PENGUNA ICT SEBAGAI SUATU MEDIA PENGAJARAN BAHASA INGGRIS

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ABSTRAK

Penelitian ini difokuskan untuk mengetahui pengaruh penggunaan media ICT terhadap pembelajaran bahasa Inggris. Permasalahan dalam penelitian ini adalah 1) Bagaimana ICT dapat digunakan dalam pembelajaran bahasa Inggris?, 2). Apakah penggunaan ICT dapat meningkatkan hasil belajar peserta didik pada mata pelajaran bahasa Inggris? Tujuan penelitian ini adalah untuk 1) menemukan cara atau prosedur penggunaan media ICT dalam pembelajaran bahasa Inggris, 2). Mengetahui apakah penggunaan ICT dapat meningkatkan hasil belajar bahasa Inffris peserta didik. Data penelitian ini diperoleh dari sumber bacaan penelitian sebelumnya yang relevan, dan melalui tes menulis dan pembuatan video. Berdasarkan data yang dikumpulkan dari subjek penelitian yaitu siswa kelas X-IPA 3 SMA Laboratorium Unsyiah, peneliti menemukan bahwa dalam menggunakan ICT sebagai media pembelajaran, guru harus membuat persiapan yang baik dan melaksanakan kegiatan pembelajaran sesuai dengan skenario. Disamping itu, guru juga harus mengelola kelas dengan baik agar proses pembelajaran berhasil. Dapat disimpulkan juga bahwa dengan menggunakan ICT, hasil belajar peserta didik juga meningkat dibandingkan dengan tanpa menggunakan ICT, khususnya dalam menulis dan menciptakan video.

Kata kunci : *ICT, media, pembelajaran bahasa Inggris*

THE USE OF ICT AS A MEDIA IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This study explores the effect of using Information and Communication Technology (ICT) in English Language Teaching. The problems of the study are: 1). How can ICT be used in english language teaching?, 2). Can the use of ICT improve the students' achievement in English subject? The aims of the study are 1). to find out the way how to use ICT in English language teaching, and 2). to investigate whether the use of ICT can improve the students' achievement in English subject. The data were collected by reading some references and former research finding, and by giving the students a writing test and video production. Using the data gathered from the subject of the study, that is class X-IPA 3 of SMA Laboratorium Unsyiah, the writer found that by using ICT in English language teaching, the students' achievement in English can be improved. To do so, the teacher should make a well preparation, carry out the learning activities in accordance to the scenario and she has to manage the class well so that the teaching learning process run successfully. It can also be concluded that the uses of ICT can improve the students' achievement in writing and video making.

Keywords: *ICT, Media, English Language Teaching*

INTRODUCTION

Language learning and teaching is not static so it changes as the time changes. Language teaching in general and English language teaching in particular has undergone tremendous changes over the centuries. The changes take place in almost all aspects of teaching including teaching methodology, teaching media or source, and also classroom management. In every decade, as the exchange or modification to the old methodology, a new approach or methodology comes into practice. English language teaching practitioners around the world have been applying various teaching trends suitable to their needs, context, and the availability of resources. Other practitioners have been using different educational technologies as the media and sources of teaching to

grow academically and professionally. Moreover, English language practitioners have the opportunity to manage more relaxed and flexible classroom atmosphere by adapting their teaching with the methodology and the source of teaching. In other words, students may enjoy a more dynamic classroom arrangement when they learn using the new way and source of learning.

Related to the condition stated above, English language teachers are expected to ajust themselves to the changes happening to the language teaching. In this digital era, the Information and Communication Technology (ICT) has undergone a rapid development. ICT has given people the service and easiness to apply various program in their aspects of life such as in banking, health, economy, business, entertainment, and also in education. ICT is not a new issue in the field of education and it is interesting to follow its development. Teachers in general and English teachers in particular, can make use of ICT development to increase their academic and professional capability by integrating various software of multimedia and simulation programs into their teaching learning process. The use of visual aids that can be easily searched from the internet can be precious sources for English teachers to use. In addition, the teaching media that the teacher can develop by themselves using numerous free software downloaded from the internet will be very interesting and challenging for students. Video with its different variations is one of the media or teaching aids that is very effective to use in teaching English.

Problem Formulation

The development of Information and Communication Technology (ICT) and the readiness of the field of education, especially English teachers in applying it cannot be seperated from the problems encountered in the class. Among the problems are:

1. How can ICT be used in english language teaching?

2. Can the use of ICT improve the students' achievement in English subject?

Aims of the Study

1. To find out the way how to use ICT in English language teaching.

2. To investigate whether the use of ICT can improve the students' achievement in English subject.

Significance of the Study

a. Theoretically, the result of this study is expected to give contribution for developing theories of English language teaching

b. Practically, the result of the study is expected to be useful for:

(1) Teachers; it increases teachers' skills and experience in teaching English by using various teaching media.

(2) Students; through the use of ICT in teaching English, the students could experience different atmosphere of learning and classroom

REVIEW OF LITERATURE

Information and CommunicationTechnology

ICT tends to be preferred term replacing IT (Information Technology) because it shows the importance of electronic communication such as e-mail, video conferencing, as well as computer aspect. Computer is becoming an important part in developing the application of Information and Communication Technology (ICT). It does not only ease teachers in creating their teaching materials by using Microsoft Office such as Microsoft Word, Excel, and Power Point, but it also can be used as a tool of communication. This condition can exist due to the existence of the electronic devices like e-mail, video, and many more.

Using Video in English Language Teaching

There are many kinds of media which can be used in English teaching learning process. One of them is short video. Video must be used as a facet of

instruction along with other resource materials available for teaching a particular English topic. According to Kulkarni (2016), videos are an instructional medium that are compelling and generates a greater amount of interest and enjoyment. One form of video that can be got from the internet is called YouTube. YouTube is a very popular web video sharing site that lets anyone store short videos for private or public viewing (Kristen : 2015). It provides a venue for sharing videos among friends and family as well as a showcase for new and experienced videographers.

YouTube video is one of the audio visual media. Kenneth (2017) cites that YouTube and other video clip sites (Google Video, Vimeo, etc.) have become very popular - especially with young adults. These sites also provide English learners and classes with a new tool to improve listening skills. They are essential part of the overall experiences that teachers must help their students to cope with. They can be used by teachers and students whatever their emphasis of the syllabus they are following. YouTube videos make particularly powerful contribution to both the content and the process of language learning, especially to interest and motivation. They could be an appropriate instructional media because they could function as an outlining device combining the design of grid contrast or comparison tables. In addition, videos from YouTube can be useful to motivate the students in teaching learning process.

Kenneth (2017) recommends an outline of how videos can be used in English language teaching:

a). Before the next lesson begins, teachers are recommended to go to YouTube and search for short videos on the topic their class has chosen. Once they have found appropriate videos, they should save the urls in their browser. If they do not have an Internet connection in class, they should go to Keepvid. This site allows them to download the video to their computer which you can later use in class.

b). The next step is to watch the video a few times and create a difficult vocabulary guide. Teachers should write a short introduction to the videos they will watch. The more context they provide the better their students will understand the videos they are about to watch. It is recommended that the teachers include both the short introduction and difficult vocabulary list on a class handout. Moreover, they should make sure to include the url (web page address) of the YouTube video.

c). In addition, teachers should create a short quiz based on the videos that has been watched by the class.

d). Furthermore, they should hand out the introduction sheets and go through the introduction and difficult vocabulary list to make sure everyone understands.

e). After that, teachers are suggested to watch the videos together as a class. If they have a computer lab this will work better as students can pair up and watch videos repeatedly. Students can then work on the quiz sheet in small groups or in pairs.

f). In order to encourage the students, the videos will be amusing and students will want to watch them many more. If possible, the teachers should give students 20 minutes or so at the computers to explore YouTube.

g). It is also recommended that students be given homework. In groups of four to five students, students should find a short video of their own to present to the class. The teacher should ask them to provide a short introduction, difficult vocabulary list and follow-up quiz modeled on the worksheet the teacher have created for the class and then remind the students to include the url (web page address) of the YouTube video.

h). Finally, the teacher should have students exchange worksheets with another group and complete the exercise. Students can then compare notes on the videos they have watched.

i). At the end of the class, teachers should decide on a particular topic that their class would enjoy. They can do this as a poll, take suggestions or choose a topic on their own that fits in well with their curriculum.

DISCUSSION

a. A Case Study of Using Video in Teaching English

The teacher use the Information and Communication Technology (ICT) including Power Point, and Video in teaching English to the tenth grade students of SMA Laboratorium Unsyiah, a private Senior High school in Banda Aceh, Aceh Province. The topic discussed was about Narrative text especially Short Story. Some activities which were carried out during the class can be presented as follow.

Before the core activity started, the teacher did a pre-teaching activity to give motivation to the students by presenting some pictures by using power point. The pictures are series of pictures that told about a story of hunters who wanted to kill a lion in the jungle. While showing the pictures, the teacher raised questions about what the pictures were about. And then based on the students answers, the teacher assigned the students to create a short story by using their own words.

Finishing the above pre-activity, the teacher started the core or whilst activites by giving an explanations that have been prepared in the power point. The first explanation was about a brief definition of a short story, the purpose, and the generic structure of a short story. The activity was then followed by the explanation on elements of a short story that includes Setting, Plot, Conflict, Character, Point of view, and Theme.

The teacher explained about the first element of a short story, that is setting. After giving the explanation, the teacher let the students have a discussion by raising some questions about setting. Then, she showed a short video of a short story. After watching the video, the teacher raised several

questions about the place, time, weather conditions in the story, social conditions of the character, and mood or atmosphere.

The next activity is the explanation related to the Plot. After giving a clear explanation, the teacher showed another short video and then she asked the students to identify the five essential parts of plot. They are Introduction, Rising Action, Climax, Falling Action, and Denouement. After that the teacher lead the students to have a class discussion.

After the class discussion, the teacher continued the activity by explaining about the third element of a short story, that is about Conflict. Then, she showed another short video and later she raised some questions about the conflict that the students found in the video. The questions are about the external and internal conflict encountered by the characters in the story. After that, a class discussion was conducted to gain the same conclusion about the students' answer.

The teacher continued the explanation about the fifth element of a short story, that is point of view (P.O.V). There are several types of Point of View such as Innocent Eye, Stream of Consciousness, First Person, Third Person, and Second Person Point of View. As in the former activity, the explanation of the materilas was followed by several short video show so that the students can differentiate the types of Points of View. After that the teacher lead the students to have a class discussion related to point of view.

The last explanation was about the theme as the last element of a short story. Completing the explanation, the teacher showed another video and then asked the students to identify the theme that the story had. A class discussion was carried out after the identification of the theme.

Soon after explaining all elements of a short story, the teacher showed a video of a short story. Then she asked the students to sit in groups of four to write a story based on the video they have watched. Finally, each group was asked to present the short story they have written.

At the end of the class, the students were devided into groups of six, and then given an assignment to write their own short story with a free theme. The story should contain all elements of a short story explained by the teacher. The draft of the short stories were collected and revised together in the next teaching session. As the project, the students should role play the short story and be recorded in form of a video.

b. The Effect of ICT use on Students' Achievement

After teaching Short Story by using ICT devices such as Power Point and Video, it is found that the students' achievement increases compared to their achievement when they are taught by using the ordinary way. The result can be seen in the following tables:

Table 1. Students' Score on Writing Short Story

No	Score	Groups				
		I	II	III	IV	V
1	Clarity of Writing	3	4	4	3	4
2	Grammar and Mechanics	3	4	3	3	3
3	Group Work	4	3	3	3	4
	Total	10/12	11/12	10/12	9/12	11/12
	Percentage (%)	83.33	91.6	83.33	75	91.6
	Catagory	Good	Good	Good	Fair	Good

The data in the table above shows the students' achievement in case of short story writing. Three aspects are analyzed including clarity of writing, grammar usage and mechanism, and group member collaboration. It reveals that from the five group writing, two groups reach the highest percentage' that is 91% or in Good catagory, two groups achieved 83,33% or Good catagory, and another group gets 75% or Fair catagory. This result shows that most groups reach above 80% and this means that their writing skills are very good.

Instead of assessing students on their writing abilty, the teacher did the evaluation on their skill in producing short story video. The result of the students' video production is shown in the table below:

Table 2. Students' Score on Video Production

No	Score	Groups				
		I	II	III	IV	V
1	Planning	4	4	3	3	4
2	Content	3	4	3	4	3
3	Layout/Design	4	4	3	3	4
4	Technical Elements	3	3	4	3	4
5	Group Work	4	4	4	3	3
	Total	18/20	19/20	17/20	16/20	18/20
	Percentage (%)	90	95	85	80	90
	Catagory	Good	Very Good	Good	Fair	Good

The table above provides the information about the students score in producing the video about short story after they were taught by using ICT devices specifically PowerPoint and videos. The data shows that one of the five groups reaches 95% or very good catagory, three groups reach Good catagory and one group get 75% or in Fair catagory. It means that more groups produce good videos. This result is problably affected by the use of ICT as the media in teaching and learning English.

CONCLUSION

Based on the data and the discussion previously presented, two conclusions can be drown as the following:

1. Information and Communication Technology (ICT) can be used in English language teaching in accordance to the topics being taught. The teacher needs to make a good preparation before the teaching learning process and she also has to manage the class well so that the teaching learning process can run successfully.

2. The use of Information and Communication Technology (ICT) can improve the students' achievement in English subject.

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