

**ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS'
PERCEPTION ON INFORMATION AND COMMUNICATION OF
TECHNOLOGY (ICT) AT SMP NEGERI 2 MASAMBA**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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MOTTO

Lakukan yang terbaik, kemudian berdoalah

Tuhan yang akan mengurus sisanya.

Do the best and pray

God will take care of the rest.



ABSTRACT

Ega Mahfira, 2019 English foreign language (EFL) teachers' perception on information and communication of technology (ICT) at SMP NEGERI 2 MASAMBA (A Descriptive research). Under the thesis of English Education Department, The faculty of Teacher Training and Education. University Muhammadiyah of Makassar. Supervisors : Nurdevi Bte. Abdul and Ratu Yulianti Natsir

This research aimed to find out kinds of information and communication of technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA and to find out Teachers' perception on the use of information and communication of technology (ICT) in teaching English. The data were conducted from July 2019 from 2 teachers' of the seven grade and eight grade at SMP NEGERI 2 MASAMBA.

This research used a descriptive qualitative method, the instruments used were observation and interview. The observation was used to observe and interview the English teachers' of seven grade and eight grade at SMP NEGERI 2 MASAMBA.

The findings of the research showed the results of the teachers' interview showed that mostly the teacher gave positive perception and agreed toward and teachers' used Information and Communication Of Technology (ICT) in teaching English, they were happy, they left easy to understand the lesson, motivated to learn, being polite, diligent doing assignment. Whereas, some student were unhappy in learning English and got difficulties to understand the lesson, because the thought that learning English was difficult.

Keywords : Perception, Teachers' Perception , Teaching English

ABSTRAK

Ega Mahfira, 2019 persepsi guru bahasa Inggris (EFL) bahasa asing tentang informasi dan komunikasi teknologi (TIK) di SMP NEGERI 2 MASAMBA (A Deskriptif penelitian). Di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Pelatihan dan Pendidikan Guru. Universitas Muhammadiyah Makassar. Pengawas: Nurdevi Bte. Abdul dan Ratu Yulianti Natsir

Penelitian ini bertujuan untuk mengetahui jenis Informasi Dan Komunikasi Teknologi (TIK) yang digunakan oleh guru untuk mengajar bahasa Inggris di SMP NEGERI 2 MASAMBA dan untuk mengetahui persepsi guru tentang penggunaan informasi dan komunikasi teknologi (TIK) di mengajar bahasa Inggris. Data dilakukan mulai Juli 2019 dari 2 guru dari kelas tujuh dan delapan di SMP NEGERI 2 MASAMBA.

Penelitian ini menggunakan metode deskriptif kualitatif, instrumen yang digunakan adalah observasi dan wawancara. Pengamatan digunakan untuk mengamati dan mewawancarai guru-guru bahasa Inggris dari tujuh dan delapan kelas di SMP NEGERI 2 MASAMBA.

Temuan penelitian menunjukkan hasil wawancara guru menunjukkan bahwa sebagian besar guru memberikan persepsi positif dan setuju dan guru menggunakan Teknologi Informasi dan Komunikasi (TIK) dalam mengajar Bahasa Inggris, mereka bahagia, mereka mudah memahami pelajaran, termotivasi untuk belajar, bersikap sopan, rajin melakukan tugas. Padahal, sebagian siswa tidak senang belajar bahasa Inggris dan kesulitan memahami pelajaran, karena pemikiran bahwa belajar bahasa Inggris itu sulit.

Kata kunci : Persepsi, Persepsi Guru, Mengajar Bahasa Inggris

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In writing this Thesis the writer found many difficulties, so the writer realized that the Thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you so much for the people who gave spirit, advice, suggestion, and helping to write as follows :

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Makassar, July 2019

The Writer

LIST OF CONTENT

	Pages
COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO	viii
ABSTRACT	x
ACKNOWLEDGEMENT	xi
LIST OF CONTENT	xiii
LIST OF APPENDICES	xvi
CHAPTER I	
INTRODUCTION	1
A. Background	1
B. Problem of Statement	4
C. Objective of the Research	4
D. Significant of the Research	5
E.Scope of the Research.....	5
CHAPTER II	
REVIEW OF RELATED LITERATURE	6
A. Previous Research Findings	6

B. Some Partinent Ideas.....	8
1. Concept of Perception.....	8
2. Types of Perception.....	9
C. Concept of Information and communication of technology (ICT)	11
1. Definition of ICT.....	11
2. ICT Application in Education.....	13
3. The Benefits of ICT	20
4. ICT Devices	22
5. The Role of ICT in Education.....	24

CHAPTER III

RESEARCH METHOD 27

A. Research Design.....	27
B. Research Subject.....	27
C. Instrument of The Research.....	28
D. Data Collection Method.....	28
E. Technique of Data Analysis	29

CHAPTER IV

A. Research Findings	31
1. Kinds of information and communication of technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA	31
2. Teachers' perception on the use of information and communication of technology (ICT) in teaching English.....	33

B. Discucion	36
1. Kinds of information and communication of technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA	36
2. Teachers' perception on the use of information and communication of technology (ICT) in teaching English at SMP NEGERI 2 MASAMBA	38

CHAPTER V

A. Conclusion	39
---------------------	----

B. Suggestion	40
---------------------	----

BIBLIOGRAPHY	41
---------------------------	----

APPENDICES	51
-------------------------	----

CURRICULUM VITAE	52
-------------------------------	----



LIST OF APPENDICES

	Pages
Appendix A : Instrument of observation Sheet.....	44
Appendix B : Instrument of Observation.....	45
Appendix C : Instrument of interview Sheet.....	46
Appendix D : instrument of interview.....	47
Appendix E : Instrument of interview.....	49
Appendix F : Documentation.....	51



CHAPTER I

INTRODUCTION

A. Background

English is a language that occupies the first position in the world to communication. It is the important language in the all fields including in educational world. In this country, the goverment has been actively expanding the teaching of English as an essential part of the school curriculum because by mastering English, students can obtain various of information and develop their knowledge.

Teacher are important people by this it means that quality of education can only be as good as the quality of the teachers that are working within it. It is stated that one of the best ways to enhance the quality of the teachers is through continuing professional development. Although continuing professional development seems to be indispensible from teachers professional lives yet, reseach shows that teachers are often contrained by the lack of availability of time and financial support in joining formal face- to- face professional development program.

However, it cannot be separated from the role of the teacher. The teachers have something to do with the success of students in learning English. In general, all of English teacher have certain perception about the best approach in teaching English. Some factors such as their previous educational experiences, cultural backgrounds, and social interaction, may futher shape their perception about English teaching.

Perceptions defines variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individuals' mental awareness, past experience, knowledge, motivation, and social interaction. The perception of an individual eventually give rise to an individuals attitudes. Milikan (2004) also state that perceptions is way of unddrstanding natural sign, or better of translating natural sign into intentional signs.

In learning English, there are four skills that must be mastered; listening, speaking, reading and witing. In the scope of English as international language, listening is considered as an important ability that has to be mastered beacause its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners have a conversation.

Helgesen (2003:240) states that listening is an active, purposeful process of making sense of what. More often, more can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at hinger levels than what they have heard. The relationship between listening and language learning is that language learning depends on listening because its provides the aural input that serves as the basis for language acquistion and enables learners to interact in spoken language.

why I want to research this because, I want to know how the perception of a teacher about the technology that applies in the class whether

it can improve the quality of student learning or not because, as we know that technology is really needed at this time in the teaching and learning process and whether most of the teachers have known about ICT or just heard it and have not applied it in the classroom at all.

Currently, the issue has become much more significant as indicated to possibly require different forms of technology from that of others especially in the areas of professional development. Therefore, it seems that taking a closer look on how EFL teachers perceive the use of technologies or ICT for continuing professional development is worth to be conducted especially in Indonesia context where efforts on integrating technology in educational areas have been put into priority. Furthermore, it also stated that investigating the overall perceptions or beliefs on how something works may become valuable input for the betterment especially for the area of education in the future.

Number of literatures indicate that ICT has long been trusted to provide its users with a great number of possibilities to enhance many aspects of their lives including teachers' professional development. Thus, it is assumed that applying ICT for the purpose of continuing professional development can be very beneficial both for the teachers or mentors. In this case, it is stated that ICT will make the process of learning of developing teacher's competence become much simpler without time or space restriction.

Unlike other forms of media, argues that ICT tools are more transferable, storable, and widely accessible for the teachers to use and explore. Additionally, there are also varieties of forms and features

that teachers can specifically use as a means of continuing their professional development. Depending on the teachers' needs, it clarifies that they may use combining several technologies at once, while they are in the process of continuing their professional development.

From the above statement, the researcher is interested to know teachers' perceptions on the use of ICT to professional development in SMPN 2 Masamba. The researcher uses descriptive qualitative research design as the method to investigate the teachers' perception.

B. Problem Statements

Based on the previous background, the researcher formulates research questions as follows:

1. What kinds of Information And Communication of Technology (ICT) are used by the teachers' to teach English at SMPN 2 MASAMBA ?
2. What are the teachers' perception on the use of Information And Communication of Technology (ICT) in teaching English at SMPN 2 MASAMBA ?

C. Objectives of the Research

The objectives of the research are to find out :

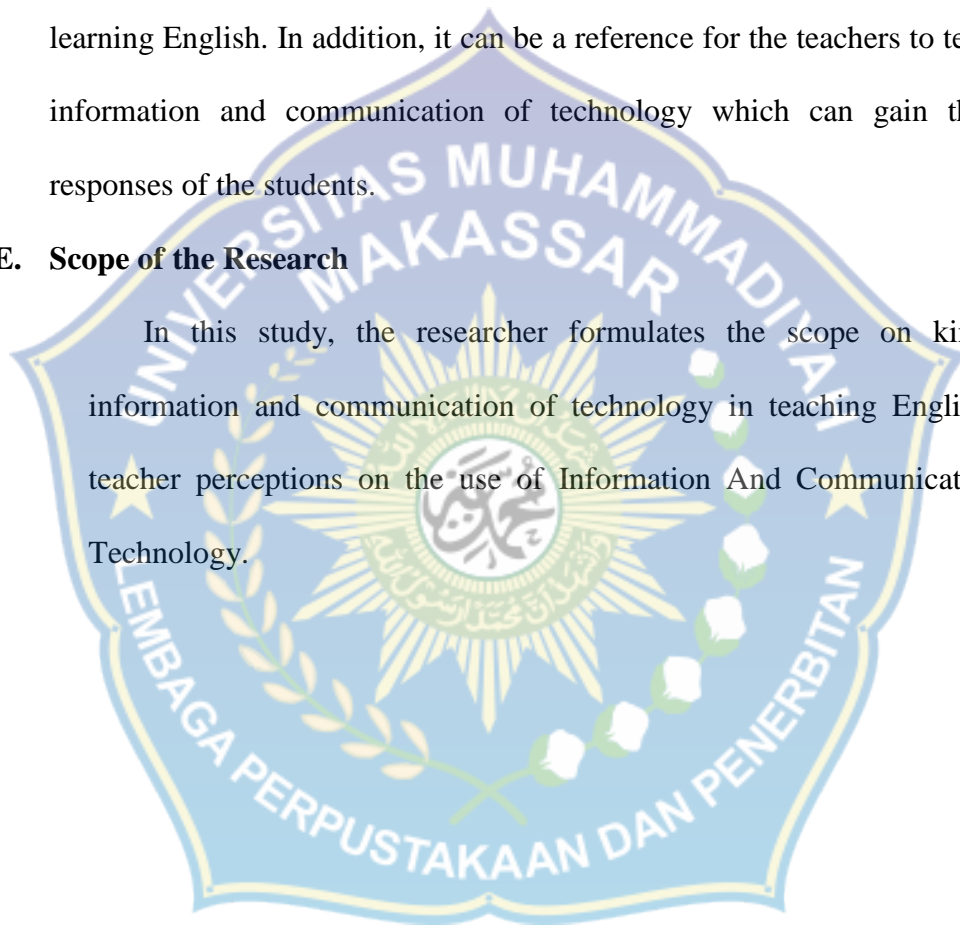
1. Kinds of information and communication of technology (ICT) at SMPN 2 MASAMBA.
2. Teachers' perception on the used of information and communication of technology (ICT) at SMPN 2 MASAMBA.

D. Significance of the Research

Theoretically the research is significant to give useful information and communication of technology in teaching and learning English in improving the quality of education and human resource. In particaly, it can give contribution for further researcher who is interested in teaching and learning English. In addition, it can be a reference for the teachers to teach by information and communication of technology which can gain the full responses of the students.

E. Scope of the Research

In this study, the researcher formulates the scope on kinds of information and communication of technology in teaching English and teacher perceptions on the use of Information And Communication Of Technology.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The previous research findings

The previous related studies that have been conducted are expected to help the researcher in writing this research. There are related research findings as follows :

1. Dede (2006) found that ICT tools or devices themselves may not always suit for all types of teachers learning outcomes or for all teachers personal instructional situations. Thus, clear and divine guidelines on what to learn and to what extent still have to be had and followed by the teachers themselves. In this regard, according to law number 14/2005 on teachers and lecturers in Indonesian context, for instance, there are at least four domain competencies that teachers must process and must continue to develop. These competencies include, professional competence, pedagogical competency, personal competency, and social competency.
2. Richards's and Farrell's (2005:13) found that theory of the dimension of continuing professional dimension namely self-directed learning. All in all, it can be inferred that teachers had their own preferences on deciding which competency that they typically leaned through the use of ICT and why. At this point it should also be summed that the teachers generally had an agreement that regardless of which professional competency that they tried to develop, ICT was still considered as having its own role on this process.

3. Mamo (2013) conducted the research with sample of first year students instructors in Bonga College of teacher and all of the available English education. Result of this study showed that instructors had an easy access to authentic listening materials. The instructors also indicated that students' level, interest, relevance and quality of the material should be considered in selecting appropriate authentic listening materials. Besides, instructors mentioned TV/video, radio, audiotapes and the internet as the main sources to obtain authentic listening materials.
4. Mushayikwa & Lubben (2009). During the process of continuing their professional development teachers can exploit many resources available so that the process of professional development it self may run well. Again, ICT is indicated to be one of the most potential and prosperous resource that teachers canuse for this purpose.
5. Huda (2017) found that in journal about the use of authentic materials in teaching English state islamic junior high school level revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their gender, teaching experience, and academic degree. The reason for such an attitude was to expose the students to the real English language and to motivate them in learning English.

Based on the result of previous researcher mention previous, the researcher concludes there are similarities and differences with this research. The similarities are all the findings show that ICT is used in the development

of classroom learning if could be online and offline. While the differences are this research will find out the way of teachers in using ICT and their perception of the use of ICT in teaching English.

B. Some pertinent Ideas

1. Concept of Perception

a. Definition of Perception

According to Barry (1998) perception is the set of process recognize, organize, and make stimuly in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception defines variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowladge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

Perception is a psychological function that stars from the sensation, continued multiple stimulat once. Stimulus that received and grouped in such a way is then interpreted into an individual subjective meaning.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example,

when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

2. Types of Perception

a) Depth perception

This is the ability for a person to perceive distance. It is extremely important for one to discern distances in the real world, like the distance between me and another person and the space between objects. Included in depthspatial perception is the ability to perceive moving roads. Factors like first, second, and third dimensions come into play in our understanding of depth perception (Goldstein, 2007).

b) Movement Perception

We understand when objects are in movement because particular objects appear in different places at different times. This is a natural process that we learn since birth. It is only through this ability that an individual can understand the world around him or her and perceive dangers or threats in movement, which is key for survival.

c) Time Perception

We perceive time in, seconds, minutes, and hours which pass into days weeks months and in years and even in centuries. Time is perceived in terms of Past, Present, and Future Perception of time is less in children than elders Several factors influence time perception: Subjective (age, activity, motivation, intelligence), and Objective.

d) Size perception

The perceived size of objects depends on a number of factors Perhaps the most important of these is the visual angle subtended by the object on the retina. All other things being equal, the object that subtends the larger. If you have already clicked on the visual angle, above you know that the visual angle is dependent on two factors The actual size of the object and The distance the object is from the eye. Another factor effecting perceived size is size constancy.

From the above explanation it become perception is a person capacity to feel distance is very important to equivocate is the work distinguish between our with others and the space between the object was .From the perception of movement have also said that we bias feel a whole new object of munvul where i different at different times and that is an ability that has been we have since from birth .

C. Concept of Information and Communication of Technology (ICT)

1. Definition of ICT

Information and Communication Technologies (ICT), is a large umbrella of terminology that includes all technical equipment to process and convey information. ICT covers two aspects, namely information technology and communication technology. Information technology includes everything related to the process, use as a tool, manipulation, and management of 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.

Information and Communication Technology contains a broad understanding of all activities related to processing, manipulation, management, transfer of information between media.

According to Fitrihana (2007), ICT is a system or technology that can reduce the limits of space and time to take, move, analyze, present, store and convey information data into information. And in the context of learning, ICT includes everything related to the use of computers to process information and as a learning aid as well as a source of information for teachers and students.

The term ICT emerged after a combination of computer technology (both hardware and software) and communication technology in the mid-20th century. The combination of the two technologies is

growing rapidly beyond other technological fields. Until the beginning of the 21st century ICTs continued to experience various changes and the saturation point had not yet been seen.

According to Bambang Warsita (2008:135) is an information technology infrastructure (hardware, software, use ware) system and method for obtaining, transmitting, processing, interpreting, storing, organizing, and using the data are meaningful. The same thing also raised by Lantip and Rianto (2011:4) information technology is defined as the science in the field of computer-based information and the expansion is very rapid. Hamza and Nina (2011:57) also suggests information technology is a technology that is used to process data.

Processing that includes processing, obtaining, compiling, storing, manipulating the data in a variety of ways to generate quality information, that information is relevant, accurate, and timely.

According to Suyanto (2005:10) information technology refers to an entire form of technology used to create, save, modify, and use the information in all its forms. Other theories are also expressed by Williams in Suyanto (2005:10) information technology is a general form that describes any technology that helps generate, manipulate, store, communicate, and or conveying information.

Another proponent of the theory according to Behan and Holme in Munir (2009:31) information and communication technology is

anything that supports to record, store, process, got more, radiating/delivering and receiving information from the opinion of the experts above it can be concluded that information technology is A state of the art technologies in the form of (hardware, a nice little software you, useware) used to obtain , the landmark step of sending, cultivate, interpret, his wrath he kept and, organizes, and use the data in a meaningful manner to obtain information the target of high quality .

From the above explanation maybe ICT is technology includes the equipment so we capable of conveying technical any information and also includes various tools in information management. In information management and for example when we want to transfer data from a device to a device another and something ICT is everything relating to the process, but a manipulation or when information management.

2. Information communication and technology (ICT) Application in Education
 - a) Electronic Books

Electronic books or e-books are one of the technologies that use computers to display multimedia information in a concise and dynamic form. In an e-book can be integrated sound, graphics, images, animation, and movie so that the information presented is richer than conventional books. The simplest type of e-book is simply moving conventional books into electronic forms that are displayed by computers.

According to Haryanto (2008), that are more complex and require more careful designs such as Microsoft Encarta and Encyclopedia Britannica which are encyclopedias in multimedia format. Multimedia format allows e-books to provide not only written information but also sound, images, movies and other multimedia elements. Explanation of one type of music for example, can be accompanied by sound footage of the type of music so that users can clearly understand what is meant by the presenter.

b) E-learning

E-learning is often associated with activities that use computers and are carried out interactively and simultaneously. One definition that is quite acceptable to many parties for example from Darin E. Hartley (Hartley, 2001) who states e-Learning is a type of teaching and learning that is possible to convey teaching materials to students using the Internet, Intranet or network media another computer.

According to Victoria L. Tinio (2001), for example, states that e-learning includes learning at all levels, formal and non-formal, that uses computer networks (intranet and extranet) to deliver teaching materials, interactions, and / or facilitation. For learning which part of the process takes place with the help of internet networks it is often referred to as online learning. A broader definition is stated in the working paper, namely e-learning is learning through electronic services.

c) Computer Assisted Learning (CAL) / Computer Assisted Instructional (CAI)

Computer assisted learning (CAL), which is learning that uses primary tools computer, is an off-line program instruction so it does not depend on access to Internet. Computer systems can deliver learning directly to students through how to interact with subjects programmed into the system, this is what is called computer-assisted teaching.

Computer Assisted Learning (PBK) or Computer Assisted Learning (CAL) is learning that involves the use of computers to present learning material, tutorial and feedback on student learning progress. Understanding Computer-Assisted Learning or "computer assisted learning" is computer applications as an integral part of the learning system for the learning process and teaching that aims to help students in their learning through two interaction patterns directions through computer terminals as well as multi-directions that are extended through computer networks (both local and global) and also extended its functions through interfaces (interfaces) multimedia.

d) Web-based learning

Web-based learning / web-based learning is related learning with teaching material presented through a web browser (such as internet explorer, mozilla Firefox, Opera, Netscape, etc.), including the presentation of learning it is packaged using CD-ROM media and other storage media.

Web-based learning presents learning material displayed via the web browser, and actual learning material sent or entered into the format the web. Web-based learning has an analogy with textbooks, where learning material packed like books, novels, or reports.

According to Glossary (2001) Computer Based Training (CBT) downloaded from the internet and stored in web format, the result is not being web-based learning as long as the content does not consist of learning material complete. Web-based learning material is usually obtained from the website, but Web-based learning does not have to require internet or computer networks. For example web-based learning that is run using a CD-ROM, where all learning materials have been included in it, students only need to enter the CD on the CD-ROM, then students can use it as a learning medium. The use of CD-ROM can be more effectively felt, if in a school, home, or community not connected to the internet, you can use the web-based learning.

e) Online learning

Online learning is learning related to teaching materials can be read and accessed through a computer. The material presented may be stated in the form of web or internet, or the easiest is installed on the CD-ROM or computer hard drive. Online learning is more related to the concept of online help, online documentation, and online service. Online learning provides learning materials that invite students or the user can directly

read using computer equipment. in general, online learning is an activity to access material resources learning is concerned with the subject matter being studied.

However also learning materials provided online on computer networks are also online learning, in fact the concept of online learning appears before the term web and before learning material is presented via the internet or its network. Web based learning accessed from its main source can also be referred to as online learning. Finding or opening applications whose material is arranged separately is not an online learning, as long as the learning material is not obtained intact and easily be read.

Although there are various definitions but basically it is agreed that e-learning is learning by utilizing electronic technology as a means of presenting and distributing information. In this definition, radio broadcasts and television education are included as one form of e-learning. Although radio and television education is one form of e-learning, it is generally agreed that e-learning reaches its peak after synergizing with internet technology. Internet-based learning or web-based learning in its simplest form is a website that is used to present learning materials.

This method allows the learner to access the learning resources provided by the resource person or facilitator whenever desired. If needed, a special mailing list can also be provided for the learning site that serves

as a discussion forum. Complete e-learning facilities are provided by special software called learning management system (LMS) S. P.Harinarsih (2005).

The latest LMS runs based on internet technology so that it can be accessed from anywhere as long as available access to the internet. Facilities provided include management of students or students, management of learning materials, management of learning processes including management of evaluation of learning and management of communication between learners and facilitators.

f) Distance learning

Distance learning involves remote interaction between the teacher and students, so that the teacher can directly monitor his students. Broadcast live Student learning material is not included as distance learning. The teacher must get it interact directly to be able to receive responses given from their students. Distance learning is the oldest concept compared to concepts others, at distance learning does not need a computer or network.

The terminology of distance learning has always been there, only the distribution of teaching materials and the learning process does not use electronic media, for example open universities first sent the learning module by post. Only, nowadays that university applying distance learning has mostly used electronic media for distribute teaching materials and

teaching and learning processes, in other words it can be distance learning goes into the definition of e-Learning for this condition. But it does not matter if it's open universities in this world still use the term distance learning, because maybe it's been longer and used to being used. This learning connects interactions between a separate class or individual in space, and allows the instructor to interact with his students. Distance learning such as TV broadcasts and education that use methods to send each other letter / file, but still can also use e-learning.

On the internet, interaction distance education is needed between the teacher and the student, the teacher with the teacher others, as well as students with other students. Distance learning is currently being done developing is an internet based live instructor broadcast, video conferencing, chat, and online discussions are scheduled in advance, and even use email for discussion.

From the above explanation it become ICT is application that usually used in media learning that is electronic book that usually displayed the information in concise or dynamic. A kind of e-book the simplest is to move book. Book in electronic format and will be displayed by a computer then , e-learning is learning which includes their experiences in all levels of whether it is formal or non formal use the network the internet to convey teaching or facilities.

3. The Benefits of information and communication of technology (ICT)

According to Abdulhak (2005:413) there are ICT utilization classification into three kinds, namely: first, the ICT as a medium education namely only as a complement to clarify descriptions-descriptions are delivered. Second, ICT as a source as a source of information and searching for information. Thirdly, ICT as a learning system.

According to Bambang Warsita (2008:150-151), in general there are three information technology utilization or instructional computers and the internet for education and learning, are: first, Learning about computers and the internet, namely the computer can serve as a learning object, for example computer science (computer science). Second, Learning with computers and the internet, namely information technology to facilitate learning in accordance with the curriculum of the school. For example Pustekkom, the MoE developed interactive multimedia CD program for subjects.

The opinion also reinforced by Heinich in Bambang Warsita (2008:137-144), IT is any form of use or utilization of computers and the internet for learning. The form of use/utilization of information technology including :

- a) tutorials , is a subsidiary to us who in the confusion of reality the program attention was given to disseminating the material goods carried out in a tutorial manner , it is a sweet the concept of which

it is served with the text , an image of either dwelt among plantations and hedges 11atau move , and charts;

b) the shop and and exercise (drill and practice) , that is to take over as coach of school tuition so as to have skillfulness in a skill or has helped forge even closer lord a concept .The program usually provides a series of test problems the marking of or question.

c) a simulation (simulation) , them to apply the format ran into financial difficulties the office is aimed at to simulate about an occurrence that have occurred and those yet and usually associated with a the risk of , like a plane and their followers shall fall or bumping , the occurrence of calamity and woe among them and so forth.

d) trial or experiment of , it closely resembles the european them to apply the format with format stimulation , but more on aimed at activities the course of this experiment, leisure lab work in the laboratory installations as well as , biology or chemical.

e) the game of game underlined the near impossible , promised to supply were created in accordance with the learning process and with the department of multimedia it was hoped that this reality the program formatted.

From the above explanation is the various opinions above it can be concluded that the benefits of IT are as follows: first, the IT

as a source i.e. IT can be used to source the information and to seek information that will be required. Second, TI as a medium, as a tool that facilitates the delivery of information in order to be accepted and understood easily. Third, IT as a developer of learning skills, skills development-information technology-based skills with applications in the curriculum.

4. Information and Communication of Technology (ICT) Devices

In utilizing the IT required equipment/devices that can be used to get information, the following according to Jamal (2011:164-166) information technology tools :

a) Computer

Computer is a device in the form of hardware and software used to help humans in the process data into information and save it to be shown at a later time. Computer-generated information can be either text, pictures, sound, video, and animation.

b) Laptop/Notebook

Laptop/notebook is a powerful tool that functions the same with computers, but practically can be folded and carried everywhere.

c) Deskbook

Deskbook is a type of computer with its much more practical, i.e. CPU blends with the monitor so that it is easy to put on the table without consuming a lot of places.

d) Personal Digital Assistants (PDAs)

Hand-held PDA/Computer is a type of computer device, but have a very mini so it can be included in the Pocket. However, its functionality is almost the same with personal computers that can process data.

e) Flashdisk , CD , DVD, FloppyDisk

Memory card flashdisk is media data storage that can store vast amounts of data .

Application of IT in the world of education as teaching software, providing facilities for student to learn to take advantage of it, distance learning, information and knowledge about education.

According to Davies as cited in (Suyanto : 326), use of the software in the process of learning IT will improve efficiency, enhance motivation, give active learning facilities to facilitate experimental study, consistent with the learning-centered on the students and guides to learn better. Pioneer software provider teaching and learning process in Indonesia is derived from telcom. Progam IT from telcom this is a computer-based learning media.

Information technology as a medium of education is done using the media-media communication such as telephone, computer, internet, e-mail, and as follows. The interaction between professors and students is not only done through face-to-face relationships but also done using the media. Lecturers can provide service without

necessarily dealing directly with students. Similarly, students can obtain information in a broad scope from a variety of sources through cyber space or virtual space by using a computer and the internet.

From the above explanation is There are some big communication tool that we use in life the day who do not we can separate from our lives and usually it used to support a job or a school homework or a school task will be done because, with the technology it will be so much easier and easy to work with.

5. The Role of information and communication of technology (ICT) in Education

Munir (2009) The role of ICT in education is so great that specifically the government in Pustekkom Diknas divides the role of ICT in modern schools into 7 roles as well as education pillars. The 4 roles of ICT are:

a) ICT as a storehouse of knowledge

This means that with ICT the source of knowledge becomes so rich and even abundant, both core content in school learning and as learning additive material (content supplement). In this function the internet has a large role as a widely accessible source of knowledge that in it has been connected with thousands of digital libraries, millions of articles / journals, millions of e-books, and others.

b) ICT as a learning aid

This means that current learning is easier with the help of ICT, to present the world in class and can be presented to all students through ICT equipment such as multimedia and computer-generated learning media such as posters, graphics, photos, images, displays, and other graphic media. Utilizing Interactive CDs, Learning Videos, Multimedia presentations, e-learning included in this section.

c) ICT as an educational facility.

In this case ICT as a suggestion that complements school functions as an educational institution, especially electronic facilities such as computer labs, language laboratory equipment, multimedia rooms, sound recording studios, music studios, video production studios and editing.

d) ICT as a competency standard.

This means that ICT as a subject we know ICT subjects. This subject contains competency standards.

From the above explanation it become ICT applications is usually used in media learning the electronic book that usually displayed in a concise manner or dynamic information the simplest of e-book is move. Book electronic format and will then, displayed by a computer e-learning is learning that includes learning at all levels both formal or non formal that uses the internet to convey teaching or Facilities.

CHAPTER III

RESEARCH METHOD

This chapter of research design, research subject instruments of the research, data collection method, and technique of data analysis.

A. Research Design

Based on the title, the researcher used descriptive qualitative as the design of this study. In descriptive research, the researcher is exploring and describing characteristic of population or phenomenon based on research question which have been determined. The purpose of this research design was to describe focus of ICT are used by the teacher to teach English and teachers perception on ICT at SMPN 2 MASAMBA.

B. Research Subject

The subjects of this study were two English teachers at SMPN 2 MASAMBA. They consist of male. English teachers, who teach English in class seventh and class eight. The subjects chosen were supposed to give information to the research focus of ICT.

C. Instruments of the Research

1. Observation

The researcher use this observation to find out kinds of Information and Communication of Technology in teaching English. Each teacher would be the purpose of observation is to find and kinds of ICT used by teachers in teaching English.

2. Interview Guidelines

Semi-structured interview was used by researcher in this study. A semi-structured interviewed was a meeting in which the interviewer did not strictly follow formalized list of question. Interviewed guide consisted of ten questions about teachers perception on ICT.

D. Data Collection Method

For data collection, researcher observed and interviewed asinstrument. Firstly, the researcher contacts the teachers to determine the timing of observed and interviewed. Second, the researcher observed each class ofteacher based on the schedule that was determine before. The researcher did all of the activities in the classroom by ICT. Third, the researcher do semi-structured interview toward each teachers by usinginterview guideline consist of ten question and record their answer. The last, the researcher analyzed the data.

E. Technique of Data Analysis

To analyzed the observation data and classroom interview, the researcher used interactive model analysis. Miles and Huberman (1992) defined there are four concurrent verification flow of activity in the model: data collection, data reduction, data display, and data conclusion drawing and verification.

1. Data Collection

The researcher collected the data by observing the teaching and learning process and interviewing teachers as a information to gain more supporting data. All the observation classroom and recording data are collect and then researcher analyzed the teachers perception of ICT are used by the teacher to teaching English by made a description of the observation based on the real fact and the researcher wrote the transcription of the recording from the teachers interview.

2. Data Reduction

In this step, the researcher selected data obtained at the time of research regarding the kinds of ICT are used by the teacher to teach English and teachers perception on the used of information and communication of technology (ICT) to teaching English, and then the researcher would make summary from main points arranging and categorizing data base on it classification.

3. Data Display

In this step, the researcher made describe and discusses the finding of the researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization.

4. Conclusion drawing and verification

The last step, the researcher made conclusion and suggestion based on the data analysis.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the study are presented. The chapter is divided into two main sections; they are findings and the discussion of the research. The findings presented the result of data analysis collected through observation and interview. The discussion deals with the interpretation of the findings in the research.

A. Findings

The findings cover the data about kinds of information and communication of technology are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA and teachers' perception on the use of Information And Communication of Technology in teach English. The participants study were two english teachers' at SMP NEGERI 2 MASAMBA.

1. Kinds of Information And Communication of Technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA

The result of this aspect aimed to find out kinds of Information And Communication of Technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA. The data gained through classroom observation which consisted of two classes namely VII and VIII grade. The researcher observed only once in each classes by using handphone without being involved in the activities of participants. The result of this aspect shows that there are two kinds Of Information And

Communication of Technology are used by the teachers, namely handphone and laptop.

Table 4.1 Kinds of Information And Communication of Technology are used by the teachers' to teach English

NO	Information And Communicaton of Technology (ICT) Tools	Teacher 1	Teacher 2
1	Computer		
2	Proyektor		
3	Handphone	✓	
4	Internet		
5	Television		
6	DVD		
7	Flashdisk		
8	Radio		
9	Laptop/Notebook		✓
10	LCD		

The table 4.1 above shows that in the VII grade, T1 employed video as a tool to give assignment for students. The teachers played a handphone about the materials search in the youtube and its response. During the students play the youtube, they were asked to complete that question about the materials.

Meanwhile in VIII grade, teacher T2 emphasized that he used ICT media in the form of laptop and asked students to find out about the material provided and in addition to increasing knowledge students could also learn how to use ICT media in the learning process or when working on assignments.

2. Teachers' perception on the used of Information And Communication of Technology (ICT) in teaching English

This part is aimed to find out teachers' perception on the used of information and communication of technology (ICT) at SMP NEGERI 2 MASAMBA the data were gained through interview toward two English teachers. The researcher found that there are four indicators of teachers perception on the used of information and communication of technology.

1. ICT Improve students interest

Extract 01

“Yes, I know ... ICT is a technology that contains various types of information tools that can be used by teachers to improve student learning interest and the quality of students' knowledge in the classroom”

Teachers already understand what is meant by ICT They already understand and give a little brief explanation about ICT and have applied it in the Classroom to support the quality of student learning and student interest in learning.

2. The students motivate with ICT

Extract 02

“ Of course. Because, for students as entertainment and motivate students to look for answers and they look more enthusiastic when using ICT “

ICT is not only present as a tool in the learning process but can also be used by teachers to entertain students while learning so that learning material becomes interesting, students feel they are not easily bored in accepting lessons in class.

3. ICT make it easy the students tounderstand about that material

Extract 03

“ I think it's easier. This means that this is easier in the sense that students will be very motivated by drawing and easier to digest the learning given ”

Students become easier to understand the lessons with ICT they are more motivated if given a lesson through drawings that are made to be as interesting as possible and with the application of these students it is easier to digest the learning given by the teacher.

4. ICT help the Teachers to teach English

Extract 04

” My opinion is that it is very very helpful for the teacher in providing a material explanation because it is assisted with ICT. And also more able to make students motivated and more active in learning English. ”

In the application of ICT in the learning process the positive impact is very helpful for teachers to provide an explanation of the material with the help of ICT. And students are more active in learning English.

5. ICT make it happy the students to study English

Extract 05

“Students are very very happy because, by using ICT they are very interested and then they can find information widely related to the material they received at that time. ”

With ICT students are very happy in finding information about the learning material that is being given. Because, with ICT their interest in learning is increasing and they get a lot of convenience to access information about lessons.

6. Improve students working a task

Extract 06

“ Yes. Of course they are greatly improved in terms of working on tasks when compared to before if they do not use ICT. There's been an increase. “

ICT makes students improve in terms of doing the assignment compared to when the teacher does not use ICT. With the application of ICT students are more enthusiastic and very diligent in doing the tasks given by the teacher.

B. Discussion

1. Kinds of Information and Communication of Technology (ICT) are used by the teachers' to teach English at SMP NEGERI 2 MASAMBA

Based on the classroom observation, all of the teachers used different kinds of Information and Communication of Technology on the objective of the lesson. In the grade VIII, the teacher used handphone to explain about expression of giving invitation and its response because students can immediately learn the expression in this video based on handphone. Meanwhile, the learning objective in grade VII is students can recognize various expression of greeting and the teacher employed video as learning

media to achieve the objective. The teachers education mentioned handphone and Laptop as the main sources to obtain Information and Communication of Technology.

The researcher also found that students in grade VII more active in the class especially when the teacher asked to watching on the video in handphone. In grade VIII, the students more motivated to following learning process beacuse they can listen directly English conversation from this video. Besides, the teachers also adjust the kinds of Information and Communication of Technology are used by the teachers to teach English. They believe that Information and Communication of Technology can help them to explain learning material and also it can make it easier for students to understand the material. The result of this study are similar to Jamal (2011) in utilizing the ICT requaire equipment/devices that can be used to get information in learning process.

2. Teachers' perception on the use of Information and Communication of Technology (ICT) in teaching English at SMPN 2 MASAMBA

Based on the result of analysis of teachers perception on the used of Information and Communication of Technology in teaching English, it can be seen that all of participants had strong belief toward the use of Information and Communication of Technology in teaching English. It was proven through the result of interview that have been obtained by

researcher. They agree that Information and Communication of Technology is very important to use in teaching English because with the Technology all of the students can find many material in the internet. Besides, the students can also improve their English skill through video from the handphone. The result of this study are similar to Chee (2002) state that perception of stimuli that can be influenced individuals mental awareness, past experience, knowledge, motivation and social interaction.

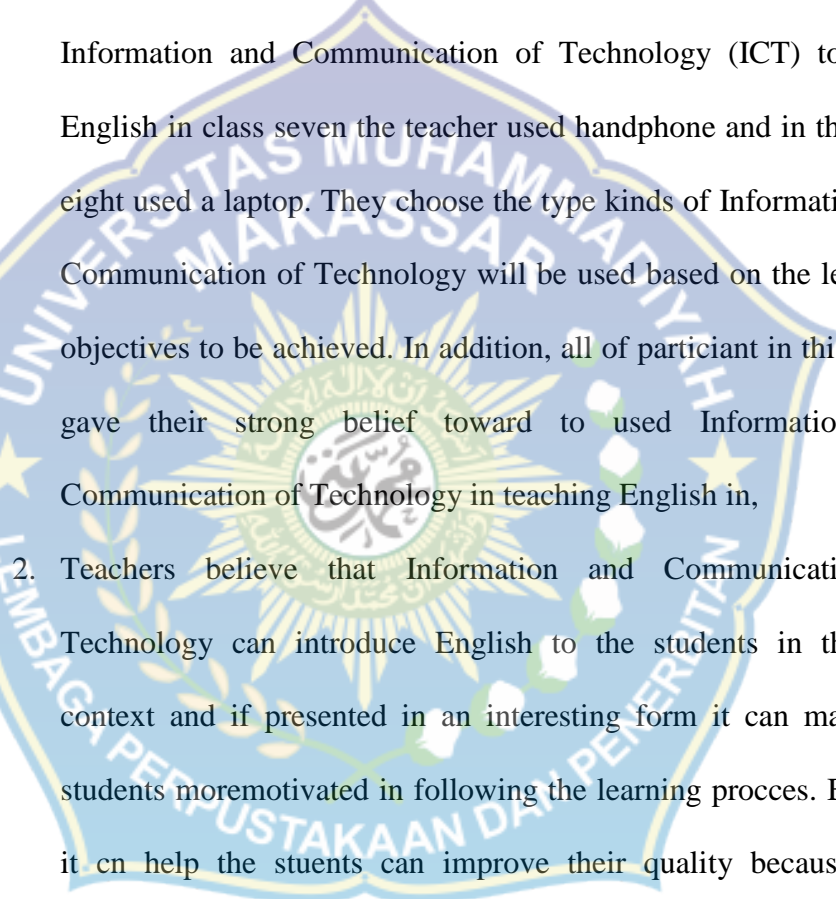


CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher conclude that :

1. All of English teachers in SMP NEGERI 2 MASAMBA used Information and Communication of Technology (ICT) to teach English in class seven the teacher used handphone and in the class eight used a laptop. They choose the type kinds of Information and Communication of Technology will be used based on the learning objectives to be achieved. In addition, all of particiant in this study gave their strong belief toward to used Information and Communication of Technology in teaching English in,

2. Teachers believe that Information and Communication of Technology can introduce English to the students in the real context and if presented in an interesting form it can make the students moremotivated in following the learning procces. Besides it cn help the stuents can improve their quality because with Information and Communication of Technology allof the students can search many knowledge in the internet. Teachers also believe that Information and Communication of Technology is suitable for all levels of students from beginner t advanced.

B. Suggestion

Based on the conclusion above, the researcher recommends some suggestion as follows :

1. For teacher

Teachers are suggested to use Information and Communication of Technology in their teaching process. It makes it easier for teachers to dig deeper information about the subject matter presented and with Information and Communication of Technology that is used by teachers in teaching will provide a stimulus to students to achieve various achievements.

2. For students

The successful learning of English indicated that the students can use the Information and Communication of Technology. It is assumed that students need to learn hard to be a successful learner. Information and Communication of Technology are considered as materials which can be easily accessed by students. Knowing that Information and Communication of Technology, students can learn from it inside or outside the classroom. They should make use of Information and Communication of Technology to improve their competence in studying English.

3. For further researcher

It is one of the challenging to explore more deeply toward this study in indonesia. It provides a useful resources for futher researcers to conducted a study about teachers'perception on Information and Communication of Technology at SMP EGERI 2 MASAMBA.



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Appendix A

Observation Sheet

Teacher 1

Name :

Date :

Teacher 2

Name :

Date :

NO	Information and communication technology (ICT) Tools	Teacher 1	Teacher 2
1	Computer		
2	Proyektor		
3	Handphone		
4	Internet		
5	Television		
6	DVD		
7	Flashdisk		
8	Radio		
9	Laptop/Notebook		
10	LCD		

Appendix B

Observation Sheet

Teacher 1

Name : Sumriani S.Pd

Date : 29 July 2019

Teacher 2

Name : Melhy Raja Amin S.Pd

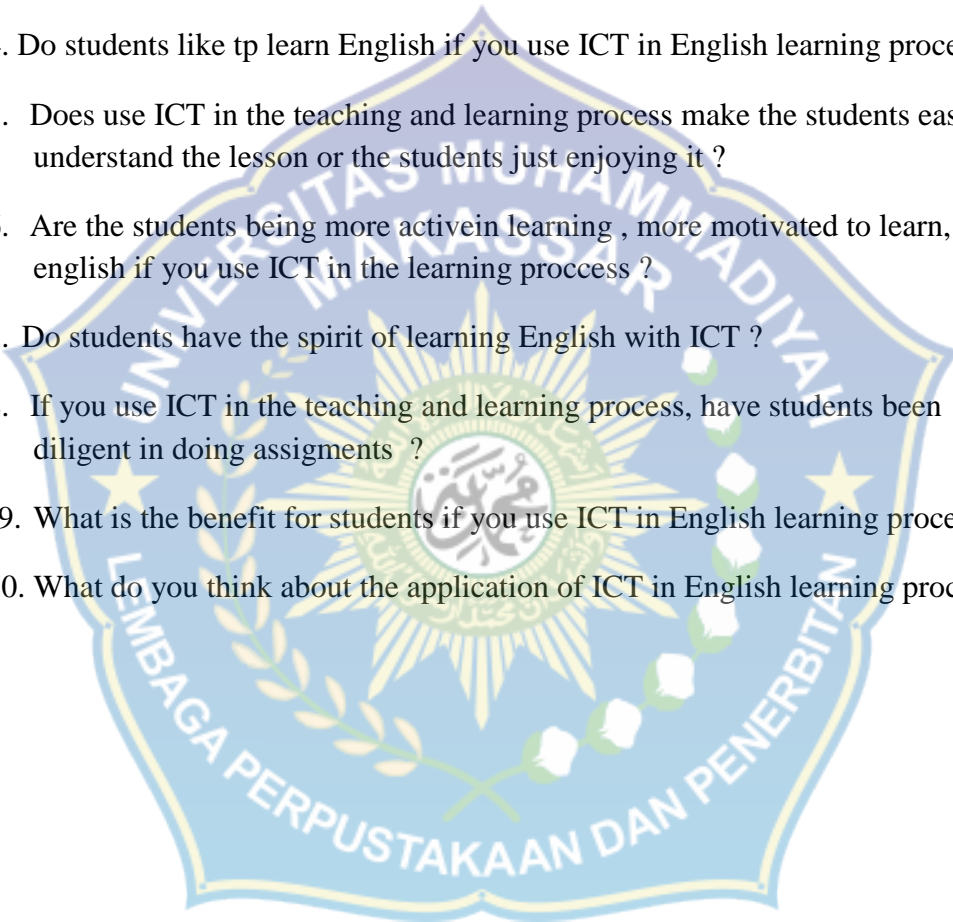
Date : 29 July 2019

NO	Information and communicaton of technology (ICT) Tools	Teacher 1	Teacher 2
1	Computer		
2	Proyektor		
3	Handphone	✓	
4	Internet		
5	Television		
6	DVD		
7	Flashdisk		
8	Radio		
9	Laptop/Notebook		✓
10	LCD		

Appendix C

Protect Interview

1. Do you know what is ICT ? please Explain ?
2. Do you ever use ICT in English learning process ?
3. When do you use ICT in English learning process ?
4. Do students like to learn English if you use ICT in English learning process ?
5. Does use ICT in the teaching and learning process make the students easy to understand the lesson or the students just enjoying it ?
6. Are the students being more active in learning , more motivated to learn, English if you use ICT in the learning process ?
7. Do students have the spirit of learning English with ICT ?
8. If you use ICT in the teaching and learning process, have students been diligent in doing assignments ?
9. What is the benefit for students if you use ICT in English learning process ?
10. What do you think about the application of ICT in English learning process ?



Appendix D

Name : Sumriani S.Pd

Date : 29 July 2019

Interviewer	Teacher
Do you know what is ICT ? please Explain ?	Yes, I know ... ICT is a technology that contains various types of information tools that can be used by teachers to improve student learning interest and the quality of students' knowledge in the classroom
Do you ever use ICT in English learning process ?	Yes. Sometimes there is material that uses ICT so I use ICT tools in the form of mobile phones. Then look for the material in question on youtube then I show it to students and later students who observe or look for answers to the questions that I gave
When do you use ICT in English learning process ?	There are certain theme themes or certain material and that is certainly not every moment of learning.
Do students like tp learn English if you use ICT in English learning process ?	Of course. Because, for students as entertainment and motivate students to look for answers and they look more enthusiastic when using ICT.
Does use ICT in the teaching and learning process make the students easy to understand the lesson or the students just enjoying it ?	I think it's easier. This means that this is easier in the sense that students will be very motivated by drawing and easier to digest the learning given.
Are the students being more activein learning , more motivated to learn, english if you use ICT in the learning process ?	Sure enough. Preferably, students use ICT tools compared to when we explain without using media in the form of ICT.
Do students have the spirit of learning English with ICT ?	I think students prefer if we use ICT there are certain object objects and there are certain material materials that can make students excited if they see it directly through ICT.

<p>If you use ICT in the teaching and learning process, have students been diligent in doing assignments ?</p>	<p>Yes diligently. Tasks For individuals diligent, diligent tasks and they are more enthusiastic.</p>
<p>What is the benefit for students if you use ICT in English learning process ?</p>	<p>The benefits are that besides they are given material later, we explain the material they also know how to use or how to use the ICT.</p>
<p>What do you think about the application of ICT in English learning process ?</p>	<p>My opinion is that it is very very helpful for the teacher in providing a material explanation because it is assisted with ICT. And also more able to make students motivated and more active in learning English.</p>



Appendix E

Name : Sumriani S.Pd

Date : 29 July 2019

Interviewer	Teacher
Do you know what is ICT ?	Yes, I know. ICT is a media that can make it easier for us to know various kinds of things both about learning material or other things we need.
Do you ever use ICT in English learning process ?	Never. usually I invite students into the Lab then I ask students to open the laptop then look for what is meant by the internet. If they already know how to open one piece of information through the internet, I ask students to look for material that is suitable for the subject.
When do you use ICT in English learning process ?	Depends on the material. If the material has something to do with the use of ICT media, I would have instructed students to open the internet with a laptop and search for the material.
Do students like to learn English if you use ICT in English learning process ?	Students are very very happy because, by using ICT they are very interested and then they can find information widely related to the material they received at that time.
Does use ICT in the teaching and learning process make the students easy to understand the lesson or the students just enjoying it ?	Students can enjoy because, can hear and see firsthand what is being taught to them through the media that has been provided.
Are the students being more active in learning , more motivated to learn, English if you use ICT in the learning process ?	Yes. If I use ICT students are very active because, they can find out more clearly if they see directly and hear directly too.
Do students have the spirit of learning English with ICT ?	Already very excited because, ICT makes learning more interesting than before.

<p>If you use ICT in the teaching and learning process, have students been diligent in doing assignments ?</p>	<p>Yes. Of course they are greatly improved in terms of working on tasks when compared to before if they do not use ICT. There's been an increase.</p>
<p>What is the benefit for students if you use ICT in English learning process ?</p>	<p>The benefits for students are that they better understand the lessons they are learning with the help of ICT.</p>
<p>What do you think about the application of ICT in English learning process ?</p>	<p>In my opinion the application can make it easier for us to teach in the classroom. Because, ICT provides a lot of help and convenience that we can apply to get especially us as a teacher.</p>



Appendix F

Documentation



Obsevation in class VII



Observation in class VIII



Interview

CURRICULUM VITAE



EGA MAHFIRA was born on December, 29th 1998 in Karre. She is the first daughter of Baharuddin P and Husnaimun. She has five sisters and one brothers. She started her study at SDN 097 Rompu and graduated in 2009. She continued her study at SMPN 2 Masamba and graduated in 2012. Then she studied in SMAN 2 Masamba and finished in 2015. She was accepted at Muhamadiyah University of Makassar as A Student of English Education Department in 2015.

At the end of her study, she could finish with her thesis under the title “English As a foreign language (EFL) Teachers’ perception on Information and Cmommunication of Technology (ICT) At SMP NEGERI 2 MASAMBA (A *Decriptive Qualitative Study at the VII and VIII grade of two English teachers’ in SMP NEGERI 2 MASAMBA*)

