

**INTEGRATING ICT-BASED CLASSROOM INSTRUCTION INTO
ENGLISH CLASS AT MA YP KH SYAMSUDDIN PONOROGO**

THESIS



By:

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ABSTRACT

Firdaus, M. Royyan. (2020). *Integrating Ict-Based Classroom Instruction Into English Class At MA YP KH Syamsuddin Ponorogo*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, IAIN Ponorogo. Advisors: Dr. Dhinuk Puspita Kirana.

Key words: Technology Category, ICT-Based, English Instruction, Technology Integration Level, SAMR Model.

In recently decades, technology integration is being a part of English classroom instruction. It means the process of using technology as a media to support the English classroom instruction. Mostly the teacher integrated technology in making students understand the materials, such as preparing materials using Microsoft Word, explaining materials using Microsoft Power Point, etc. By integrating technology in the English classroom instruction, the role of the teacher-centered is changed to be student-centered.

This study is aimed to know the technology categories integrated by the teacher and classify the teachers technology integration level in the English classroom instruction and to know what the challenges and solution to integrate technologi in learning.

Descriptive qualitative is used to describe the result of this study. The data is collected through interview and observation at MA YP KH SYAMSUDDIN Ponorogo. It is focused on the teaching-learning four English skills, such as listening, reading, speaking, and writing.

Based on the result of finding and discussion, it is found that the teacher integrated five technology categories which are *word processing, spreadsheet software, organizing and brainstorming, multimedia, and web resources*. The teacher integrated those technologies in teaching listening, reading and writing skill.

While the activities in the English classroom instruction is analysed based on SAMR model to know the teacher's technology integration level in integrating technology in the English classroom instruction. It is stands for *substitution, augmentation, modification, and redefinition*, which has *substitution* as the lowest level and *redefinition* as the highest level. The results showed that the technology category used was communication software with the level of integration reaching augmentation and substitution, meaning that the integration of the technology used was not limited to replacing but also the use of enhanced technology.

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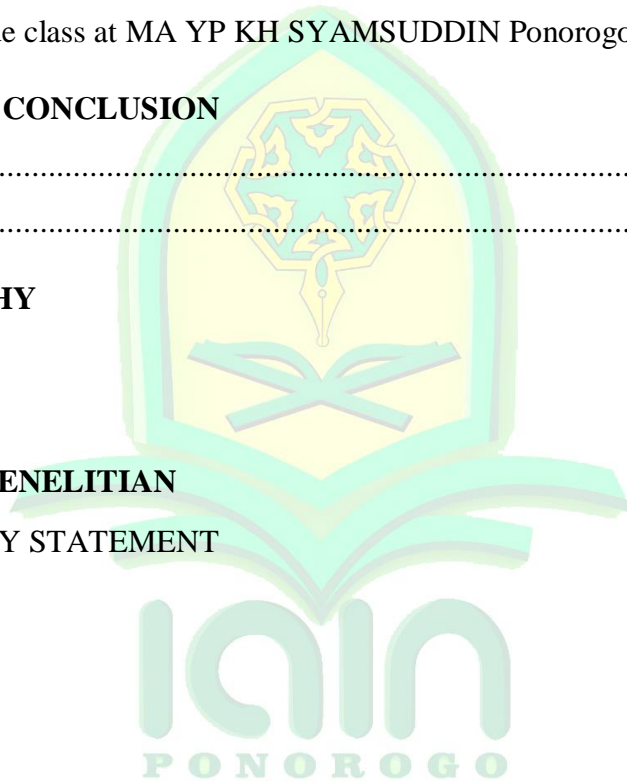
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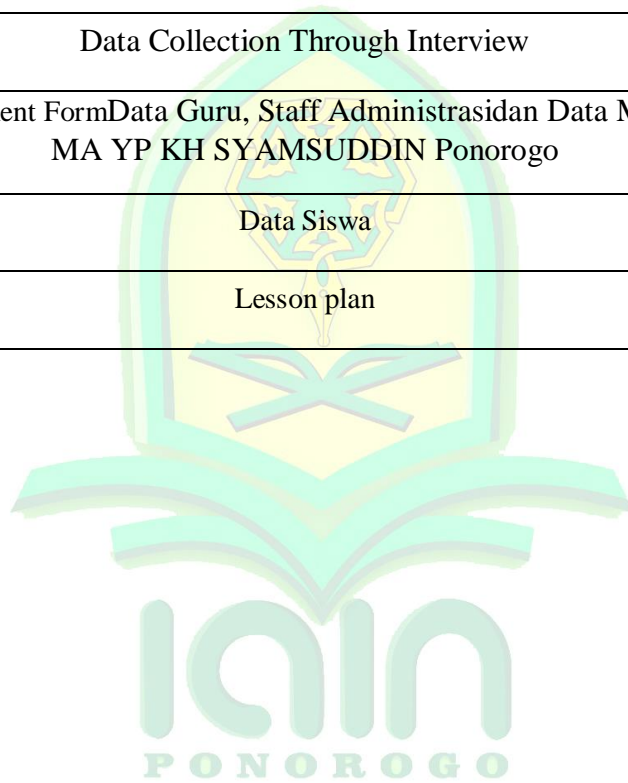
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CHAPTER I

INTRODUCTION

This chapter describes the introduction to this study. It consists of background of the study, Statement of problem, objectives of the study, significance of this study and limitation of study.

A. Background of the Study

The term Technology integration is often used by many people, especially in education. For some scholars, Technology integration is understood and examined regarding types of teachers computer use in the classroom, how teachers used Technology to carry out familiar activities more reliably and productively, and how such use may be re-shaping these activities.¹ Another word, Technology integration is making technologies an integral part of teaching and learning process that impacts resources, teacher and student roles, and instructional activities.² It can be concluded that Technology integration is the process of using Technology as a tool to support the English classroom instruction. Therefore, many schools integrated Technology to facilitate the English classroom instruction.

As stated, that Technology has been integrated into the school, the teacher should integrate it into their class. Previously, teachers taught in the traditional role which uses a whiteboard, printed books, etc. as media in English classroom instruction. Now it is changed by using a smart board, mobile phone, smartphones, computers, etc. It is not only about the tools, but also use some applications for getting information and attaching files. Moreover, integration Technology helps teachers in managing the class. It

¹ M. Semih Summak and Mustafa Samancioglu, "Technology Integration and Assessment in Education Settings", *Gaziantep, Turkey: Elsevier Ltd* (2010), p. 1726.

² Katherine S. Cennamo, John D. Ross, and Peggy A. Ertmer, *Technology Integration for Meaningful Classroom Use A Standards-Based Approach* (Wadsworth: Cengage Learning, 2010), p. 502.

can be seen when teachers deliver the material using presentation media, students listen and pay attention to the teachers' explanation. Students can submit assignments on specific time through email, WhatsApp, etc. Besides, students will use Technology as resources in getting information which is related to the lesson. Thus, Technology should be integrated into the classroom to develop the English classroom instruction.

Successful Technology integration is achieved when the use of Technology is supporting the curriculum goals and helping students to effectively reach their goals. When effectively integrated into the curriculum, Technology tools can extend learning in powerful ways. That's why teachers should match Technology integration with the curriculum. The idea of integrating Technology into the curriculum came about through a concern that they may have been teaching about and teaching how to use Technology, but not addressing how students can apply Technology-related knowledge and skills. To address this problem, there was a move to integrate Technology into each key learning area. This means that Technology becomes an integral part of the learning experience and an important consideration for teachers, from the onset of preparing learning experiences through to teaching and learning with students.³ It is needed for the teacher to encourage students in improving their English skills. In the English classroom instruction usually, students are easily getting bored. The teacher solves this problem by facilitating students through the use of course books, audio-visual aids, and Technology-based materials. Thus, the teacher integrates Technology into the English classroom instruction to make students interested in the English classroom instruction and understand the materials.

Based on a preliminary research which has been done by the researcher, this study will be conducted at MA YP KH. SYAMSUDDIN Ponorogo. This school is one of the favorite schools in

³Michelle J. Eady and Lori Lockyer, *Tools for Learning: Technology and Teaching Strategies* (Paper presented at Learning to Teach in the Primary School Queensland University of Technology, Australia, 2015), p. 74.

Ponorogo, the English teachers teach students not only based on the book, but teachers teach in an interesting way by integrating Technology into the English classroom instruction such as using online book, video, song, etc. When they explain the lesson and give instruction to students they used full English. The headmaster hopes that after graduating from this school students are able to use Technology integration and English well.

The problem that has arisen is students have the difference ability between MIPA and IPS students. Based on the preliminary research it becomes an important problem for the teacher, especially in delivering the material. MIPA students are being able to understand easily rather than IPS students. It can be said that MIPA students have better an understanding than IPS students in English. Although there is a difference understanding in English, the teacher tries to make them have the same an understanding by integrating Technology into the English classroom instruction, so the teacher will not differentiate the teaching strategies on both MIPA and IPS students. Regarding those considerations, this study will analyze the Technology integration categories, which is used in the English English classroom instruction.

Considering Technology integration into the classroom, the SAMR model is chosen to measure the level of teachers Technology integration. This model was developed by Dr. Ruben R. Puentedura in order to give a frame of reference to effective Technology integration. SAMR is an acronym for substitution, augmentation, modification and redefinition. It is a tool for assessing and evaluating Technology practices and impacts in classroom setting by looking into students, teachers and the changes.⁴ Essentially, the

⁴Patrick Kihoza et al., "Classroom ICT integration in Tanzania: Opportunities and challenges from the perspective of TPACK and SAMR models" *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*., Vol. 12, No. 1 (2016), p. 108.

SAMR model links how teachers use Technology to the outcomes for students.⁵

There are four levels of SAMR model, substitution is the lowest level in which Technology acts as a tool substitute, with no functional change. The second level is augmentation in which Technology acts as a direct tool substitute, with functional improvement. Substitution and augmentation level includes on the enhancement level. Move up to enhancement level, there is transformation level which includes modification level in which Technology allows for significant redesign and redefinition level allows Technology for the creation of new tasks previously inconceivable.⁶ Kathy Schrock believed that “teachers should be planning for Technology task, activities, and assessments that include both higher levels of Blooms Revised Taxonomy and the transformation area of SAMR model” as it is possible to have redefinition tasks that only target the remembering level or creative tasks and assessments that are at an augmentation stage.⁷

Regarding to that issue, there are some previous studies that have been conducted by some researchers. Alejandra Glangiulio Lobo and Rocío Lara Jimenez conducted a study entitled “*Evaluating Basic Grammar Projects, Using the SAMR Model*”. In this study, the researchers evaluated the project assigned in two basic grammar courses of the English teaching majors, at Universidad Nacional in Costa Rica using the SAMR for knowing learning activities that implemented information and communication technologies. Another study was conducted by Glenn P. Wood II, entitled “*Teachers’ Perception of the Impact of ipads Use in the Classroom on Their Instructional Practice*”. The researcher investigated the teachers perception

⁵Joseph J. Park, “*The Use of Professional Learning Networks and Technology Integration*”, Paper presented for the requirement for 61-683 (2014), p. 9.

⁶Nicky Hockly, “Technology for the Language Teacher: Mobile Learning”, *ELT Journal*, vol. 67 (2013), p. 82.

⁷Michael Phillips, “„Digital Technology Integration”. In Henderson, M. –Romeo, G. (Ed.). *Teaching and Digital Technologies: Big Issues and Critical Questions*, Melbourne: Cambridge University Press (2015), p. 326.

of the impact that one, the ipad, can impact their instructional practice in the classroom by using SAMR model.

Based on those reasons which already explained above, this study is conducted to make differences from the previous study. This study will focus on the teacher's level of Technology integration based on SAMR model in the English classroom instruction. Therefore, the teacher will be easier to know the appropriate Technology integration within materials into English classroom instruction.

B. Limitation of the Study

The scope of this study is the teachers Technology integration in the English classroom instruction at MA YP KH.SYAMSUDDINPonorogo. This study explains the level of Technology integration that is used by the teacher in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo. It means that this study only focuses on the teachers level on using Technology integration in teaching English classroom instruction. While, this study gives limitation on integrating Technology in teaching four English skills, reading, writing, speaking, and listening. Then, the SAMR Model is used to assess the teachers Technology integration levels in the English classroom instruction in 10th grade.

C. Statement of the Problem

1. What are the teacher's technology integration levels in the English classroom instruction in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo?
2. What are the teacher's challenges and solution in integrating ICT in EFL in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo?

D. Objectives

The research project wants to give description toward English academic workers and other persons who need it. Found the background of the study and statement of the problems, the researcher determiners are:

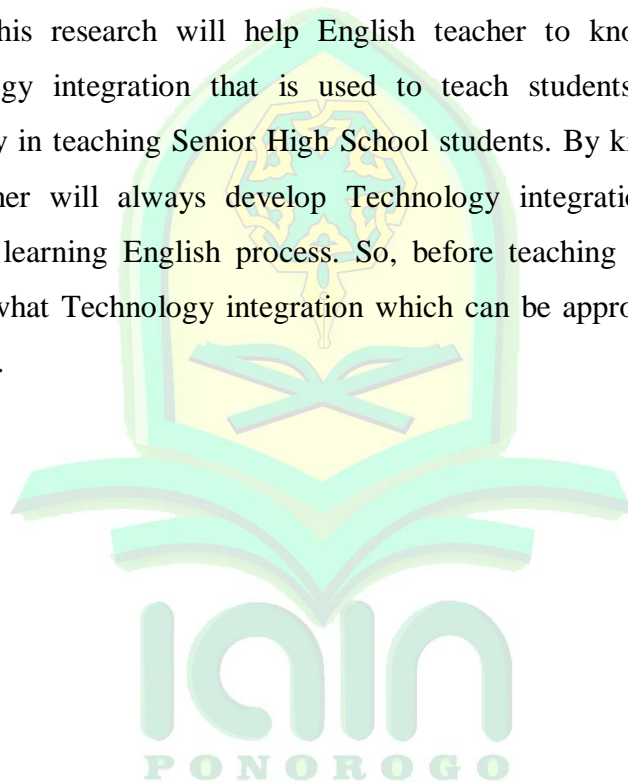
1. To know the teacher's technology integration levels in the English classroom instruction in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo.
2. To solve the teacher's challenges and solution in integrating ICT in EFL in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo.

E. Significance of the Study

This result of this study is expected to give contributions to:

1. English Teachers

This research will help English teacher to know the level of Technology integration that is used to teach students at any levels, especially in teaching Senior High School students. By knowing its level, the teacher will always develop Technology integration as media in teaching learning English process. So, before teaching the teacher will prepare what Technology integration which can be appropriated with the materials.



CHAPTER II

PREVIOUS STUDIES AND THEORITICAL FRAMEWORK

In this chapter, the researcher discusses the theories related to the problems. To be more specific, this review of related literature discusses about the definition of classroom instruction, definition of Technology integration, types of Technology integration, integrating Technology for English classroom instruction, and SAMR model.

A. Review of Previous Studies

Related to this study, several previous studies are conducted.

The researcher takes review of the previous study that gives an inspiration to complete this paper.

The first is has been done by Nuril Imamah entitled Teacher's Technology Integration Levels For English Classroom Instruction At 12th Grade Of MAN 2 Gresik Jawa Timur. In this study, the researcher discuss about how the activities in the English classroom instruction is analysed based on SAMR model to know the teacher's Technology integration level in integrating Technology in the English classroom instruction. It stands for *substitution, augmentation, modification, and redefinition*, which has *substitution* as the lowest level and *redefinition* as the highest level. The result shows that the teacher is on the augmentation level in teaching writing skill, which the teacher uses *word processing* with additional functions like spell check, cut, and paste the documents. Therefore, the teacher is classified on passing the substitution level, because the teacher is on the augmentation level, which integrates Technology as a direct tool substitute, with functional improvement.

The second is has been done by Dinar Marfu'ah entitled The Implementation Ict Based Learning In English Teaching And Learning At SMP RSBI.

The third study was done by Alejandra Glangiulio Lobo and Rocio Lara Jimenez, which has the title “*Evaluating Basic Grammar Projects, Using the SAMR Model*”. In this study, the researchers evaluated the project assigned in two basic grammar courses of the English teaching majors, at Universidad Nacional in Costa Rica using the SAMR for knowing learning activities that implemented information and communication technologies. In finding result, they found a positive experience to complement the course with activities that made use of Technology in the learning and understanding of the grammatical structure studied in class, to enhance their knowledge in a way different from had been the norm in previous years. They note that the SAMR model can be used for any subjects or topic, not only for language learning or grammar.⁸

The next study entitled “*The SAMR Model as a Framework for evaluating mLearning*” was conducted by Danae Romrell, Lisa C. Kidder, and Emma Wood. This study examined some factors that influence the implementation of mobile devices within educational context. It focused on how mobile devices can be used to improve learning. The SAMR model also used to find the level of implementation mLearning in English classes. This study provided the greatest chance of designing activities that fall at the highest levels of the SAMR framework. The mLearning activities that modify or redefine traditional learning activities have the potential for transforming learning the use of a mobile device.⁹

The Study entitled “*The Effects of Structured Professional Development on Intermediate Classroom Technology Integration*” was conducted by Ashley May. The aim of this study was to determine how a structured professional development program would impact classroom

⁸Lobo, Alejandra Glangiulio, Rocio Lara Jimenez, “Evaluating Basic Grammar Projects, Using the SAMR Model”. Letras 61, 2017.

⁹Romrell, Danae, Lisa C. Kidder, Emma Wood. 2013. “The SAMR Model as a Framework for Evaluating m-Learning”. Evaluating m-Learning. United State of America: Idaho State University.

Technology integration. It was taken place on an intermediate school campus in southwest Houston, Texas over the course of one year. The SAMR model is used to evaluate students' activities in the course. As a result, this study concluded that structured and focused professional development had a moderate impact on classroom integration. It also found a surprising correlation between years of experience and teacher's self-perception of the strengths and weaknesses in classroom Technology integration.

The study entitled *"Adoption of the SAMR Model to Assess ICT Pedagogical Adoption: A Case of Makerere University"* was done by Lubega T. Jude, Mugisha Annet Kajura, and Muyinda Paul Birevu is also support this study. It is to know the level of ICT in the English classroom instruction. A mix method approach is used in this study, it was undertaken to find out the actual causes of slow pedagogical integration. The result of this study revealed that non-use of a number of ICTs in pedagogical processes in institutions is caused mainly by: lack of a strong and vibrant unit that can push for implementation of educational technologies, lack of knowledge on how to use the ICTs in question, non-availability of relevant ICT infrastructure, and the lacklustre implementation of educational technologies policies.

The last study was conducted by Geraldine Chell and Sean Dowling entitled *"Substitution to Redefinition: The Challenges of Using Technology"*. This study discussed the iPads apps and the implementations in the classroom. Those implementations are measured based on SAMR model. The findings of this study showed that there are some activities of using iPads in each level of SAMR model. This study is taken just one semester, it will find many more activities if it takes long time.¹⁰

In general, some of the research above examines how the SAMR model is implemented in various aspects, not only in schools but also in universities. This means that this research is the same as discussing about the learning process using models. In addition, the difference between this

¹⁰Nurilimamah, "Teacher's Technology Integration Levels For English Classroom Instruction At 12th Grade Of Man 2 Gresik Jawa Timur", UIN SUNAN AMPEL SURABAYA 2019

research and the above research, this study discusses the use of integration Technology in English learning activities in the classroom which is measured based on the SAMR model which is more focused on high schools which are especially ponorogo.

B. Theoretical Framework

1. English Classroom Instruction

The term instruction means education, which refers to the teaching and learning of knowledge, skills, and attitudes. According to Cuban classroom instruction defines as model stretching from a teacher-centered to student-centered.¹¹ It can be defined classroom instruction is the English classroom instruction which is changing the role of teacher-centred to be student-centered by the use of Technology. There are some types of instruction which can be used by the teacher in the teaching and learning process, as follow:

a. Direct Instruction

The Direct instruction strategy is highly teacher-directed and is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction. In examples: Lecture, Slide Presentation, Explicit Teaching, Drill and Practice, Didactic Questions, Demonstrations, Guided and Shared (reading, listening, viewing, thinking), Guest Lecture, Video, Multimedia Presentation. Interactive Instruction

b. Interactive instruction

Interactive instruction is a strategy which related on discussion and sharing among participants. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

¹¹Anju Relan, - Gillani B. J. "Web Based Instruction and the Traditional Classroom: Similarities and Differences". In khan, B (Ed.). *Web -Based Instruction* (New Jersey: Educational Technology Publications, 1997), 25.

It requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students. In examples: Debates, Role Playing, Panels, Brainstorming, Peer Partner Learning, Peer Assessment, Discussion, Laboratory Groups, Labs, Think/Pair/Share, Co-operative Learning, Jigsaw, Problem Solving, Tutorials, Interviewing, Conferencing, Team-Based Learning, Seminars.

c. Indirect Instruction

Indirect instruction is mainly student-centred, which seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. In examples: Problem Solving, Case Studies, Reading, Inquiry, Reflective Discussion, Writing, Concept Formation, Concept Mapping, Tutorials.

d. Independent Study

Independent study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group. In examples: Essays, Computer Aided Instruction, Journals, Learning Logs, Reports, Learning Contracts, Homework, Research Projects, Assigned Questions, Learning Centres, Independent Project/Course, Self-Assessment

e. Experiential Learning

Experiential learning is inductive, learner-centred, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. In examples: Field Trips, Narratives, Conducting Experiments, Simulations, Games, Storytelling, Field Observations, Role-Playing, Model

Building, Surveys, Studio Labs, Community Engaged Learning, Study Abroad, Community Service Learning, Undergraduate Research, Internships, Practicum, Co-op Placement, Apprenticeship, Field Courses.¹²

Those are some instructional strategies which commonly used in the English classroom instruction. English classroom instruction is English classroom instruction which is supported by some activities and the use of Technology in improving students English skills. In this study, the researcher defines English classroom instruction as the process of integrating Technology into the English teaching learning process at MA YP KH Syamsuddin Ponorogo.

2. Integrating Technology for English Classroom Instruction

Integrating Technology in the Teaching English Skills

a. Listening Skill

Listening skill is one of the skills in English that should be mastered by students. Listening involves understanding accent, pronunciation, intonation, meaning of words and the meaning of speaking. By listening, students can understand what the teacher said and explained. Usually, when the teacher explains the lesson, students do not pay attention to the teachers explanation. It makes students misunderstanding within the lesson. In solving this problem the teacher integrates Technology in order to make students interested in listening to the teacher's explanation. Multimedia is an important one that should be integrated for students listening skills. Multimedia technologies such as audio, video, and animation are becoming common place and becoming a potential tool for listening. With the use of tools such as, computer, radio, audiotape, podcasts, tape recorders, iPods, and videos in the English teaching learning, students can comprehend intonation and learn the pronunciation of words which used by native speakers.¹⁹ Therefore, students' listening

¹²*Inservice_topics_instructional_strategies_online_mlhs*, (<http://www.minnesotanlsa.org>, accessed on 23 July 2018.

skill and self-confidence can increase by integrating Technology in the teaching listening skill.

b. Reading Skill

Reading is one of the difficult skills in English. Some students dislike reading because many difficult vocabularies on the text and students need to know the meaning in order to understand the meaning of the sentences. Reading becomes easier when the teacher integrates Technology such as using electronic dictionary and gloss to find and translate the difficult words, browsing the internet to get more information about the text, using multimedia software, using reading-based computer programs. On the other hand, websites that teach English make reading¹³activities as enjoyable as much as possible and offer the opportunity to interact with vocabulary learning. Students have become understand concepts and relate concepts with help of English materials, containing storytelling or animation.²⁰ Therefore, integrating Technology in the teaching reading skill gives many contributions to improve students reading skill.

c. Speaking Skill

Speaking as a productive skill that should be mastered by students, but in the fact, it can be seen as an important problem when learning English. Speaking skill can be improved when teacher integrated Technology in the English classroom instruction because without speaking students cannot ask what they do not understand their problems. Bachate stated language laboratories are influencing students communication skills and speaking skill positively. There are some tools which can improve students speaking skill such as, Internet voice chat, speech synthesis program, and artificial intelligence computer programs. In addition, web-based storytelling enhances student motivation, promotes creativity and imagination, and provides students with more opportunities to practice speaking.

¹³Selim Gunuc, - Nuri Babacan, "Technology Integration in English Language Teaching and Learning" *The Journal of Teaching English for Specific and Academic Purposes*. Vol. 5 No. 2, Turkey 2017, 353.

d. Writing Skill

In integrating Technology in the English classroom instruction, teaching writing skill is also an important one to improve writing skill. It can be said that Technology has encouraged and supported student's writing skills in terms of quality, and encouraged students to write. There are some technologies which can support writing skill, for example, using Wikis students' grammar can be corrected, blogs, email, e-portfolio, and social networking activities like Facebook, Twitter, etc. By integrating Technology in writing skill students having many friends in social media and they communicate with each other in order to share their knowledge.

3. Technology Integration

Discussing Technology in English classroom instruction, the word "integration" is often used. The word Technology and Technology integration actually have similar meaning, but many people confused to define those words. Technology is synonymous with computer equipment, software, and other electronic devices, while Technology integration means having and using this equipment in the classroom. Griffin defined Technology integration as, purposeful use of instructional Technology in the development and methodology of curriculum delivery. Technology integration is the incorporation of the Technology and Technology-based practices (collaborative work and communication, Internet-based research, etc.) into daily routines, work and management of schools.¹⁴ Other defines Technology integration is making technologies an integral part of the teaching and learning process that impacts resources, teacher and student roles, and instructional activities.¹⁵ By knowing those definitions, Technology is defined as being a part of the English classroom instruction which helps the teacher to support student learning.

¹⁴M. Semih Summak, - Mustafa Samancioglu. (Eds), *Technology Integration...* 1726.

¹⁵Katherine S. Cennamo, et.al., *Technology Integration ...* 502.

According to Prothoroe, effective Technology integration does not mean using Technology to teach the same content in the same way, instead to use Technology for providing opportunities to support new models of learning, including opportunities for students to collaborate and construct knowledge.¹⁶ In order to create new kinds of learning experiences, effective Technology integration requires more than simply introducing computers and related technologies into the classroom. To integrate means to combine two or more things to make a whole, when teachers integrate technologies into instruction, they make technologies an integral part of the teaching and learning process. Technology integration requires changes to many instructional including 1) what resources are used; 2) what roles the teacher performs; 3) what students play; 4) the nature of the instructional activities.¹⁷

a. **Types of Technology Integration**

Technology integration for education has evolved at a rapid pace and the only constant element regarding its presence in the classroom is change at warp speed. Moreover Technology integration for increasing both student engagement and achievement evolved from the desktop to the laptop, from the portable laptop to the notebook, and to the tablet and even the use of smartphones in classroom.¹⁸ Technology can impact on the English classroom instruction, the better Technology which used will increase students engagement and achievement. Thus, the teacher should choose the appropriate Technology within the materials. There are seven categories which can be used in the English classroom instruction as follow¹⁹:

¹⁶M. Semih Summak, - Mustafa Samancioglu. (Eds), *Technology Integration...* 1726.

¹⁷Katherine S. Cennamo, et.al., *Technology Integration...* 17.

¹⁸Jaclyn M. Swayne, Doctoral Disertation: "*Staying Connected: Measuring the Impact of Technology Integration on Student Engagement and Achievement at the Middle Level*" (Portland: Concordia University, 2017), 15.

¹⁹Howard Pitler, et.al., *Using Technology With Classroom Instruction That Works* (United States: Library of Congress Cataloging, 2007), 12.

Tabel 1.0: The Seven Categories of Technology

| Technology Category | Definition | Example |
|---------------------------------------|--|--|
| Word processing applications | Software that enables the user to type and manipulate text | Microsoft Word, Open Office.org Writer, Google Docs, MY Access! |
| Spread sheet software | Software that enables the user to type and manipulate numbers | Microsoft Excel, OpenOffice.org Calc, Inspire Data, Google Spread sheets |
| Organizing and brainstorming software | Software that enables the user to create idea maps, KWHL charts, and category maps | Inspiration, Kidspiration, Brain Storm, SMART Ideas, Visual Mind |
| Multimedia | Software that enables the user to create or access visual images, text, and sound in one product | iMovie ,Microsoft Movie Maker, Adobe Photoshop, Microsoft Power Point, Kid Pix Studio, Keynote, Open Office.org, Impress |
| Data collection tools | Hardware and software that enable the user to gather data | Probe ware, USB microscopes, classroom response systems |
| Web resources | Resources available on the Web that enable the user to gather information or apply or practice a concept | Virtual tours, information, applets, movies, pictures, simulations |
| Communication software | Software that enables the user to communicative a text, presentation, voice, or a combination of the three | Blogs, e-mail, VoIP, podcasts, wikis |

This study use some categories of Technology to identify Technology integration which used by the teacher in the English classroom instruction.

4. The Teacher's Technology Integration Level

To help the teacher in using Technology in the classroom, Ruben Puentedura developed SAMR Model as a framework for assessing the use of Technology and determining the level of Technology integration in the classrooms.²⁰ The SAMR model stands for four levels: Substitution, Augmentation, Modification, and Redefinition. This model delimited the context of Technology integration to reveal specific classification levels of curriculum designs that were demonstrated, documented, or described as enhancing or transformative learning. It represented a means of moving teachers and students through the various degrees of Technology integration for teaching and learning²¹ from the simplest (substitution) to the more complex and innovative ones (redefinition). This model sees Substitution and Augmentation as ways to enhance learning tasks, whereas Modification and Redefinition allow for transformation.

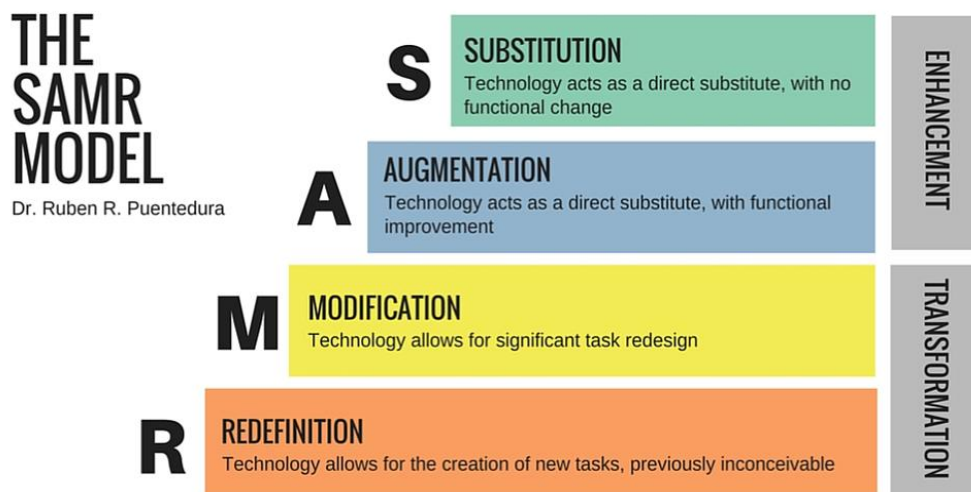


Figure 2,1: The SAMR Model

(<https://www.dibaustalia.com> Accessed on November 18, 2020)

²⁰Flora Debora – Willy A. Renandya, “Transforming the Teaching of Listening and Reading Using The SAMR Model” *Using Technology*. Vol. 26, Issue 4, 42.

²¹Carolyn Anne Beisel, Doctoral Dissertation: “New or Novice Teacher Integration of Mobile Learning Instruction” (Walden: Walden University, 2017), 15.

a. The SAMR Model Levels

1) Substitution Level

At the substitution level, Technology acts as a direct tool substitute, with no functional improvement. Puente stated that Technology could be used as direct tool of substitution to the traditional forms of teaching and learning.²² It means there is no functional improvement just changing previous tools as media of teaching learning. Therefore, the substitution level defines the lowest level of SAMR model where Technology is used to only substitute another tool without changing. The Technology is used as a means to enhance English classroom instruction.²³

2) Augmentation Level

At the augmentation level, Technology acts as a direct tool substitute, with functional improvement. Different from the substitution level, augmentation level used Technology as direct substitution tool to enhance learning in either online or offline learning environments. At this level Technology improves learning or provides added functional improvement.²⁴

3) Modification Level

At this level, Technology is modifying or significantly redesigning learning activities. This is exemplified by using digital communication and technological tools. Digital communication encourages collaboration and analytical thinking, while technological tools can facilitate student engagement in the process of learning.²⁵

4) Redefinition Level

At the redefinition level, Technology enables students to participate and collaborate in their learning as experts, but with the added skill of

²²Carolyn Anne Beisel, Doctoral Dissertation: "New or Novice Teacher Integration of Mobile Learning Instruction"... 17.

²³Elizabeth H. Andrew, Doctoral Dissertation: "*Teacher Pedagogy to Develop Student Writing Through the Integration of text-To-Speech Technology*", (Flinders University, 2016), 12.

²⁴Elizabeth H. Andrew, Doctoral Dissertation: "*Teacher Pedagogy to Develop Student Writing Through the Integration of text-To-Speech Technology*", 12.

²⁵Elizabeth H. Andrew, Doctoral Dissertation: "*Teacher Pedagogy*... 13

communicating with purpose for a variety of audiences. The Technology use at this level has a transformational effect on learning because it promotes the creation of learning tasks.²⁶ It is the highest level of SAMR model.

5. The SAMR Model and Bloom's Digital Taxonomy

The level of SAMR Model has connection within Bloom's Digital Taxonomy, which is developed by Benjamin Bloom. Benjamin Bloom's Taxonomy of Educational Objectives can help teachers classify their objectives to determine the various challenges of students' learning in using Technology which based on targets a higher-order cognitive skill level. There are six levels from the highest level to the lowest level as follows creating, evaluating, analysing, applying, understanding, and remembering. Here's how Technology fits into the domains of Bloom's taxonomy.

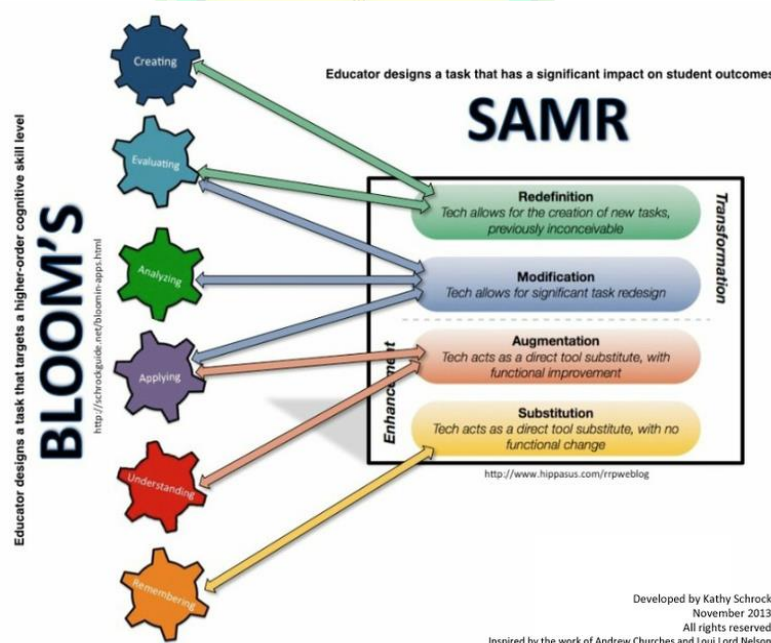


Figure 2.2: The SAMR Model and Bloom's Digital Taxonomy
(<http://www.schrockguide.net/uploads/3/9/2/2/392267/8080832.jpg?841>,
accessed on November 18, 2020)

²⁶Elizabeth H. Andrew, Doctoral Dissertation: "Teacher Pedagogy... 13

1. The knowledge level or remembering. The lowest level of the taxonomy remembering refers to recalling, listing, describing, locating, recognizing, or naming. Many of these tasks involve memorization and show basic knowledge. In Technology use, tasks at the remembering level might include conducting simple online searches, making an acrostic or bulleted list, writing facts, or listing main events. This level includes on the substitution level of SAMR model as the lowest level.
2. The comprehension level or understanding. One step up from remembering come understanding. At this level, students explain, compare, discuss, interpret, restate, summarize, sort, and infer. Technology tasks that demonstrate understanding include conducting an advanced Boolean search, drawing picture or event, making flow chart of events in a story or history lesson, outlining or summarizing a text, sorting into a Venn diagram, journaling, or commenting on a blog. This level includes on the augmentation level of SAMR model.
3. The application level or applying. Tasks in the application level require students to apply what they understand to new situations. Applying refers to solving, using, illustrating, constructing, classifying, and examining. Students working at this level may be solving problem on a math site, taking or selecting pictures to illustrate a concept, editing written work, developing a plan, uploading documents to a wiki, interviewing with a digital recorder, making a pattern, building a presentation, or contacting an expert. It is including on augmentation and modification level of SAMR model.
4. The analysis level or analysing. With analysis, students begin to use critical thinking skills to understand concepts. Verbs that fit into the analysis level include compare/contrast, investigate, organize, plan, structure, link, and deconstruct. Students working at this level with Technology tools may be writing and advertisement, creating a Venn diagram on a subject of study, researching a concept, building a concept

map, developing a questionnaire, writing a blog, conducting a survey, or developing spread sheet. This level includes on the modification of SAMR model.

5. The evaluation level or evaluating. In evaluation, students use higher-level thinking skills to appraise ideas or materials based on criteria. Students might decide, choose, justify, debate, recommend, rate, or prioritize at this level. In the past, when students conducted research in library books, the materials had already been vetted, so while the information might not be current, its source could be trusted. With online research, however students must appraise the credibility of source before using it. Other Technology-based tasks also require evaluation skills, such as writing a persuasive argument, engaging in an online discussion group, narrowing a search to target results, or critiquing books on a book review site. It includes modification and redefinition level of SAMR model.
6. The synthesis level or creating. Creating, the highest level on Bloom 's taxonomy, describes what happens when students use their knowledge to create or produce something new. When students engage in creating, they are active learners who make choices about how demonstrate what they know. At this level, students create, compose, invent, predict, design, or propose. With Technology, students might create a public service announcement video, compose and perform a musical composition, change a current song or poem with new rhythms or words, design a logo or book cover, collaborate on a discussion board or wiki, write and record a podcast, or propose an invention. At this level, what students produce generally has significance to them. In other words, this level includes on the redefinition level of SAMR model.

CHAPTER III

RESEARCH METHOD

a) Research Approach

In conducting the study, the researcher used qualitative research to answer the research question which is related to the English classroom instruction. Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind.²⁷ This method is appropriate to identify and describe a problem in which the researcher directly observes and records notes on people in a natural setting for an extended period.²⁸

Additionally, the researcher used descriptive research in order to explain the result finding easily. *Descriptive research* includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present.²⁹ In this study, the researcher assessed the Technology integration which used in the English classroom instruction and the teachers Technology integration levels in the English classroom instruction. Therefore, the researcher used descriptive-qualitative method to identify and describe the result of this study. English classroom instruction and the teachers Technology integration levels.

b) The Researcher's Role

As key instrument, the presence and involvement of researcher in the field is more likely to find meaning and interpretation of the research subjects compared with the use of none human tools (such as questionnaire instruments), because then the researcher can confirm and re-check on the

²⁷C.R. Kothari, *Research Methodology Methods and Techniques (Second Revised Edition)*. (Jaipur: New Age International (P) Limited, 2004), 3.

²⁸W. Lawrence Neuman *Social Research Methods: Qualitative and Quantitative Approaches*. (United States of America: Pearson New International Edition, 2014), 51.

²⁹C.R. Kothari, *Research Methodology* ... 2.

subject if the information is less or not in accordance with the researcher's interpretation through member checks.

As a key instrument, researchers realize that he is a planner, collector and data analyzer, as well as a reporter of his own research result. Therefore researcher should be able to adjust to the situation and field conditions. The good relationship between the researcher and the research subject before, during or after entering the field is the key to successful data collection.

c) Research Setting

This study took place at MA YP KH. SYAMSUDDIN Ponorogo. Before collecting the data, the researcher did a pilot study for strengthen the instruments on 11th class. The researcher want to observed the English teacher and students.

d) Data and Source of Data

a. Data

The data of this study is the teachers and student activities on English classroom instruction in integrating Technology which have been used by the teacher in the teaching and learning process. The data collected and analyzed using observation checklist of SAMR model.

b. Source of Data

Related to data, the researcher will interview the Technology which was used in the English classroom instruction. The data is about Technology, application, etc. which has been used by the teacher. It is used to know the teachers level in using Technology integration for guiding and explaining materials in English classroom instruction and to know the students respond about the instrument

e) Data Collection Technique

In collecting the data, the researcher will interview the teacher to know the use of Technology integration in English classroom instruction. The researcher ask the teacher some questions based on interview guideline that is made before, because the researcher must ask questions properly and

intelligently and must record the responses accurately and completely.³⁰ Thus, interview guideline is important point before interviewing.

On the other hand, the researcher will observe to know what Technology integration which the teacher used. The observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability.³¹ While doing interview, the researcher observe the teacher using observation checklist formulated based on the SAMR Model. The checklist consists of some activities in integrating Technology in the English classroom instruction. Moreover, the researcher take some pictures in the English classroom instruction to support the data.

f) Data Analysis Technique

In this study, the researcher obtaine the data through observation and interview. The data will analyse through the following procedures:

a. Observation

As stated before, the researcher using observation checklist which was adapted from “Seven Technology Category”³² and “SAMR Model Activities”³³. This observation checklist showing the Technology category which integrating by the teacher and the teachers Technology integration level in the English classroom instruction. The steps to analyse the observation checklist were presented as follow:

- a) Collecting the observation checklist.
- b) Analysing the data provided in this checklist.

³⁰C.R. Kothari, *Research Methodology*... 99.

³¹C.R. Kothari, *Research Methodology*... 96.

³²Howard Pitler, et.al., *Using Technology*... 12.

³³(Adapted from District 220 SAMR Activity Scale for Technology Opportunities on www.bsd220tech.blogspot.sg and Transforming The Teaching of Listening and Reading Using the SAMR Model by Flora Debora Floris and Willy A. Renandya)

- c) Input the data based on the activities in the English classroom instruction.

b. Interview

The data also collecting through interview. It was analysed deeply and thoroughly. The techniques conducted as below:

1. Analysed the data of the interview, the transcribing data was identified.
2. The data of the interview analysing by reading and reflecting the transcript.
3. The data will interpreting and discussing before drawing conclusion based on the research questions.

c. Combining the data collected from observation and interview

The data was collected from the observation and interview was analysed through the following steps:

- 1) Analysing the Technology category integrated by the teacher in the English classroom instruction based on the observation checklist.
- 2) Analysing the teachers Technology integration level in English classroom instruction based on the observation checklist of SAMR model activities.
- 3) Give further explanation and interpretation for the result of analysis.
- 4) The last step made a conclusion based on the findings and discussion of this study. The researcher related the result of the data from observation and theory used in this study to strengthen the result. The researcher combined them to make a cohesive and coherence conclusions.

g) Procedures of the Research

There are several steps in conducting the research as follows:

1. Finding Data

In this research, the research use two methods to find the utterance of teachers and students interaction language that include speech function. They observing and recording

2. Transcribing the Utterance of Teachers and Students

The following are Herigate's notes written and taken by David Silverman in book of "Interpreting Qualitative Data" make the researcher is sure to apply this technique in order to achieve the good conclusion, which the note having content that what may appear, at first hearing to be internationally "obvious" can subsequently (via transcript) be seen to based on precise mechanisms skillfully used by participants, for instance, how speaker delays his refusal of hearer's offer.

3. Listing

Subsequent after transcript data is list them based on the type of interactional language. Thus, the researcher intended to apply this technique so that to be easy for classifies the data.

4. Data Classification/Categorizing

The list of data is used by researcher for classifying them according to the type of speech function in sociolinguistics analysis. It will be furthered by presenting code of type.

5. Analysis/Interpreting

The next step of the research is interpreting the data of classification. From here we can know the language function used and which are rarely or even not used by teachers and students. So we can draw the conclusion that the frequently used language function are most controlled by students or teachers.

6. Conclusion

The last step is organizing the conclusion, as summit of the research.

CHAPTER IV

RESEARCH FINDING

This chapter presents the finding of this study. It deals with the presentation of the data, data analysis, and discussion about data obtained from interview, observation, and documentation. These data analysis are presented descriptively.

a) Overview of the Research Location

Overview of the Research Location is to complement and describe general data in a study.

1. A Brief History of KH Syamsuddin Ponorogo Islamic Boarding School

KH Syamsuddin Islamic Boarding School was founded in 1925, by KH Syamsuddin which is based on the Islamic religion with a concentration of fiqh science. KH. Syamsuddin is located on Jl. Lawu, Gg. IV No. 4 Durisawo, Nologaten, Ponorogo.

The forerunner of the KH Syamsuddin Islamic boarding school was "Bait Al - Taqwa" a hostel / building that is beautiful and charming. Based on AD - RT Yayasan PP. KH. Syamsuddin was founded with the aim of:

- a. Enhancing and expanding education in religious teaching
- b. Printing prospective teachers, preachers and zu'ama Islam.

Al maghfurlah KH Syamsuddin founded a cottage based on his thought that at that time the community desperately needed an educational institution that formed a person or human character who was strong in faith and devoted to Allah SWT. So that the injustice and immorality gradually diminishes and is no longer felt.

KH Syamsuddin has a vision to realize individuals who have religious characteristics, scientific-diniyah abilities, skilled and professional according to the order of life. And his mission is to be able to create knowledgeable religious candidates, religious scientists, and professional and religious skilled workers.

KH Syamsuddin's Islamic boarding school has progressed quite well. His students were not only from the city of Ponorogo, some even came from outside the city and outside Java (1930) In 1937 he improved the quality of education by adding other fans, including: Al-Qur'an and its interpretation, Hadith Science, UshulFiqh and science tools in addition to the fans that have been previously established.

The rate of the students grew and the boarding houses (dormitories) were no longer sufficient to accommodate them, this prompted Almaghfurlloh KH Syamsuddin to think hard to try his best to quickly realize adequate accommodation. On October 25, 1957 Ponpes KH Syamsuddin formed a foundation, the notary Tjiokhong Wan, in order to raise funds for the construction of dormitories, prayer rooms and madrasa buildings.

KH Syamsuddin died on Sunday, 17 September 1967 to coincide on 13 DjumadilAkhir 1387 H. At the age of 80, he left the mandate of Allah SWT. Which has been fulfilled during his life.

However, his departure did not diminish the greatness of the KH SyamsuddinPonpes, even the echo of the Ponpes. KH Syamsuddin throughout the country. To commemorate his services, his name was immortalized as the name of the boarding school he left behind. This happened on July 12, 1969 and was approved by the minister of welfare for the Indonesian people, Mr. KH. IdhamCholid, namely the KH Syamsuddin Islamic Boarding School

KH Syamsuddin's services left for the Islamic Boarding School include:

- a) Founded ibtida'iyah NU in September 1938-1939.
- b) Construction of student dormitories, mualimin buildings, prayer rooms, halls and Asatidz's residence (1958)
- c) Established a 6 year oldMualimin based on the East Java Ministry of Religion Charter (January 1, 1979)
- d) Added to the mualimin classroom in 1961.

Based on the will of Almaghfurilloh (KH Syamsuddin), the next caregiver was KH. Drs. Ahmad TajuddinSyam (sonake 8) with the help of his brothers. KH. Syamsuddin really stuck in the hearts of his sons and daughters, so that the journey of the boarding school did not experience the slightest deterioration and deterioration both in terms of quality and quantity.

During KH. Drs. Ahmad TajuddinSyams, many efforts have been made for the advancement of KH Syamsuddin Islamic Boarding School, including:MerintisPondokPesantren Al-Munjiyah

1. Building a dormitory to accommodate the increasing number of students.
2. Reactivating formal institutions which in the 1984/1985 academic year experienced a vacuum.
3. Established a madrasah diniyah which is named "*al-madrasah al-typicalahlita'limi al-polari al-salafiyyah 'ala thariqati al-hadithah*"

After KH. Ahmad TadjudinSyam died (1991), the nurture was then replaced by K. Ayyub AhdiyanSyam, SH. And assisted by his younger brother, namely K. Zami 'khudzawaliSyam. Many of his efforts to develop the KH Syamsuddin Islamic Boarding School, including:

- a. Refurbishing male students' dormitories.
- b. Renofing the prayer room.
- c. Merenofasisighor and function as MA and MTs office.
- d. Renovating the hall for PondokPesantren KH. Syamsuddindan Al-Munjiyah
- e. Renofing MTs-MA YP KH. Syamsuddin
- f. Complete other equipment. And until now efforts to change and develop Pondok continues to be carried out by him.

It can be concluded that the construction of physical facilities and infrastructure for the Islamic Boarding School KH. Syamsuddin is already progressing. This phenomenon is none other than one of the supporting links of the overall goal of education and teaching at the KH Ponpes. Syamsuddin. Of

course, it looks more practical, aesthetic, attractive, cool to look at and a lot more appetizing. Likewise, the KH. Syamsuddin, the changes that occur are external only, while the essence of the mission and its orientation is still based on the mandate of Almaghfurlloh KH. Syamsuddin.

2. Geographical Location of KH SyamsuddinDurisawoPonorogo Islamic Boarding School

KH Syamsuddin Islamic Boarding School is located on Jl. Lawu Gg. IV No. 4 NologatenPonorogo which occupies a land area of + 4,200 m. as for the location boundaries as follows:

1. In the north, it is bordered by Jl. Lawu, Gg. IV No. 4
2. The south is bordered by Jalan Kawi
3. In the east, it is bordered by Community Plantation
4. The west is bordered by JalanLawu.³⁴

3. Vision, Mission and Objectives of the KH SyamsuddinDurisawoPonorogo Islamic Boarding School

A. Vision

The realization of individuals who are religious, scientifically capable, skilled and professional in accordance with the order of life.

B. Mission

- 1) Creating knowledgeable religious candidates
- 2) Creating religious prospective scientists
- 3) Creating professional and religious skilled candidates.

c. Destination

Delivering students to become human beings who are faithful and devoted, have a noble character, have a personality, master

³⁴See appendix documentation transcript 1

knowledge and Technology, as well as being able to actualize oneself in social and religious life.³⁵

4. Organizational Structure of MA YP KH SyamsuddinDurisawoPonorogo

The organizational structure in MA YP KH SyamsuddinDurisawoPonorogo is the MA foundation structure and the Intra School Student Organization Structure (OSIS). For details see in the attachment.³⁶

5. Data on Educators, Education Personnel and Students of MA YP KH SyamsuddinDurisawoPonorogo

a. Data of Educators and Education Personnel MA YP KH SyamsuddinDurisawoPonorogo

In carrying out the process of activities, MA YP KH SyamsuddinDurisawoPonorogo involved educators from major Islamic boarding school graduates in East Java. This is because for the sake of smooth and future development of madrassas in 2018 - 2019 MA YP KH Syamsuddin has 43 ustadz and ustadzah. For more details, see the attachment.³⁷

b. Student Data MA YP KH SyamsuddinDurisawoPonorogo

What is meant by students are those who are students at the KH Syamsuddin Islamic madrasah, both students who live in the cottage and outside the cottage. As for the condition of KH SyamsuddinPonorogoalayah madrasah students in the 2018/2019 academic year there were 156 students, 62 boys and 94 girls. For more details, see the attachment.³⁸

6. Islamic Boarding School And MA YP KH Syamsuddin Infrastructure

³⁵See appendix documentation transcribe 2

³⁶See appendix documentation transcribe 3

³⁷See appendix documentation transcribe 4

³⁸See appendix transcribe 5

Infrastructure is one component that supports and supports the success of the existing educational and teaching activities.

The infrastructure owned by the KH SyamsuddinPonorogo Islamic boarding school can be seen in the table.

Table of Facilities and Infrastructure of KH SyamsuddinDurisawoPonorogo Islamic Boarding School.

Tabel 1.1: School Infrastructure

| NO | Type of room | Amount | Condition |
|-----|---------------------------|--------|-----------|
| 1. | Classroom | 6 | Good |
| 2. | Library | 1 | Good |
| 3. | Office | 1 | Good |
| 4. | Computer Labs | 1 | Good |
| 5. | Language Laboratory | 1 | Good |
| 6. | Ruangpimpinan | 1 | Good |
| 7. | Ruang guru | 1 | Good |
| 8. | Administrative space | 1 | Good |
| 9. | Worship place | 1 | Good |
| 10. | Counseling room | 1 | Good |
| 11. | School Health Unit room | 1 | Good |
| 12. | Student organization room | 1 | Good |
| 13. | Bathroom | 3 | Good |
| 14. | Warehouse | 1 | Good |
| 15. | Circulation space | 1 | Good |
| 16. | Games Area | 1 | Good |
| 17. | Kantin | 1 | Good |
| 18. | Parking | 1 | Good |

b) Specific Data Findings

a. **The Teacher's Technology Integration Levels in the English Classroom Instruction in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo.**

The teacher's technology integration levels in the English classroom instruction in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo data taken from interviews and observations, based on all interview transcripts and observations conducted on Monday, 16th November 2020 and also Tuesday, 17th November 2020 together with Mr. Kholiqul as an English teacher at MA YP KH SYAMSUDDIN Ponorogo, the researcher was assisted to collect data related to the application of Technology in learning.

1) **Preparation for English learning**

Preparation for English learning carried out at MA YP KH SYAMSUDDIN Ponorogo Recorded in the form of a Home Study Plan Guidance Document and Teacher's Handbook in which there are several aspects such as indicators, core competencies, basic competencies, syllabus and lesson plan (RPP) which can later be used as a guide and is also applied in learning, this is because in several days and even months there has been a world disaster in the form of the COVID-19 virus pandemic which forces several educational institutions including MA YP KH SYAMSUDDIN Ponorogo to implement an emergency learning plan in order to minimize the spread of the virus. This is as expressed by Mr. Kholiqul,

"To prepare for learning, we use a learning plan with the Covid 19 Pandemic emergency system which has been given from the education office, meaning that we are carrying out a lesson plan that is different from the usual lesson plans, now what distinguishes the current lesson plan from the old lesson plan is if this emergency learning plan has a term learning guidelines from home, so we just have to follow what has been written in these guidelines, because we know and feel for ourselves the

impact that occurred during this pandemic, so whatever we can do is just what we can."³⁹

However, learning must still be carried out, in every lesson the teacher starts to carry out learning according to what is written in the Home Lesson Plan Guidance Document and Teacher's Handbook, seen from how the teacher adjusts each learning activity contained in the document, such as, what needs to be done, what material needs to be studied etc. This is in accordance with the researcher interview with Pak Kholiqul,

"Alhamdulillah, it is almost appropriate, although not exactly the same, we will add something, because we are doing new things, but at least students can learn the lesson or assignment given."⁴⁰

As for the learning process that took place during the lesson, MrKholiqul said that it was not much different from general learning, which was adjusted to the learning plan,

"The learning method is simple, the teacher simply delivers the material that is in accordance with the lesson plan. Then the students accept and learn by the students, after that the teacher gives assignments that are also in accordance with what is written in the lesson plans."⁴¹

This is in line with the direct instruction theory stated in the previous chapter, it's mean highly teacher-directed and is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

2) type and Technology integration level

According to Prothoroe, effective Technology integration does not mean using Technology to teach the same content in the same way, instead to use Technology for providing opportunities to support new

³⁹See appendix of interview transcript 7

⁴⁰See appendix of interview transcript 7

⁴¹See appendix of interview transcript 7

models of learning, including opportunities for students to collaborate and construct knowledge. In order to create new kinds of learning experiences, effective Technology integration requires more than simply introducing computers and related technologies into the classroom. To integrate means to combine two or more things to make a whole, when teachers integrate technologies into instruction, they make technologies an integral part of the teaching and learning process. Technology integration requires changes to many instructional including 1) what resources are used; 2) what roles the teacher performs; 3) what students play; 4) the nature of the instructional activities.

a. The type of Technology used

There are seven types of Technology in Technology integration such as Word processing applications, Spread sheet, software Organizing and brainstorming software, Multimedia, Data collection tools, Web resources and Communication software.

The type of Technology used by the teacher in learning is communication software, Communications software is the loose category of systems and apps that allows users to exchange files and text, audio, and video messages via the cloud or local network from various devices. The most common tools are email, chat, and messaging apps. which is software that can be used to communicate, write text, present, voice or a combination of all of these, such as WhatsApp, Youtube and Google Class this is evident from the interview with Mr. Kholiqul,

"For the application of Technology, we use the WhatsApp, Youtube and Google Class applications as a substitute medium as well as take advantage of existing features. This means, what we used to study in class now we change the class to a group in WA. In addition, we also use Google Class as a substitute for attendance and so on."⁴²

In applying Technology, application does not have to be in the form of hardware, because Software is also a Technology category that

⁴²See appendix of interview transcript 7

can make human work easier, as Mr. Kholiqul in learning English in his class.

b. Technology integration level

This research Technology leveling uses the SAMR Model which consists of four levels: Substitution, Augmentation, Modification, and Redefinition. This model limits the context of Technology integration to reveal a specific level of classification of curriculum design that is demonstrated, documented, or described as enhancing or transformative learning. It represents a way to move teachers and students through different levels of Technology integration for teaching and learning from the simplest (substitution) to the more complex and innovative (redefinition). This model sees Substitution and Augmentation as a way to enhance the learning task, whereas Modification and Redefinition allow transformation.

Measurement of the level of application of Technology in education in MA YP KH SYAMSUDDIN Ponorogo is the level of substitution and modification that can be known based on what Mr. Kholiqul,

"The role of Technology or application here is not only as a substitute for the old learning media, we can also take advantage of new facilities / features that we couldn't do in the old lessons. For example, usually we learn to go to class, well, if in WA we just have to create a chat group, it's like in class, besides that we can also take advantage of WA features such as giving Youtube links for additional student material. Apart from WA and Youtub, we also use the Google class for just absence."⁴³

From MrKholiqul's words that changing class to group on the Whatsapp application proves that the appropriate level of Technology integration is the level of substitution. In addition, in the learning process, the teacher shares a YouTube link for additional material, which means this proves that Technology integration is at the

⁴³See appendix of interview transcript 7

augmentation level where classroom learning is replaced by a WA group then uses the additional feature of WA in the form of sharing links. Apart from WhatsApp, Google class is also at the substitution level, namely this Technology is used as a substitute for class absence.

Tabel 1.2 : Type and Level Technology Integration Checklist

| Type of Technology | Technology | Level of Technology | | | |
|------------------------|--------------|---------------------|--------------|--------------|--------------|
| | | Subtitution | Augmentation | Modification | Redefinition |
| Communication Softwere | Whatsapp | | √ | | |
| Communication Softwere | Google class | √ | | | |

b. The Teacher's Challenges And Sollution In Integrating ICT in EFL in the 10th grade class at MA YP KH SYAMSUDDIN Ponorogo

In circumstances and situations that are different from usual, of course, learning must adapt to the current situation, it does not rule out the possibility that this will cause something new to happen, such as learning during this pandemic, there are several challenges faced by teachers in giving lessons. As with the problem of applying the Technology applied at MA YP KH SYAMSUDDIN, MrKholiqui said,

“Because here most students who are stay on *pesantren* and are not allowed to carry cellphones while students who are fast / non-boarding can use cellphones so we and also some students find it difficult to share materials and assignments especially now that our meetings are limited to once every 6 days so they are a bit confused. In addition, the interaction between teachers and students is very lacking because interactions in the WA Group are different from direct interactions as usual, so students need to adapt to new situations like this ...”⁴⁴

⁴⁴See appendix of interview transcript

One of the problems that arise is the limitation of using cellphones because the rules of the pesantren are certainly a challenge for teachers to find ways to continue learning as usual, besides that the lack of habitual interaction using WA also creates new obstacles between teachers and students in carrying out learning.

A high percentage of teachers do not know how to integrate educational Technology into their curriculum (Hu & Garimella, 2014). Newhouse (2002) found that many teachers lack the knowledge and skills to use computers and were not enthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. Teachers' lack of knowledge and skills is a serious obstacle to using ICT in primary and secondary schools. (Pelgrum 2001). Balanskat et al. (2006) have shown that in Denmark many teachers still chose not to use ICT and media in teaching situations because of their lack of ICT skills rather than for pedagogical or didactics reasons"

But of course a teacher must find a solution so that this obstacle is overcome, one of the solutions is carried out by Teacher as said by MrKholiq,

"For the solution, we make a special time for those who don't use cellphones to go to school. Then we convey the required tasks after that the students can do the assignments in their respective places. For lack of communication problems, we try to provide input to students to try to adapt to the existing situation like this.

"⁴⁵

So to deal with the obstacles that occur, the teacher makes a special time for those who do not use cellphones to go to school then the teacher submits the required tasks after that the students can do the assignments in their respective places. For the problem of lack of communication, the teacher tries to provide input to students to try to adapt to existing

⁴⁵See appendix of interview transcript

situations like this because we have not experienced things like this before. The process of integrating Technology adaptations into classroom instruction begins with the Technology team. Team members could include the user, family members, teachers, job coaches, Technology specialists, administrators, and funding specialists (Carney & Dix, 1992; Male, 1997).

Official training regarding ICT integration in teaching and learning never been conducted to the teachers. It makes them feel clueless about how to integrate ICT in proper way. MrKholiql says:

“Some teachers, including myself, also complained that they could not fully use this application, even though the day before the recent pandemic we used WA, I knew not all of the features in WA, and this is the first time doing learning with the application.”⁴⁶

In addition to the challenges listed above, in previous studies it was also written that these are not the only problems that arise when applying Technology in learning. As stated in previous research, the lack of training has also become a teacher in school learning. teachers have the insufficient source to get information and knowledge about how ICT used in teaching. Whereas training could be a way that the teachers can improve their knowledge in using ICT in teaching (Rea A. Champa, 2019).

Studies also have well explored that lack of training is a significant problem for the teacher to use pedagogical ICT in teaching (Anderson et al., 1984: 13). This finding is also found in Pelgrum's (2001) study that there were not enough training opportunities for teachers in the use of ICTs in a classroom environment. Similarly, Beggs (2000) found that one of the top three barriers to teachers' use of ICT in teaching students was the lack of training.

⁴⁶See appendix of interview transcript

Recent research in Turkey found that the main problem with the implementation of new ICT in science was the insufficient amount of in-service training programs for science teachers (Özden, 2007), and Toprakci (2006) concluded that limited teacher training in the use of ICT in Turkish schools is an obstacle. As it is assumed that as the teacher have lack of competence to integrate ICT, it means that the country did not yet succeed in realizing sufficient facilities to train teachers with technologies (Pelgrum, 2001).⁴⁷

Not only lack of training, in integrating Technology, the lack of appropriate software also becomes an obstacle in integrating Technology in learning. MrKholiq says:

“Also, the applications used in my opinion are not suitable for learning, even though many people use them, but due to limited features, learning is only limited to what the features present. However, even if there is a suitable application, it might make it difficult for students and teachers because they have to adapt again.”⁴⁸

In Goktas and Yildirim’s research (2009), they claimed lack of software is one of the barriers’ list in integrating ICT in teaching and learning process. Insufficient proper and practical software in terms of application can’t enrich the teachers’ learning using Technology. They will tend to use the basic software of application. One of the main barriers of integrating ICT into teaching and learning process is lack of appropriate software (Bullock, 2004; Muantaz 2000).⁴⁹

“Fortunately all teachers are weak in seeing the features that are in WA, there are some who already know and can teach how to use these features properly. Also now there is the internet, you can just browse.”⁵⁰

⁴⁷Aisha Champa, Rea”*Teachers’ Challenges To Integrate Ict In Efl Teaching And Learning Activitie*”**Master’s Degree Program of English Education, Universitas Sebelas MaretSurakarta , Indonesia 2019.**

⁴⁸**See appendix of interview transcript**

⁴⁹Aisha Champa, Rea”*Teachers’ Challenges To Integrate Ict In Efl Teaching And Learning Activitie*”

⁵⁰**See appendix of interview transcript**

The solution to dealing with the problem of lack of training in using Technology is resolved by telling each other between experienced and inexperienced teachers.

1. Strengths in Online Learning

On the other hand, the researcher also asked about the strengths and weaknesses experienced by the teacher during learning using Technology or online, one of the advantages felt by the teacher, as Mr. Kholiq expressed the following,

“One of the advantages of online learning is that we learn to be more practical and relaxed, we don't need all kinds of preparations, just sit looking at the cellphone and then carry out learning anywhere, besides that guardians can also monitor student learning and also collect assignments and deliver practical grades too.”⁵¹

The first advantage of online learning is that it is more practical and relaxed. Practical because it can assign tasks at any time and report tasks at any time. Second, it is more flexible, it can be done anytime and anywhere. Online learning causes more flexible time for guardians who work outside the home and can adjust time to accompany students to study. Third, it saves time and can be done at any time. All students can access it easily, meaning it can be done anywhere. Delivery of information is faster and can reach many students through the WA Group. Fourth, it is more practical and makes it easier to take values. In addition, students are also facilitated in doing it. Students only need to choose the answer that is considered correct by clicking on the answer in question. The fifth advantage is that students can be monitored and accompanied by their respective parents. The sixth advantage is that teachers and students get new experiences related to online learning. The role of parents in assisting students is more.

b. Weaknesses in Online Learning

⁵¹See appendix of interview transcript

Apart from the advantages described above, of course there are weaknesses experienced by teachers in learning, some of the weaknesses in learning using Technology or online, as said Mr. Kholiqul,

"The weakness of students in online learning is the lack of student involvement in learning, it can be said that only half are active, a quarter of them are only present and the others are less active, besides that there are students who are skipping learning meaning students are not absent, so it is said to be truancy."⁵²

The weakness of online learning is the lack of student involvement. The intended student involvement can be seen from the results of student involvement in taking full online learning from the beginning of learning to the end of learning. The results showed that only 50% of students were fully active, 25% of students were actively involved. Meanwhile, other students are less active and less participating in online learning.



⁵²See appendix of interview transcript

CHAPTER V

DISCUSSION

In this case the researcher will summarize in order to be able to negotiate or exchange ideas to understand an understanding of a problem and a solution to a solution that is in accordance with the discussion of this thesis

A. Type of Technology are used

The type of Technology used by the teacher in learning is communication software, There are seven types of Technology in Technology integration such as Word processing applications, Spread sheet, software Organizing and brainstorming software, Multimedia, Data collection tools, Web resources and Communication software. Communications software is the loose category of systems and apps that allows users to exchange files and text, audio, and video messages via the cloud or local network from various devices. The most common tools are email, chat, and messaging apps. which is software that can be used to communicate, write text, present, voice or a combination of all of these, such as WhatsApp, Youtube and Google Class. In applying Technology, application does not have to be in the form of hardware, because Software is also a Technology category that can make human work easier.

This research Technology leveling uses the SAMR Model which consists of four levels: Substitution, Augmentation, Modification, and Redefinition. This model limits the context of Technology integration to reveal a specific level of classification of curriculum design that is demonstrated, documented, or described as enhancing or transformative learning. It represents a way to move teachers and students through different levels of Technology integration for teaching and learning from the simplest (substitution) to the more complex and innovative (redefinition). This model sees Substitution and Augmentation as a way to enhance the learning task, whereas Modification and Redefinition allow transformation. Measurement of the level of application of Technology in education in MA YP KH SYAMSUDDIN Ponorogo is the level of substitution

and Augmentation. From MrKholiqul's words that changing class to group on the Whatsapp application proves that the appropriate level of Technology integration is the level of substitution. In addition, in the learning process, the teacher shares a YouTube link for additional material, which means this proves that Technology integration is at the augmentation level where classroom learning is replaced by a WA group then uses the additional feature of WA in the form of sharing links. Apart from WhatsApp, Google class is also at the substitution level, namely this Technology is used as a substitute for class absence.

Table 1.3 :Technology Level Checklist Table

| Type of Technology | Technology | Level of Technology | | | |
|------------------------|--------------|---------------------|--------------|--------------|--------------|
| | | Subtitution | Augmentation | Modification | Redefinition |
| Communication Softwere | Whatsapp | | √ | | |
| Communication Softwere | Google class | √ | | | |

a. Teachers Challenges

In circumstances and situations that are different from usual, of course, learning must adapt to the current situation, it does not rule out the possibility that this will cause something new to happen, such as learning during this pandemic, there are several challenges faced by teachers in giving lessons. As with the problem of applying the Technology.

- 1) One of the problems that arise is the limitation of using cellphones because the rules of the pesantren are certainly a challenge for teachers to find ways to continue learning as usual, besides that the lack of habitual interaction using WA also creates new obstacles between teachers and students in carrying out learning.
- 2) Official training regarding ICT integration in teaching and learning never been conducted to the teachers. It makes them feel clueless about how to integrate ICT in proper way.

- 3) Not only lack of training, in integrating Technology, the lack of appropriate software also becomes an obstacle in integrating Technology in learning.

b. Teacher solutions

But of course a teacher must find a solution so that this obstacle is overcome, one of the solutions is carried out by Teacher.

- a. the teacher makes a special time for those who do not use cellphones to go to school then the teacher submits the required tasks after that the students can do the assignments in their respective places. For the problem of lack of communication, the teacher tries to provide input to students to try to adapt to existing situations like this because we have not experienced things like this before.
- b. The solution to dealing with the problem of lack of training in using Technology is resolved by telling each other between experienced and inexperienced teachers.



CHAPTER VI

CONCLUSION

a. Conclusion

Based on the results of research on integrating ICT based learning into English class at MA YP KH SYAMSUDDIN Ponorogo, the results of the study can be concluded as follows:

Technology integration at MA YP KH SYAMSUDDIN Ponorogo uses a type of Technology in the form of communication software and the level of Technology integration, namely at the substitution and augmentation level, substitution for Google class and augmentation for Whatsapp.

Some of the challenges faced by teachers in Technology integration are the lack of training in applying Technology, the limited use of Technology in the pesantren environment and the lack of effectiveness of adequate software for learning. Meanwhile, the solution to deal with the problem is The solution to dealing with the problem of lack of training in using Technology is resolved by telling each other between experienced and inexperienced teachers and the teacher makes a special time for those who do not use cellphones to go to school. then the teacher submits the required tasks after that the students can do the assignments in their respective places. For the problem of lack of communication, the teacher tries to provide input to students to try to adapt to existing situations like this because we have not experienced things like this before.

b. Suggestion

Suggestions from researchers based on these discussions and conclusions are:

Looking at the application of Technology with various types of Technology, it is expected that schools and institutions can have various types, not just one but several. In addition, increasing the level of Technology which is more than just augmentation means that it can reach the level of

modification or redefinition is also an expected need for better Technology integration in learning.

Judging from the various challenges and solutions faced by teachers, suggestions from researchers for constraints regarding limiting the use of cellphones in Islamic boarding schools may be the need to relax the rules so that it makes it easier to learn in the circumstances that we experience today. Lack of training for researchers requires special training to increase understanding of Technology.



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