THE USE OF ICT IN TEACHING ENGLISH AT UNIPDU JOMBANG

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Abstract

This paper discussed the use of ICT in teaching English by the teachers at UNIPDU Jombang, more specifically about (1) the method of applying ICT in teaching English and (2) The reasons for using e-learning. The result of observation and interview with the teachers showed that: First, both English teachers being observed explained to the students the importance of English in the internet world. Second, the teachers at UNIPDU modeled how to use the internet for learning English. Third, the observed English teachers at UNIPDU explained to the students that a lot of questions and other sources of learning are available on the Internet. Fourth, The English teachers explained that they chose the problems or questions that suit the students' English level of competence. Fifth, English teachers should give the opportunity to the students to communicate with them directly via social networking loved by youngsters nowadays like WA, Facebook or Twitter. Sixth, English teachers may give assignments to the students to look for the answers or solution to certain problems or questions on the internet.

Keywords: ICT, UNIPDU, Teaching English

Abstrak

Makalah ini membahas penggunaan TIK dalam mengajar bahasa Inggris oleh para guru di UNIPDU Jombang, lebih khusus tentang (1) metode penerapan TIK dalam mengajar bahasa Inggris dan (2) Alasan untuk menggunakan e-learning. Hasil observasi dan wawancara dengan para guru menunjukkan bahwa: Pertama, kedua guru bahasa Inggris yang diamati menjelaskan kepada siswa pentingnya bahasa Inggris di dunia internet. Kedua, para guru di UNIPDU membuat model bagaimana menggunakan internet untuk belajar bahasa Inggris. Ketiga, guru bahasa Inggris yang diamati di UNIPDU menjelaskan kepada siswa bahwa banyak pertanyaan dan sumber belajar lainnya tersedia di Internet. Keempat, Para guru bahasa Inggris menjelaskan bahwa mereka memilih masalah atau pertanyaan yang sesuai dengan tingkat kompetensi bahasa Inggris siswa. Kelima, guru bahasa Inggris harus memberikan kesempatan kepada siswa untuk berkomunikasi dengan mereka secara langsung melalui jejaring sosial yang disukai oleh anak muda saat ini seperti WA, Facebook atau Twitter. Keenam, guru bahasa Inggris dapat memberikan tugas kepada siswa untuk mencari jawaban atau solusi untuk masalah atau pertanyaan tertentu di internet.

Kata Kunci: ICT, UNIPDU, Mengajar Bahasa Inggris

A. Introduction

The students in Indonesia learn English as the first foreign language in school after the mother tongues Bahasa Indonesia and local languages(Fanani, 2015). As the important position of English as a global language, it is vital to us to learn and comprehend English well if we do not want to fall behind the others, especially those from other countries.

In the document of Deputy Minister of Education and Culture, concerning the concept and implementation of Curriculum 2013, it is noted that one of the consequences of the implementation of the curriculum in 2013 is of ICT (Information And Communication Technology). ICT is to be applied in all subjects in the curriculum2013(Permendikbud No. 68 Year 2014). Nowadays the information and communication technology is growing rapidly. Such technology has changed many aspects of human life, including education. In education we have "e-learning" as a form of ICT application in teaching and learning process.

E-Learning is a type of learning using Internet media, intranet, or other computer network media (Hartley, 2001). Another definition is given by Rusman (2013: 316). He states that e-Learning is learning that uses electronic network media (LAN, WAN, or the Internet) to deliver learning materials, interactions, and guidance. In short, e-learning is learning that utilize information and communication technologies. This paper will discuss the use of ICT in teaching English. To get better understanding, this essay will discuss (1) the characteristics of e-learning, (2) The reasons for using e-learning, and (3) Teaching English through e-learning.

B. Ict In Nowdays Era

We live in a different era of 10 or 20 years ago. Now is the era in which all information can be accessed easily via the internet. Therefore e-learning is inevitable to be used in classroom. The following are some characteristics of e-Learning proposed by Riyana (2007):

1) The students' understanding on the learning material does not depend on the explanation of the instructors/teachers because the students construct by themselves their own knowledge through teaching materials presented on website.

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2) The sources of knowledge are scattered everywhere and can be easily accessed by everyone. This is because the nature of the Internet media that can be accessed globally by anyone connected to it.

Teachers / educational institutions function only as mediator.

3) The educational system, curriculum, and management needs to be restructured to support the utilization of Information and Communication Technology (ICT) for optimal education.

The four characteristics above distinguish e-learning from conventional learning activities. In e-learning, the students' comprehensionon the instructional materials is no longer dependent on the teachers because learners construct their own knowledge through on-line teaching materials.

There are several reasons why the Internet can be used as a means to increase students' motivation. They are (1) Youngsters (students) are generally fond of internet. Therefore if they are asked to learn via the internet, they will be very excited to do so. (2) Most youngsters (students) like browsing the internet. Browsing the internet will be more pleasant when they have good knowledge in English so that they can visit the English sites that are generally more interesting. (3) Youngsters (students) commonly enjoy chatting. Such activities will be more fun and interesting when they use English or at least mixed between Bahasa Indonesia and English.

Based on the facts above, the use of internet for teaching (including teaching English) is inevitable. Teaching English will be more enjoyable and interesting (Maisarah, 2017). The following are some ideas that can be done by a teacher in teaching English through the internet.

Currently, ICT has been implemented in nearly all fields of life, as well as in education. In education, Internet technology has developed so important that the Indonesian government place ICT as one of the curriculum. The use of ICT in teaching has in recent times begun to demand the possible and important growth in language learning. It has become a main topic in teaching and has been utilized from kindergarten to university level that may ease students and teachers in the process of teaching and learning. ICT has been exposed as possibly influential empowering tools for modification and improvement of education. The internet technology has not eworthypart in the learning process particularly in studying language. A computer or internet technology is a device or tool that enables students in

studying a language, even though the success of studying rest on completely on the users. The internet technology in current period has been developed not only in terms of its quality but also the efficiency. The technology is developing fast as if without any limit. The requirement of hi-tech improvement has led to the revolution in communication and fast improvement in the application of ICT in teaching and learning. Such kind of technology contributes significantly in improving foreign language learning in Indonesia. Every school nowadays has implemented ICT to make the teacher easy to teach their students in the classroom. Many kinds of application of ICT they apply have proved to be able to improve and enhance the better lesson.

C. Method

This study uses descriptive approach by investigating how the teachers at UNIPDU used ICT to teach English. The location chosen as the site of study was the English Department, Faculty of languages and Literature, university of Pesantren Tinggi Darul Ulum Jombang (UNIPDU) in 2017. There were two teachers being observed: Mr. Ahmad and Mrs. Rita (both are pseudonym names). The methods of collecting the data are observing the classroom being taught by the two teachers and interviewing the teachers. The data collected were then analyzed and presented by describing how the teachers use ICT in teaching English.

UNIPDU Jombang is a university that stresses the use of IT (internet technology) as one of important means for studying sciences in any field of study. Since 2013 it advised all lecturers working at UNIPDU to make use of IT in teaching process. The use of IT has proven to be significantly help the process of learning.

D. Results

After conducting an observation in the classes taught by the two teachers and interviewed them, the following are the methods the teachers used in implementing ICT in their classroom.

First, both English teachers being observed explained to the students the importance of English in internet world. They explained that the Internet is a device that uses English as the primary language. Other languages, including Bahasa Indonesia, are secondary languages supporting those who cannot speak English. By explaining such fact, they expected that the students would understand that English has an important role

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in the internet world, and therefore worth studying. In other words, this method is used to motivate the students to seriously study English.

Second, the teachers at UNIPDU model edhow to use the internet for learning English. By modeling the practice, it is expected that the students would have direct experience in using internet for studying English. For example, the teachers asked the students to learn English on line. The teachers asked the students to open certain website to work on. After they had got the webpage, the teachers asked them to work on certain problems or questions and then immediately checked their answers.They do not need to be afraid of being scolded by the teacher or friend when they get wrong answers. When they get incorrect answers, they can immediately get an explanation of why the answers are wrong and simultaneously given the correct ones.

Third, the observed English teachers at UNIPDU explained to the students that a lot of questions and other sources of learning are available on the Internet and they are all related to four skills in the English language, listening, speaking, reading, and writing. In the internet the students can also study and practice international English tests like TOEFL, TOEIC, IELTS, GMAT, etc. There are also very complete grammatical materials to improve that can be used for learning grammar. Thus, students are free to choose which one they want more to develop their English. The teachers mentioned to the students some useful sites that they can use for studying Englis like: ESOL course, BBC Learning English, Five Minutes Language, ESL podcast, English Page, and so on.

Fourth, The English teachers explained that they chose the problems or questions that suit the students' English level of competence. In this case, the teachers chose beginner level questions for beginner level students, chose intermediate level of problems or practices for intermediate level students, and chose more advanced level of problems for students in more advanced level of competence. By choosing the problems that are appropriate with their level, the students would learn English more confidently. Besides, when students learn to answer / do the questions in accordance with their own level, they can directly evaluate the level of their own abilities by checking the answer. Here the students reflect theirown ability unnoticed. The students were also encouraged to choose the forms of questions in accordance with their own wishes either multiple choices, fill in the gaps, or essays. The teachers being observed seemed to have been familiar with the sites that provide good English lessons and exercises.

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Fifth, English teachers at UNIPDU gave the opportunity to the students to communicate with them directly via e-mail, Whatsapp or through other social networking loved by youngsters nowadays like Facebook orTwitter. Furthermore, the Teachers encouraged the students to chat with foreigners in English or updating their statuses in English. Through such activities, the teachers expected that the students' English skills (more specifically their writing and vocabulary) can flourish well. According to the teachers, this way of learning may be useful for shy students for practicing their English because they do not need to be shy when chatting in English with foreigners.

Sixth, the English teachers at UNIPDU gave assignments to the students and they had to look for the answers or solution to certain problems or questions in question on the internet. By searching the English sites they can improve their English vocabulary. For example, the teachers gave TOEFL problems on English structure. The students,in order to be able to answer the questions, had to search on the internet the answers for the problems and discussed with their friends.

E. Conclusion

Based on the description above, the use of internet in teaching English nowadays is absolute to do. This is because students today are students who are internet-literate. There are so many websites on the internet that can be used to develop their English language skills either for listening, reading, structure, or writing. By giving them the opportunity to use the Internet in the learning process, the learning atmosphere would be more fun and unstressful. It can also be concluded that the teachers at UNIPDU Jombang had already well implemented the ICT in teaching English to their students.

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