STUDENTS’ PERCEPTION TO TEACHERS’ INTERNET LITERACY IN INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) OF ENGLISH LEARNING TEACHING (ELT) (A Descriptive-Qualitative in Class VIII SMP Islam Ar Rahmah Suruh in the Academic Year 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2019
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"In The Name of Allah the Most Gracious and the Most Merciful"

Hereby the researcher declares that this graduating paper is made by the researcher herself. This graduating paper does not contain any materials published by other people and it does not cite any others' people's ideas except this quote overtly. The researcher also gives permissions to publish this graduating paper on IAIN Salatiga's e-repository.

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Salatiga, February 27th, 2019

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ATTENTIVE COUNSELOR’S NOTE
Case: Sekar Dewi Kartika Ningrum’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’allaikum wr.wb

After reading and correcting Sekar Dewi Kartika Ningrum’s graduating paper entitled “STUDENTS PERCEPTIONS TO TEACHERS’ INTERNET LITERACY IN INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) OF ENGLISH LEARNING TEACHING (ELT) (DESCRIPTIVE-QUALITATIVE IN CLASS VIII SMP ISLAM AR RAHMAH SURUH IN THE ACADEMIC YEAR 2018/2019)”, I have decided and like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr.wb

Counselor

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A GRADUATING PAPER

STUDENTS’ PERCEPTIONS TO TEACHERS’ INTERNET LITERACY IN INFORMATION COMMUNICATION AND TECHNOLOGY (ICT) (DESCRIPTIVE-QUALITATIVE IN CLASS VII SMP ISLAM AR RAHMAM SURUH ACADEMIC YEAR 2018/2019)

WRITTEN BY:
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Has been brought to the board of examiner of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on April 4th 2019, and hereby considered to have completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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Sekar Dewi Kartika Ningrum
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MOTTO

“Remember your dreams and fight for them.
You must know what you want from life.
There is just thing that makes your dream become impossible:
The fear of failure.”
Paulo Coelho
DEDICATION

This graduating paper is wholeheartedly dedicated to:

1. Allah SWT, all praises to Allah, the most Gracious and the most Merciful
2. My mother Sri Lestari, who defined “Love” and “Dedication” for me.
3. The one Muhammad Taufik Saputro, for gives me countless support.
4. All my friends whom I cannot mentioned one by one, for the stories we create together
5. For everyone who contributed in every second of my lifetime that shape me as I am today.
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3. Noor Maliahah, Ph.D., as the Head of English Education Department of
   State Institute for Islamic Studies(IAIN) Salatiga.
4. Sari Farmularsih, S.Pd., M.A., counselor who has supported and given me
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   paper administration.

Finally, This graduating paper is expected be able to provide useful
knowledge and information to the readers.

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Salatiga, 27 February 2019

The writer

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ABSTRACT


This research was conducted to identify whether students’ perceptions to teaching internet literacy in Information Communication and Technology (ICT) of English teaching process, and students’ response to the in Information Communication and Technology (ICT) of the English teaching process. The researcher choose the Eighth grade students of SMP Islam Ar Rahmah Suruh in Academic year 2018/2019. This research is a descriptive-qualitative method. The data obtained through interview as written record and video record. The interview data seeks students’ perceptions to teaching internet literary in Information Communication and Technology (ICT) of English teaching process for six questions and students’ response to the in Information Communication and Technology (ICT) of the English teaching process for twelve questions. The result of this reserch in dicate that teachers have a positive attitude toward the impotance of using the Internet as a medium of learning english. Teachers have high levels of skills when using Informatiom Communication and Technology (ICT) in teaching learning in schools. There is a significant relationship between teacher attitude towards Informatiom Communication and Technology (ICT) and the level of mastery as a medium of learning and the difficulties faces by teachers in utilizing in the internet as a medium of learning.

Keyword: Students’ Perceptions, Teacher, Information Communication and Technology (ICT).
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CHAPTER I
INTRODUCTION

A. Background of the Study

The development of science and technology at the present time is in progress rapidly, even every time something related to information and communication technology changes or updates. The effect of changes in information and communication technologies are also affecting many fields, one of them is education, learning a foreign language, English in chief. Learning English language sometimes considered difficult by students because it is not a native language. Sometimes, they encounters various obstacles. To overcome this necessary knowledge, attitudes and skills that can be done by competent and professional teachers, according to Suyanto & Asep Jihad (2013: 175)

However from the hundreds of teachers who given training to become teachers who competent and professional by Pustekkom (the centre of teacher of ICT for education) form both from province and municipal regency education offices and any other main units in the MoE and even private sectors such as Intel Teach Program (Intel), Partners in Learning Program (Microsoft), etc who have been followed, the understanding of teachers more focused on how to use ICT is not how to teach with ICT. In fact, Since 2004, Pustekkom’s teacher training focuses more on how to integrate ICT into the curriculum and instructional strategies appropriately to develop student's 21st century skills, according to Nizam & Ari Santoso (2013: 55-57).
Rapid development of Internet will be useful if the teacher look at the opportunity for learning English. Teachers can utilize internet as teaching materials. For example, students have difficulty in writing, because of difficulties in expressing feelings and writing process.

Other research conducted by Palekahelu, Hunt and Thrupp (2016) towards 1738 students from elementary to high school in Salatiga have already implementing ICT. The result for indicator in what ways do you Use ICT at School, result of completing lessons (92 references), finding information and knowledge (422 references), finding materials for presentations and completing tasks (479 references), typing notes (74 references). Indicator where computers are used and frequency of use 31.2% of students use a computer in their classroom either one or more times a day or two to three times a week 64.1% of students use a computer in a school laboratory either one or more times a day or two to three times a week 71.5% of students use a computer at home either one or more times a day or two to three times a week 26.3% of students use a computer in an Internet shop or public space either one or more times a day or two to three times a week. Indicator software used with ICT at school 94.1% of students have used Microsoft Word at school 77.6% of students have used Microsoft Excel at school 71.1% of students have used Microsoft PowerPoint at school 23.1% of students have used Photoshop at school 20.7% of students have used blogs at school 14.0% of students have used wikis at school. Indicator what do you wish for in new ICT: Practical work using computers and not text books, finding information more easily, having better Wi-Fi access, using smart phones in class,
ICT makes better learning. Google helps to find information and improve knowledge, skilled teachers for advanced ICT.

As shown in the data above, that turns out survey and research related to information and communication technologies such as teachers' understanding on the development of ICT as a learning medium, the types of ICT can be used to determine the condition of the students in the class, ways teachers to improve the ability to master ICT and reactions or reciprocal students against teachers who use ICT as a medium to make learning interesting, and fun shows that the problems in the process of teaching English in the classroom becomes an important issue and must be prepared by the teacher as an educator for students. Based on the study of the problem, researcher interested in conducting research on, “Students’ Perceptions to Teachers’ Internet Literacy in Information Communication and Technology (ICT) of English Learning Teaching (ELT) (Descriptive-Qulitative in Class VIII SMP Islam Ar Rahmah Suruh Academic Year 2018/2019).”

B. Limitation of Problem

In this research, it is important to limit the scope of analysis in order to get relevant data. The researcher uses this limitatin to give a clear description and discussion. In this research, the researcher analyzez students’ perceptions to teachers’ internet literacy in Information Communication and Technology (ICT) of English learning teaching in interview taken by the eighth grade students of SMP Islam Ar Rahmah Suruh in the academic year 2018/2019. From the interview, researcher obtained both oral and writing result from the object of this research.
C. Problems Question

According to the problems mentioned before the researcher formulates problems of the research as follows:

1. How is the students’ perceptions to teachers’ internet literacy in Information Communication and Technology (ICT) of English teaching process?
2. How is the students’ response to the Information Communication and Technology (ICT) of the English teaching process?

D. Objectives of Research

1. To describe the students’ perceptions to teachers’ internet literacy in Information Communication and Technology (ICT) of English teaching process?
2. To describe the students’ response to the Information Communication and Technology (ICT) of English teaching process?

E. Benefit of Research

This study are expected to be useful to provide an overview of the teachers’ role in Information Communication and Technology (ICT) in the learning process in mastering the English language. The benefits theoretically and practically can be described as follows:

1. Theoretical Benefits
   a. This study are expected to know the teachers’ role in Information Communication and Technology (ICT) in the learning process in mastering the English language so that the students do not get the difficulties or in learning the English language.
b. To provide additional insight for the next research on English language education related to the teachers’ roles in Information Communication and Technology (ICT) in mastering of English learning process.

c. The material to develop the knowledge in the area of education about the teachers’ role in Information Communication and Technology (ICT) in the learning process in mastering the English language.

2. Practical Benefits

a. This research can be used by the next researcher who want to develop Information Communication and Technology (ICT) as a problem in English learning process.

b. This research can be used by the English teachers who get the difficulties or facing challenges in mastering Information Communication and Technology (ICT) in the English learning process.

F. Definition of Key Terms

1. A theory from Sidhu (2003) in Permatasari (2017:3) that students’ perception are students’ point of view toward something that happened in learning process class and produced it wish suggestion or argument for teacher or classmate to improve their learning process.

2. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students on early childhood education, formal education, basic education and secondary education (Law No. 14 the Year 2005 on Teachers and Lecturers in Chapter I Section (1))
3. Information Communication and Technology (ICT) is not synonymous with the computer, but also with everything that is in the form of software and hardware that can help humans, according to Martin (1999) in Munir (2009: 14).

G. Outline of The Research

This research consists of five chapters and each chapter is subdivided into subsequent divisions:

Chapter I consists of background of the study, limitation of problem, problems question, objectives of research, benefit of research, definition of key terms and outline of the research.

Chapter II consists of students’ perception, teachers’ internet literary in ICT for English language teaching, Information Communication and Technology (ICT), ICT for English language teaching and review of previous research.

Chapter III consists type of research, object of research, data and methode of collecting data.

Chapter IV consists data collection and data analysis. This chapter answer the question in chapter I.

Chapter V consists conclusion and suggestion of this researcher.
CHAPTER II
LITERATURE REVIEW

A. Students’ Perception

1. Students’ Perception

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn, according to Hong, K. S. (2003) in Permatasari (2017:3)

Perception is the process of interpreting and organizing sensation in order to produce a meaningful experience and it particularly involves the process of sensory input according to Lindsay and Norman (1977) in Eliwarti and Nooreiny (2017:2)

A theory from Sidhu (2003) in Permatasari (2017:3) that students’ perception are students’ point of view toward something that happened in learning process class and produced it wish suggestion or argument for teacher or classmate to improve their learning process.

Students’ Perceptions is how students’ thought to response about what they have done or about what they learned, according to Permatasari (2017:3)

Teacher as a part of educational support system should be able to focus on emphasizing deep understanding and engage students with real world data and tool. In terms of learning strategies, teachers should be able to integrate the use of supportive technology, problem based approaches, and higher order thinking skills. Cakrawati (2017:2)
According to Hwee, Koh, and Chai (2016) 21st century learning is characterized by students ability in developing social skills for collaboration, conflict resolution, and multicultural communication, cognitive skills to engage in critical thinking for innovation and complex problem solving, metacognitive skills to engage in self-learning, productivity skills to organize work effectively and efficiently, and technological skills to exploit ICT tools appropriately.

The students will accept technology in the classroom depends on these four important aspect: attention, relevance, confidence, and satisfaction. Mustafa (2015)

B. Teachers’ Internet literacy in ICT for English Language Teaching

In Chapter IX Law No. 20 of 2003 on National Education System Section 39 subsection (2) mentioned that educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training and conduct research, and community service, especially for educators at the college.

Also in Law No. 14 the Year 2005 on Teachers and Lecturers in Chapter I Section (1), mentioned that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students on early childhood education, formal education, basic education and secondary education. While in Chapter II, Section 4 and 5 of the position, function and teachers are: 1) the position of teachers as professionals as defined in Section 2 subsection (1) serves to enhance the dignity and role of the teacher as a learning agent serves to improve the
quality of national education; 2) The position of professional lecturers as referred to in Section 3 subsection (1) serves to enhance the dignity and role of lecturers teaching agent, developer of science, technology, and art, as well as to the public servant to work to improve the quality of national education.

According to Suyanto and Jihad (2013: 5) to be professional teachers have at least a minimum standard, namely: 1) Having a good intellectual ability; 2) Having the ability to understand the vision and mission of education; 3) Having the expertise transferring knowledge to students effectively; 4) Understanding the concept of psychological development of children; 5) Having the ability to organize the learning process; 6) Having creativity and art to educate.

In addition, professional teachers are required to have three capabilities: Firstly, cognitive abilities, the teacher must be mastering the material, method, media and can plan and develop the learning process. Secondly, effective ability that the teacher should have are an honest character, maintained his behaviour so that he become a model that can be emulated by students. Thirdly, psychomotor abilities that the teacher have knowledge and ability to implement his knowledge in everyday life.

C. Information Communication and Technology (ICT)

1. ICT

Information and communication technology is divided into two terms, namely information technology and communication technology. To explain theoretical study of two such understanding and linkages between the two concepts, the researchers will describe one by one, according to experts
Wardiana (2000) in Munir (2009: 8) stated that information technology is a technology used for data processing, including processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information. It is information that is relevant, accurate and timely used to personal, business and government is a strategic aspect for decision making.

Meanwhile, according to Lucas (2000) in Munir (2009: 8), information technology are all forms of technology applied to process and transmit information in electronic form, microcomputers, computer mainframe, barcode readers, software process transactions, software worksheets and communication and networking are examples of information technology. While communication technology according to Munir (2009: 12) is a technology product consisting of hardware, software, processes and systems used to assist the process of communication, which seeks to enable successful communication or communicative.

Based on the description of information technology and communication technology, there is a connection between these two concepts, i.e. more information on the technology of information processing systems while communication technologies serve for information delivery. This Information Communication and Technology (ICT) is not synonymous with the computer, but also with everything that is in the form of software and hardware that can help humans according to Martin (1999) in Munir (2009: 14).

2. **ICT’s Media in Language Learning**
Hartoyo (2008) in Mulyana (2016: 8-9) argues that there are some media which can be used in ICT, such as:

a. Interactive Multimedia

Interactive multimedia is multimedia which gives the user some navigational controls. A good example is the internet according to Hartoyo (2008) in Mulyana (2016: 8-9).

b. Television

Television is one of the traditional and old information communication and technologies which were dominated by major stations in its formative period according to Hartoyo (2008) in Mulyana (2016: 8-9).

c. Computer

An electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program. Hartoyo (2008) in Mulyana (2016: 8-9).

d. Sound System

Sound systems are those by which things can be understood by listening as well as seeing according to Hartoyo (2008) in Mulyana (2016: 8-9).

3. Types of ICT in Language Learning

There are several types of ICT in learning and teaching based on the opinions Hartoyo (2008) in Mulyana (2016: 9-11):

a. Computer-Assisted Language Learning (CALL)
CALL based on the opinions Levy, 1997 in Fotos and Browne (2004: 3) is “... the application on the computer in language teaching and learning.” CALL is a computer software application that can be used for learning English. Hartoyo (2008) in Mulyana (2016: 9-11)

b. Information Hubs

The internet can be used by teachers to display the syllabus, course materials, assignments, announcements, multimedia learning resources. The internet can be used as a media teacher transfer data about things that relate to the learning process. Hartoyo (2008) in Mulyana (2016: 9-11)

c. Publication Forum

Students and teachers can use the website to publish essays, articles, reports. So that teachers and students are able to give an opinion. Hartoyo (2008) in Mulyana (2016: 9-11)

d. Medium to converse or correspond

This can be done by video conference. ICT serves as a medium for communication and correspondence. Hartoyo (2008) in Mulyana (2016: 9-11)

e. Intercultural Communications

Students are already familiar with their teens to socialize in a community whose scope is in school, or even with friends who come from different countries. This can be done by e-mail, chat rooms (MIRC, Yahoo Massager) and joining social networking (Twitter, Facebook). Hartoyo (2008) in Mulyana (2016: 9-11)

f. Research Support
Internet, websites, e-journals, e-library help to provide the theory, the article that can help research. Hartoyo (2008) in Mulyana (2016: 9-11)

4. Utilizing English Language Learning with ICT

A variety of tools information and communication technologies can be used by teachers to assist them in teaching and learning in the classroom. This technology also makes the method used the forwarding of the material becomes more varied. With varied methods, the students who follow the teaching and learning process are expected in the classroom do not be bored in capturing material. Variations are not only presenting the material verbally but also visually, audio and audio-visual combination. Diversity can be achieved with the help of a wide range of information and communication technology tools. Hasibuan (2013)

a. Cassette players or Tape Recorder and Sound System.

Utilization of this cassette player can be used by teachers of English to convey English song material. Hasibuan (2013)

b. Movie player or DVD player or VCD player and television

In addition to listening to the song, an English teacher can also use the film as a means to learn English. Teachers play a film using the English language with a variety of themes, such as a movie titled sport. The film tells about the sport of badminton. After seeing the movie together, an English teacher in question gives the task to find the vocabulary of the English language on other sports, after watching a film about the sport, the students enthusiastic to find vocabulary about other sports. Hasibuan (2013)
c. LCD atau OHP

To make the material more attractive, the teacher can present a discussion with the Microsoft power point. The data that has been processed in the form of the Microsoft power point can be presented with the help of the LCD. In order to be more attractive, media data processed by Microsoft power point coupled with the pictures concerned with the material. Hasibuan (2013)

d. Phone or Mobile Phones

Phone or mobile phones can be used in two ways. Firstly is the teacher enter to the class, he is usually introduced himself and gave his personal cell phone number. It is intended that the students who can not follow the lesson may request permission via short messages. This train students on how to produce a short message in English. Secondly mobile phone can be used in speaking class, especially in chapter telephoning. To make the material becomes more real and the teacher can use a mobile phones. Hasibuan (2013)

e. Language laboratory

Language laboratory is used to deliver listening material. The teacher can present the listening material through English songs or English-language recordings of radio news. By using the laboratory, students can use the headset provided that they are not bothered by hearing other voices that are not desirable. By using a headset pupils are also expected to better capture the pronunciation or the pronunciation of each word English properly. Hasibuan (2013)
f. Email or Electronic Mail

Email can be used by an English teacher to discuss the materials that have been submitted, this the students opportunity who want to be better to understand the English language further. Hasibuan (2013)

g. Search engine

Teachers can use search engines to teach students how to browse. Two of these materials can be combined for example the material of applying for a job. By using the search engine such as www.google.com and www.yahoo.com, students can search for jobs on job openings that exist in the world, not only within the scope of Indonesia. After finding a job ad, the students were asked to create a sample cover letter corresponding to the English language jobs are found. It will be more interesting because it seems the students actually apply for jobs offered by the parties concerned. Hasibuan (2013)

In addition to the foregoing, the teacher can ask the students to learn English by online. The teacher can give a website addresses that can be accessible to students from home so that they have time to learn the English language that is not limited only in the classroom. The addresses include http://www.englishfirst.co.id, http://www.belajaringgris.net, http://englishland.or.id.

h. The Social Network (Friendster, Facebook, Twitter and Everything Else)

English teacher could divide their social networking accounts to students. It is intended that the teacher can always leave it up to date information to its students through a social networking account. The
information can be about the tasks, the material that will be presented at the next meeting, or other announcements are concerned with teaching and learning in the classroom. Hasibuan (2013)

i. Chat Room

English teachers can use this app to train the students to generate a conversation using the English language commonly used every day. Hasibuan, (2013)

j. Blog

Blogs can be used by the English teacher how to upload the results of his work. Before uploading the students’ work, teachers make an announcement, or a warning, that all the results of their work will be published via blogs that can be accessed by everyone around the world. Hasibuan (2013)

D. ICT for English Language Teaching

In Articles 4 and 5 of Law No. 14 the Year. 2005 on Teachers and Lecturers mention the role of the teacher is teaching agent, who serves to improve the quality of education. The role of learning agent in question is the role of teachers, among others, as a facilitator, motivator, hyper engineers learning and inspirational learning for learners. Utilization of ICT in learning the English language can be run continuously. If the teacher is committed to run the program, teachers must always motivate them to develop ICT. Consistent is a keyword and the location of the success of ICT in order to be useful in teaching English. Online teachers should have and demands lifelong professional preparation and proper pedagogical training.” Training is continuing to develop
Information Communication and Technology (ICT) in learning the English language will be needed, as technology continues to evolve.

D. Review of Previous Study

Research on the students’ perception has done by Septa (2016), about the students in the class of English learning process. SMA Negeri I Metro Lampung is the research object. The type of the research is qualitative which is using descriptive methods as approach, instruments in data collection by using the instrument of observation, interview documents. The data used in this study are the events of English teaching and learning process in the classroom and in the language laboratory, the informants the english teacher. It is mentioned that: 1) English learning process is focused on the acquisition of communicative skills both speaking and writing, 2) teachers use various materials, 3) the role of a good teacher in learning process.

Other research is research conducted by Sudiran (2015). The study used quantitative and qualitative (mixing) consisting of two procedure that the draft questionnaires and interviews to explore information about: 1) the attitude of teachers to use Information Communication and Technology (ICT) as a medium of learning the English language, 2) explain the level of ability of teachers in the application of Information Communication and Technology (ICT) in the learning process, 3) the relationship of teacher attitudes towards the internet and the level of ability to use the internet and 4) describe the frequency rate teachers in accessing the internet. Sample and the population in this study were 37 teachers, 3 teachers and 34 English language teachers who teach in addition to English in high SMA 3 and SMK I Muhammadiyah Kota Batu.
The results of this study indicate that teachers have a positive attitude towards the importance of using the Internet as a medium of learning English. Teachers have high levels of good skills when using Information Communication and Technology (ICT) in teaching and learning in schools. There is a significant relationship between teacher attitudes towards Information Communication and Technology (ICT) and the level of mastery as a medium of learning and the difficulties faced by teachers in utilizing the internet as a medium of learning.

The present researcher interested conducting this research entitle “Students’ Perceptions to Teachers’ Internet Literacy in Information Communication and Technology (ICT) of English Learning Teaching (ELT) (A Case Study in Class VIII SMP Ar Rahmah Suruh Academic Year 2018/2019).” using descriptive-qualitative research methods. That aims to understand students’ perceptions to teachers’ internet literacy in Information Communication and Technology (ICT) for English learning process, Data collection techniques uses in-depth interviews and documentation.
CHAPTER III
RESEARCH METHODS

A. Types of Research

In this study, researcher used a qualitative approach. According to Cresswell (2013: 32) a qualitative approach is an approach for exploring and understanding the meaning individuals or group ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typicall collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of situation.

Further Denzin & Lincoln (1998) in Gunawan (2015: 84) explains: qualitative research is aimed at gaining a deep understanding of a specific organization or event, rather than a surface description of a large sample of a population. It aims to provide an explicit rendering of the structure order and patterns found broad among a group of participants. It is also called ethnomethodology or field research. It generates the data about human groups in social settings. Qualitative research does not introduce definitions of variables on the participants. Rather, it lets the meaning emerge from of participants. It is more flexible in that it can adjust to the setting. Concepts of data collection tools and methods of data collection can be adjusted as the research progresses.
Based on Neville (2007: 3) “Descriptive research can be used to collect data, analyze data, and draw conclusion.” Arikunto (2010: 3) also explain that descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities. Than the result is presented in a research report.

B. Object of Research

In this research the object of the research is students’ perceptions to teachers’ internet literary in Information Communication and Technology (ICT) for English learning process. The key informants are The students in SMP Islam Ar Rahmah Suruh.

C. Data

Students’ response to teachers’ internet literacy in Information Communication and Technology (ICT) for English teaching process is a series of role understanding of teacher' Information Communication and Technology (ICT) skills at his disposal to support the process of English teaching process so that teaching becomes more attractive as well as students become responsive and proactive and covers the process of how teachers improve the control and the precise role of the Information Communication and Technology (ICT) used in English teaching process.

An interview in qualitative research is a conversation that has a goal and preceded some informal questions. Denzin & Lincoln (1994) in Gunawan (2015: 161) argues as follows: The interview is a conversation, the art of asking questions and listening. It is not a neutral tool, for the interviewer creates the reality of the interview situation. In this situation answers are given. The
interview produces situated understandings grounded in the specific interaction episodes. This method is influenced by the personal characteristics of the interviewer, including race, class, ethnicity, and gender. Meanwhile, Kerlinger (1986) in Gunawan (2015: 162) argues the interview is a situation the role of interpersonal face to face, when the interviewer asks questions designed to elicit answers that are relevant to the research problem, to someone who interviewed or informants.

Based on these explanations, the interview is an activity-face debriefing with the interviewer to interview on the subject under study, in which the interviewer would like to obtain perceptions, attitudes, and thought patterns of the interviewees that are relevant to the issues examined.

The type of interview used by researchers in this study is an unstructured interview means it is more flexible and open. The interview is intended to reveal the role of teachers in the mastery of Information Communication and Technology (ICT) for English Learning Teaching (ELT). According to Sugiyono (2006) in Gunawan (2015: 163) the interview was not the structure of meaning in which researchers did not use the interview guides that have been arranged in a systematic and complete to collect data for the conduct interviews were conducted to explore new ideas and informants openly and not using interview guide. The interview guide for this study can be described in table 3.1.
<table>
<thead>
<tr>
<th>No</th>
<th>Research Question</th>
<th>Formulasi Pertanyaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How is the students’ perceptions to teaching internet literary in Information Communication and Technology (ICT) of English teaching process?</td>
<td>How is your teacher uses ICT to support English teaching process in the classroom?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Do your teacher apply ICT in the classroom?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. How is your respons when your teacher use ICT in teaching process?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Do you have online class such as : WA group, Line group, Google classroom, etc in English class?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. What do you do in your online class?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Do you have any difficulties while you are using online class?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. How did you solve the problems?</td>
</tr>
<tr>
<td>2</td>
<td>How is the students’ response to the in Information Communication and Technology (ICT) of the English teaching process?</td>
<td>How is your responds while you are using online class in English learning process?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. What are the benefits of using ICT and online class while your teacher uses ICT to support english teaching process?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. What is the curriculum do you use now?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Do you prefer to using KTSP or Curriculum 2013?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. Why you choose it?</td>
</tr>
</tbody>
</table>
D. Method of Collecting Data

The data collected with this documentation, researcher can obtain information rather than people as a resource, but they obtain information from a variety of sources written or from an existing document to the informer. According Sugiyono (2005) in Gunawan (2015: 179) documentation techniques in qualitative research is complementary to the use of the method of observation and interviews. In addition Sudiran (2015) argues that the documentation which collects documents and data needed in research problems and then analyzed the data verification confidence of an event. The results of observations or interviews will be more credible or trustworthy if supported by relevant documents to the focus of research. In this case the researcher collected supporting documents include: lesson plans, syllabi and curriculum or research results of English teachers who have made use of Information Communication and Technology (ICT) in teaching English Learning Teaching (ELT).

Qualitative research is a type of research that the findings are not obtained through quantification procedures, statistical calculations or form other ways to use the size of the numbers. Qualitative means anything relating to aspects of quality, value or meaning behind the facts contained. Quality, value or meaning can only be disclosed and explained in linguistics, language or words (descriptive). According to Creswell (2009, in Gunawan, 2015: 82) that the data used is not in the form of numbers, figures, scores or grades; rank or frequency; are usually analyzed using mathematical or statistical calculations. In this study of observation, interviews, and documentation of the results of the study of English teachers who use Information Communication and Technology (ICT)
Having obtained the data, the steps to do the data analysis used in this study are as follows:

1. **Organize Data and Coding**
   
   After all the data collected important first step before the analysis is performed affixing the codes on the materials obtained. Coding is intended to organize and process the data are complete and detailed so as to bring up an overview of the topics studied so that researchers can find the meaning of the data collected. Creswell (2009) in Gunawan (2015: 82)

2. **Defining Themes**
   
   Once the transcript is complete the next step which is to determine the theme, how to determine the theme, based on the content of the story informant (content analysis) After giving the name and code in the file, the author tries to understand the story and understand the transcripts that have been coded, in order to get the themes that can be categorized in the same theme. Creswell (2009) in Gunawan (2015: 82)

3. **Search Categories**
   
   Transcripts of interviews and interview notes reports that have been made then created categories that classify the symptoms appear and meaningless. Conclusions drawn from the decision on the conclusion that the general (induction). Creswell (2009) in Gunawan (2015: 82)

4. **Describe Categories**
   
   Categories obtained are described to illustrate the model of English language learning with Information Communication and Technology (ICT) for class VIII students who do an English teacher and the teacher's role in the

5. Discussion of Results

Category description obtained discussed by associating theories about the mastery in Information Communication and Technology (ICT) and the role of the teacher in learning English by using Information Communication and Technology (ICT). Creswell (2009) in Gunawan (2015: 82)

Data collected will be kept to a valid and verified. With the truth and validity of these data, the data in the form of such information can be justified and can be used as a step to draw conclusions. Triangulation of data is the data validity checking ways the most important. This is done by using something other than the data and for checking data. In this case the authors use data sources of English teachers as key informants and students as informants. The validity of an effort qualitative examination of the accuracy of the results of studies using certain procedures, according to Creswell (2009), verification will be done in this research:

1. Triangulation, the researchers used several data sources. Triangulation is used as a technique to check the validity of the data.

2. Making detailed notes of interviews at every stage of research and documentation is complete and tidy and reflects on thoughts that arise.

3. Repeating checks the data to find various alternative explanations. It is intended to determine the suitability of the data provided by the data providers. If the data providers that have agreed on the data provided, the
research is increasingly credible. Researcher conducted a member check with students to check the answers to the teacher in order to obtain the same data.
CHAPTER IV
DATA COLLECTION and ANALYSIS

In this chapter, the researcher present the data and data analysis. This chapter answer the question in chapter 1. They are; How is the students’ perceptions to teaching internet literary in Information Communication and Technology (ICT) of English teaching process? and How is the students’ response to the in Information Communication and Technology (ICT) of the English teaching process?

A. Data Collection

In part is present about schedule of interview both of the English teacher and students, such as:

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday, 14 Feb 2019</td>
<td>08.00 – 08.20'</td>
<td>A.M</td>
</tr>
<tr>
<td>2</td>
<td>Thursday, 14 Feb 2019</td>
<td>08.23 – 08.30</td>
<td>N.A</td>
</tr>
<tr>
<td>3</td>
<td>Thursday, 14 Feb 2019</td>
<td>08.35 – 08.55</td>
<td>R.F</td>
</tr>
<tr>
<td>4</td>
<td>Thursday, 14 Feb 2019</td>
<td>09.00 – 09.17</td>
<td>A.P</td>
</tr>
<tr>
<td>5</td>
<td>Thursday, 14 Feb 2019</td>
<td>09.25 – 09.45</td>
<td>F.N</td>
</tr>
<tr>
<td>6</td>
<td>Thursday, 14 Feb 2019</td>
<td>09.50 – 10.05</td>
<td>R.A</td>
</tr>
<tr>
<td>7</td>
<td>Thursday, 14 Feb 2019</td>
<td>10.07 – 10.15</td>
<td>A.F</td>
</tr>
<tr>
<td>8</td>
<td>Thursday, 14 Feb 2019</td>
<td>10.18 – 10.26</td>
<td>F.F</td>
</tr>
<tr>
<td>9</td>
<td>Thursday, 14 Feb 2019</td>
<td>10.30 – 10.47</td>
<td>I.P</td>
</tr>
<tr>
<td>10</td>
<td>Thursday, 14 Feb 2019</td>
<td>10.52 – 11.10</td>
<td>N.A</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Time Range</td>
<td>Name</td>
</tr>
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</tr>
<tr>
<td>11</td>
<td>Thursday, 14 Feb 2019</td>
<td>11.13 – 11.20</td>
<td>R.F</td>
</tr>
<tr>
<td>12</td>
<td>Thursday, 14 Feb 2019</td>
<td>11.20 – 11.48</td>
<td>R.A</td>
</tr>
<tr>
<td>13</td>
<td>Thursday, 14 Feb 2019</td>
<td>13.00 – 13.15</td>
<td>R.M</td>
</tr>
<tr>
<td>14</td>
<td>Thursday, 14 Feb 2019</td>
<td>13.18 – 13.25</td>
<td>Y.F</td>
</tr>
<tr>
<td>15</td>
<td>Thursday, 14 Feb 2019</td>
<td>13.28 – 13.42</td>
<td>F.L</td>
</tr>
<tr>
<td>16</td>
<td>Thursday, 14 Feb 2019</td>
<td>13.45 – 14.01</td>
<td>D.K</td>
</tr>
<tr>
<td>17</td>
<td>Thursday, 14 Feb 2019</td>
<td>14.05 – 14.21</td>
<td>A.N</td>
</tr>
<tr>
<td>18</td>
<td>Thursday, 14 Feb 2019</td>
<td>14.23 – 14.40</td>
<td>F.K</td>
</tr>
<tr>
<td>19</td>
<td>Thursday, 14 Feb 2019</td>
<td>14.40 – 14.58</td>
<td>I.K</td>
</tr>
<tr>
<td>20</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.03 – 15.15</td>
<td>B.L</td>
</tr>
<tr>
<td>21</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.15 – 15.27</td>
<td>K.A</td>
</tr>
<tr>
<td>22</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.30 – 15.40</td>
<td>S.D</td>
</tr>
<tr>
<td>23</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.30 – 15.40</td>
<td>K.A</td>
</tr>
<tr>
<td>24</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.42 – 15.50</td>
<td>Z.F</td>
</tr>
<tr>
<td>25</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.42 – 15.50</td>
<td>H.A</td>
</tr>
<tr>
<td>26</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.52 – 16.00</td>
<td>R.Q</td>
</tr>
<tr>
<td>27</td>
<td>Thursday, 14 Feb 2019</td>
<td>15.52 – 16.00</td>
<td>N.Q</td>
</tr>
</tbody>
</table>
Table 4.2
Interview Data

<table>
<thead>
<tr>
<th>No</th>
<th>Research Question</th>
<th>Formulation Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How is the students’ perceptions to teaching internet literary in Information Communication and Technology (ICT) of English teaching process?</td>
<td>Q : “How is your teacher uses Information Communication and Technology (ICT) to support English teaching process in the classroom?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A : “Yes, She use.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B : “Yes, He use Information Communication and Technology (ICT) for explaining tools in teaching and media to submit assignment.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C : “Yes, he use Information Communication and Technology (ICT) to support in English learning process, the hardware is tools or transfer the material. And the software is the applications in English learning process.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D : “Sometimes, she use computer or LCD to support english teaching process. And the task can collected</td>
</tr>
</tbody>
</table>
How is the students’ response to the in Information Communication and Technology (ICT) of the English teaching process?

Q: “How is your respons when your teacher uses Information Communication and Technology (ICT) in teaching process?”

E: “She use LCD to explain the material and give games in the english teaching process. Therefore, d the task in WhatsApp grou or comment on Facebook. I think it’s very innovative learning.”

F: “When my teacher use Information Communication and Technology is very interesting, watch the video of the material or games, and do assigment on online class. I think it’s very funny learning.”

G: “She uses leptop and LDC to explain the material and make a game to ice breaking theirs studentas.”

in the online class.”
A: “Excite, but after that make me sleepy.”
B: “Enthusias but sometimes they are sleepy.”
C: “Interesting”
D: “Excite, Because I can improve my computer skills and add vocabulary.”
E: “I think my teacher when explain the material use ICT (Information Communication and Technology) in the teaching process is very innovative, they don’t just teaching uses students’ center but they can make students’ to the material by self.”
F: “I’m very excite when my teacher use ICT (Information Communication and Technology) in the teaching process because it’s don’t have meanstream. We can watch video material or games on teaching process.”
<table>
<thead>
<tr>
<th></th>
<th>Q : “ How’s your teacher apply Information Communication and Technology (ICT) in the classroom?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A : “ He use laptop, LCD to explain the lesson and the task in WhatsApp group.”</td>
</tr>
<tr>
<td></td>
<td>B : “He apply Information Communication and Technology (ICT) in the teaching process is when explain the material he use letpop as hardware and Ms. Power Point as a software, LCD as a media and the assignment is on online groups.”</td>
</tr>
<tr>
<td></td>
<td>C : “ She use LCD to explain the material and give games in the english teaching process. Therefore, the task in WhatsApp group or comment on Facebook. I think it’s very innovative learning.”</td>
</tr>
<tr>
<td></td>
<td>D : “ Yes, He use Information Communication and Technology (ICT) for explaining tools in”</td>
</tr>
<tr>
<td></td>
<td>teaching and media to submit assignment.”</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>E</td>
<td>“Sometimes, she use computer or LCD to support english teaching process. And the task can collected in the online class.”</td>
</tr>
<tr>
<td>F</td>
<td>“I think my teacher ehen using ICT (Information Communication and Technology) in the teaching process is very positive becaause she can collaborate both of offline class and online class became a interesting learning.”</td>
</tr>
<tr>
<td>Q</td>
<td>“Do you have online class such as : WhatsApp group, Line group, Google classroom, etc in English class?”</td>
</tr>
<tr>
<td>A</td>
<td>“Yes, I have”</td>
</tr>
<tr>
<td>B</td>
<td>“No, I have not.”</td>
</tr>
<tr>
<td>C</td>
<td>“Yes, I have. Use it to collect the task or search information when my teacher can’t attend to the class.”</td>
</tr>
</tbody>
</table>
| D | “Yes. When use online class is
very fun. I can give more information and knowledge.”

E: “Yes, I have online class. We can get many information on online class.”

F: “Yes, I have online class. But my teacher sometimes give the task on online class.”

Q: “What do you do in your online class?”

A: “Collecting the task on online class.”

B: “Sometimes, to give a comment on Facebook.”

C: “When use online class, What I do? I do collect the task and find information for example my teacher can not attend to the class and she give the task or she share the new material.”

D: “Do the task for example, comment on other people status, make a dialogue in whatsapp group.”
<table>
<thead>
<tr>
<th>Q: Do you have any difficulties while you use online class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: “Make conversation on WhatsApp Group and collect the task on Facebook.”</td>
</tr>
<tr>
<td>F: “Find new information and do the task.”</td>
</tr>
<tr>
<td>G: “</td>
</tr>
<tr>
<td>A: “Yes, I have. The problem is to translate from indonesian to english.”</td>
</tr>
<tr>
<td>B: “Yes, I don’t have data package if my task must be collect on online class.”</td>
</tr>
<tr>
<td>C: “Grammar error and little vocabulary.”</td>
</tr>
<tr>
<td>D: “Yes, I have difficulties when my data package is completely and must to collect the assignment.”</td>
</tr>
<tr>
<td>E: “My difficulties is I have poor vocabulary and when do the task writing is so hard because can’t make a good sentence.”</td>
</tr>
<tr>
<td>F: “When I don’t see the online</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>class and don’t know if have the task. So, I don’t collect the task.”</strong></td>
</tr>
<tr>
<td><strong>Q : “How did you solve the problems?”</strong></td>
</tr>
<tr>
<td><strong>A : “ I use google translate.”</strong>&lt;br&gt;<strong>B : “ Use WiFi school and online dictionary.”</strong>&lt;br&gt;<strong>C : “ Buy data package or thetring to other people.”</strong>&lt;br&gt;<strong>D : “ Use convensional dictionary and go to WiFi Corner.”</strong>&lt;br&gt;<strong>E : “ Buy data package.”</strong>&lt;br&gt;<strong>F : “ Every day, I must look the online class. If I don’t have data package will leave the information.”</strong>&lt;br&gt;<strong>G : “ I solve my problem with find thetring or by data package and if I dont know about the material can ask to my sister.”</strong></td>
</tr>
<tr>
<td>Q : “What are the benefits of using Information Communication and Technology (ICT) and online class”</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>A : “ Social networks its very help me to learn and finding new informasion.”</td>
</tr>
<tr>
<td>B : “ Excite but any students so lazy because they think if use Information Communication and Technology (ICT) is so make they lazy.”</td>
</tr>
<tr>
<td>C : “ When use online class is very fun. I can give more information and knowledge.”</td>
</tr>
<tr>
<td>D : “ Innovative learning because I can improve my computer skills and add new vocabulary.”</td>
</tr>
<tr>
<td>E : “ I’m very excite. Because it’s very interesting learning.”</td>
</tr>
<tr>
<td>F : “ Happy, when using Information Communication and Technology (ICT) because very interesting and funny.”</td>
</tr>
</tbody>
</table>
while your teacher uses Information Communication and Technology (ICT) to support English teaching process?"

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: “Bookless, Instant, Simple, Portable, etc.”</td>
<td>B: “The advantages is easier to compile the assignment and the disadvantages is sometimes make a harder because of internet/tools problem.”</td>
</tr>
<tr>
<td>C: “Bookless, very simple, interesting.”</td>
<td>D: “Fun, interesting, simple, etc.”</td>
</tr>
<tr>
<td>E: “The benefit of use online class is I can improve my computer skills and when use it add new vocabulary. Collect the task don’t have on book, it’s can bookless.”</td>
<td>F: “I think my teacher even using ICT (Information Communication and Technology) in the teaching process is very positive because she”</td>
</tr>
<tr>
<td>Q</td>
<td>“What is the curriculum do you use now?”</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>A</td>
<td>“Curriculum 13.”</td>
</tr>
<tr>
<td>B</td>
<td>“The curriculum use now is Curriculum 13.”</td>
</tr>
<tr>
<td>C</td>
<td>“Now, use curriculum 13.”</td>
</tr>
<tr>
<td>D</td>
<td>“Curriculum 13.”</td>
</tr>
<tr>
<td>E</td>
<td>“The curriculum is Curriculum 13.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q</th>
<th>“Do you prefer using KTSP or Curriculum 13?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Curriculum 13. Because very interesting.”</td>
</tr>
<tr>
<td>B</td>
<td>“I’m prefer curriculum 13 because have many advantages when use curriculum 13 such as: improve my computer skills bookless,”</td>
</tr>
</tbody>
</table>
interasting.”

C: “Curriculum 13, because very interesting, funny.”

D: “I’m happy when using curriculum13 but for the material prefer KTSP because the material is describe is very complete and for competition is better than Curriculum 13.”

E: “I’m prefer Curriculum 13 because can improve my computer skills.”

F: “Curriculum 13 because I don’t must read long material and write the task on book, just see the material on LCD and do the task on online class.”

B. Data Analysis

The researcher get the result that students’ perception to teachers internet literary in Information Communication and Technology (ICT) of English Learning process based on the interview for the teachers are:

Based on the question “How is your teacher uses ICT to support English teaching process in the classroom?” students responds is “Both of them using ICT in their learning process.” Meanwhile the second students
responds is “Yes, He use ICT for explaining tools in teaching and media to submit assignment.” Meanwhile third students answer is “Sometimes, she use computer or LCD to support english teaching process. And the task can collected in the online class.” Meanwhile fourth students response is “She use LCD to explain the material and give games in the english teaching process. Therefore, d the task in WhatsApp grou or comment on Facebook. I think it’s very innovative learning.” Based on the interview, the researcher found that both of teachers and students used ICT in their learning process.

Based on the question “How is your respons when your teacher uses ICT in teaching process?” students respond is “Exciting, but making me sleepy.” Meanwhile the next students’ responde is “When she use ICT to support english learning process the students are very excited.” Meanwhile third student percetions is “Excite, Because I can improve my computer skills and add vocabuary.” Meanwhile Fourth students response is “I think my teacher when explain the material use ICT (Information Communication and Technology) in the teaching process is very innovative, they don’t just teaching uses students’ center but they can make students’ to the material by self.” Based on the interview, the researcher found that if the teachers use ICT, the respons of their students are excited but some of them feel sleepy after using ICT.

The reseacher got the result that the students’ response to the in Information Communication and Technology (ICT) of the English teaching process? based on the interview for the teachers are:
Based on the question “How is your response when your teacher uses ICT in teaching process?” The students’ respond is “He uses computer, LCD to explain the lesson and the task in WA group.” Meanwhile the next students’ response is “She apply ICT in the learning process while explaining the material I am using computer as a hardware and Ms. Power Point as a software, LCD as a media and the assignment is in online groups.” Meanwhile the next students’ response is “Yes, I have. Use it to collect the task or search information when my teacher can’t attend to the class.” Meanwhile the next students’ response is “Yes. When use online class is very fun. I can give more information and knowledge.” Based on interview, they apply ICT to support in their learning process.

Based on the question “Do you have online class such as : WA group, Line group, Google classroom, etc in English class?” The respond of the students is “Yes, Their teacher have online class.” Meanwhile the next students’ response is ”No, I have not.” Meanwhile the next students’ response is “Yes, I have. Use it to collect the task or search information when my teacher can’t attend to the class” Mean while the next students’ response is “Yes. When use online class is very fun. I can give more information and knowledge.” Based on the interview, if the first teacher have online class is a part of ICT to support in their learning process, while second teacher do not have online class.

Based on the question “What do you do in your online class?” The students respond is “Collecting the task.” Meanwhile the next students’ response is “to give a comment on FB.” Meanwhile the nextt students’
perception is “When use online class, What I do? I do collect the task and find information for example my teacher can not attend to the class and she give the task or she share the new material.” Meanwhile the next students’ response is “Do the task for example, comment on other people status, make a dialogue in whatsapp group.” Meanwhile the next students response is “Make conversation on WhatsApp Group and collect the task on Facebook.” Based on the answers, both of them apply social network to give and collection the task.

Based on the question “Do you have any difficulties while you use online class?” students respond is “I use google translate if I have problems and hotspot to collect the task.” Meanwhile the nextstudents’ response is “There is no internet connection and the solution is they can hotspot connection.” Meanwhile the next students’ response is “Grammar error and littel vocabulary.” Meanwhile the next students’ response is “Yes, I have difficulties when mydata package is completely and must to collect the assigment.” Meanwhile the next students’ response is “My difficulties is I have poor vocabulary and when do the task writting is so hard because can’t make a good sentence.” Meanwhile the next students’ response is “When I don’t see the online class and don’t know if have the task. So, I don’t collect the task.” Based on the answers, the researcher get the result that the teacher is a provider area that the teachers can make a challenging atmosphere for the students in the learning process and that both of them is to be the facilitator because they can to be the consellor if they have who help the students the difficulties in the learning process.
Based on the question “What are the benefits of using ICT and online class while your teacher uses ICT to support English teaching process?” students respond “Bookless, instant, simple, portable.” Meanwhile the next students response is “The advantage is easier to compile the assignment and the disadvantage is sometimes make a harder because of internet/tools problems.” Meanwhile the next students’ response is “Bookless, very simple, interesting.” Meanwhile the next students’ response is “Fun, interesting, simple, etc.” Meanwhile the next students’ response is “The benefit of use online class is I can improve my computer skills and when use it add new vocabulary. Collect the task don’t have on book, it’s can bookless.” Based on the answers, the researcher got a result that the teachers is a motivator that participate to spread widely the innovations to the society, especially to the subject students.

Based on the question “Do you prefer using KTSP or Curriculum 13?” students’ answers is “If they prefer Curriculum 13 because very interesting and bookless.” Meanwhile the next students response is “I can add vocabulary for example when I am operating computer the language in computer use English.” Meanwhile the next students’ response is “Curriculum 13, because very interesting, funny.” Meanwhile the next students’ response is “I’m happy when using curriculum 13 but for the material prefer KTSP because the material is describe is very complete and for competition is better than Curriculum 13.” Based on the answers, the researcher got the result that the teachers can be called as professional teachers because they required to have three capabilities: Firstly, Cognitive
abilities; the teacher must be mastered the material, method, media and can planed and developed it into the learning process. Secondly, effective ability that the teachers have an honest character, maintained his behaviour so that he become a model that can be emulated by students. Thirdly, psychomotor abilities that the teacher must have knowledge and ability to implement his knowledge in everyday life.
CHAPTER V
CLOSURE

After conducting, presenting, and analysing the data. In this chapter, the researcher would like to present conclusion and suggestion of this researcher.

A. Conclusion

After analysing the data in students’ perceptions to teachers internet literary in Information Communication and Technology (ICT) of English Learning Teaching (ELT) from Eighth grade in SMP Islam Ar Rahmah Suruh, the researcher conclude that:

1. The students’ perceptions to teaching internet literary in Information Communication and Technology (ICT) of English teaching process is students can get the positive when they use online class and Information communication and Technology. They can improve their computer skills, get new vocabulary, bookles, do the assignment given by their teacher at home anywhere, anytime. The online learning allow the students to do he assignment during their space time, anywhere, as long as they have sufficient internet connection.

2. The students’ response to the in Information Communication and Technology (ICT) of the English teaching process is intergrating Information Communication and Technology (ICT) into teaching and learning process in the classroom very excute and inteesting because the online learning promote both inquiry based learning and independent
learning since the online learning facilitate interactions between teacher and students although they are not in the same room.

B. Suggestions

After analysing the data and discussing the results of this research, the researcher gives more suggestions which addressed the readers, students, other writers, and English Teacher.

1. For the readers, the researcher suggests the readers to give more attention to the change of Information Communication and Technology (ICT) especially to improve English learning process.

2. For the students, in the case of English learning process, if you difficulty in understanding the lesson you can use Information Communication and Technology (ICT) to help your problem.

3. For other researchers, this research can be used as a reference or model in the Role of English Teachers’ Mastery in Information Communication and Technology (ICT) of English Learning Teaching (ELT) making research.

4. For English Teacher, the researcher hopes this research can become a useful reference on English learning process.
BIBLIOGRAPHY


Website:


www.padamunegeri.com/kuisiner_guru.
APPENDICES
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Nomor : B-084/In.21/D1.1/PP.03.01/03/2019   Salatiga, 14 Maret 2019
Lamp. : Proposal Skripsi
Hal  : Pembimbing Skripsi

Kepada
Yth. Sari Farmularsih, S.Pd., M.A.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penulisan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa.
Nama       : Sekar Dewi Kartika Ningrum
NIM        : 113-12-095
Program Studi        : Tadris Bahasa Inggris
Fakultas     : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE ROLE OF ENGLISH TEACHER MASTERY IN TECHNOLOGY TO SUPPORT THEIR TEACHING PROCESS IN THE CLASSROOM FOR THE SECOND GRADE STUDENTS OF SMA 1, 2 AND 3 SALATIGA IN ACADEMIC YEAR 2017/2018

Apabila dipandang perlu, Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

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Dekan,

Dekan Bidang Akademik

Mufti, S.Ag., M.Phil.
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**CATATAN:**

SETIAP KONSULTASI LEMBAR HARAP DIBAWA

Doran Pembimbing

Sari Fumusarih, S.Pd I, M.A.
1. How is your teacher uses ICT to support English teaching process in the classroom?
Answer:
She uses computers, computer software, and the internet to collect and share online class work.

2. Do your teacher apply ICT in the classroom?
Answer:
Yes, the teacher uses computers and computer software.

3. How is your response when your teacher use ICT in teaching process?
Answer:
Yes, the use ICT for teaching and learning.

4. Do you have online class such as WA group, Line group, Google classroom, etc in English class?
Answer:
Yes, the online class is very easy and fun. I can write more vocabulary and knowledge.

5. What do you do in your online class?
Answer:
Doing tasks, for example, writing essays in a dialogue in whatsapp group.

6. Do you have any difficulties while you are using online class?
Answer:
Yes, I have difficulties when my data package is completely used and I must to collect the assignment.

7. How did you solve the problems?
Answer:
Buy the data package.

8. How is your responds while you are using online class in English learning process?
Answer:
Innovative learning because I can improve my computer skills and vocabulary.

9. What are the benefits of using ICT and online class while your teacher uses ICT to support English teaching process?
Answer:
Fun, interesting, simple, etc.
10. What is the curriculum do you use now?
Answer:
Curriculum B.

11. Do you prefer to using KTSP or Curriculum 2013?
Answer:
I am happy when using Curriculum 2013, but for the material I prefer KTSP because the material is descriptive and complete.

12. Why you choose it?
Answer:
KTSP is better than Curriculum 2013.
1. How is your teacher uses ICT to support English teaching process in the classroom?
   Answer: When my teacher use ICT is very interesting because he using video material as games and do assignment on online class.

2. Do your teacher apply ICT in the classroom?
   Answer: I think my teacher when explain the material use ICT in teaching process is very interactive they not just teaching instead students can move students to the material by self.

3. How is your response when your teacher use ICT in teaching process?
   Answer: Sometimes, she use computer or ICD to support English teaching process. And less can collected in the online class.

4. Do you have online class such as: WA group, Line group, Google classroom, etc in English class?
   Answer: Yes, I have online class but my teacher sometimes get.

5. What do you do in your online class?
   Answer: Make conversation on WA group and collect live talk on FB.

6. Do you have any difficulties while you are using online class?
   Answer: My difficulties is poor vocabulary and do the task writing is hard because can't make a good sentence.

7. How did you solve the problems?
   Answer: Ask to my sister.

8. How is your responds while you are using online class in English learning process?
   Answer: I improve learning because I can improve my computer skills and add new vocabulary.

9. What are the benefits of using ICT and online class while your teacher uses ICT to support English teaching process?
   Answer: Yes, definitely.
10. What is the curriculum do you use now?
   Answer: 
   [Curriculum 13]

11. Do you prefer to using KTSP or Curriculum 2013?
   Answer: 
   [Curriculum 13]

12. Why you choose it?
   Answer: 
   [Can improve my computer skill]
# CURRICULUM VITAE

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## Education Details:

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Salatiga, Maret 18th 2019

**Sekar Dewi Kartika Ningrum**

**NIM. 113-12-095**