

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter intends to present the result of data collected by interview and observation. Those instruments use for answer three of the statement problem: What are the educational technology aids to use in teaching English at the tenth grade student of SMA N 1 Tamban, and the second statement problem: What skills are to teach in English with educational technology aids, and the third statement problem: How does the teacher apply use of educational technology aids at tenth grade student of SMA N 1 Tamban. This part, the writer describes about the use of educational technology aids in teaching English. There is an English teacher at SMA N 1 Tamban. The teacher is Rudi Irwansyah, S.Pd who teaches English for all classes of tenth grade. To describe the use of educational technology aids in teaching English, the writer presents this data based on the problem formulation as follow:

1. Educational technology aids use in teaching English at The Tenth Grade Student of SMA N 1 Tamban

The implementation of this research is about 8 times observation. It begins since Mei 10 until June 10, 2017. The first is the writer came to school to interview the English teacher and administration staff for asking some information about school and teaching English process. The second is the writer observed the use of educational technology aids in teaching English at the tenth grade. Last, the writer observed in teaching learning process.

That the teacher use educational technology aids are power point presentation, video, audio, whats app, and e-mail. The first meeting the teacher gives material about biography with power point presentation. Power point presentation: Teacher gives a task to make biography and then the students make a power point presentation. (Reading and writing). The biography about Drs. Moh. Hatta, and then they are answer reading comprehension about him, before it, their are answer puzzle some biography about, W.R. Supratman. The second meeting, the teacher teach about narrative text with power point and video.

The teacher ask student to watch the videos. The students watch a movie or animation about legend or folktale. (Narrative text). The folktale about Bawang putih and Bawang merah, and the legend of Malin Kundang and story of thumbelina based on the book curriculum 2013. And that the student attention about videos and the teacher gives some questions about it. Then the students answer the questions 20 minutes and thier be able understand it.

The third meeting, the teacher teaches with listening audio and the teacher gives a task fill in the blank (song lyric) then the students complete the lyric based on the song that they heard. The song title is I have a dream, and the fourth meeting, the teacher teached the material is to introduced other people to record video and While the teacher ask become homework about it and send to via whats app.

Next meeting, the teacher gives a task to students record a short dialogue then they send the record via whats app application and the materi is to introduce other people. Then, the last, teacher ask to student answer some question about

Drs. Moh. Hatta and become homework and the student send their assignment to via email.

2. Skills to teach in English with educational technology

That the teacher user play 4 skills to teach English language are listening, speaking, writing, and Reading. In using media with English Language Skills are listening as process of identifying and understanding speech of speaker accent or pronunciation, speaker's grammar, vocabulary and comprehension of meaning in listening audio.

while reading as the process of understanding written text by the teacher in using media like powerpoint, Speaking as the process of oral form vocabulary to listen like record audio and video, and then writing as the process for reading, speaking, listening. The teacher ask his student send assignment with via email and whats app.

3. The teacher apply use of Educational technology aids at The Tenth Grade Student of SMA N 1 Tamban

The media used by the teacher in applying are power point, video, audio, whats app, and e-mail. In power point presentation, the teacher give a task to make biography and then the studens make a power point presentation.

Second, in using video, the teacher ask his students watch a movie or animation about legends or folktale. (Narrative text). The narrative text are Bawang merah and Bawang Putih, and the legend of Malin Kundang, and also using the story of Smart monkey and Dull Crocodile. The students watch movie for 20 minutes and attention the video, and then the teacher ask student answer

some questions about it for 20 minutes. A recent study (Smaldino, Lowther & Russell, 1996.p.36) concludes that the using video in the classroom that following tips apply to enhancement of video presentation to groups:

- 1) Sightlines, check lighting, seating, and volume control to be sure that everyone can see and hear the presentation.
- 2) Light control, when using video projection with video tape or DVD, dim the light.
- 3) Mental set, get student mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
- 4) Advance organizer, list the main points to be covered in the presentation.
- 5) Vocabulary, preview any new vocabulary. (Quite, Dangerous, Near, Far,etc).
- 6) Short segments, show only 8 to 12 minutes of a video at any one time. Rather than a 30 minute video from start to finish, increase viewer learning and retention by using the following technique: Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, tying it to the procedure.
- 7) Role model,the most important. Watch attentively and respond when the presenter ask for a response.
- 8) Folllow up reinforce the presentation with meaningful follow up activities.

Teacher or student produced video can be used for virtually any of the purposes described earlier. Its unique capability is to capture sight and sound for immediate playback. Applications that benefit from the local aspect of video production include:

1. Dramatization of student stories, songs, and poems.(The example of poem is diverged 2 road,the stories are Bawang Putih and Bawang Merah, Malin Kundang and Using smart monkey and dull crocodile, and also the song is I have a dream).
2. Activities that are enhanced by immediate feedback.
- 3.Practice.
- 4.Skills training.
- 5.Interpersonal techniques.
- 6.Preservation of local folklore
- 7.Demonstration of science experiments and safety drills.
- 8.Replays of field trips for in class follow up.

Third, Listening audio, the teacher give a task fill in the blank (song lyric) then the students complete lyric based on the song that they heard. The title song is I have a dream.The apply audio content:

1. Introduce the subject of audio recording at the beginning. For example, This is introductory Interior Angles, Lesson 12, on.....Identifying the segment is particularly important if it is to be used for individual instruction.
2. Explore the subject with students, don't just them about it.

3. Get your listener involved in meaningful learning activities.
4. Keep the audio segment short. A length of 15- 25 minutes is a good guideline.
5. Provide variety using appropriate sounds, music, short dialogues, and voices of experts.

Fourth, in using what's app, the teacher gives a task to his students to record a short dialogue then they send to record via what's app application. Teacher gives a task to students to record a short dialogue then they send the record via what's app application. The use of what's app in language learning should be aimed to encourage students in learning the lesson especially English. By doing this, the learning process will be student-centered.

However, the teacher plays a great role, so the teacher must choose the suitable topic to use in the discussion, and should help the student understand the lesson by using various features on what's app application. As a start the teacher create a group or forum in what's app application and the students asked to join the group. Then, a series of activities are presented as a sample, so that teachers get concrete ideas about how to use what's app in language learning. A student-centered approach is presented in this sample.

This approach allows more exploration of what's app in English language learning, offers the students more opportunities to formulate their own ideas or feeling about the issues as well as to improve their basic skills in the language learning process. To cater various learning styles, it is necessary to devise various

kinds of tasks and activities. All of them are carried out in English to immerse students in an English-speaking environment.

Activities conducted to improve reading skills of students the teacher send a simple reading text in the group discussion of whats app. It can be sending a short story to Whats app group. Short story is very useful in the trials to improve students' vocabulary and reading. The short is about Smart monkey and Dull crocodile. In activity 3, students practice using the words they already understand the meaning.

Then, the teacher can create a variety of writing activities in whats app group to help students to develop writing skills. They can ask students to write comments on the topic of discussion or more complex writing activities if students have reached a high level of language proficiency. Students can also be asked to write any responses raised by the teacher in the group discussion of whats app which can help them to improve their writing skills. The teacher can directly gives correction if grammatically, there are any incorrect sentences.

There can be as many words as the teacher thinks necessary. However, there should not be too many words as not to make students lose interest the activity. This activity helps students to learn more vocabulary, and it also teaches them how to use a dictionary. The last, whats app application offers features which can be used for learning speaking. Students can hold discussion on chatroom on the whats app group. The students can find topic of discussion them selves or the teacher. The teacher can also ask the students to record voice and send to whats app group. To develop listening skill using whats app application, the teachers can do following:

1. The teacher sends an audio recording and ask students to listen it.
2. The teachers can send a video clips with English conversation and ask the students to watch and to listen video. After that ask them to give comment or discuss the question based on video.

The last, in using E-mail, the teacher ask the students send their assignment via e- mail, like to answer biography about Drs. Moh. Hatta.

Email has become the communication tool of choice for a lot of people. Much has been written about its use in the language classroom for asynchronous communication between students, between students and teachers, and between students and other outside of the classroom.

Table 1. Email Activities

| Teacher~ Teacher | Teacher~ Student | Student~ Student |
|---|---|---|
| Use e-mail discussion lists for peer support. | Submit assignments by e-mail rather than on paper. | Discuss current events among groups of geographically dispersed students. |
| E-mail mentoring with master and pre-service teacher. | Class announcement. | Peer collaboration on assignments. |
| Receive resources such as syllabi and class materials from other instructors. | Question and answer sessions outside of class time. | Group work conducted electronically. |

They use of e-mail discussion list for to do assignment and that the students submit the assignment with via e-mail rather than on paper and before submit the assignment the students discusses with friends about their problem with the teacher's instruction.

The material is biography about Drs. Moh. Hatta, and when they are not understand and their ask the teacher about materials and arrange group work conducted electronically. The email can be used mentoring assignment by the teacher. Using email is based on resources such as syllaby and other materials from

other instructors because of using curriculum 2013. E-mail can used be class announcement by the teacher and discussion list for peer support students.

Table 2. Sample description of how in service teacher candidates applied CALL-based tools into their English Language activities.

| CALL-based tool | Skill/ Content | Pedagogy |
|---|---|--|
| Listening websites (Based on the book curriculum 2013), Videos(Youtube), Story telling. | Listening/Speaking. (Audio files as well as the videos, course management) | The teacher, using Dokoos, published listening materials based on the audio files available on Ello. Org and video materials on you tube and asked the students in groups to create listening questions. Then, the other students tried to answer these questions. |
| Powerpoint as a presentation and authoring tool | Reading and Speaking, Writing/ Grammar. | The teacher provided a summary of the grammatical item using the powerpoint as a presentation tool. |

In using CALL based tool are listening website based on the book curriculum 2013 in skill on video, audio and using power point as a presentation tool are speaking, writing and grammar skills. The teacher using published listening material based on the audio files available on Elo from the book curriculum 2013 and also adding video from materials you tube and then asked the students in groups to create listening questions. While the listening skill using audio file and video and also using power point to easy the teacher explain the material to students.

After doing all observation in the classes, I do some interview to get more data and explanation with the English teacher that I observe. It is do on 10 Mei 2017. At first, I show my observation guide question and what I already observe since first time. Then I follow the teacher enter class and I sit on the back and I note the activity in class.

At last,11 june 2017, I ask for the document of the school. The document that I got from school can be seen in Appendices.

B. Discussion

The data have been collected from the observation and interview, presented and described in findings. Then the data is analized and reported systematically based on the statement of the problem. For further description, is known from analysis below.

Educational technology is a "field involved in the facilitation of human learning"(qtd in Robinson et Al. 2008).Educational technology that writer means

here is the English teacher use educational technology aids are power point presentation, video, audio, whats app, and e-mail.

The use of educational technology depends on the teacher when he teaching. That the teacher to teach English language skills in teaching media are listening, speaking, writing, and Reading.

In listening as the process of identifying and understanding speech of speaker's accent or pronunciation, speaker's grammar, vocabulary and comprehension of meaning (listening audio). Listening audio take in book based curriculum 2013 and as well as video management. In reading skills as the process of understanding written text by the teacher in using media like power point presentation. While power point presentation is using for explain materials by teacher. In Speaking as the process of oral form vocabulary to listen, like record audio and video. Then, Writing as the process for reading, speaking, listening. The teacher ask his student send assignment with via email and whats app.

Email has become the communication tool of choice for a lot of people. Much has been written about its use in the language classroom for asynchronous communication between students, between students and teachers, and between students and other outside of the classroom.

The email can be use mentoring assignment by the teacher. Using email is based is resources such as syllaby and other materials from other instructors because of using curriculum 2013. E- mail can used be class announcement by the teacher and discussion list for peer support student's. Question and answer sessions outside

of class time in group work conducted electronically with email. Email is using list students' group work to mentoring by teacher.

Powerpoint as a presentation and authoring tool, the teacher provided a summary of the grammatical item using the powerpoint as a presentation tool for writing skill and reading skill. While the listening skill using audio file and video and also using power point to easy the teacher explain the material to students.

Parlindungan (20011, p.20) discusses the importance of the underlying purpose of whats app is to facilitate communication, and at its most basic level, education is nothing but communication. whats app can provide a channel through which teachers can achieve faster and more seamless communication with their students. It can also increase the level of communication between students and create another venue for learning.

The use of whats app in language learning should be aimed to encourage students in learning the lesson especially English. By doing this, the learning process will be student-centered. However, the teacher plays a great role, so the teacher must choose the suitable topic to use in the discussion, and should help the student understand the lesson by using various features on whats app application. As a start the teacher create a group or forum in whats app application and the students are asked to join the group.

Then, a series of activities are presented as a sample, so that teachers get concrete ideas about how to use whats app in language learning. A student-centered approach is presented in this sample. This approach allows more exploration of whats app in English language learning, offers the students more opportunities to

formulate their own ideas or feeling about the issues as well as to improve their basic skills in the language learning process. To cater various learning styles, it is necessary to devise various kinds of tasks and activities. All of them are carried out in English to immerse students in an English-speaking environment.

The activities conducted to improve reading skills of students the teacher sends a simple reading text in the group discussion of whats app. It can be sending a short story to the whats app group. Short story is very useful in the trials to improve students' vocabulary and reading. However, there should not be too many words as not to make students lose interest the activity. This activity helps students to learn more vocabulary, in activity 3, students practice using the words they already understand the meaning. Senior High school students also profit from literary texts. What they to give them the opportunity to come up with their own insights and help them speak the language in a more imaginative way. They become more creative since they are faced with their own point of view.

The activities conducted to improve reading skills of students the teachers send a simple reading text in the group discussion of whats app. It can be sending a short story to the whats app group. Short story is very useful in the trials to improve students' vocabulary and reading. Using The Story of Smart Monkey and Dull Crocodile, the activities that can be conducted to help students to acquire more vocabulary.

In activity 3, students practice using the words they already understand the meaning. Senior high school students also profit from literary texts. What they read gives them the opportunity to come up with their own insights and help them speak

the language in a more imaginative way. They become more creative since they are faced with their own point of view (Parlindungan, 2011).

Teacher can create a variety of writing activities in whats app group to help students to develop their writing skills. They can ask students to write comments on the topic of discussion or more complex writing activities if students have reached a high level of language proficiency. Students can also be asked to write any responses raised by the teacher in the group discussion of whats app which can help them to improve their writing skills. The teachers can directly give correction if gramatically, there are any incorrect sentences. The teacher can send the picture of a place in whats app and ask the students to answer “where it is more creatively.

Whats app application offers features which can be used for learning speaking. Students can hold discussion on chat room on the whats app group. The student can find the topic of discussion themselves or the teacher. The teacher can also ask the students to record the voice and send to whats app group. To develop listening skill using whats app application, the teachers can do the following:

1. The teacher sends an audio recording and ask the students to listen to it. Ask them to take a note.
2. The teacher can send a video clips with English conversation and ask the students to watch and listen to the video. After that ask them to give comment or discuss the question based on the video.

E-mail has become the communication tool of choice for a lot of people. Much has been written about its use in the language classroom for asynchronous

communication between students, between students and teachers, and between students and others outside of the classroom.

After all the obtained data are presented, they also need to be analyzed. The analysis is based on the order of the issues that have been introduced earlier in this study based on the observation and interview.