

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

In this study there were 3 research question that examined by the researcher. The first research question is what type of ICT used by the teacher in teaching English using ICT, how to implement ICT in teaching English at SMK Negeri 4 Banjarbaru and what are the challenges faced by the teacher in teaching English using ICT. The results of this study were collected when the teacher taught reading skills only.

This chapter describes the use of ICT in teaching English at SMK Negeri 4 Banjarbaru that focus on the types of ICT used, the implementation of ICT and the challenges that teacher faced in teaching English using ICT. The research's conclusions will be presented in light of the theory, the findings of this study will be discussed based on the theory and the result of the interview, documentation and observation of two english teachers in teaching English using ICT at SMK Negeri 4 Banjarbaru and also the opinions of the researcher.

After the researcher conducted research at SMK Negeri 4 Banjarbaru regarding the use of ICT through interviews, observation and documentation methods, the results of the research were described as follows:

ICT or education technology in teaching English that focus only in reading skill at SMK Negeri 4 Banjarbaru is one of the media used in the teaching and learning process. There are many types of ICT media that are used in teaching English, there are several types including WhatsApp, Google

Classroom, LCD, Power Point and others. The reason teachers use ICT in learning English has the goal of making it easier for teachers to convey material to students and students can receive material more easily, encourage students' curiosity, encourage students' enthusiasm in learning and so that learning is not boring. This is accordance with Shyamlee & Phil (2012) that the use of ICT in English teaching is to raise students' interest in the study, to boost students' communication skill, to enlarge students' knowledge, to gain an understanding to western culture, to increase effect of teaching, to improve between teacher and student, and to provide flexibility to course context. To find out the use of ICT in teaching reading at SMK Negeri 4 Banjarbaru, the researchers conducted interviews with teachers at SMK Negeri 4 Banjarbaru regarding what types of ICT used by the teacher in teaching reading. The following is photo evidence of an interview with two English teachers at SMK Negeri 4 Banjarbaru.



**4.1 Interview with Teacher (N)**



#### 4.2 Interview with Teacher A

The results of the interviews with teacher (N) and teacher (A) about the types of ICT uses in teaching english that focus on reading skill, describes as follows:

##### 1. Types of ICT used in teaching English and and the ways teacher use them

###### a. LCD

Based on the results of interviews with two English teachers, LCD is used to display English learning material in the form of text, images or videos to make it easier for students to accept the material presented by the teacher. This is in accordance with the results of interviews with teacher N and teacher A as follows:

Teacher (N) said, “I usually use the LCD to display power point or Word, pictures, of course when there is material that needs to use video”

Teacher (A) also used LCD, she said:

What's clear is that I use the LCD to display material only if I really need to use the LCD, for example like displaying Reading text in the form of words or something like that.

b. Laptop

Teachers use laptops to make lesson plans, learning materials in the form of text, videos or assignments for students. This is accordance with the result of interview with teacher (N), he said:

I use a laptop to make lesson plans, display learning materials such as displaying PPT, Microsoft Word, pictures or videos, I also save student assignments on my laptop

Teacher (A) also use whatsapp in teaching English, she said:

Of course, the laptop is for preparing English materials, because I am making assignments and English teaching materials, of course I have to use a laptop

c. Handphone

Teachers use handphone to send assignments to students in the WhatsApp group or Google Classroom and as a media for students in doing assignments. This is accordance with the result of interview with teacher (N), he said:

For cellphone, I use it when I want to send assignments or homework to students, usually via the WhatsApp group, Google Classroom, besides that I also allow students to use cellphones in class if there are assignments that require internet

Teacher (A) also used handphone in teaching English, she said:

Most of the time I teach English using my cellphone, because sometimes the children send class assignments or homework in the WhatsApp group, and when there happens to be additional material that isn't in the textbook, I will send it via WhatsApp while sending assignments if there are any, and of course students open WhatsApp via their respective cellphones

d. Speaker

The teacher used a type of audio technology in the form of speakers. The teacher used speakers to make the video sound of the English material displayed sound clearer. This is in accordance with the results of interviews with teacher N, he said:

I use the speaker if I want to show a video related to the English material that I want to convey that day, for example, during the observation yesterday, I showed a video of a recount text example, so use the speaker so that the video sound is clearer, so that the students I also became more focused on listening to the sound from the speakers, the students were less noisy and I didn't have to explain much.

e. Power Point

Power point is used by the teacher to display English material in the form of text or images so that students are more interested in focusing on listening to the teacher's explanation. This is in accordance with the results of interviews with teacher (N), he said:

I usually use power point to just display material points, pictures so I can explain it more easily to students, on the other hand the students become more focused too, although there are still some students who are busy talking to their friends.

f. Microsoft Word

The teacher used Microsoft Word to display material in the form of reading texts related to reading and to display assignments that will be given to students. This is in accordance with the results of interviews with teacher (A). She said:

For me, I use Microsoft Word, just to display reading texts, reading materials, or to give assignments to students, that's when I usually use Microsoft Word. I upload the assignment to Google Classroom, the notification was via WhatsApp earlier

## g. Video

Video is a type of ICT used by teachers in teaching English. the teacher uses the video to display material or examples of material related to the reading material delivered at that time. This is accordance with the result of interview with teacher (N). He said:

I only use videos occasionally, if there is English material that needs a video, then I will show the video, that is if there is an appropriate video, and the material that I usually display in videos is like a video explaining the types of reading text or examples of reading text.

## h. Internet

Teachers use the internet to find additional material that is relevant to the theme of English learning that will be taught to students and also to help student doing assignment in the class. This is accordance with the result of Interview with teacher (N), he said:

Actually, the internet is the type that I often use for various things, not just teaching, but when teaching the internet, I often use it to find additional material that is relevant to the reading materials that I will teach or to help students browse their vocabulary. I don't know, because here all students are allowed to bring cellphones

Teacher (A) also used internet in teaching English, she said:

for teaching reading, hmm, I usually use a cellphone, because I often use the internet when teaching, children also often use the internet, to browse about vocabulary, sometimes also to looking for another examples of reading texts, because they are indeed allowed to use cellphones in class.

## i. Google Classroom

Google classroom is also a type of ICT that teachers use in teaching English. Teachers use Google Classroom as a medium for giving and

collecting student assignments. This is accordance with the result of interview with teacher (N):

For google classroom I often use it as a medium for collecting assignments if there are student assignments that have not been completed at school. Sometimes I also use it to send assignments. If I can't go to class that day, I give assignments via Google Classroom

Teacher (A) also used google classroom in teaching English, she said:

Other than WhatsApp, what I often use is Google Classroom, the others are like Quipper and other types of applications, I have never used them to teach reading, every time I want to send assignments I use Google Classroom, while notifications of assignments are on WhatsApp. , because the children will open their assignments in Google Classroom, especially during a pandemic, all assignments go through Google Classroom

j. WhatsApp

Teachers use WhatsApp as a medium of communication and providing information and assignments to students. This is accordance with the result of interview with teacher (N), he said:

I use WhatsApp as a means of information and communication, for example giving assignments, learning links, and giving information about school information.

Teacher (A) also used whatsapp in teaching reading, she said:

Yes, when teaching reading, you use WhatsApp to give orders for assignments, especially during a pandemic, but during face-to-face meetings I also use WhatsApp to collect assignments too so I can correct them together with students when I happen to use the LCD to teach.

k. Youtube

The teacher uses Youtube to display material in the form of videos related to English learning material during the learning process. This is accordance with the result of interview with teacher (N):

I usually use Youtube to display videos, like videos related to procedural text, such as the steps to make something, or other videos if I really need it, because it's more convenient to use video, for example for the procedural text earlier, if using video students understand faster, what is procedural text

After conducting interviews regarding the types of ICT used by the teacher in teaching English at SMK Negeri 4 Banjarbaru on February 22<sup>nd</sup> 2023, the researchers continued the research by making observations regarding the implementation of ICT in teaching English to complement the existing data.

The results of these observations are described by researchers as follows:

## **2. The Implementation of ICT in teaching English at SMK Negeri 4 Banjarbaru**

Data from the implementation of ICT in teaching English were taken when the teacher was teaching reading skills

### **a. Result of Classroom Observation with Teacher (N)**

After conducting observations with teacher (N) about how the teacher teaches reading using ICT on February 22<sup>nd</sup> 2023 in class 10 Multimedia A with recount text material and uses several types of ICT in the form of LCD, laptop, video, speakers and google classroom. It was found that before starting the lesson, he prepared the reading material that would be taught as well as the ICT that would be used in the form of a laptop, speakers and LCD to be used for displaying learning reading material regarding recount text, after everything was ready, first of all the teacher connected the LCD himself to the laptop, after the LCD is



connected, the teacher opens the material to be taught in power point form, after that the teacher starts learning.

#### 1) Pre-Reading

In pre-reading or pre-activity stage, teacher (N) starts learning by greeting and checking student attendance after which he asks students' readiness to accept learning.

Then after making sure the students were ready to receive the lesson, the teacher began to stimulate students' curiosity by displaying pictures of two famous people on power point, then the teacher asked students whether anyone knew whose picture was on power point, then the students simultaneously replied that what was in the power point was a photo of Mr. BJ. Habibie and Jokowi, after the students answered the teacher's questions, then the teacher presented information about the two pictures in the form of recount text and presented two questions about each picture. After that the teacher asked students to translate and analyze information about the person in the picture using their respective mobile phones and then discussed the correct answers to the two questions with their classmates, each student was only assigned to translate and analyze one of the information from the two pictures the. In this division of tasks, the teacher classifies them into 2 groups, the students to the right of the teacher are in charge of translating information about BJ Habibie while the students to the left of the

teacher are asked to translate information about Jokowi. The teacher gives students a time limit to analyze and answer the questions

All students started translating words they didn't know and analyzing the information in power point to answer the questions. When students connected their cellphones to the internet to open the translation using the school's wifi network, some students complained that the internet network was weak, resulting in multiple page loading times, then some students ask their friends for hotspots who have enough quota. After students finish translating information about the image on the LCD. They began to answer questions regarding the images that had been displayed. The teacher tells the students that time is up, and then the teacher starts asking the existing questions to the students while the students answer the teacher's questions based on the results of their analysis.

## 2) While-reading

The teacher divides students into small groups consisting of two students in each group and assigns students in each group to write down their respective idols and then exchange answer sheets with their deskmates to find out information about their seatmate's idols, after dividing the group the teacher displays several questions in power point regarding information about each student's idol partner. In doing this task the teacher gives a time limit to students. After that, each group started doing their assignments with the help of their cellphones to write

texts about their respective idols and after finishing writing down their respective idols they started exchanging information about their respective idol partners and answering questions that the teacher displayed in the previous power point. After the allotted time limit was up, there were still some students who had not finished, so the teacher gave a few minutes extra time. After finishing the assignment from the teacher. Then the teacher asks students to collect their answers in the WhatsApp group.



#### **4.3 Process of Learning English Using ICT by Teacher**

The photo above is a photo when the teacher begins to explain what recount text is by showing examples of recount text in the form of videos about history in the form of animated cartoons and uses a loudspeaker connected to a laptop so that the video sound becomes louder and can be heard clearly by students. When the teacher shows the video the students are quite calm and focused on paying attention

and listening to the video. After showing the video about examples of recount text, then the teacher explains the material about recount text, the teacher tells students that the video earlier is an example of recount text or text that tells about past events or an event. Students focus on listening to the teacher's explanation even though there are still some students who talk behind.

After finishing explaining the material the teacher gives students the opportunity to ask questions, a student asks a question to the teacher about other examples of recount text, then the teacher answers student questions.

### 3) Post-reading

In this stage, the teacher asked students to read the recount text in their respective books. Then because class time is almost over, the teacher gives students homework regarding the recount text to answer at home and collect it in the Google classroom when it's finished. Before closing the class the teacher gives a conclusion regarding the material on that day and then closes the lesson by greeting.

#### b. Result of Classroom Observation (Teacher A)

Based on the results of observations about how teachers teach reading using ICT which was carried out by researchers on February 23th 2023 in class 12 Multimedia B with material types of reading text using ICT in the form of LCDs, laptops, Microsoft Word, and whatsapp groups. The researcher found that before starting learning to read, the teacher first

prepared materials and ICT media that would be used that day, including laptops, LCDs and Microsoft Word. The teacher connects the LCD to the laptop, only then does the teacher start learning.

#### 1) Pre-reading

The teacher starts learning by greeting the students and asking who was absent that day, after that she asked is there anyone remembered about the material in the previous lesson, then one of the students answered that the material they learned in the previous lesson was about explanatory text, the teacher appreciated the students who answered by justifying what the students said, then the teacher started displaying material on the LCD regarding types of reading text, he asked students to focus on material on the LCD and asked students about what we are going to discuss today. Then students answered based on the points they saw on the LCD, namely the types of reading texts. Then the teacher asked "does anyone remember the types of text and reading?" students only mention some of the types of reading texts that they have studied then the teacher helps students to name the remaining types of reading texts that students have not mentioned.

#### 2) While-reading



**4.4 Process of learning English using ICT by teacher (A)**

The photo above is a photo documentation when the teacher starts reviewing the types of text reading along with examples that had been studied in the previous meeting while the students focused on listening to the explanation, the teacher displayed several examples of reading texts on Microsoft Word and asked students what kind of text the teacher display, the students were silent for a moment then one of the students raised their hand and answered that it was a type of descriptive text, the teacher appreciated the student by justifying his answer, then the teacher continued asking other students "anyone still remember what descriptive text is?" then one of the students answered "Text that describes something ma'am", the teacher justified the student while adding a little explanation about the descriptive text, then the teacher began to explain briefly about several other types of reading texts along with examples in Indonesian so that students quickly understood. The situation of the students during which the teacher explained the material was quite calm. After explaining the material the teacher gave students the opportunity to ask questions, but none of the students asked.

### 3) Post-reading

In this stage the teacher started dividing the students into several groups, each group consisting of 3 to 4 students, then he displayed the division of tasks on Microsoft using the LCD. The teacher gives the task of answering questions about the types of reading texts in their textbooks, each group gets a different task based on the division of tasks that the

teacher has displayed on Microsoft Word via the LCD. Students were a little confused in the division of tasks because there was an error in the distribution of tasks, but then the teacher corrected the error so that in the end students understood their respective group assignments. Before students work on assignments, the teacher informs students that they are allowed to use cellphones in doing assignments. Then students began to focus on doing their respective group assignments by using the help of cellphones to translate vocabulary they did not understand. When doing assignments with the help of cellphones, some students complained about a weak internet network making it difficult to connect to the internet, then the teacher provided a solution by asking for a hotspot with other friends who had a lot of quota and the internet network was quite smooth even though after getting hotspots from other students the network was still rather slow so the process of completing the task is rather slow. The following is evidence of photo documentation when students work on assignments from the teacher in groups.



**4.5 Process of learning English using ICT by teacher (A)**

After students have finished working on their respective group assignments, then the teacher asks students to send their respective group answers to the class WhatsApp group. The teacher starts connecting to the internet and logs in to the WhatsApp web to display the answers sent by students to class groups on the LCD, then the teacher invites students to check together the results of each group's answers one by one. The teacher and students begin to check student answers displayed on the LCD while the teacher explains a little about their answers and writes down some unfamiliar vocabulary for students and their meanings and students are also free to ask questions if there is anything they don't understand from the teacher's corrections. In the middle of the time the teacher and students corrected the answers of each group, suddenly the bell rang indicating the end of class and the start of the break, but because they had not finished checking the answers of each group, the teacher continued the lesson until all group answers were finished. corrected. After finishing correcting student answers, the teacher asks students "is there anyone who still doesn't understand or have questions about the types of reading texts earlier?" all students answered that they understood and had no more questions, the teacher had not had time to end the lesson suddenly the bell rang again indicating that recess was over, so students asked permission from the teacher to take a fifteen minute break using a few minutes from the clock other subjects, before the teacher permits students, the teacher asks whose lessons are after that, the students answer that after this is teacher (M) class



time, the teacher also allows students to take a break by asking permission from the teacher for the next subject, after that the teacher closes class with greetings.

When the teacher explained material about the types of reading, the students were quite calm and focused on listening to the teacher's explanation and focused on paying attention to the LCD, but during the division of groups and the process of doing assignments the students' situation started to get a little noisy.

### **3. Challenges Faced by the Teacher in Teaching English Using ICT**

Based on the results of interviews and observations of two English teachers at SMK Negeri 4 Banjarbaru, it was found that there were several challenges faced by teachers in teaching reading using ICT. The following describes the challenges faced by these teachers:

#### **1. Lack of Time**

Based on the results of classroom observations regarding teaching English using ICT while teaching reading conducted by researchers on the 22nd and 23rd of February the results show that when using ICT the teacher still lacks time in completing the reading material that the teacher conveyed at that time. This was also reinforced by the results of interviews with the two English teachers who were studied by the researchers. The results of the interview, the researcher describes as follows:

Teacher N said that the first obstacle he faced in teaching English using ICT was the lack of time, he said:

If it's a matter of time, sometimes the use of technology takes time, sometimes it doesn't, most of the time I'm a bit short on time, learning sometimes isn't finished but the time is up, that's it because I have to prepare the media before teaching, for example, if you use an LCD, you have to install the LCD first, connect it, it takes quite a lot of time, moreover, LCD is not available for every class, there are only a few, so we must first coordinate with the teacher others if you want to use the LCD

Teacher A also has the same opinion as teacher N, she said:

For me, I use ICT to teach English not often because it takes time, I have to bring an LCD, install it, while I also teach a lot of other classes, so basically if I need to use ICT, then I use it.

## 2. Internet Connection

Based on the results of observations in the classroom when the teacher taught using ICT, it was found that the internet connection was one of the challenges teachers faced in teaching, when the teacher connected to the internet there was a loading page that took quite a long time, due to a weak wifi connection. This is reinforced by the results of interviews with teacher A. Teacher A said that one of the challenges faced in teaching reading using ICT was a weak internet connection. During the interview he said:

Actually, there's wifi everywhere, but it's rather difficult to access it over there, like the class where I taught before, to be precise, when you observe, the network around the class is often weak. so if most of those who access it are like in RPL, in other departments, it means that even though there are lots of wifi the network distribution is small, especially here it's on the outskirts of town, so sometimes there are network interruptions, but we can still access it, but we can't access it at the same time with other classes because there will be network weaknesses

### 3. Lack of Infrastructure

One of the other challenges faced by teachers is the lack of ICT facilities and infrastructure for teaching English, one example is the lack of LCD so that teachers rarely use ICT in teaching English, because they have to take turns and coordinate with other teachers if they want to use it.

Result of interview with teacher N :

If there are other challenges, i think it is infrastructure facilities, because like what I said, if i wanna use it, I have to coordinate first with other teachers, even though there may be around 8 LCD, but with the condition of our class, there are a lot of majors, so according to me it is still lacking, that's why I can't teach English using ICT often.

## **B. DISCUSSION**

### **1. Types of ICT used in Teaching English by the Teacher at SMK Negeri 4**

#### **Banjarbaru**

##### **a. LCD**

Teacher used LCD or projected media in teaching English to display material in the form of text, images or videos. This is in accordance with Arsayli (2022) in her Journal, LCD is a projected ICT tool, used by teachers to display material in the teaching and learning process in the classroom in the form of pictures, videos and others so that students can see it in large size.

##### **b. Laptop**

Teachers usually use laptops as a medium to help prepare before learning as well as in the learning and teaching process such as to make lesson plans and learning materials in the form of text, videos or

assignments for students. This is in accordance with theory about laptops in Nisrina, et al (2019), a laptop or portable computer is a mobile computer that is relatively small and light in size and has several inputs that can be used as video or audio players, sources of information if connected to the internet, delivery of information with LCD, projector and various applications that can be implemented in laptops for effective and active learning.

**c. Handphone**

In teaching English, mobile phones are one of the ICT media that teachers often use in learning. This is according to Ammani and Apparanjani (2016) that the internet, e-books, mobile phones, interactive white boards, mobile Apps, audio-visual aids, overhead projectors and language laboratories are just a few examples of the types of technology that can be used to teach English. Teachers use cellphones in teaching English to send information and assignments to students in the WhatsApp group or Google Classroom and as a media for students in doing assignments.

**d. Speaker**

Speakers are one of the ICT media that teachers need when teaching using audio-visual technology such as video, so that students can hear clearly the sound from the video. This is in accordance with Sulartopo, et al (2018), stating that a speaker or loudspeaker is an electronic component that functions to convert electrical vibrations into

sound vibrations. In learning speakers are used to make video or audio sound louder and clearer

**e. Power Point**

Teachers use Power Point to display important points in learning so that teachers can explain material in a more structured and clear manner, and save more time than using a blackboard. This is in accordance with theory in the Ministry of Education and Culture (2020), Microsoft Power Point is an application program in Microsoft Office that is used to make presentations in the form of slides, both in simple presentations and complex presentations.

**f. Microsoft Word**

To display material in the form of texts related to the material and to display assignments that will be given to students. This is in accordance with what Arifin wrote (2020), that Microsoft Word is software for data processing. The teacher conveys material using Microsoft word in displaying material like vocabulary and other materials.

**g. Video**

The teacher uses video to display material in the form of audio-visual related to the English material being taught so that students understand more quickly and make learning more interesting. This is in accordance with Rather in Amalia (2019) that Audio-visual aids are teaching tools used in the classroom to support the teaching process and make it exciting and more comfortable.

**h. Internet**

The teacher used the internet to find additional material that is relevant to the theme of learning material that used to teach and help students in carrying out assignments using laptops or mobile phones. This is in accordance with the understanding of the internet by Rusman, et al. (2013), that the internet is a form of application of information technology which is shown to facilitate the learning process which is packaged in the form of digital content and its implementation requires computer facilities connected to the internet.

**i. Google Classroom**

Google Classroom is one of the ICT technologies that teachers often use in teaching English. Teachers use Google Classroom as a medium for sending and collecting student assignments. This is in accordance with Iftakhar (2016) Google Classroom is regarded as one of the best platforms available for improving teacher workflow. By using Google Classroom, teachers can manage, create, or collect student assignments and spend more time with their students and less time on administrative tasks.

**j. WhatsApp**

Teachers use WhatsApp as a medium of communication and provide information and assignments to students. This is in accordance with Trisnani (2017) Whatsapp is used as a communication medium in conveying information through messages that are conveyed effectively

according to their own satisfaction because information technology messages are quickly received by the destination or target

#### **k. Youtube**

Youtube is one of the ICT technologies used by teachers in learning English. Teachers can use Youtube to display materials in the form of videos related to the learning materials. This is in accordance with Chabra (2012), YouTube is a video application that can be accessed from a computer, a laptop, or a mobile device. YouTube is frequently used by teachers to display materials for English classes that can be used in English language instruction to improve vocabulary, accents, pronunciation, and many other aspects of the language.

### **2. Implementation of ICT in Teaching English at SMK Negeri 4 Banjarbaru**

Based on the results of the interviews and observation it was found that the of using ICT in learning at SMK Negeri 4 Banjarbaru are to make it easier for teachers to convey material and make it easier for students to receive the material taught, improve the quality of learning and other benefits of using ICT is to increase students' interest in learning and as a source of information about the material being taught. This is in accordance with the theory of the benefits of using ICT in the learning and teaching process put forward by Shyamlee & Phil (2012), that the benefits of ICT are to increase student interest in learning, to expand student knowledge, to broaden students' understanding of western culture, to increase the effect of teaching as well as

to improve the relationship between teachers and students. In teaching English using ICT that focus on in teaching reading skill, teacher teach reading with three stages namely, pre reading, while reading and post reading, this is the same as what Peaty (2016) said that reading has been outlined to carry out a three-step teaching that includes pre-reading, while-reading, and post-reading.

**a. Pre Reading/Pre Activity**

At the pre-reading stage, there are several activities carried out by teachers at SMK Negeri 4 Banjarbaru, namely simulating student curiosity, outlining the theme and providing background knowledge. At the pre-reading stage the teacher stimulates students' curiosity by displaying pictures using power point on the LCD, then students predict together what themes will be studied today by analyzing the pictures along with information about the images displayed via the LCD, another teacher just carried out one activity in this stage namely providing background knowledge by giving students one of example of types of reading text verbally and then asked students to guess what type is it. These activities in accordance with Peaty (2016) explanation regarding examples of activities that are usually carried out at the pre-reading stage, namely that it is said that the teacher can engage in a variety of activities during the pre-reading stage, such as simulating students' curiosity, outlining the theme, and providing background knowledge.



**b. While Reading/While Activity**

At this stage the English teacher at SMK Negeri 4 Banjarbaru performs several activities, namely reading texts, checking students' comprehension and facilitating students' comprehension, this is in accordance with what Peaty (2016) said that in while reading activities, the students read the sentences, respond to the questions, and receive instructions from the teacher. All those activities are carried out by teachers at SMK Negeri 4 Banjarbaru using ICT technology. The teacher carries out text reading activities with a silent reading type, each student reads the text in the PPT in a low voice to analyze information about the picture, this is in accordance with what Brown (2007) stated silent reading is reading quietly to understand what is being read and students have enough time to concentrate and comprehend what they have already read. Likewise, other teachers also provide activities in the form of silent reading to students by reading the text in their handbooks and then interpreting words they don't understand with Google Translate using their cellphones.

The next activity carried out by the teacher at this stage is checking students' comprehension by asking a number of questions to students regarding information on an image displayed on a power point, while other teachers check students' understanding by asking the type of text they have read.

The last activity the teacher does at this stage is explaining reading material, namely recount text while showing a short video explaining recount text and also showing an example in power point.

### **c. Post Reading/Post Activity**

At this stage the teacher at SMK 4 Banjarbaru asks students to analyze the text by translating words through their mobile phones, then practice their reading skills by answering questions in their books, then submitting them to the WhatsApp group. While another teacher instructs students to share and analyze the results of their partner's writings about their idols, then answer the questions displayed on LCD regarding partner idol information. Those activities are also in accordance with the examples said by Peaty (2016) that some examples of activities carried out in the post activity stage are students analyzing the text, compare various texts, and practice their reading skills.

## **B. Challenges Faced by the Teacher in Teaching English Using ICT at SMK**

### **Negeri 4 Banjarbaru**

#### **1. Lack of Time**

Based on the results of observations of English teachers teaching English in reading skill using ICT at SMK Negeri 4 Banjarbaru, it was found that when teaching reading using ICT the teacher still lacked time to complete the material to be conveyed that day, because before learning the teacher had to prepare ICT media what you want to use, such as preparing a laptop, and connecting the LCD to the laptop which disconnection sometimes occurs so

you have to try to connect it first, in the middle of learning also when the teacher wants to connect to the internet sometimes it is constrained by the network, those are some of the reasons why the teacher lacks time in teaching using ICT. This is in accordance with the theory put forward by Sicilia in Champa, et al (2005), lack of time in teaching using ICT is the most common challenge faced by many teachers, because they have to prepare learning technology, explore various various internet sites and open various kinds of software.

## **2. Internet Connection**

Based on the results of observations when the teacher taught English in reading skill it was found that one of the challenges faced by the teacher was the problem of internet connection, when the teacher wanted to log in to an application that required an internet connection there was an interruption of the internet connection which hindered the smooth learning in class. This internet connection problem has become one of the challenges faced by teachers at SMK Negeri 4 Banjarbaru in teaching especially teaching reading, apart from the location of the school which is on the outskirts of the city, wifi connection is also the main reason, because in schools there is more than one wifi but because they have to accessed by several departments and almost all school staff use wifi, so that sometimes there is a weak wifi network which has an impact on weak internet connections when using ICT technology which requires internet use. This is in accordance with what Akniyet Yermekkyzy said in his research entitled Using ICT Applications in EFL

Teaching: Challenges and Experiences of Novice vs. Experienced English Teacher (2022) that the challenge most often faced by teachers in using ICT is internet issues because there are many ICT applications that require internet while technical equipment such as wifi is inadequate to access many staff.

### **3. Lack of School Facilities and Infrastructure**

To support the smooth and effective use of ICT in schools, adequate infrastructure is needed, whereas according to the results of research on English teachers at SMK Negeri 4 Banjarbaru, another challenge they face in using ICT in teaching reading is the lack of infrastructure, based on the results of interviews with two teachers at SMK Negeri 4 Banjarbaru, another challenge they face when teaching especially teaching reading is the lack of infrastructure, so that the use of ICT in the classroom is still rarely used, for example the lack of LCD, due to the lack of adequate facilities and infrastructure for the use of many teachers and other staff make the teacher have to take turns in its use. This is in accordance with what Akniyet Yermekkyzy said in his research entitled Using ICT Applications in EFL Teaching: Challenges and Experiences of Novice vs. Experienced English Teacher (2022) he said that EFL teachers reported being unable to use applications like computers, smartboards, and projectors due to outdated equipment or due to a lack of equipment. In most schools where the participants worked, there were only a few classrooms fully equipped with the necessary technology, and most of the time these classrooms tended to be booked by other teachers.