present information in new ways which help students understand more readily. It can give students the power to try different ideas and instill confidence in learners so that they are able to challenge themselves. Besides it, ICT is also able to save money and time, which can eventually improve the use of the teacher's time. Therefore, teachers who are the designers of lessons should know the advantages of using ICT and play their role in integrating ICT into their daily English language classroom.<sup>11</sup>

---

<sup>10</sup>Amell...7-8

<sup>11</sup>Arumugam Raman and Abdul Halim Mohamed, "Issues of ICT Usage among Malaysian Secondary School English Teacher," *Canadian Center of Science and Education* 6. No. 9 (August 2013), 76.

Based on the theories and statements above, the utilization of ICT in English teaching and learning helps the teachers for preparing and presenting materials as well and it helps the students to understand the knowledge and increase their skills. And the ICT in the classroom makes the class become active, creative, and innovative.

#### **D. Benefit and Impact of ICT**

##### **a. Benefit**

Based on the theories and statements above there are so many benefits of utilizing of ICT they are:

##### **1. Providing Entertainment and Developing Hobby**

Basically, the ICT is created as media of entertainment, such as a game, music, and movie. When we feel tired and bored with our daily routines like study too much, we utilize ICT to make our body be relaxe, enjoy, and not be stress. We utilize ICT to develop our hobby, such as create a song, make a short movie, and animation.

##### **2. Helping Lesson**

The ICT helps the students to learn generic learning contexts, especially for English.<sup>12</sup> Therefore, there are many equipment/tool of ICT created to increase motivation of student. And many ICT program created to help students to learn easier. Such as, electronic dictionary and a program designed for students for TOEFL test.

---

<sup>12</sup>David Barr, *ICT-Integrating Computers in Teaching*, (Bern: Peter Lang AG, 2004), 38.

### 3. Managing Personal Activity

The ICT can be utilized to plan, organize, and control the activities of the student everyday. From religious activities, such as prayer alarm and schedule reminders to school's activities.

### 4. Increasing Efficiency and Effectiveness

ICT helps the students and teachers to perform daily tasks efficiently and effectively. By utilizing of ICT, the teachers and students have economized everything, either energy, material, money, or times. Such as library, the students who have many duties to find out many references from different subject teacher, sure will face difficulty because in the library there are no full book and the library is not open twenty four hours. Therefore the students need ICT to find out many reference fast and can be opened everytime.

### 5. Improving Communication and Cooperation

The development of ICT is rapid, it will improve the communication among the students and teachers, the students can hand on the task and sent a letter via electronic mail fast. By ICT, the students and the teachers can communicate in long distance. Especially for discuss about lessons. In the other word, ICT as an e-learning.<sup>13</sup>

---

<sup>13</sup>Juharis Rasul, *Teknologi Informasi & Komunikasi 2* (Ciawi-Bogor: Quadra, 2008), 3.

## 6. Enhancing Competitiveness

At the school, the ICT will enhance the competitiveness among the students. Such as, the result of the task for making an advertisement. The advertisement designed through special program, Corel Draw, sure more interesting than the advertisement designed manually.

### b. Impact

Besides benefits, the utilization of ICT has impacts they are:

#### 1. Alienated From the Environment

The computer and HP/Tablet utilizers have a tendency to isolate their selves because utilize it excessively. This condition will lock their selves from social life and interaction of school environment. Farther more the students are enable to communicate with heir peers well.<sup>14</sup>

#### 2. Increasing Crime in cyberspace

The development of the Internet creates a new criminal model in cyberspace. The student who trapped by bad system will follow the cybrecrime.

#### 3. Destructing Moral

The students can be trapped by people who irresponsible. Such as people who share a pornography material conciously. This

---

<sup>14</sup>Paul Warwick, Elaine Wilson, and Mark Winterbottom, *Theaching and Learning Primary Science with ICT, 1<sup>st</sup> ed.* (New York: and Two Penn Plaza, 2006), 25.

case will lead and guide the students to negative side. And at last, the student will do a bad work. This case can destruct the moral of students.<sup>15</sup>

#### 4. Creating Pride and Arrogant self

The ICT is like gadget; tablet and smartphone, rapidly create life style among the students be different. The students who have expensive gadget feel pride of their selves, status, and smart. While the students who have not expensive gadget feel inferior and insecure.

#### 5. Distempering

Students and teachers who utilize the computer and gadget excessively, inappropriately, and too long will have derangement on neck and eyes. The neck and the eyes muscles become inflexible.

#### 6. Increasing laziness and Decreasing Thinking Ability

The development of ICT moves the student to an instant culture so that it can increase the laziness of the student. Besides it, the ICT will decrease the thinking ability of students and teachers because they just utilize the computer for processing the data automatically to get the result without knowing the steps and formula.

---

<sup>15</sup>Rasul...6



## 7. Affecting Mental

The influence of ICT on students' mental is they unable to distinguish among study and socialization/interaction's places. Sometime the students utilize computer and gadget for not important neccessary.<sup>16</sup>

### **E. ICT as an automat, a tool, an arena and a medium**

Svensson explains that there are four different way to teaching English they are ICT as an automat, ICT as a tool, ICT as an arena and ICT as a medium.

Firstly the ICT as an automat, presents that the teacher can utilize the ICT and device to build up the different behaviour of students. By utilizing it the students can use technology especially for correct the answer. According to Lundgren, 2010 on his research he claims that the ICT and device utilized in the school is bringing good evident for teacher and student, it is increasing the student's behaviour because the student can learn anything what they want. He said that utilization of ICT is good approach in the English Learning. This approach roles the teacher to give feed back for students.

It is supported by Estlin Vanestal's statement "There are many teachers and researchers that have reacted strongly against the use of the computer as an automat, since they claim this to be an outdated way of

---

<sup>16</sup>Maryono...4-5

learning a language. However, the students are not as negative towards it and seem to appreciate the fact that the computer can give immediate feedback.<sup>17</sup>

Second, Svensson also says that ICT as a Device, the utilization of ICT actually useful for facilitating the teacher, students, stag holder, and parents for communicaiton each other. The student can access new English information and material by utilizing of internet. The internet on this section as a tool without limits anything material, space, and time. It is also useful as aflexible tools such as electronic dictionary, the library, the note pad, and much more.

Third ICT as an arena points to the fact that technology now is our primary part of life and in the 21<sup>st</sup> century we live in the ICT age that should be online everyday and every time through social media.

Fourth Svensson also explain about the ICT as a medium, means that all of our daily activites especially in the school such as information, schedule, data, task, and scores must be published everytime.<sup>18</sup>

## **F. The Role of ICT**

Generally, the role of ICT in the educational environment can be perceived by the students, schools, and parents.

---

<sup>17</sup>Amell...8

<sup>18</sup>Amell...9

a. For the student

By the ICT, the students can obtain learning easily. The students are also can find out the learning materials via electronic libraries (e-library) or an electronic book (e-book) to get a library collection such as books, modules, journals, magazines, or newspapers fast without limited time. They can obtain the material learning through computer, tablet, or smartphone connected to the internet. In fact, they and teachers are possible to communicate in long distance via e-mail, chatting, or teleconferenced video-conference.

b. Schools

Besides for the learning activities, the ICT is utilized for the teachers' administrative activities. Such as knowing the students data; name, parents, address, background, previous education and academic data, schedule values/scores, and record of accomplishment. The utilization of ICT is utilized for processing and determining average score, ranking, graduation, and championship.

c. For Parents

The utilization of ICT allows parents to monitor their children's education through the development of ICT. So that they

can get, know, and see the result of their children's education, from the daily values/scores, assignment, test scores, to overall achievement.<sup>19</sup>

### **G. ICT in The Classroom**

The meaning of ICT in education is teaching and learning in the classroom with ICT. There are many worldwide research showing that ICT capable to increase student's learning and improve the teacher's skill an methods. ICT which is integrated in curriculum has positive and useful impact on student achievement. Spesificly in knowledge comprehension, practicall skill, and presentatin skill in the subject area review, such as in English subject.<sup>20</sup>

The utilization of ICT in the classroom is reputed by the teachers that ICT has high side. ICT supports the teachers and teachers in the learning and the work. ICT is also seen as important thing that should be applied in the class and it is seriously should be applied in the students' education and teachers's knowledgement. The utilization of ICT improves the students and teachers to participate for communication beyond the school environment.<sup>21</sup>

In the fact is ICT functions as forcefully equipments to support and improve students' collaboration and knowledge buildings. In many advancing country, like Japan, US, and British, ICT has integrated well

---

<sup>19</sup>Maryono...34

<sup>20</sup>“What is ICT in Education?”, November 11, 2015, <http://www.elmoglobal.com/en/html/ict/01.aspx> (accessed November 11, 2015).

<sup>21</sup>Avril Loveless, *The Role of ICT*, (Great Britain: The Bath Press, 2003), 1.

done.<sup>22</sup> ICT in Scotland's education aims to provide human resources. Start from practitioners, parents to students/pupils, they utilize ICT to inform and enhance the learning experience.<sup>23</sup>

Besides it, in many developing country has been increasingly accepted in the education as system as many have perceived that ICT is a tool to take the opportunities and skills to succeeded in multidisciplinary fields to chase after advancing country.<sup>24</sup>

By the arguments of the teachers, it shows that ICT in education will make the school more productive, effective, and efficient, will improve teaching and learning, will provide authentic and engaging learning experiences, and will prepare the workforce of students. Actually, by ICT, indirectly the teachers have found out the good strategy, approach, and method to teach in the classroom successfully.<sup>25</sup>

The utilization of ICT is the effective and creative key to develop the skill for learning, life, and work needed by modern people. The utilization of ICT in the classroom, it shows that the school has thought and found out the way to teach efficiently.<sup>26</sup>

---

<sup>22</sup>What is ICT in Education? (Accessed November 11<sup>th</sup>, 2014); available from <http://www.elmoglobal.com/en/html/ict/01.aspx>

<sup>23</sup>ICT in Education, November 11, 2014, <http://www.educationscotland.gov.uk/learningteachingandassessment/approaches/ictineducation/index.asp> (November 11, 2014).

<sup>24</sup>Ilvehenil, Narinasam, and Wan Hasamah Wan Mamat, "Utilization of ICT by Moral Education Teacher," The Malaysian Online Journal of Educational Technology, 1, No.4, (2009), 1.

<sup>25</sup>Charalambos Vrasidas, Michalinos Zembylas, and Gene V Glass, "ICT For Development Challenges and Possibilities," (USA: Cardet, 1992), 8.

<sup>26</sup>ICT in Education," November 11, 2014, <http://www.educationscotland.gov.uk/learningteachingandassessment/approaches/ictineducation/index.asp> (accessed November 11, 2014).

Furthermore, it stands for the school (teachers) have found the new method to present the English material. It is because the time or duration of material's presenting can be cut. That is should be understood that not all of the English material can be easy to be presented in the direct method without ICT, so that the attendance of ICT for teacher as the new and different way to teach English.

In the classroom, there are some part of ICT should be explored by teachers they are, interactive whiteboards (IWBs), utilize of computer suites and standalones, electronic portfolios, internet, personalising learning. The professional teachers should combine every part of ICT to give the special experience to students. Farther more, the utilization of ICT will create stimulation of students in their attractive presentation.<sup>27</sup>

The utilization of the smart boards such as projector, IWBs, standalones, and the others technologies connected to the internet are special way in teaching and learning English, it because the teachers are not only present the material but also give the exercises and assigment attractively.<sup>28</sup>

In the ICT era, the paradigm of learning has moved from traditional learning to technology learning, so that the learning is not only utilize blackboard and chalk meanwhile the other student is sitting down at the

---

<sup>27</sup>Jill Jesson and Graham Peacock, "The Really Usefull ICT Book: A Practical Guide to Using Technology Across The Primary Curriculum," (New York:Routledge 2012), 15.

<sup>28</sup>Amell....5-6

chair for writing an hearing but also utilize interactive media like projector and monitor, and the student can move freely.<sup>29</sup>

Furthermore, the utilization of ICT of social media, like facebook, Whatsapp, twitter, blog, and Quipper out of the classroom enable to make the teachers and students still be in the classroom although outside of the time of subjects from all over the places. And then they are can share experience about English without limitation of time.

According to the explanation of ICT in the classroom above, can be summarized that ICT is pedagogic device utilized by teachers in teaching, learning, and utilizing development of technology so that created positive modern sphere for students.

#### **H. ICT in Teaching English**

The ICT in teaching English is expected to bring the students to develop their skills, knowledge, and understanding of ICT in their production, responding, and presenting, and as part of the imaginative and their critical thinking in the learning English.

The material and volume of ICT has been integrated into the material and content of the English Syllabus. It is become challenge between the teacher to teacher and all students to utilize the ICT in getting the oppurtunity competently, discriminately, and creatively.

---

<sup>29</sup>Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*, (Bandung: Alfabeta, 2010), 173.

When the teachers teach the students The ICT in teaching English is also expected for the teacher to demonstrate the material and volume of the syllabus better. And then the teacher should teach the ethics code of The utilization of ICT.

According to Becta, The utilization of ICT in the teaching of English brings the speaker, writer, reader, and all students to respond, compose, publicate, and explore the English or text's language creatively and easily. The benefits of the utilization of ICT in the teaching of English are:

1. Improve writing and reading skills.
2. Develop speaking and listening skills.
3. Support collaboration, creativity, independent learning and reflection.
4. Access information and respond to a widening range of texts.
5. Organize and present the information in a variety of form.
6. Broaden the range of audiences for their work.
7. Compose a widening range of texts for a broad range of purposes.
8. Compose for the real audience. ICT can support them in their choice of genre for audience and purpose.
9. Identify key characteristics and features of texts.
10. Develop understanding of the language and critical literacy.<sup>30</sup>

---

<sup>30</sup>“ICTs in English,” May 26 2015, <http://www.englishteacher.com.au/AboutUs/OfficialStatements/ICTsinEnglish.aspx> (accessed 2 May, 2015)



There are four steps to utilize the ICT in Teaching of English, namely :

1. Using Interactive software.

In the language laboratory the teacher should learn how to operate the interactive software and then give the instruction to the students how to apply it. And after the teacher give the instruction to the students, the significant part in this step is the teacher should decide the target that the students have to achieve task with modul well when the learning process. And then the teacher examine their achievement.

2. Asking the students to explore the web to get source of English learning

After the students learn from the instruction teacher and modul, the teacher command the student to search for the same material or task from the website or internet cafe. Such as, download some materials about the "*narrative text*."

3. Asking the students to submit their assignment via email

Before the students hand on the assignment, the teacher should give the notification to every students that they have to have an email for hand on their task or homework. And give the warning to them to don't "*Copy Paste*" and all the activities should enclosed by photo. This case will bring the good benefit, namely: abridge the teacher to examine their job. And it is as a portopolio method.

#### 4. Using a software to descontract text

In this step, after the teachers examine the student's assignment, task and home work. As the reinforcement of the material and good achievement, the teachers ask the students to utilize the software to deconstruct the texts and then reconstruct the texts in the different texts. The software like, "*grammar checking*" will help the students in developing their competence in constructing the texts. After that, the student can share and change their task and home work to another friends for checking the text. And more over they can sharing the experience in the learning English with the ICT. Don't forget the teacher should suggestion the best site as references. Because there are many bad site that can make the student lost control without guidance of the teachers.<sup>31</sup>

### I. Factors Affecting the Utilization of ICT

#### 1. Motivating factors

Based on Park and Son there are several factors motivate the utilization of ICT in the class, namely:

- a. The teacher have skill for utilizing ICT in the class it is including of teachers' age, years of teaching, Guidera, Whipple, teaching styles, previous experience or knowledge about using ICT, compatibility, and anxiety and fear of change.

---

<sup>31</sup>Teaching Tip: Using ICT to Help Students Learn and Use English” [http://hrd.apec.org/index.php/Teaching Tip: Using ICT to Help Students Learn and Use English](http://hrd.apec.org/index.php/Teaching_Tip: Using ICT to Help Students Learn and Use English) (accessed 26 May, 2016).

- b. The availability and accessibility of facilities and equipment. The stability of energy sources, students' interests and engagement in learning with ICT.
- c. Support in terms of technical and administrative areas and time, workload, and policies related to ICT use, such as incentives in.

Based on Drent and Meelissen, computers are available in almost all language teacher education institutions, but most teachers use them for administrative tasks rather than teaching and learning purposes. It is clear that implementation of ICT innovation requires not only the necessary facilities but also human resources.”<sup>32</sup>

## 2. Preventing factors

Based on Egbert, Paulis, & Nakamichi there are several factors prevent the utilization of ICT in the class, namely:

- a. The lack of computer and internet facilities in their classes (such as, Computer and LCD).
- b. No internet Connection and Lose the electricity.
- c. Lack of number of classrooms prevents us to use the internet (Computer Laboratory).
- d. The teacher lack of computer skills and lack of time may affect the utilization of internet.
- e. No training for teacher as increasing computer skill.

---

<sup>32</sup>Bolandifar, Saeideh and Nooreen Noordin, “Parastoo babashamsi, Nahid Shakib. Teachers' Attitudes Toward Integrating Internet Technology in English Language Classes,” *International Journal of Language Learning and Applied Linguistics World*, 4, No.3 .(November, 2013), 88-89.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place of The Research

This study will be conducted in SMA Unggul Aceh Timur Aceh Timur. The reasons are the place is exhausted by researcher and the place has been giving the problem to researcher. In addition, the school is more integrated with ICT than all of the school around Langsa City.

SMA Unggul Aceh Timur was built since 2004. This senior high school is educational institutions legalised by government as a new top school started in the academic year 2007/2008. The school is localized in Aramiah village, Aceh Timur subdistrict, and in tip of East Aceh Regency abutted on Langsa City. The School has distance  $\pm$  12 km from Langsa City or  $\pm$  19 minutes by car or motorcycle without stagnant.<sup>33</sup> For the first time and with a shortage and a special quality in academic year 2007/2008, the school accepted new students numbered 63 people. The students was recruited by government through selection of the best students of East Aceh.

---

<sup>33</sup>Google Map, "SMAN Unggul Birem Bayun Aceh Timur," <https://www.google.co.id/maps/dir/4.46782,97.974766/SMAN+Unggul+Aceh+Timur,+24451/@4>. (accessed May 22, 2015).

**B. Time of The Research**

This study will be conducted as long as four months, from August to November 2015. By time detail as follow; (1) Preparation on August, first and second weeks. (2) Formulation on August, third and fourth weeks. (3) Study of Library on September as long as one month. (4) Interview on October, fourth weeks (5) Observation on November, first and second weeks. (6) Completion on November, third weeks.

**C. Approach and Kind**

This study uses a qualitative approach and applies ethnography kind. By qualitative approach and ethnography kind, the study is hoped capable to give the answer how to utilize ICT in the English subject and what are the factors affecting at SMA Unggul Aceh Timur.

**a. Approach**

In this research, to find out the perception, opinion, and feelings from the teacher and side of school about the utilization of ICT in English subject and the affecting factors at SMA Unggul Aceh Timur, the researcher uses qualitative approach.

The qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The Researcher

builds a complex, holistic picture, analyzes word, reports detailed views of informants, and conducts the study in a natural setting.<sup>34</sup>

#### b. Kind of The Study

In this research, to find out the perception, opinion, and feelings from the teacher and side of school about the utilization of ICT in English subject and the affecting factors at SMA Unggul Aceh Timur, the researcher uses ethnography kind.

The ethnography is a part of the qualitative approach which is used by the reseacher to the reseach in part of anthrophology. The reseach uses Ethnography kind, because the school is a new excellent school that has different style or culture in teaching and learning, exactly in teaching and learning English.

Based on Genzuk & David M.Fetterman ethnography is the art and science of describing a group or culture. The description may be small triball group in an exotic land or a classroom in middle-class suburbia.<sup>35</sup>

Based on Genzuk & David M.Fetterman said that “ethnography is the art and science of describing a group or culture. The description may be small triball group in an exotic land or a classroom in middle-class suburbia.”<sup>36</sup>

---

<sup>34</sup>“Qualitative Research,”

<http://www.computing.dcu.ie/~hruskin/RM2.htmu> (accessed 22, 2014)

<sup>35</sup>Emzir, *Metodologi Penelitian Pendidikan Kuantitive & Kualitative, Revision ed*, (Jakarta: Rajawali Pers, 2012), 143.

<sup>36</sup>Emzir...143

Ethnography is a social science research methods. This study strongly believe in closure (up-close), personal experience, and participation as possible, not only observation, by research trained in the art of ethnography.

#### **D. Population and Sampling**

Informants as data source are decided by purposive sampling comprise with important teacher like deputy head of curriculum and vice of school, English teachers and students of SMAN Unggul Aceh Timur. The collected data are validated by technique's extensional participation, persistence observation, triangulasi techniques, detailed descriptions, and auditing.

##### **1. Population**

Population is the number of research subject which has certain quality and characteristic decided by researcher to be learned and gotten the summary. The population of the research is all of the English teacher of SMAN Unggul Aceh Timur by seeing the experience and occupation of teacher as long as teaching English and the teacher's skill in the ICT.

The researcher wants to know how does the teacher utilize the ICT in English subject at SMA Unggul Aceh Timur and affecting factors. It is because utilizing ICT in English subject means really use the ICT in the education positively. It can make the teachers be

professional and students more excited. It is more interesting to the teachers and students can enjoy teaching and learning English.

## 2. Sampling

To find out the data accurately by consider the time in the research, so that the researcher takes “*Purposive Sampling*”. It is because the experience and active years of informant in teaching English with ICT. By considering the culture of SMA Unggul Aceh Timur.

The Purposive Sampling is the one technique to get the sampling of data from data source, it is based on the judgment of reseacher by seeing reasonable people to be become a sample.

According to Lincoln and Guba they said that “ Naturalistic sampling is, then, very, different from conventional sampling, it is based on informational, not statistical, considerations. Its purpose is to miximize information, not to facilitate generalization”.<sup>37</sup>

In the qualitative, sampling is considered and done when the researcher is start to enter the field and as long as the research is going on. The researcher choose the definted informant considered about the data or the information obtained from the previously sample. Finally the researcher gets the informants (teachers) of grade X, XI, and XII from the whole populations the subject of the study. The samples of the research are 3 teachers.

---

<sup>37</sup>Emzir...301



## **E. Data Collecting**

This study uses observation, interview, and documentation techniques. As the description at place and time point, observation (Participant Observer), interview, and documentation will be conducted as long as three weeks at October, fourth week and November, first and second weeks.

### 1. Observations

Observations is the daily human's activities by using five senses as prominent aid except the five senses, eyes, tongue, ears, nose, and skins.

It is divided into three parts; Participant Observer, Unstructured Observer, and Group Observer

#### a. Participant Observer

the participant observer should collect the data by observe human activity, phisic characteristic of social situation and what will be the part of place's action. In this thecnique, the onserver should understand the observation object theoritically.

#### b. Unstructurreed Observer

Unstructured observer means observation which is done by observer without using *guide observation*. In this technique, the observer should be able to develop observation power in observing the object individually. The key in this technique is, the observer should master “the science” about object observed globally.

#### c. Group Observer

This observation is done by group toward some observation object. For the example is, the observer wants to know the changing of climate. And then the observer should understand and see the all of indicators that changing the climate.

### 2. Interview

In this technique the observer should know the situation and challenge by apply the indepth interview.

The indepth interview is availability of opportunity and time to write down dairy note when the interview or after the interview done. In the indepth interview the observer should be able to response situationally and sensitively to find and get the best data and accurately.

### 3. Documentation

Documentation is one technique to collect the data in social observation. Actually this technique is aimed to research the

historical data. Detailly, the material of documentation can be devided into eight parts, namely;

- a. Outobiography
- b. Persoanl letter, books, dairly books, memorial
- c. Kliping
- d. Document of government or private
- e. Roman history and lore
- f. Data in the server or flashdisk
- g. Data in the web site and etc.<sup>38</sup>

The documents also can be gotten from; budget, advertising, job description, yearly account, memo, School archieves, information brochures, teaching materials, periodic report, websites, orientasion package, poster, note of jurisdiction, menu, and etc.

All of the documentations are useful to build a bridge between observation and analysis. All of the analysis is depend on the document.

## **F. Data Analysis**

Moreover all of the data can be analyzed after the data already collected from respondents. While data analysis uses domain analysis, taxonomic analysis, componental analysis, and theme analysis.

---

<sup>38</sup>Emzir...125

### 1. Domain Analysis

Domain analysis is the data analysis used to obtain a general and comprehensive overview of the research object or social situations. Through common questions and detailed questions researchers find certain categories or domains as a foothold for further research. More the selected domain, the more time is needed for research.

### 2. Taxonomic Analysis

Taxonomic analysis is the data analysis used to describe the chosen domains into more detail to determine its internal structure. This is done by focused on observing.

### 3. Componental Analysis

Componental analysis is the data analysis used to search for specific traits in each internal structure by contrast between elements. This is done through selected observation and interview questions through contrasting questions.

### 4. Cultural Theme

Cultural theme analysis is the data analysis used to find the relationship between the domain and the relationships with the overall relationship, which subsequently expressed into themes according to the focus and subfokus research.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

Based on the observations, interviews, and documentations, it is found that the teachers utilize ICT in English Subject at their lessons but they have limited utilization of ICT in the classrooms and different experiences in utilizing ICT. It is found that the teachers have similarity and difference things to utilize ICT in English subject and there are some factors affecting it.

##### a. Teachers' Frequency in Utilizing Internet and Device

Based on the collected data, most teachers utilize internet as tool for searching the supporting materials that they learn together. They say that internet helps them to find out a new materials. The materials is not only can be gotten from book, magazine, newspaper but also can be gotten from internet. Actually they have limited time to maximalize the internet in their class. They want to students enrich knowledge and skill more than something that the students get in the classroom. SMAN Unggul Aceh Timur, as the ultimate school in Aceh Timur is facilitating the students in enriching the knowledge and skill, the school has been complicating the Internet and device. The

teachers say that the internet and device can help the students to catch and expand the English learning.

Mrs. Audi said “I always utilize ICT in every materials, after I explain one lesson and then I ask my students to find out some the informations. It is not only from book, magazine, newspaper, but also from the internet. It means that they utilize the ICT in the process getting knowledge and materials. I always utilize the ICT in the classroom and I ask them for utilize it”.

Mr. Muhasir, he is also utilize ICT in the classroom but he can not say that he not always utilize ICT but he can say often utilize the ICT when he teaching English. He is doing that because he thinks the utilization of ICT is the best part to support the explanation of the materials. He added “I am going to teach English by internet and infocus when the material needs it. It is based on the model of learning and based on “Based Competency of Curriculum” but I also teach the materials to the students without the internet and infocus it is because of the material no need it, so I often utilize it but not always. It is because of time’s limitation, I actually have limited time in teaching English in the class. Sometime in the teaching English getting long time to use it.”

Mrs. Pilla as a youngest English teacher in SMAN Unggul Aceh Timur, she said that she uses ICT also but actually she uses ICT depend on the topic. She says that if the topic need the infocus she

will use it. But if the topic unneed the infocus she will not use it and she usually appropriates between the topic and ICT.

b. The Utilization of ICT in The English Subject

The Utilization of ICT in English Subject at the Mrs. Audi 's class, she by herself always teaching English by utilizing laptop and then before the class start she prepares to utilize the infocus. When the proces of the explanation she applys the material through infocus. This is is appropriate with K13 where all the teachers should master the technology. In the K13 she gets five steps to give the materials to her tudents, they are; Observing, Questioning, Collecting Data, Analyses/accociating, and Communicating. When they do observing she asks them to observe through the infocus, She opens the laptop and gives the materials. So they can observe what they ask to master the materials. First step. In communicating she asks them one by one or to study in group and call some one to come infront of the class to communicate and present their work. It means that in the first time at first step they use ICT and the second time at first steps they use ICT together. That is the way she utilizes the ICT in the class. Actually she applys three models always, discovery learning, project based learning, and problem based learning. In applying those three models she always uses ICT and she always asks the students to use ICT too.

The topics at grade XI is talking about “Invitation card” and grade XII is talking about “Caption text and Expression of Supposed.” In the XI, firstly Mrs. Audi explains about invitation card by utilizing ICT after that she ask the student to make invitation cards by their own selves. And the second instruction Mrs. Audi ask them to make another invitation card by using notebook. She give the simple instruction to the students in order that the students able to master the invitation card and able to design the task by their cretivity, “you should make another invitation card and I give the freedom for the theme, and don’t forget to make in Power Point or Ms. Word for easify yourselves!“ and that is different with grade XI, after she explains it, she ask the students for making caption text and expression of supposed in Power Point, after that they should present their task. When the students present the task. It is really good because the students can present well, they can design the background with their creativity. The students give the attention well when another students presenting it. Some students have received applaus because they have presented well. Besides it Mrs. Audi only sitting down in the teacher’s chair for checking the student’s presentation because the students able to master notebook.

In the Mr. Muhasir class, when he starts the class, He actually prepares the materials and then finds out the multimedia that suitable on the materials. Because based on his experience not all of ICT can



be utilized in English Material. Therefore he prepares the lesson really well. Firstly, when he starts the class he gives the material by infocus and then he asks the students to pay attention all the material. After the students get the explanation from him, he gives the students task based on the project by themselves and he warns the students to not be a cheat each other. He asks the students to take video based on the timing and after that they should upload the video to internet, especially to youtube. And after that as the reflection of the material he orders the students for correcting each other by seeing their videos. In his class, Mr. Muhasir is used to utilize the infocus at class. But in the first class at his hours. She getting not use the ICT. Because she thinks that it is not important to be utilized, because at the day the students only present the task that he has given before. But in the finding some students used to bring their notebook at class. When one student present the task, he is going to check the students, are the students open unrelated materials? At the second and third class, he utilizes ICT in the class. Because the student should make a project. Grade XII students they talking about proocedure text. Actually the students should make a an project how to make something. Especially make a food. After they have watched the video that have played by Mr. Muhasir, they are going to make a video how to make something, and then after that they should upload the project into youtube. An then Mr. Muhasir will check it by his smartphone. There, Mr. Muhasir

is going to checking the project based on the sense and their speaking, I means that Mr. Muhasir will check their skill in speaking and writing.

In the third class, the lesson is about the song, when he will play it actually he getting little trouble that is he forgets to charge the Laptop, so he need more time to start the lesson. He said that "ok my students you have to sit down based on your group. And I will play the song without the lyric, the title is "*Beautiful World*." Every group has representative. And the representative of the group should write down the lyric that you listen after that I will check it." During the teaching and Learning Proses the students are really give their attention to Mrs. Muhasir lesson. And they are really enjoy the music. There are some boy student as the master to play it. All students ask Mrs. Muhasir to play the song repeatly. And the class become active and interesting after he has played the song to check the lyric by video Mrs. Muhasir said " I also have projects for you, you should make a new song based on their creations. The theme is according to you but it is especially forbidden for Love theme." in the last session your project should show in the next meeting and don't forget to upload on youtube.

Mrs. Pilla before she gives the material to the students. She prepares the material in the home and then check it again in the auditorium. After that she brings the laptop and infocus. When she

comes to the class she asks the student to help her switch on the infocus. Ususally, she bring her infocus cable. She actually getting angry with another teachers when she lost her infocus at the time when she want to bring it in the class. She said that “wher is my infocus? Justnow I lay may infocus on the table, why getting lost? Who are the people taking my infocus? It is very easy if the people take it. If want to use it, indeed take another infocus, not take mine, I have saved it on my table!” she is really angry at time she lost her infocus. Because the infocus getting lost. She has lost the time to manage the class. As long as one week she has twenty hours to teaching English at the school. In first hour at 07:15 WIB she and the students reading Qur’an as long as fiveteen minutes. After that she prepares the ICT and advice. Firstly she opens it to check the materials. And she ask some students to help her switch on the infocus. Talking about Mrs. Pilla classes, at the first class she getting trouble with the electric. And time of the class become lost because she and her students for checking the electric. After that they have solution to borrow another class electric by cable. After all is ok, she starts to teach the students. At the second classes, she become happy because the class has a new projector and there is a good electric to switch on the infocus. So she can teaching English fast. It is different from the third classess, there Mrs. Pilla don’t bring the projector but in the meeting before she has commanded the students to bring a laptop.

So she teaching without projector at the third class. As the theme of lesson this week. They are going to discuss about Tenses “the correlation between Simple Past Tense and Present Perfect Tense.” In all the class, the students should watch and listen about the song she play “*Past Simple Song*.” After they watching and listening it. They should make a question as many as two or three, and five. That is based on the capability of the class. Mrs. Pilla Said that “Ok guys today we are going to discuss about Simple past Tense. You have to watch the song and listen it, after that you make a simple past question, but before it you have to sit down based on your group. One group consist of four students!” when the students sitting down on their group for watching and listening to Video. She uses her smartphone to take a daily document, taking video and photo. She plays the nice video therefore some students who watching and listening it follow to sing. And sometime found that they checking their Pronunciation by song. All the class become happy and not only the situation become good but also the students getting attention well to the teachers. After the has finished make a question about simple past. In the last season Mrs. Pilla has given them to find out the article in the internet that has “Simple past tense” and they should make it on the Power Point. When they do it, something trouble with the internet access and their laptop therefore all the students and Mrs. Pilla going to the primary auditorium to charge the notebook or laptop and find

WiFi signal. It needs much time, so Mrs. Pilla goes to control the students to do not open unrelated sites, for example Facebook. “guys don’t open Facebook ya!” She does it so that the students keep focus on their materials and can apply the task in fast time. After the students have finished the task they should hand on it via flashdisk only. She does it because the WiFi is not good, therefore she checks it by flashdisk not by email.

c. The Teachers’ Feelings in Utilizing ICT

The teachers really feel that utilizing ICT brings many advantages than disadvantages. Besides them, the teachers also think and see that the advantages can be felt by the students to catch and expand their knowledge and skill, especially in English skill; speaking, listening, reading and writing.

The advantages based on Mrs. Audi, she said “ It is really helpful in applying my materials. Firstly, to make my students understanding easier. I say that ICT is can not be separated from my students life. When I use ICT make me easy to give the material in lesson, it is more paste than not utilize ICT. I can compare teaching with ICT and manual, It has the different quality and feelings. I always utilize Projector, always open and use my laptop and ask my students to find out the materials that I give. My student can go everywhere although to library and open the internet. Because the

school has internet access. I really need projector, really need it for give the materials easier. By utilization of ICT in English subject my students can explore their capability. every student can show their best. If they use ICT they can create an unique projects and have the different style in their project, that is include of task, daily assigment, and homework. I say that by utilizing the ICT in English subject, it can help them to find out the new, hot, and interesting materials. They also can give and share the materials to another friends in fast time.” She adds that if her student not utilize the ICT maybe she not get it, she means that not gets the new, hot and interseting knowledge (materials). She only find out the materials by herself. By using ICT she get many material not only from herself but also from the students. Here there is any good communication between her and the students. Besides it there is disadvantages of utilization of ICT. That is the students are really concern to their PC, sometime they do not pay the attention to the teacher well.

Meanwhile, Mr.Muhasir says that the luck of utilization of ICT when teach the materials to student as long as this time, it brings more advantages than disadvantages. By utilization of ICT, it can make the teaching and learning proccess more interesting than manual and it helps the teacher to explain the materials clearly. The advantages utilization of ICT more is the class become attractive, interactive, and interesting, so sometime the teacher can produce some materials

easier. And the teacher also get the materials not only from himself but also from the students. And another advantages is because now the technology is very advance and students sometime know more than the teachers, so in the ICT side the the students help the teacher to be a profesiona more. He also explain more about the disadvanatge of ICT He said “Besides the advantages, there is the disadvantages of the ICT is when the teacher not give the attention more to the student sometime they open their personal computer for social media, some time the students also open something that unrelated in material. Like facebook and sometime watching the unrelated video. But because the students in the school is very limited they are only twenty people per class so it is very easy for teacher to control them especially in the English Class.” At the XII IIS 2 class on “Procedure Text” topic, the class is really become enjoy and happy, because they watching together their task “How to make Double Black Potatos?” all the students getting attention at video and suddenly they laugh uproariously. Because one student acting in the video by English in unique style, Mrs. Muhasir and the headmaster at the time laugh together.

When using ICT, MrS. Pilla says that ICT really easify her to give the information and the materials to the students. She says that it is very easy for student to understand the knowledge. She adds that if it is utilized in the class the students not will be sleepy, they can catch

the information fast and they can see and search the point directly without imagine. It is many advantage than disadvantage. At X MIA 1 class, she playing the song when the students doing the task. And the class sphere become calm down and relaxe.

d. Students' Responses In English Class By Utilizing ICT

The student's responses based on Mrs. Audi, "My students feel good and amazing when I use ICT because without use ICT my students will be bored in the class. Sometime they only imagine about the picture for the example. When I give materials about asking expression, how about supermarket building? The teacher try to ask the student, they imagine only without ICT but by ICT the student can see the supermarket true. If I teaching without ICT my students only see the materials. But by ICT the class become active and intersting. And if my students get bored in the class I can intertain my students, for examples, I can give the motivation to them via videos and I also play the song and music to them. Sometime I take five minutes for refreshing her students' mind and sometime I also play the interesting film. The class is really get bored if I teaching without ICT, by ICT the I can make the class become happy and really happy."

The responses of the student based on Mr. Muhasir, he said that when the teacher using ICT, it is generally interesting and cooperative than teaching without ICT. Before he gives the materials to his



students he actually prepares the materials and then uses ICT. The utilization of ICT in English Subject actually he appropriates between media and the materials. What are the type media or ICT and material that very suitable to use. In english subject the students' responses when the teacher teaching without ICT the student will really get bored. And sometime to break his students' bored he asks the student to play the music, video, and watch the movie by related materials.

In the Mrs. Pilla's class, the responses of the students are happy and they give attention seriously in the lesson. In the teaching and learning process, it is depend on the teacher instruction. Actually before the students use their notebook or laptop she give the command that they can use their notebook or not. The students are easy to be understand the topics. To utilize the ICT in the class of Mrs. Pilla is not only give instruction them for utilizing it only, but she transfer the value of the lesson. For the example; she will get angry if the student doing the task by "Google Translate." She says that using ICT it is doesn't means we also use the ICT brain only but how to improve and increase the human brain and using ICT is only as problem solving and addition of the students' skill. She means that how to counterbalancing between Human brain and the technology. On her instruction she never allowed students to use mobile. It is because of the rule of the school, that is forbidden for students to bring the mobile in the school. In te class she give the warning special for the students

use their laptop based on the topic. She means when they should use it.

e. The Teachers' Difficulty in Teaching English by ICT

The difficulty by using ICT, Mrs. Audi says about electric. "If the electric is off, I can't do anything because all of my material need ICT, I always save my material in the notebook. She added "Moreover because now all of the materials are really depend on ICT where the ICT is need electric." She thinks that if the lamp is off everything can not be done. Especially in the classroom student very bored in following the lesson. Then they can not see their work in the laptop and projector. That is one difficulty. The second if she come to the lower capability of the student in ICT. She tries to give the explanation more because they feel little difficult in catching what she mean, so she need whiteboard if the student really don't understand what she means. The difficulty is also found at the XII MIA 3 at the time "caption text and expression of supposed" topics, suddenly the infocus can not be operated it has need five minutes for handle it. She shocked when the cable is opened and her student get a shock from electric.

Mr. Muhasir also feels difficult when he teaching english with ICT. He personally says that especially the ICT is not complicated because they are many teaching media that can operated so that

sometime he asks to his students how to operate it and how to use the ICT. He added that “Sometime my students more master the technology than me. But it is doesn’t matter for me because I have to be a profesional teacher.” He really asks to the students if he can’t operate it true. Because it is means not underestimate. He says that the student is the community of the digital era because he not indigeniuos person it is very different with genius person they are the students. Beased on the experience. In the digital age there are many new technology that can not be separated. Therefore he try to be a profesional by learning ICT how to operate the new technology. For the example he don’t know how to operate the new application, for the example is Puzlle Application for student he really don’t know how to operate it.

Mrs. Pilla is also has difficulty in the use the ICT in English subject. The first when the lamp is of, she cannot doing anything if the lamp is of because all the material that she has is collected in the notebook and hardisk. Then she get trouble when the WIFI signal in the school going troubles. When the speed is really low and and used to lost the sign. So she can not share the materials by internet. Based on her difficulty so she arrange the plan B to teaching English without ICT, it is means back to the manual whiteboard full. Based on the observation. Mrs, Pilla is really get trouble when she enter the class XI

IIS 1 that the class has not electric whereas she has planned the materials well.

f. Giving a Project (Task, daily assignment, and Homework) by ICT.

When the teachers give the Project (Task, daily assignment, and Homework) actually the teacher give it by seeing the project that the students must do. Mrs. Audi always gives the homework but she thinks the students have not all the site or social media. but she not asks her students to upload the homework or assignment in youtube. When she teaches about the materials that based on project. As the lesson she commands her students to make poster in their class because the limited time so that she never asks the students to upload the poster to internet. She only asks her students to post it in the wall of class. For the example, she commands her students to make the invitation card, and chose the interesting material and ask the student to upload in the social media. she always ask the student to apply the task only to her email. She also have Quipper account to teach her students by internet. Some teachers also try to use it.

Mr. Muhasir says that there is the rule of the school, it is the students is forbidden to bring their phone at the school but the students should bring their PC at the school. He not always but often asks the student to upload the task based on the project. Because in English subject he teaches based on the text. For the example when he teaches

the text procedure he commands the student to make a video and upload it to youtube, the other example is when the material is about expression and giving opinion, the student should make a script and make theatre or drama with role playing method that adopted from narrative text. The students choose the topic and at the end of the class they should post their project. About writing skill, he asks his students to write down the text and then they come to him to revise, the last they should apply the task to his email or facebook. After that when the teaching and learning process he asks the student to find out the text in the internet and then write down the task and apply it to him.

Mrs. Pilla, she is used to give the task by Internet. for the example she asks the students to upload the task to youtube. But because she gets trouble with the internet she is seldom to ask the student to apply to youtube. She more like to give the students task directly after she give the material by Infocus and she is used to instruct the students for applying the task by piece of paper. She also ask the students to apply the task by flashdisk.

g. The Important of ICT in English Subject

Mrs. Audi claims that the ICT is really important for every teacher that teaching in the class especially in english teaching. She also says that in K13 the government has deleted the ICT Subject but it means all the teacher should apply it in every subject in the school.

Mr. Muhasir adds that ICT is very important to be utilized in the class especially in the English subject it is based on the international language and context and they are very close between ICT and English. The ICT must be utilized because related with English. In the SMA Unggul Aceh Timur more than English teacher utilize the ICT in their class but special for him, he uses the simple ICT for the example he only has electronic the dictionary for correct the pronounciation because he is not a native speaker. He always considers somtehing like ICT become important and he also makes preparation before teaching. And he explains that he has laboratorium for english program. He has two room in one building. Computer Laboratory and Literature Laboratory. But it has take broken it has need ten million for repair it because there is very expensive and then there is nothing technician. The technician is only can be called from Jakarta. By the broken of the laboratory so that all the teachers and students can not use it.

Mrs. Pilla, says that ICT is really important to be utilized the ICT in the English class. It is really easify the student to catch the knowledge fast and she feels many advantage than disadvantage. ICT is not new thing today, it must be used for every teacher and student.

#### h. Training for Teachers at SMAN Unggul Bireum Bayeun

The training is really great important for teacher to master technology and device for integrating into their english class. It is not only especial for integrating in the lesson but also in the managing of data. For the example for carrying out the students score in exam or final tests. The English teachers feel Utilization of PC is really help them to manage the documents related to the student's raports. All the teacher activity related to shool become easier than work without it.

Mrs. Audi and the coleages has trained to upgrade their knowledge about ICT. "It is as many as twice in a month." Mr. Muhasir added that especially since the school built there are three times for all the teachers praticipate for the teacher training. For the example making a quis by the Internet and blog. And making evaluation by linux program and also set the time. Actually he feels difficult because the file can not be open in another prorgam like microsoft. Actually the school has a guider for guide the ICT, if the teacher has problem about ICT so the teachers can find out the solving with guider, that is Mr. Zulfikar. Mrs. Pilla ever participated in the school for the teacher training as many as three times. In the teacher training, she should make a site and count the students score by notebook but when she utilize the ICT in her class, it is based on her ownskill. Based on the observation in SMAN Unggul Aceh Timur, there are training especial for teachers that is "**Training Of Training**

**(T.O.T) "White Board Animation And Auda City" Menguasai Teknologi Menjadi Dasar Menguasai Dunia: Guru Yang Menguasai Teknologi Adalah Guru Yang Menggenggam Dunia Pendidikan."** It was held on November 14<sup>th</sup> 2015. The training is aimed to improve the teachers skill especially how to master animation in the materials. In the training the headmaster self as the speaker. He is also known as an expert in technology.

i. Preparation For Long-Term Goals of SMAN Unggul Aceh Timur

In Aceh timur, it is a school applying K-13 (Curriculum 2013) with its status is "Unggul," the school should ultimate in every side, include of the technology. The ICT should have the long term goals for SMAN Unggul Aceh Timur. In the short term, E-learning is will be applied soon as long as the ICT and technology are available. And how do the teachers set the technology can be integrated into the classroom.

In the observation at XII IIS 1 Class, Mrs. Muhasir as deputy head of curriculum said that "Ok my students, today I have a news. The news is about your "National Exam". Our final exam will be held as many as four times. And the end exam will be held on Appril. And as the statue of SMAN Unggul and as the first year that applying K-13, So our final exam will be conducted in semi online and you have



to prepare your self well and you have to master ICT well. Because our school only have twenty computers you have to bring the notebook or laptop, and you have to prepare all as good as possible.”

j. Trend of Utilizing ICT in English Subject

Either all the teachers or all the students in SMAN Unggul Aceh Timur. They have Notebook or Laptop and for managing the data and information. Although there is a prohibition to bring the mobile at the school especial for all the students therefore this is not bounding between teachers and students to communicate each other. They can communicate by their Notebook or Laptop. Based on the observation. All the students have Notebook or Laptop for supporting their teaching-learning process. And as the SMAN Unggul, utilizing ICT at the school become a trend.

k. Suitability

All the English teacher when they utilizing ICT in the English subject, they actually seeing the contents, topics, model of learning, and situation and the important is ICT itself. Either, Mrs. Audi, Mr. Muhasir, and Mrs. Pilla. They agree that they utilizing ICT based on suitability between materi, model of learning and ICT. The suitability is hoped by them can be integrated well and can improve the knowledge and skill of students.

## 1. Language and ICT Laboratorium

Actually, SMAN Unggul Aceh Timur has Language and ICT Laboratorium. The laboratorium is located besides of the parking area and about one hundred meters of the auditorium. The laboratorium has two room. One room is as Language laboratorium and last one as ICT room. But it has one semester, especially Language laboratorium it is can not be used. Because the Language laboratorium is getting broken. Mrs. Muhasir said “We have no technician, the cost is really expensive it needs about ten million. And the technicians is only can be come from Jakarta. The part of broken is in the central of machine.” So now all the students never use language laboratorium. The ICT Laboratorium there are seventeen computer, one projector, and one whiteboard. The ICT Laboratorium can be used for students for supporting them to improve the skill how operate and integrate it with the material they learn. The facilities, especially computer can not be used to Listening the material, because there is nothing handset. So the students use for looking materials only. Therefore as long as this semester the teacher and students never used it. And they learn only in the classroom with their notebook. But the ICT room is used by external activity, that is the center of teacher’s activity.

#### m. Internet Access

Based on the collected data about Internet, the school is getting trouble about Internet. Sometime the internet can not operated well. The internet access getting trouble and sometime is really can not operated. It is because of two factors. There are the capability of Internet to receive the quotes, 300mb/30 people. If many teachers and students use internet so the speed of internet become slow aslike snail. Actually the speed is depend on weather too. If the weather bad as like this there are so many smoke. So the speed become not stabil. And it is become bad if the rain fall. So as the solution for them especially for the teachers, they use the smartphone as modem. But especial fo the students they have modem for using internet to looking for the material ar upload the project (Task, Assignment, and Homework) it is because internet access (WiFi) can not operated.

### **B. Discussion**

The writer doing this study by using four steps of anlysis; Domain Analysis, Taxonomic Analysis, Componental Analysis, Cultural Theme.

On the domain analysis, the writer summarize that all the SMAN Unggul Aceh Timur English teachers utilize the ICT in their classes. When they utilize the ICT in English subject, they actually appropriate between the materials (topics), the models of learning, and the ICTs. The teachers

used to teaching English with ICT in the class, this case because of all the students have Notebook/Laptop and they always bring it into their class. But in fact, there some students have not brought their Notebook/Laptop in the class because some factors; the battery is low and in the class there is nothing electric. More fact, when the teachers give the materials to the students in the class, they prepare well about it, for the example prepare the material in Power Point or material in song. Usually the teachers check it in two times, first in the home and last one in the auditorium morning early before bell sounded. The result, during the class, the teachers never uses internet access directly. It is because the speed of internet is really slow as like snail. When the teachers give the task to the students, by the direction the students use their modem for searching the articles in internet. And uses it for hand on their project.

On the taxonomic analysis, the writer summarize that the teachers have the difference experience as long as the teachers. Mrs. Pilla she has the oldest teachers that many experience than two teachers. Besides the English teacher he has position as deputy head of student. She is also as a lecture in one University of Langsa. As the English teacher she has full workload everyday. She is known as good and profesional teacher. In the fact, when she utilizing ICT in English Class, she getting troubles too. Especially she and anothers teacher are same can not use ICT Laboratorium. Next, Mr. Muhasir is called "Mister" has an important function at the school, the deputy head of curriculum. And as the founder

of school has said that ICT is really important to be utilized. During the class, he is not active to control the Notebook/Laptop because the students more expert than him to utilize it. He only give the monitoring to students that open the related materials via internet.

Mrs. Pilla as the youngest teachers in the school is known as a lecturer in one university in Langsa give the attention to ICT, She needs ICT to presents the materials. When teaching English, she need some speakers to watch the video or play the song that the students catch the information and understanding fast. But she seldom to borrow from the school she more like to bring her own speaker.

On the component analysis, the writer summarize that there are some similarity and the difference between the teachers utilizing ICT in English class. In the similarity, based on the experience the teachers more like teaching with ICT than teaching without it. They feel that the class become happy and enjoy and also they are going to give the attention much to the teachers and materials. Especially, they always use infocus and projector to present their material in Power Point or video. This case is related with K-13 where the student should expand their skill based on ICT. Besides the similarity, it is found the differences between the teacher utilizing ICT in English Class. Mrs. Audi she as the oldest teachers in SMAN Unggul Aceh Timur although she always present the material in Power Point, she actually seldom to ask the students to hand on the project (Task, Assignment, and Homework) to her email. And Mr. Muhasir he

more like to ask the student to hand on the project to his email or youtube. As the deputy head of curriculum, he has limited time to check the students' project directly. By his email he can check the students' project at home. They are different from Mrs. Pilla, she actually always gives the project to students and asks them to hand on the project not by email or youtube, she more like to check the students' project by Flashdisk. During the class Mrs. Pilla likes to take photo or video as the document.

On the cultural theme, the writer summarize that the teachers are utilizing ICT in English subject have the same goals and purposes, that brings the students to expand the their English skill and knowledge through the ICT. In the fact, all of them during utilizing the ICT in English Subject getting troubles. That is because two factor supporting factors and preventing factors. they comprise with teachers skill and experience, training, students' motivation, school facilities; like literacy laboratorium, ICT laboratorium, internet access, and electric.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. In summary, the utilization of ICT in English Subject helps the teachers to easify them for managing the class and present the materials. How do they can bring the students to catch and expand the English skills (Speaking, Listening, Reading, and Writing) and knowledge through the ICT.
2. The utilization of ICT in English class is something that has many advantages. Not only as a source of supporting materials but also a changer of new curriculum, K-13. And how do the teachers utilizing the ICT in English class as innovative and interesting methods in learning process.
3. There are some factors affecting the utilization of ICT in English subject; training for the teachers, preparation, trend, suitability, ICT laboratory, and Internet access.

#### B. Suggestion

1. Either the teachers or the students should utilize the ICT in their English class. By utilizing ICT teaching and learning process become

effective and efficient. And by utilizing ICT (Internet) students can enrich their knowledge and think out of the box.

2. Especially for the teachers, they should master kind of ICT and before she utilize the ICT in English class they should appropriate between materials, models of learning, and ICT. So that the success can be felt by the teachers, students, and stage holder.
3. When teaching English at the class, the teachers should give the monitoring to the students in order that the students do not open unrelated materials.
4. As the upgrade of the profesionalisme, the teachers should participate in every ICT training that held by the school.
5. Although the ICT is very important to be utilized, but the position of teacher still number one.



## BIBLIOGRAPHY

- Amell, Alfrida. *The Use of ICT in The Teaching Of English Grammar: The Views and Experience of Six teachers of English in Sweden*. UK: 3G, Bachelors' Course, 2012.
- Barr, David. *ICT-Integrating Computers in Teaching*. Bern: Peter Lang AG, 2004.
- Bolandifar, Saeideh and Nooreen Noordin. *Parastoo babashamsi. Nahid Shakib. Teachers' Attitudes Toward Integrating Internet Technology in English Language Classes*. International Journal of Language Learning and Applied Linguistics World(IJLLALW).4. No.3, 2013.
- Ilvehenil, Narinasam. and Wan Hasamah Wan Mamat. *Utilization of ICT by Moral Education Teacher*. The Malaysian Online Journal of Educational Technology. 1. No.4. (2009). 1.
- Jesson, Jill and Graham Peacock. *The Really Usefull ICT Book: A Practical Guide to Using Technology Across The Primary Curriculum*. New York: Routledge 2012. 15.
- Loveless, Avril. *The Role of ICT*. Great Britain: The Bath Press, 2003. Maryono and B. Patmi Istiana. *Teknologi Informasi & Komunikasi*. Ciawi-Bogor: Quadra, 2008.
- Munir. *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*. Bandung: Alfabeta, 2010.

- Raman, Arumugam and Abdul Halim Mohamed. *Issues of ICT Usage among Malaysian Secondary School English Teacher. Canadian Center of Science and Education* 6. No. 9), 2013.
- Rasul, Juharis. *Teknologi Informasi & Komunikasi 2*. Ciawi-Bogor: Quadra. 2008.
- Raval. *Use of ICT in English Language Teaching*. International Journal of Research in All Subject Multi Languages 2. No. 2, Gujarat: IJSRML, 2014.
- Vrasidas, Charalambos. Michalinos Zembylas. and Gene V Glass. *ICT For Development Challenges and Possibilities*. USA: Cardet, 1992.
- Warwick, Paul. Elaine Wilson. and Mark Winterbottom. *Theaching and Learning Primary Science with ICT. 1<sup>st</sup> ed*. New York: and Two Penn Plaza, 2006).
- Young. *Integrating ICT into second language education in a vocational high school.*” Journal of Computer Assisted Learning. Taiwan: JCAL, 2003. <http://onlinelibrary.wiley.com/doi/10.1046/j.02664909.2003.00049.x/abstract> (accessed August 10. 2015).
- Elmoglobal. “What is ICT in Education?” Let’s Clarify The Meaning of ICT in Education. November 11, 2014. <http://www.elmoglobal.com/en/html/ict/01.aspx> (accessed November 11, 2014).
- Fahrawaty. “Bahasa Inggris dan Pengaruhnya Terhadap Kurikulum Pendidikan di Indonesia.” <http://makassar.tribunnews.com/2014/02/19/pengaruh-bahasa-inggris-terhadap-kurikulum-pendidikan?page=2> (accessed May 25, 2015).

Farlex, "Definition of Utilization." The Free dictionary. August 18, 2015

<http://www.thefreedictionary.com/utilization> (accessed August 18, 2015).

Google Map. "SMAN Unggul Birem Bayun Aceh Timur."

<https://www.google.co.id/maps/dir/4.4678297974766/SMAN+Unggul+Ac+eh+Timur.+24451/@4.51100989791534325384m/data=!3m1!1e3!4m1!4m13!1m5!3m4!1m2!1d97.975631!2d4.468899!3s0x30379b2361e7837d:0x9c616af3f388f183!1m5!1m1!1s0x30378fbc199a69db:0xb80062fab2db511!2m2!1d97.9315!2d4.54352!3e0>(accessed May 22, 2015).

"ICT in Education. November 11, 2014.

<http://www.educationscotland.gov.uk/learningteachingandassessment/approaches/ictineducation/index.asp> (November 11, 2014).

"ICTs in English." May 26, 2015.

<http://www.englishteacher.com.au/AboutUs/OfficialStatements/ICTsinEnglish.aspx> (accessed 26 May, 2015)

M-Edukasi, "Definition of ICT." Pengertian Teknologi Informasi dan Komunikasi

dalam pendidikan. January 31, 2013. available from <http://www.m-edukasi.web.id/2013/01/pengertian-teknologi-informasi-dan.html> (accessed May 20, 2015).

Oxford, "Definition of Utilization." British & World English. August 18, 2015

<http://www.oxforddictionaries.com/definition/english/utilize>(accessed August 18, 2015).

"Qualitative Research."

<http://www.computing.dcu.ie/~hruskin/RM2.htm> (accessed July 22, 2014)

“Teaching Tip: Using ICT to Help Students Learn and Use English”

[http://hrd.apec.org/index.php/Teaching\\_Tip: Using ICT to Help Students Learn and Use English](http://hrd.apec.org/index.php/Teaching_Tip:_Using_ICT_to_Help_Students_Learn_and_Use_English) (accessed May 26, 2016).

Vocabulary, “Definition of Utilization.” August 18, 2015.

[http://www. Vocabulary.com/utilization](http://www.Vocabulary.com/utilization) (accessed August. 18, 2015).

“What is ICT in Education?” November 11, 2015.

<http://www.elmoglobal.com/en/html/ict/01.aspx> (accessed November 11, 2015).

**BIOGRAPHY**

Name : Masnur  
Sex : Male  
Place/Date Of Birth : Tanjung Genteng, August 26<sup>th</sup> 1992  
Parents : Ponimin R  
Wasinah  
Siblings : Sukiman, Ernawati, Murniati  
Religion : Islam  
Status : Single  
Nationality : Indonesia  
Address : Jln. Alur Jambu Desa Tanjung Genteng Dusun  
Alur Selamat Blok 26 Kec. Kejuruan Muda  
Kab. Aceh Tamiang NAD 24477

**Background of Education :**

1. Elementary School : SDN Tanjung Genteng, Graduated in 2005
2. Junior High School : SMPN 2 Kej. Muda, Graduated in 2008
3. Senior High School : SMAN 4 Kej. Muda, Graduated in 2011
4. University : IAIN Zawiyah Cot Kala Langsa 2011 Until Now

Langsa, December 04<sup>th</sup> 2015

MASNUR  
Students No: 1042011182