THE TEACHERS' LEVEL OF ICT IN ENGLISH TEACHING
PRACTICES AT SMK NEGERI 2 MAKASSAR

A THESIS

*Submitted to the faculty of Teacher Training and education
Universitas Muhammadiyah Makassar in Partical Fulfillment for the
Degree of Education in English Departement*

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2022

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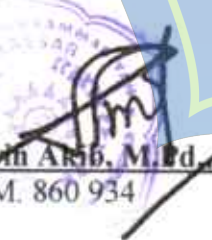|		
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MOTTO

"Start now. Star where you are. Star with fear. Start with pain. Start with doubt. Start with hand saking. Start with voice trembling: but start. Start and don't stop. Start where you are, with you have. Just start"

" Susah, tapi Bismillah "

(Fiersa Besari)

ABSTRACT

Muthmainnah Febryanti. 2022. *The Evaluation of The Teachers' Level of ICT Adoption in English Teaching Practices.* Supervised by Nurdevi Bte Abdul and St. Asmayanti AM

This study aims to find out To identify kinds of ICT are applying by the teachers in the classroom and to identify teachers level in applying ICT in lesson of SMKN 2 Makassar, in term of nouns. The subjects in this study are 2 teachers of English studies at SMK NEGERI 2 Makassar. Researchers has criteria for the subject in this study are teachers who more or less apply ICT in learning English in the classroom. Researcher have made observations first.

The results of the analysis show that an English teacher uses two types of ICT, Powerpoint and Whatshapp. from the results of teacher interviews at SMK Negeri 2 Makassar. they are at Level 3, Pedagogy. The teacher level is also known that in the field of padagogi the teacher does not master at all. The teacher also knows the use of ICT, this is evidenced by the interview answer that the process of teaching English uses the process there, namely, the first is the introduction of the use of ICT, the second is preparing the media or installing the equipment and the third is showing the materials using ICT

Keywords: ICT, Teachers Level of ICT

ABSTRAK

Muthmainnah Febryanti. 2022. Evaluasi Tingkat Adopsi TIK Guru dalam Praktik Pengajaran Bahasa Inggris. Dibimbing oleh Nurdevi Bte Abdul dan St. Asmayanti AM

Penelitian ini bertujuan untuk mengetahui Untuk mengidentifikasi jenis-jenis TIK yang diterapkan oleh guru di kelas dan untuk mengidentifikasi tingkat guru dalam menerapkan TIK dalam pembelajaran di SMKN 2 Makassar, ditinjau dari kata benda. Subjek dalam penelitian ini adalah 2 orang guru mata pelajaran Bahasa Inggris di SMK NEGERI 2 Makassar. Peneliti memiliki kriteria subjek dalam penelitian ini adalah guru yang sedikit banyak menerapkan TIK dalam pembelajaran bahasa Inggris di kelas. Peneliti telah melakukan observasi terlebih dahulu.

Hasil analisis menunjukkan bahwa seorang guru bahasa Inggris menggunakan dua jenis TIK, Powepoint dan Whatshapp. Dari hasil interview guru di SMK Negeri 2 Makassar berada di Level 3, Pedagogy. Guru juga mengetahui penggunaan TIK, hal ini dibuktikan dengan jawaban wawancara bahwa proses pengajaran bahasa Inggris menggunakan proses disana yaitu yang pertama pengenalan penggunaan TIK, yang kedua menyiapkan media atau memasang peralatan, dan yang ketiga menunjukkan materi menggunakan ICT.

Kata kunci: TIK, Tingkat Guru TIK

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CHAPTER I

INTRODUCTION

A. Background

Teachers are required to be ableusing ICT as a resource learn, one of them with use internet access, because the internet is a source of information the infinite. Besides being able using ICT as a resource learning, teachers are also required to be able tocreate creative learning and innovative technology that is integrated with ICT. Because creative learning and fun is a thing very important, because it can help students to succeed in learning, creating solutions in problem solving, affect the lives of students, as well as creates a sense of pleasure and satisfaction. Facts about State Vocational High School through out the city of Makassar carry out the process learning to teach with approach computer-based learning however still very vulnerable to use good use of ICT in the learning process and in school administration management due to limitations provision of ICT facilities for teachers and schools.

The advancement and application of Information and Communication Technology (ICT) has had a significant impact on all aspects of life, particularly education. The advancement and application of ICT can aid in the reformation of the educational system. Various ICT skills could be used in the educational system.

In the development of Information, Communication, and Technology (ICT) the industry 4.0 continues to grow towards a new society. It has an impact on many aspects of life in Indonesia, including education. This era has influenced

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the need for changes in learning processes in schools that were once paper-based and are now ICT-based.

The use of ICT in education has an impact on the creation of active, enjoyable learning activities that motivate students to participate actively. The reliability of ICT in sending communications is critical. ICT in education has altered the way subject content is deliver to students. The use of computers/laptops, internet networks, and even smartphones as sources or learning media is an example of ICT in education. The availability of facilities and infrastructure is critical to the implementation of ICT-based learning. Facilities and infrastructure are the national education standards related to the minimum criteria of

Learning spaces, places to exercise, places of worship, libraries, laboratories, workshop, playgrounds, places of creation and re-creation, and other learning resources needed to support the learning process, including the use of information and technology, according to Minister of National Education Regulation No. 19 of 2005 on National Standard of Education. It shows that providing facilities and infrastructure to facilitate the use of ICT has become a must. The use of ICT in the learning process, as well as the use of ICT in learning, has become a standard that every school must adopt.

Since 2003, various kinds of ICT such as laptops, LCD projectors, trolleys with speakers and UBS systems, as well as software such as power point, flash and interactive courseware have been used to support teaching and learning throughout the school. In some schools, extra Efforts have been made to provide additional facilities such as a computer laboratory, wireless internet connection

and local area networks to assist teachers in their teaching and professional assignments. Ideally, teachers should very receptive to the adoption and implementation of ICT in education. Effective use of ICT with multimedia and graphics, for example, enrich teaching and increase interactivity in learning. with big investment in ICT infrastructure, and increased emphasis on the use of ICT in teaching, teachers expected to be competent and effective in utilizing these tools.

According to Ismiati's article, the quality of learning is a condition that reflects the amount of efficacy of a learning process. Effective learning is defined as learning that allows students to actively interact with a variety of learning tools in order to attain learning goals in a timely, efficient, and enjoyable manner (attractive). The efforts performed in realizing and reaching the required level of learning quality are referred to as "improving the quality of learning."

Supported by the pattern of education in the 21st century where education is required to ensure that students have the skills to learn and innovate, skills to use technology and information media, and can work and survive by using life skills (Murti, 2015). Teachers are required to create creative and innovative learning by integrating Technology Information and Communication (ICT) into learning activities to equip students in developing them selves as a lifelong learner with have information literacy skills, media literacy and ICT literacy.

In this example, the author wishes to investigate the assessment of ICT use in English teaching practices.

B. Problem Statement

Based on the background above, the problem statement in this research formulain a problem statements as follows:

1. What applications of ICT are applied by the teachers in the classroom?

2. What are the teachers' level in applying ICT in lesson?

C. Objective of the Research

Based on the problem statement, the objective of the research are:

1. To identify application of ICT are applied by the teachers in the classroom.

2. To identify teachers level in applying ICT in lesson.

D. Significance of the Research

This Research expect can benefit many people in the learning process, such as:

1. Theoritical benefits

   The results of this study are expected to bring results for teachers to get references in the learning process at SMKN 2 MAKASSAR and also to identify the types of ICT that are applied by teachers in the classroom and also to identify the level of teachers in the application of ICT in learning.

2. Practical benefits

   The result of this research hope to be reference for the next researcher to be used for additional reference in conducting a research with the same content of the topic. Specially for students English education department.

E. Scope of the Research

In This study, the researcher focuses on establishing functional relationships between ICT infrastructure and teaching and learning processes in senior high schools and find out the types of ICT applied by teachers in the classroom and teachers level in the application of ICT in learning.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Previous Research Finding

There are related previous studies were used in the study: the first is Bariu, T. N. (2020) wrote about ICT, The findings show that many secondary schools in the county do not have ICT facilities and therefore don't have the opportunity to use them in their teaching and learning activities. The following recommendations can be made based on the study's findings. All teachers in the service should attend refresher courses in ICT, according to the study. This would provide them all with new ICT skills, making it simpler to utilise the ICT infrastructure in secondary schools for teaching and learning. The government should help secondary schools get started with ICT infrastructure. This would guarantee that all secondary schools have access to and usage of ICT infrastructure for teaching and learning. When ICT infrastructure facilities fail, the government should ensure that there are enough ICT qualified technicians to restore them. This would ensure that if an ICT facility malfunctioned, it was fixed so that it could continue to be used in teaching and learning in the schools.

The next researcher is Rahim (2004) who wrote that ICT infrastructure has the potential to accelerate, develop, and deepen skills, excite and engage students, support students in connecting school experience to work practices, produce economic viability for tomorrow's employees, strengthen teaching, and help schools modernize.

Darmawan (2013: 1) who wrote about ICT (Information and Communication Technology) or ICT (Information and Communication Technology) are all technologies connected to the retrieval, collection (acquisition), processing, storage, distribution, and display of information.

There are similarities and differences that the researcher will explain about previous researchers.

1. Similarity, The similarity of my research with previous research is that we will examine how we know the extent to which teachers understand using ICT technology in learning. By using tools such as laptops, wifi, projectors, students can be more active and creative in class.

2. Difference, The difference between my research and previous research is that previous researchers focused more on existing facilities and infrastructure in schools because according to them, ICT infrastructure has the potential to accelerate, develop, and deepen skills, to excite and engage students, to aid students in connecting school experiences with work practices to produce economic viability for future workers, to strengthen instruction, and to support schools in reforming.

B. Some Pertinent Idea

1. Definition of ICT

Information and Communication Technology (ICT) includes two aspects, namely Technology Information and Communication Technology. Information Technology includes everything that related to the process, use as a tool, manipulation, and management information. Communication

technology includes everything related to the use of tools to process and transfer data from devices that one to another. Therefore, mastery of ICT means the ability to understand and use ICT tools in general, including computers (Computer literate) and understand information (information literate). Tinio defines ICT as a set of tools used to communicate and create, disseminate, store, and manage information. The technology in question including computers, the internet broadcasting technology (radio and television), and telephones. UNESCO (2004) defines that ICT is a technology used to communicate and create, manage and distribute information. Definition in general, ICTs are computers, internet, telephone, television, radio, and equipment audio visual.

ICT includes two aspects, namely information technology and information technology communication technology. Information technology includes everything related to process, use as a tool, manipulate, and manage information. While communication technology is everything related to the use of tools to process and transfer data from one device to another. Therefore, information technology and communication technology are two inseparable concepts. Become Information and Communication Technology contains a broad meaning, namely all activities related to processing, manipulation, management, transfer of information between media.

The term ICT emerged after the combination of computer technology (both and hardware and software) with communication technology on the middle of the 20th century. The combination of the two technologies is

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growing rapidly beyond other areas of technology. Until the beginning of the 21st century, ICT still continues under goes various changes and has not yet seen the saturation point.

2. Elements of ICT

Skills, software, applications, and systems are all part of ICT. ICT/Digital Literacy, ICT Infrastructure and Support Applied Technologists, Specialized Business and Industry Uses of ICT, and ICT Research and Development Scientists are the four components of ICT education (Mid-Pacific ICT Center, 2014).

UNESCO promoted the integration of ICT into national education activities in 2008. (Castillo, Chen, Gatlin-Watts, & Enriquez de Rivera, 2013; Harasim, Hiltz, Turoff, &Teles, 2000; Hepp, 2003 cited in Cancino & Donoso, 2004). ICT is both a means to an end and a viable educational aim in the sense that it improves instructional efficacy. When instructors and students have access to ICT, they may improve their learning and teaching experiences (Collins, 1991, David, 1991, Sheingold, Hadley, & Center for Technology in Education, 1990).

On a local, national, and global level, efficient use of ICT enhances learning and knowledge. Many countries have developed standards and policies to promote and implement ICT in their educational systems, including the United States, the United Kingdom, the Netherlands, South Africa, Chile, India, the Czech Republic, Korea, and Australia (Bose, 2010; Castillo et al, 2013; Dawson, 2008; Driscoll, 2007; Heck, Houwing, & de Beurs, 2009;

Jamieson-Proctor, Burnett, Finger, & Watson, 2006; Park, Khan, &Petrina, 2009; UNESCO, 2006; Zounek, 2005).

3. Characterisitcs of ICT

Here are few characteristics that make ICT in education a prominent school communication tool.

1) It offers the wide variety of services.

2) It is reliable and provides interactive learning experiences.

3) It is flexible and provides comfortable learning.

4) It motivates students to learn.

5) It facilitates communication and promotes creativity.

6) It also provides access to the digital library where information can be retrieved and stored beyond textbooks.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional classroom environment.

4. Teachers Level of ICT

UNESCO (United Nations Educational, Scientific and Cultural Organization) has created an ICT Competency Framework for Teachers in the ICT Competency Framework for Teachers (ICT CFT) document. ICT The CFT is a framework that identifies the skills that teachers must possess in order to incorporate information and communication technology (ICT) into

their classrooms, activities and teacher professional practice. The ICT Competency Framework for Teachers is intended to assist nations in building comprehensive national teacher ICT competency policies and standards, and it should be considered a key component of the overall ICT in Education Master Plan. Version 3 of the ICT Competency Framework for Teachers (ICT CFT 2016), which is an upgrade to ICT CFT 2011, is the outcome of a collaboration between UNESCO, CISCO, INTEL, ISTE, and Microsoft. The framework has been updated with the addition of a sample curriculum and standards for the Technological Literacy and Knowledge Deepening test, based on feedback from subject matter experts and users throughout the world. ICT CFT Version 3 responds to the 2030 Agenda for Sustainable Development, adopted by the UN General Assembly, which outlines the prevalent global shift towards building an inclusive Knowledge Society. This teacher's ICT competence is for all teachers in general in relation to ICT, not teachers of certain subjects (the competence of ICT teachers is not the same as the competence of ICT teachers).
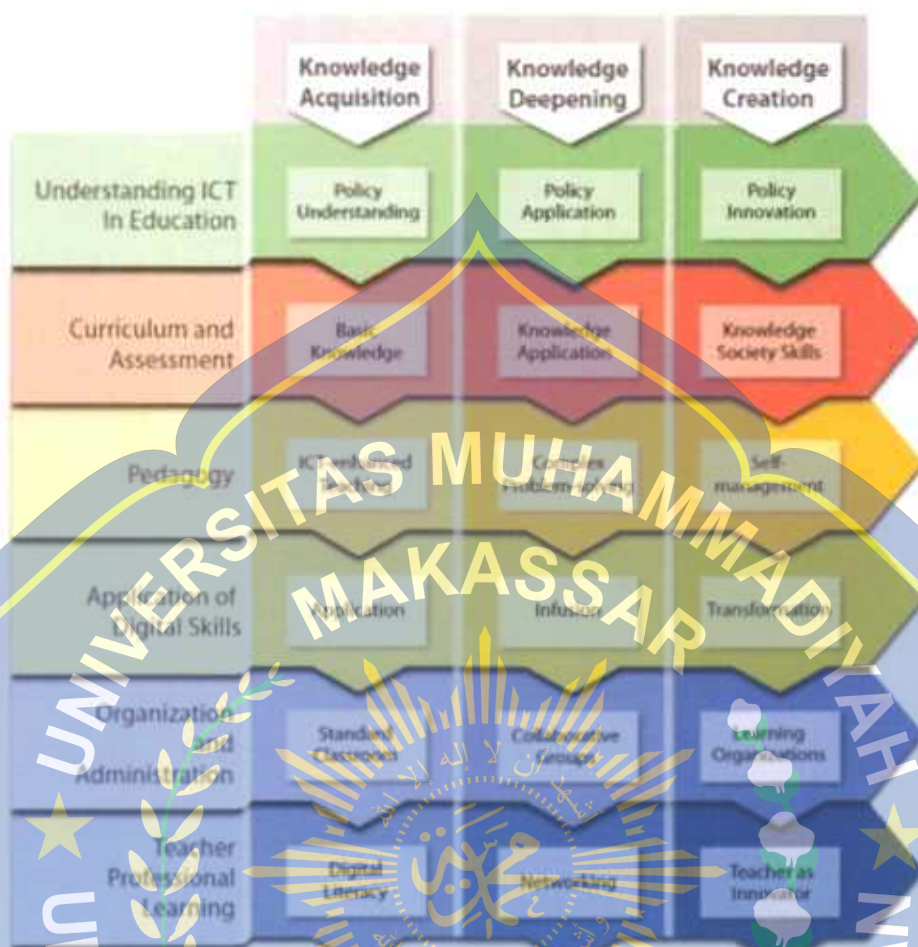
Table 2.1 : The UNESCO ICT Competency Framework for Teachers (ICT-CFT)

According to UNESCO, the ICT competence of teachers can be grouped into six aspects, namely: 1. Understanding of ICT in education, 2. Curriculum and Assessment, 3. Pedagogy, 4. Information and Communication Technology, 5. Organization and Administration, and 6. Teacher Learning Professional.

1. Aspects of understanding ICT in education include teachers' understanding of government policies in the utilization of information and communication technology for education, so that teachers are able to translate these policies into the practice of learning activities.

2. Aspects of Curriculum and Assessment include teacher competence in the use of ICT in terms of curriculum development, management of the learning environment, management of student learning experiences, assessment and measurement, as well as the use of ICT for students with special needs.

3. Pedagogical aspects include the use of ICT in terms of planning and formulating learning strategies, developing multi-source learning, problem-based learning, as well as communication and collaboration.

4. Aspects of Information and Communication Technology include teacher competence in the use of ICT tools, both the use of multimedia, internet, audio-visual media for learning or ICT as a support for learning administration.

5. Organizational and Administrative Aspects include the integration of ICT in learning, management of ICT-assisted learning, and an understanding of ethics in the use of ICT.

6. Aspects of Professional Teacher Learning include the ability of teachers to utilize ICT for self-development, participation and contribution in professional forums, as well as utilizing ICT as a means of research and professional development.

5. Teachers' ICT competencies

Based on the CFT ICT framework according to UNESCO consist of three levels of ability, namely 1. Technology Literacy, 2. Knowledge Deepening, and 3. Knowledge Creation. The level of teacher's ICT ability in technological literacy,

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deepening knowledge, and knowledge creation for each aspect of competence is explained as follows:

a. Technological literacy

The basic competence of ICT teachers in utilizing ICT to prepare students to be able to master new technologies as a provision for students to develop themselves as lifelong learners. This competency is a basic stage that will encourage and facilitate students to use new technology as well as stages that require the most basic policy changes. This stage focuses on developing teacher technology literacy to integrate ICT tools into the curriculum. This technological literacy requires a focus on equitable distribution to allow for expansion of access that reduces the digital divide and further ensures the success of the three stages in education development. The final result of this literacy stage is that teachers are competent in utilizing ICT in learning to empower students to be able to master new technologies as a provision for students to develop themselves as lifelong learners. The examples below demonstrate a technological literacy approach to each aspect of the competency that will be seen in practice.

ASPECT	TECHNOLOGY LITERATURE CAPABILITY
Understanding of ICT in education	An English teacher understands the basic principles of using ICT in teaching, so she is considering how to use the newly installed interactive whiteboard in her classroom. Until now, he had only used it as a projector screen.
Curriculum and Assessment	Teachers realized that using a word processor on an interactive whiteboard would offer a new approach to one of the basic skills in the curriculum – how to improve the words of a sentence. Word processing can also be used for formative assessment.
Pedagogy	Using a word processing application, the teacher displays on the interactive whiteboard some examples of incorrect writing. He demonstrated with slight changes in the choice and order of words, so that sentences could be kept simple and clear. The whole class can see the process of changing the sentence.
Information and communication technology	Initially, the teacher used a word processing application on an interactive whiteboard during class discussions. In the next lesson, each student uses a laptop computer that is connected to the network, so the teacher can display on the interactive whiteboard interesting examples of corrected sentences. The whole class can discuss and evaluate the different wordings.
Organization and Administration	For the second lesson, the teacher plans in such a way that students do exactly what to do, without the need for questions or discussion. Teachers use the school's computer network, teachers record their students' grades in a central file that other teachers and school administration can also access.
Professional Teacher Learning	Teachers search various sites for regional language teachers to find resources for teaching writing skills, including writing exercises and assignments, stimulus materials and ideas for lessons.

b. Knowledge deepening

The ability of teachers to use ICT in learning to encourage students to be able to apply knowledge from the subjects they receive to solve complex problems they face in the work environment and society. These competencies are deeper and have more impact on learning. The deepening of knowledge requires students as actors to apply knowledge in order to improve complex problem solving skills in the work environment. This will add value to national development, for example through innovations that offer solutions to national challenges. To achieve this approach, teacher professional development should focus on providing the knowledge and skills to take advantage of more complex methodologies and technologies. Changes in the curriculum should link the knowledge acquired in school to real-world problems, which may require collaborative skills of students at both local and global levels. The teacher here is the manager or facilitator of the learning environment. The competence of the deepening stage of knowledge aims to make teachers able to use ICT in learning to empower students so that they are able to apply knowledge from the subjects they receive to solve complex problems they face in the work environment and society. The example below demonstrates an approach to deepening knowledge on each aspect of competence in practice.

ASPECT	KNOWLEDGE ABILITY
Understanding of ICT in education	Many pupils were uninterested in physical activity and did not comprehend the necessity of physical fitness as part of a healthy lifestyle, according to a physical education instructor (Sport). He believed that he could utilize ICT to assist students improve their attitudes and become more physically active, so he created a precise budget for school administration and described everything in detail. why ICT would improve sports lessons and help students learn.
Curriculum and Assessment	Teachers use ICT on health issues that previously did not interest students. Now he is also able to be included in the curriculum of information on human physiology. These topics were previously too abstract and theoretical to explain easily, but now he is able to demonstrate to students through computer simulations (videos and animations) of physiological processes which he makes easier to understand. Teachers are instructors are also better equipped to conduct formative evaluations since they can utilize digital video cameras to capture kids' performance in the gym. He showed the pupils the footage to show them how to move their limbs properly. Students who have previously been unable to comprehend can now see firsthand what they have to do.
Pedagogy	Previously the teacher only talked to students about the health benefits, but now he is able to show students videos of sporting events and music, featuring the fitness of athletic celebrities. He then organized students into collaborative groups to design their own fitness assessments, such as

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	seeing how quickly their heart rate returned to normal after a workout. They analyze their assessments, creating a collaborative spreadsheet to track their progress over the next month. They comment and support each other on social networking sites.
Information and communication technology	Teachers have: Laptop computer and data projector so all students can see it. basic data capture devices such as heart rate sensors that record data straight to a computer video clips from the Internet, models and animations of human physiology Each week, use spreadsheet software to keep track of student fitness evaluations. In the gym, a digital video camera is used to capture movement and the usage of exercise equipment. Students also utilize computers to access shared spreadsheets and social networking sites at school and at home. Some students use their cellphones to publish daily exercise goals to social media sites.
Organization and Administration	Teachers have their own laptops and a data projector in the gym to display video material, so all students can view video clips of themselves in the gym at least once in each lesson or to record the results of their weekly fitness assessment. The teacher uses her laptop to monitor student collaboration spreadsheet entries, and posts on networking sites and additional information on fitness programs.
Professional Teacher Learning	Teachers regularly visit Internet discussion forums organized by professional associations for sports teachers. This forum is a useful resource for new ideas on how to get students more interested in sports.

c. Knowledge creation

The ability of teachers to use ICT to encourage students to increase productivity by constantly engaging in knowledge creation and innovation. This competency is the most complex because it involves educational actors who are involved and can benefit from the process of knowledge creation, innovation, and participation in lifelong learning. Curriculum changes are expect to improve collaboration, communication, creative thinking, innovation, and critical thinking skills. Teachers can model these skills to their students through their own experience of professional development. Here teachers can develop more complex skills in using technology and collaboration skills with colleagues to design challenging project-based learning for students. The following is an example of a knowledge creation approach on each aspect of competence seen in practice.

ASPECT	KNOWLEDGE CREATION ABILITY
Understanding of ICT in education	A geography teacher organizes an ICT-based project for students and works closely with a history teacher and a mathematics teacher. This project is about the arrival of immigrants in local communities from countries experiencing political and economic turmoil. This project involves investigating the reasons for immigration, and understanding the everyday conditions and problems that immigrants face.
Curriculum and Assessment	The project covers three sections of the curriculum of subjects: geography (growth and change in society), history

	(history of countries and their relationship to nearby countries) and mathematics (use of graphs and diagrams to analyze and display statistical information). Students understand the purpose and objectives of the project, develop an assessment rubric that they will use to assess themselves and their individual work, in collaboration with their teachers. Students create knowledge in at least three ways: Creation of new historical and geographical knowledge about examples of local immigration (eg facts, figures, interviews, stories and other findings). Found that immigrants had difficulty obtaining their traditional food. Commercial knowledge of market demand will be passed on to local shop owners. Found that many local prejudices against immigrants are based on myth and misinformation. Local knowledge and understanding is thus increased, and the potential for conflict between communities is reduced.
Pedagogy	Teachers act as monitors and trainers, ensuring students have the required skills and knowledge, providing input on methods that can be used, ensuring students stay focused on assignments and meet agreed deadlines.
Information and communication technology	Students use: Internet for detailed background information on conditions in their country, including email contact with students at a school in an immigrant country. a spreadsheet program for analyzing and displaying statistics on emigration and immigration flows, and associated economic conditions. a graphic application to create a poster put up at a local

	center asking volunteers from the immigrant community to be interviewed for the project.
	digital cameras and audio recorders make video or recorded interviews with immigrants about their personal history and their experiences in the host country.
	word processing software to take notes, write findings and evaluate their work.
	presentation software for creating presentations, including video clips and still images, to present their findings to others.
Organization and Administration	The teacher creates an environment in the school's learning management system (school computer network) that allows students to store, share and develop their work together. This includes areas for file sharing, wikis and discussion forums.
Professional Teacher Learning	Geography teachers regularly show other teachers how projects use ICT to enable students to generate knowledge while learning their school lessons. He also explained to colleagues how the project, and his own role in it, had been developed and improved in the light of experience and experimentation. In this way, he acts as a learning model for his students and peers.

Indonesia through the Ministry of Education and Culture (Kemdikbud) has formulated teacher competencies in the form of four basic teacher competencies as stipulated in Permendiknas No 16 of 2007, which consists of four domains, namely: pedagogic competence, personality competence, social competence, and professional competence. The ICT Competency Standards (Core Competencies)

for SD/MI Class Teachers, Subject Teachers in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK based on the Ministerial Regulation are:

- Pedagogic Competence No.5: Utilizing information and communication technology for learning purposes.

- Professional Competence No.24: Utilizing information and communication technology to communicate and develop oneself.

In relation to the integration of ICT in the 2013 Curriculum with ICT-based learning, ICT competence for learning is an integral part of the overall competence of teachers, both pedagogical competence, personality competence, professional competence, and social competence. ICT competence is a reinforcement for the four domains of teacher competence. My calculations, to support the integration of ICT in learning in the 2013 Curriculum, it seems that there will be a Ministerial Regulation that regulates the National Teacher ICT Competency Standards.

ICT can support needed education reforms. ICT can support the delivery of teacher professional development through e-learning. In addition, ICT can also support the provision of information and data services about educators and education personnel that are easily accessible for decision making on recruitment and transfer of teachers. The use of ICT that is integrated in active learning can also increase the teaching capacity of teachers such as lesson planning and the implementation of active learning.

CHAPTER III

RESEARCH METHOD

In this chapter cover about the type of research design, subject of the research, instrument of the research, data collecting technique, data anlysis technique, procedures of the research.

A. Type of the Research Design

The method for integrating the many components of a research endeavor in a consistent and logical manner is know as research design. Kerlinger (2015) defines research design as a framework, structure, and strategy for answering research questions and controlling variations. Interview, observation (video recording) will be used in this qualitative descriptive study. Qualitative research is a research approach used to assess the status of natural things, according to Sugiyono (2017: 15).

Management qualitative research gives complete and complex images, looks at specific perspectives of sources, and in the social context is the process of scientific study meant to comprehend human issues, according to Yadi, Susi, and Khuma (2019). It operates in a natural setting with no human interference, according to the researcher.

B. Subjects of The Research

Research subjects are individuals or objects or objects that are used as a place to collect data for the purposes of research variables and problems (Arikunto 2011). The subjects in this study were 2 teachers of english studies at SMK

NEGERI 2 Makassar. Researcher has criteria for the subject in this study are teachers who more or less apply ICT in learning English in the classroom.

C. Instruments of The Research

The instruments used in the research is interviews, observation (video recording).

To collect data, the research has used several procedures :

1. Observation (video recording)

The researcher observed the student in the class, when they the subjects of the course in front of the class. Observation is a data collection technique by observe the situation in the filed. With the observervation researcher underststand about the subjects and object to be observe. Researcher used a video recorder to retrieve documentation when students present subjects or in interview. With the observe the researcher can see the situation of students in class. Observation have been made for 2 meetings so that the researcher the researcher could take 2 teacher subjects to conduct interviews.

2. Interview

In this section, the researcher has asked some questions. The topic of the interview is the type of ICT applied by the teacher in the classroom and how the level of the teacher in improving ICT in learning. The research focused on 2 teachers of English subjects to be informed by interviews that ensured the type of ICT applied in the classroom and to know the level of teachers in applying ICT

D. Data Collection Procedure

In this study, researcher have used several data collection procedure. The first, observation is observing the situation in the classroom. Researchers have observed how teachers carry out learning in the classroom using ICT-based learning media. Furthermore, researchers have interviewed teachers to ensure the effectiveness of teachers' use of ICT, and the methods they use. Then the researcher has given questions to the teacher. After collecting observational data, interviews, researchers have summarized the findings and drawn some conclusions from these findings.

E. Data Analysis Technique

In this research, the researcher analyzed the data after the data from interview collected. According to Miles, Huberman, and Saldana (2014) data analysis includes three stages:

1. Data Condensation

Data condensation refers to the process of selecting, focus, simplify, abstract, and tranforms data thatis close to the whole part of written field notes, transcipts interviews, documents and materials empirical.

2. Data Display

Data presentation is an organizing, unifying, and information concluded. The presentation of the data here also helps in understand the research context because of doing the analysis more profound.

3. Conclusions Drawing

The conclusions drawn here are carried out by researchers from at the beginning the researcher collects data such as looking for understanding that has no pattern, taking notes regularity of explanation, and the flow of cause and effect, which stages finally, it is concluded that all the data obtained researcher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter covers about discussed the findings and discussion. The outcome described the results of the data collected on the interviewing and the discussion explained and interpreted the results. Results of research establishing functional relationships between ICT infrastructure and teaching and learning processes in senior high schools and find out the types of ICT applied by teachers in the classroom and teachers level in the application of ICT in learning.

A. Findings

In this chapter, the researcher presents data on establishing functional relationships between ICT infrastructure and teaching and learning processes in senior secondary schools and examines the types of ICT used by teachers in the classroom and teacher level in the application of ICT in the classroom. With a focus on 2 teachers in the field of English studies. At the same time, the researcher collected data through observation and interviews to find out the type of ICT that the teacher applied in the classroom. And the data were analyzed by descriptive and qualitative methods using the theory of Sugiyono (2017). Researchers certainly found some observational data when the subject was in front of the class. This data shows that there is an element of the use of ICT used by the teacher but the lack of infrastructure support that the school provides

1. The applications of ICT use applied by the teachers in the classroom

Researchers conducted observations for an English teacher. Researchers observe the application of ICT that is applied to students in the classroom with used observation checklist that consist of yes or no answer.

Table 4.1: Finding application of ict Used by Teachers

No.	Observed Aspect	Yes	No
1.	Microsoft Powerpoint	✓	
2.	Edmodo		✓
3.	Google Classroom		✓
4.	Whatshapp	✓	
5.	Animaker		✓

1. Microsoft Powerpoint

Extract 01 :

" I am need say if i wont to use a media. When i use powerpoint, i dont have projector, i shere to Whatshapp, and i say open slide one, i prepare powerpoint before teaching.

Extract 02 :

" Just make powerpoint "

Based on the results of observations, the researcher found that an English teacher applied Microsoft Powerpoint to teach in the class of SMK Negeri 2 Makassar. For teachers to increase student enthusiasm in the classroom, it is very important to use ICT applications, especially Microsoft Powerpoint in classroom learning, choosing innovative learning media increases student motivation compared to without using media to support the teaching and learning process. In accordance with the goals of the 4.0 era, especially for the education system, not only to know the meaning of ICT but also to know how to apply it in the teaching process.

2. Whatshapp

Extract 03 :

" I am need say if i wont to use a media. When i use powerpoint, i dont have projector, i shere to Whatshapp, and i say open slide one. i prepare powerpoint before teaching. "

The results of further observations, which are owned by the teacher in preparing to teach using ICT are using WhatsApp, the teacher distributes material to students. if there is no projector in the class the teacher shares the material using WhatsApp. It is important to make the teaching process simple and contextual so that it is better understood by students.

After observation, the reasearcher found that an english teacher uses 2 ICT applications that are applied by the teacher in the classroom, namely Powerpoint and Whatsapp, she knows how to apply it in the classroom. The teacher's answer from the observation to prove the answer to the observation about the type of ICT.

concluded that there were 2 ICT applications used by teachers in learning English at SMKN 2 Makassar.

After that, there are three components of data analysis analysis according to Miles and Huberman (1992), namely data reduction, data presentation, and drawing conclusions. The first is data reduction, in this reduction process researchers will collect all information that has a correlation with learning to use ICT applications for ICT implementation, especially in education. The second is the data display, in this component the data grouping is more specific, the researcher focuses on the data on the types of ICT applications used by teachers in learning and how they are used in the teaching process. The last component is data conclusion. In the last process of data analysis, researchers found the types of ICT applications used by teachers in teaching and how to use them in the teaching process.

b. Whatshapp

Based on the results of this analytical study, the researcher found that an English teacher in the second grade also used WhatsApp in teaching as the implementation of ICT in education. Researchers found that using WhatsApp was more interesting, easier and less time-consuming when learning is over, students can question unknown material via WhatsApp, can also share material and make it easier if the teacher has problems attending class. This is supported by Hujair AH Sanaky (2009) stating the advantages of power point are: Pustikayasa (2019) states that the advantages of WhatsApp in learning media are:

1) You don't have to login first to access WhatsApp if your mobile number is already registered

2) Directly connect with contacts of other WhatsApp users.

3) Users can exchange contacts with other users

2. The teacher's level in applying ICT in lesson

The researcher conducted an interview for an English teacher. Researchers observed the application of ICT applied to students in the classroom by using interviews.

Table 4.2 Teachers' all checklist in interviews

Teacher's Level of ICT	ICT-CFT	Knowladge Acquisition	Knowladge Deepening	Knowladge Creation
Level 1	Understanding ICT in Education	✓	✓	✓
Level 2	Curriculum and Assesment	✓	✓	✓
Level 3	Pedagogy		✓	✓
Level 4	Application of Digital Skills			
Level 5	Organization and Administration			
Level 6	Teacher Professional Learning			

a. Understanding ICT in education

An English teacher understands the basic principles of using ICT in teaching, so she is considering how to use the newly installed interactive whiteboard in her classroom. Until now, he had only used it as a projector screen.

She believed that he could use ICT to help students improve their attitudes and become more physically active, so he made a proper budget for school

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administration and explained everything in detail. why ICT will improve learning and help students learn.

The ability of teachers to use ICT to encourage students to increase productivity by constantly engaging in knowledge creation and innovation. This competency is the most complex because it involves educational actors who are involved and can benefit from the process of knowledge creation, innovation, and participation in lifelong learning. Curriculum changes are expect to improve collaboration, communication, creative thinking, innovation, and critical thinking skills.

Extract 01 :

" In my self in teaching english using technology is very good because when we need or we use technology it will make use better in teaching such as like using internet, student will take easy in finding some materials in learning english, and also like a youtube, and we can make information from that. "

Extract 02 :

" Information technology is use by most of the people, so is give information about the reason technology that use in this era. "

From extract 01, 02, information technologi makes it very easy for people to carry out daily activities, especially for the world of education.

Based on the CFT ICT framework according to UNESCO consist of three levels of ability, namely 1. Technology Literacy, 2. Knowledge Deepening, and 3. Knowledge Creation. The level of teacher's ICT ability in technological literacy, deepening knowledge, and knowledge creation for each aspect of competence as follows:

a) Technology Literacy

An English teacher understands the basic principles of using ICT in teaching, so she is considering how to use the newly installed interactive whiteboard in her classroom. Until now, he had only used it as a projector screen.

b) Knowladge Deepening

Many students are not interested in group work activities and do not understand the need for discussion as part of learning speaking, according to an English teacher. She believed that he could use ICT to help students improve their attitudes and become more conceptually active in learning, so he made a proper budget for school administration and explained everything in detail. Why ICT will improve English lessons and help studentslearn.

c) Knowledge creation

A english teacher organizes an ICT-based project for students and works closely with a history teacher and a mathematics teacher. This project is about the arrival of immigrants in local communities from countries experiencing political and economic turmoil. This project involves

investigating the reasons for immigration, and understanding the everyday conditions and problems that immigrants face.

b. Curriculum and Assesment

The basic competence of ICT teachers in utilizing ICT to prepare students to be able to master new technologies as a provision for students to develop themselves as lifelong learners. This competency is a basic stage that will encourage and facilitate students to use new technology as well as stages that require the most basic policy changes. This stage focuses on developing teacher technology literacy to integrate ICT tools into the curriculum. This technological literacy requires a focus on equitable distribution to allow for expansion of access that reduces the digital divide and further ensures the success of the three stages in education development. The final result of this literacy stage is that teachers are competent in utilizing ICT in learning to empower students to be able to master new technologies as a provision for students to develop themselves as lifelong learners.

The examples below demonstrate a technological literacy approach to each aspect of the competency that will be seen in practice.

Extract 03 :

" Sometime if i really needed to use LCD, not i will do it like a regular learning, i mean using whiteboard. "

Extract 04 :

" Yes, sometimes. Not for all teaching prosses. If i have material but its not provide as textbook, i ask to the student to find the material from mobile phone. "

From extract 03, 04, Teachers realized that using a word processor on an interactive whiteboard would offer a new approach to one of the basic skills in the curriculum – how to improve the words of a sentence. Word processing can also be used for formative assessment.

Based on the CFT ICT framework according to UNESCO consist of three levels of ability, namely 1. Technology Literacy, 2. Knowledge Deepening, and 3. Knowledge Creation. The level of teacher's ICT ability in technological literacy, deepening knowledge, and knowledge creation for each aspect of competence as follows:

a) Technology Literacy

Teachers realized that using a word processor on an interactive whiteboard would offer a new approach to one of the basic skills in the curriculum – how to improve the words of a sentence. Word processing can also be used for formative assessment.

b) Knowledge Deepening

Teachers use ICT on health issues that previously did not interest students. Now he is also able to be included in the curriculum of information on human physiology. These topics were previously too abstract and theoretical to explain easily, but now he is able to demonstrate to students through computer simulations (videos and animations) of physiological processes which he makes easier to understand. Teachers are instructors

are also better equipped to conduct formative evaluations since they can utilize digital video cameras to capture kids' performance in the gym. He showed the pupils the footage to show them how to move their limbs properly. Students who have previously been unable to comprehend can now see firsthand what they have to do.

c) Knowledge Creation

The project covers three sections of the curriculum of subjects: geography (growth and change in society), history (history of countries and their relationship to nearby countries) and mathematics (use of graphs and diagrams to analyze and display statistical information). Students understand the purpose and objectives of the project, develop an assessment rubric that they will use to assess themselves and their individual work, in collaboration with their teachers. Students create knowledge in at least three ways: Creation of new historical and geographical knowledge about examples of local immigration (eg facts, figures, interviews, stories and other findings).

c. Pedagogy

Pedagogical aspects include the use of ICT in terms of planning and formulating learning strategies, developing multi-source learning, problem-based learning, as well as communication and collaboration.

Extract 05 :

" It was more effective and efisien in teaching and student also bacause is more, not complicated as a will teaching using whiteboard and we will using LCD more

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camplate but not to long. We dont have talk to about the material to long and take

a lot of time but is more concise. "

Extract 06 :

" *Make a easy in transfering knowladge to the student, like a mobilephone.* "

From extract 05, 06, Using a word processing application, the teacher displays on the interactive whiteboard some examples of incorrect writing. He demonstrated with slight changes in the choice and order of words, so that sentences could be kept simple and clear. The whole class can see the process of changing the sentence.

Based on the CFT ICT framework according to UNESCO consist of three levels of ability, namely 1. Technology Literacy, 2. Knowledge Deepening, and 3. Knowledge Creation. The level of teacher's ICT ability in technological literacy, deepening knowledge, and knowledge creation for each aspect of competence as follows:

a) Technology Literacy

Using a word processing application, the teacher displays on the interactive whiteboard some examples of incorrect writing. He demonstrated with slight changes in the choice and order of words, so that sentences could be kept simple and clear. The whole class can see the process of changing the sentence.

b) Knowledge Deepening

Previously the teacher only talked to students about the health benefits, but now he is able to show students videos of sporting events and music,

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featuring the fitness of athletic celebrities. He then organized students into collaborative groups to design their own fitness assessments, such as seeing how quickly their heart rate returned to normal after a workout. They analyze their assessments, creating a collaborative spreadsheet to track their progress over the next month. They comment and support each other on social networking sites.

c) Knowledge Creation

Teachers act as monitors and trainers, ensuring students have the required skills and knowledge, providing input on methods that can be used, ensuring students stay focused on assignments and meet agreed deadlines.

After the interview, the researcher found that the English teacher was only at level 3 ICT-CFT, the teacher could only understand and apply Understanding ICT In Education. The teacher's answer from the interview is to prove the answer to the observation about the teacher's level in using and applying ICT in the classroom. In teaching using ICT the teacher chooses one type of ICT that is more appropriate to the material.

B. Discussion

In this section, the researcher discusses the findings found from the research according to the scope of this research. Inner discussions were made for the application of ICT applied by teachers in the classroom and teacher level in the application of ICT in lessons. The type of application that is used after joining the class is then implemented inside the class. The teacher uses this type of ICT application in several meetings to teach material that is in accordance with the material to be displayed using Powerpoint and Whatshapp and the teachers' level is LEVEL 3, namely, pedagogy.

The teacher used consisted of three preparations before teaching narrative texts using ICT, namely; the first is the introduction of the use of ICT, the second is preparing the media or installing the equipment and the third is showing the materials using ICT. Based on the research findings, it was found that teachers used two types of Powerpoint and Whatshapp to teach. From the type of ict for teaching in the classroom used by the teacher helps him to make the class more innovative, fun and get great student motivation.

Based on the English teacher's statement "The most significant difference I feel when teaching in the classroom using ICT compared to without using ICT is that ICT is more interesting, it can also save my time in class, it makes my class fun for me. This is supported by the statement of Sahbaz (2012) which states that students with high learning motivation will present higher learning outcomes, namely a positive correlation between learning motivation and learning outcomes.

The types of ICT for learning in the classroom are based on the statement of the English teacher "I think using ICT is effective in the teaching and learning process because it can save more time for teaching, in this case I don't need to write text on the white board, I just display it with power point and the video doesn't take long I guess" it's supported by Doris Holzberger (2013) states that digital learning is considered as delivery by means of digital forms of media (eg text or images) via the internet; and, the learning content and teaching methods provided are to enhance student learning and aim to increase teaching effectiveness or enhance personal knowledge and skills. Another expert who supports the type of digital content into several parts, he is Keane (2012) who states that by comprehensively analyzing the viewpoints of several studies, digital learning can be divided into four parts.

1. Digital teaching materials. It emphasizes that learners could learn by extracting some digital teaching material contents. The so-called digital teaching material content refers to e-books, digitalized data, or contents presented with other digital method.

2. Digital tools: it stress on learners proceeding learning activity through digital tools, such as desktop computers, notebook computers, tablet computers, and smartphones.

3. Digital delivery: It emphasizes that learners' learning activity could be delivered through the internet, e.g. intranet, internet and satellite broadcasting.

4. Autonomous learning: it focuses on learners engaging in online or offline learning activity through digital learning by themselves. It stressed on

personal autonomous learning and requires the participation of learners with autonomous learning to precede learning activity.

The researcher also found that the teacher level at SMK Negeri 2 Makassar was at level 3. ICT has several types to be applied in teaching to display ICT can help teachers and especially for students to pay more attention to the material because of interesting media such as era 4.0 and the implementation of ICT in education. Teachers should know how to use ICT for teaching because improvement of teaching methods helps effective teaching and learning process, this is supported by Lai (2012) stating that thus, practical teaching strategies can be developed by combining with current teaching trends, and extract the advantages of digital learning to achieve teaching effectiveness.

CHAPTER V

CONCLUCTION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion summarizes the result of the research based on the research problem.

A. Conclusion

Based on the findings and discussion of this study, the researcher concludes that an English teacher uses two types of ICT applications to teach as the current implementation of ICT in education the first Powerpoint, and Whatshapp. These types not only help the English teacher but also help the students not to be boring in the learning process. Based on the English teacher's answer, the teacher said that the teaching process is more innovative and saves time.

Before showing material using the ICT application, an English teacher in grades first and second of SMKN 2 Makassar has several preparations, namely the first is the introduction of ICT, the second is to prepare the material using the LCD and the third is to ask questions to students about learning the material.

The next finding is that the researcher finds that the level of ICT use for English teachers at SMK Negeri 2 Makassar is at LEVEL 3, namely Pedagogy.

B. Suggestion

Considering the result of this research, the researcher offers somesuggestion as follows:

1. For further researchers who are interested in conducting similar research, this research can be used as a reference for them to support their research. It is also recommended for other researchers to take a larger sample in their research because the sample in this study was only 2 English teachers. He is also advised to conduct research for a longer time in order to obtain more valid and reliable data.

2. The purpose of this study is limited to knowing the types of ICT applications used by teachers to teach and teachers level in applied ICT in lessons. Therefore, the limitations of this study are expected to encourage other researchers who wish to conduct similar research to conduct further research.

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Appendix I

Observation for the Teacher

Teacher 1

No.	Observed Aspect	Yes	No
1.	Microsoft Powerpoint	✓	
2.	Edmodo		✓
3.	Google Classroom		✓
4.	Whatshapp	✓	
5.	Animaker		✓

Appendix I

Observation for the Teacher

Teacher 2

No.	Observed Aspect	Yes	No
1.	Microsoft Powerpoint	✓	
2.	Edmodo		✓
3.	Google Classroom		✓
4.	Whatshapp	✓	
5.	Animaker		✓

Interview for the Teacher

Teacher 1

No.	Question	Answer
1.	What do you know about information technology?	In my self in teaching english using technology is very good because when we need or we use technology it will make use better in teaching such as like using internet, student will take easy in finding some materials in learning english, and also like a youtube, and we can make information from that.
2.	Do you use the existing facilities in information technology?	Yeah, there is wifi in this school profide wifi for teachers. So, since this time pandemic, Teachers teaching at school, in meeting rooms using wifi
3.	How do you use the existing facilities in information technology?	For technology, as a computer. For teaching english i haven't fine media for teaching english for my self not profide for school, i have from my self. I never fine school

		fasilities. I use from my laptop, i use from my wifi, not profide from my school, projector i never find.
4.	What facilities and infrastructure does the school provide for students?	From technologi, distribution of free quota from the Ministry of Education and Culture, but media is not.
5.	Does the school provide information technology facilities for learning?	Yaeh, kalau information technology is yes facilities for learning, yes. But its not for student just for teachers. The facilities is not enought.
6.	What are the information technology facilities provided by the school?	Ada lab komputer, but in teaching not for english subject, hanya untuk pelajaran kejuruan salah satunya komputer.
7.	Do you use information technology for learning?	Yes, sometimes. Not for all teaching prosses. If i have material but its not provide as textbook, i ask to the student to find the material from mobile phone.
8	How often do you use information technology in the process learning?	Sometimes, mybe only twice a month

9	What preparations did you do before using information technology in learning?	I am need say if i wont to use a media. When i use powerpoint, i dont have projector, i shere to Whatshapp, and i say open slide one, i prepare powerpoint before teaching
10	How is the learning process using information technology?	Effective
11	What are the benefits of using information technology as a learning resource?	Make a easy in transfering knowledge to the student, like a mobilephone
12	What are your obstacles in utilizing information technology in learning?	Minimnya fasilitas
13	What is your solution to overcome this problem?	I think we have to rearrange the classroom

Appendix 2

Interview for the Teacher

Teacher 2

No.	Question	Answer
1.	What do you know about information technology?	Information technology is use by most of the people, so is give information about the reason technology that use in this era
2.	Do you use the existing facilities in information technology?	Sometimes i use laptop for working but not for teaching all the time
3.	How do you use the existing facilities in information technology?	Well if i am working for administation job i use laptop, and teaching sometimes i use LCD
4.	What facilities and infrastructure does the school provide for students?	I dont think school provide student for that kind of infrastructure, as a for information technology major. So i dont they that facilities, they dont have a computer or

		laptop, onli for some of the major, like a RPL (Rekayasa Perangkat Lunak), TKJ (Teknik Komputer Jaringan), not for english teaching
5.	Does the school provide information technology facilities for learning?	No, only for that majors
6.	What are the information technology facilities provided by the school?	Pc, LCD
7	Do you use information technology for learning?	Sometimes
8	How often do you use information technology in the process learning?	Sometime if i really needed to use LCD, not i will do it like a regular learning, i mean using whiteboard.
9	What preparations did you do before using information technology in learning?	Just make powerpoint
10	How is the learning process using information technology?	I think just the same not will different, but it's more efisien use LCD

11	What are the benefits of using information technology as a learning resource?	It was more effective and efisien in teaching and student also bacause is more, not complicated as a will teaching using whiteboard and we will using LCD more camplate but not to long We dont have talk to about the material to long and take a lot of time but is more concise
12	What are your obstacles in utilizing information technology in learning?	Well, because the class sometime is brightness so we cant not see the what we in LCD, they can't not see, that can't not read what has written in the LCD
13	What is your solution to overcome this problem?	I think we have to rearrange the classroom

Source : has been modified from Thesis by Septiana (2021)

Developed by researcher (Maret, 2022)

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NIM   105351120317
Program Studi Pendidikan Bahasa Inggris

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NBM. 964 991

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Nama : **MUTEMAINNAH FEBRYANTI**
No. Stambuk : **10535 11 10017**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul

"The Teacher's Level of ICT in English Teaching Practices at SMK Negeri 2 Makassar"

Yang akan dilaksanakan dari tanggal 29 April 2022 s/d 29 Juni 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katsiran

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      NBM 101 7716

04-22

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بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Muthmainnah Febryanti**

NIM : **105351120317**

Judul Penelitian : *The Teachers' Level of ICT in English Teaching Practices at SMK Negeri 2 Makassar*

Tanggal Ujian Proposal : **30 Desember 2021**

Tempat/Lokasi Penelitian : **SMK Negeri 2 Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru terkait	Paraf Guru terkait
1	Senin, 24 Januari 2022	Permintaan Izin Penelitian	Muh. Kasim Samong, S.Pd., M.Pd.	
2	Rabu, 26 Januari 2022	Pelaksanaan Penelitian	Heriyanti Nur, S.Pd., M.Pd	
3	Rabu, 02 Februari	Pelaksanaan Penelitian	Heriyanti Nur, S.Pd., M.Pd	
4	Rabu, 09 Februari 2022	Pelaksanaan Penelitian	Heriyanti Nur, S.Pd., M.Pd	
4	Kamis, 17 Februari 2022	Penandatanganan surat keterangan telah meneliti	Drs. H. Natsir, M.Si	

Makassar, 17 Februari 2022

Mengetahui,

Ketua Jurusan

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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V Pjs ... /Kepala sekolah

Drs. H. Natsir
NIP. 19631110 200012 1 001

PEMERINTAH PROVINSI SULAWESI SELATAN
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Alamat. Jl. Pancasila No. 15 Makassar, (0411) 872916 Kode Pos : 90221
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SURAT KETERANGAN

Nomor : 421.5 / 0860 -UPT.SMKN.2 / MKS / DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMK Negeri 2 Makassar, menerangkan bahwa :

N a m a	:	**MUTHMAINNAH FEBRYANTI**
Nomor Pokok	:	105351120317
Pekerjaan	:	Mahasiswa (S1) UNIVERSITAS MUHAMMADIYAH MAKASSAR
Program Studi	:	Pend. Bahasa Inggris
Alamat	:	BTP BLOK AF NO. 253

Telah selesai mengadakan penelitian pada SMK Negeri 2 Makassar, berdasarkan surat izin Kepala Dinas Pendidikan Provinsi Sulawesi Selatan Nomor : 25559/S.01/PTSP/2022, tanggal 21 Januari 2022, sebagai persyaratan untuk penyusunan **Tesis** dengan judul :

" THE TEACHERS' LEVEL OF ICT IN ENGLISH TEACHING PRACTICES AT
SMK NEGERI 2 MAKASSAR "

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 8 Maret 2022
Kepala UPT. SMKN 2 Makassar

Drs. H. NATSIR, M.Si.
Pangkat : Pembina Tk. I
NIP. 19631110 200012 1 003

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بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
0485/BG-FKIP/LOA/B-IV/1443/2022

Dear MUTHMAINNAH FEBRYANTI

It is our pleasure to inform you that, after reviewing your paper:

TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ENGLISH LANGUAGE TEACHING

The manuscript ID: 69

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using his institution email		
the author has submitted the manuscript through the open journal system (OJS)		
The manuscript according to the limitations or description of the journal		
has been submitted by an author		
the manuscript has followed the existing templates		
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has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2016-2218 ISSN (online) 2622-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jcie@cg.unismuhonakassar.ac.id

Makassar, 27 April 2022 M
26 Ramadhan 1443 H

Head of English Education Department
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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DOCUMENTATION

CURRICULUM VITAE

Muthmainnah Febryanti was born on February, 09th 1999 in Makassar, South Sulawesi. She has one sister and one brother. She is first child from the marriage of her parents, Syamsul Bahri and Dewi Nasli, SE

She began her education in SD IT AL-Bayan and graduated in 2011. She continued her study in MTsN 2 Makassar and graduated in 2014, and then she continued her study in SMK Muhammadiyah Makassar and graduated in 2017. Her endrolled in English Education Department faculty of Teacher Training and Education, Muhammadiyah University of Makassar in 2017 also. She could finish her study in 2022 with the thesis under the title " **The Teachers' Level of ICT in English Teaching Practices at SMK Negeri 2 Makassar**".