

**THE IMPLEMENTATION OF ICT USED BY THE TEACHER IN
READING COMPREHENSION OF RECOUNT TEXT**

A THESIS



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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/20**

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READING COMPREHENSION OF RECOUNT TEXT**

A THESIS

Submitted as a Partial fulfillment of the requirements of undergraduate Degree at
English Education Program in faculty of Education and Teacher Training
State Islamic Institute of Kerinci

By:

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**INSTITUT AGAMA ISLAM NEGERI
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ACADEMIC YEAR 2022/2023**



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Sungai Penuh, 2023
To:
The Rector Of IAIN Kerinci
At-
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OFFICIAL NOTE

Assalamu'alaikum Warahmatullahi Wabarakatuh

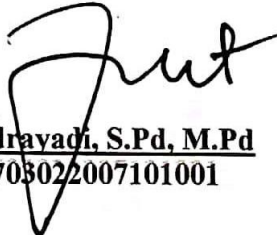
After guiding analyzing, briefing and correcting, the writing of **Pina Ziziana's** thesis, (the student's number is 1810203062) entitled: "**The Implementation of ICT Used by the Teacher in Reading Comprehension of Recount Text**", we are the opinion that thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Eduaction Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.


Wassalamu'alaikum Warahmatullahi Wabarakatuh

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APPROVAL AND ACCEPTANCE

This thesis with entitled of "The Implementation of ICT Used By the Teacher in Reading Comprehension of Recoun Text" by Pina Ziziana with students' number 1810203062 has been examined in the viva voce held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci. This Thesis is submitted as a Partial fulfillment of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci .

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled **“THE IMPLEMENTATION OF ICT USED BY THE TEACHER IN READING COMPREHENSION OF RECOUNT TEXT”** is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expressions is acknowledgment.

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ABSTRACT

Pina ziziana, 2023. The implementation of ICT that used by the Teacher in Reading Copenhension of Recount Text. Thesis. English Education Faculty Education and Teacher Training State Islamic Institute of kerinci. (I) Dr. Toni Indrayadi, M.Pd, (II) Yelni Erniyati, M.Pd.

(Keywords: The Implementation, ICT, Reading Comprehension, Recount Text)

The aims of this research are to find out kinds of technology and ways in using of ICT used by the teacher in teaching reading comprehension of recount text and to identify the teachers' problems appear in implementing the ICT in teaching reading comprehension of recount text. The researcher used descriptive qualitative research and data was gathered from observation and interviews. Three English teachers from different school participated in this study. This study found that teachers used Laptop, LCD Projectors and Power point as the device to teach. Some other ICTs or application are Whatsapp it was used to to send a task or subject study as pdf if the power is out, online dictionary, Youtube, and E-learning like E-book, which is provided by their schools. In terms of learning scenario, teachers mostly focused on presentation, practice and production. So they explain the lesson, practice with students and ask the students to produce what they have learned. All teachers face the same problems: unstable internet connections, some students do not have mobile phones and lack of equipment and support in facilities and infrastructure. This research was suggests that a synergy between schools and teachers plays a key role in class which is Supporting the English learning process by preparing complete facilities, instruments and wifi.

ABSTRAK

Pina Ziziana, 2023. Implementasi TIK yang Digunakan Guru dalam Pemahaman Membaca Teks Recount. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Keguruan IAIN Kerinci.(I)Dr.Toni Indrayadi,M.Pd,(II)Yelni Erniyati ,M.Pd.

(Kata kunci: Implementasi, TIK, Pemahaman Membaca, Recount Text)

Tujuan dari penelitian ini adalah untuk mengetahui jenis teknologi dan cara penggunaan TIK yang digunakan oleh guru dalam mengajar pemahaman membaca teks recount dan untuk mengidentifikasi masalah guru yang muncul dalam mengimplementasikan TIK dalam pengajaran pemahaman membaca teks recount. Peneliti menggunakan penelitian kualitatif deskriptif dan data dikumpulkan dari observasi dan wawancara. Tiga guru bahasa Inggris dari sekolah yang berbeda berpartisipasi dalam penelitian ini. Studi ini menemukan bahwa guru menggunakan Laptop, Proyektor LCD dan Power point sebagai perangkat untuk mengajar. Beberapa TIK atau aplikasi lainnya adalah Whatsapp yang digunakan untuk mengirim tugas atau mata pelajaran dalam bentuk pdf jika listrik padam, kamus online, Youtube, dan E-learning seperti E-book, yang disediakan oleh sekolah mereka. Dalam hal skenario pembelajaran, sebagian besar guru berfokus pada presentasi, praktik, dan produksi. Jadi mereka menjelaskan pelajaran, mempraktekkan dengan siswa dan meminta siswa untuk menghasilkan apa yang telah mereka pelajari. Semua guru menghadapi masalah yang sama: koneksi internet yang tidak stabil, beberapa siswa tidak memiliki ponsel dan kurangnya peralatan dan dukungan sarana dan prasarana. Penelitian ini menunjukkan bahwa sinergi antara sekolah dan guru memainkan peran kunci di kelas yang mendukung proses pembelajaran bahasa Inggris dengan menyiapkan fasilitas, instrumen, dan wifi yang lengkap.

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The researcher realized that many people had helped and made helpful suggestions until this thesis was completed. The researcher gave thankfulness and appreciation to her beloved parents Arsil Muas and Engriani Without the help of financial, motivations thesis would not exist. Therefore, the researcher would like to express their special thanks and heartfelt thanks to all of the followings:

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Sungai Penuh, 2023

Reseacher,

Pina Ziziana

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DEDICATION AND MOTTO

DEDICATION

Bismillahirrahmanirrahim

I dedicated this thesis to:

My beloved parents as my hero, My Father Arsil Muas and My Mother Engriani, who always give spirit, praying for my study, career and my success in the future. Thankyou for your love, endless support, and sacrifices for me. You are the best support system that I've ever had.

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My dearest friends, and all people in my life,

May Allah guidance and blessing them

With love and hug,

Motto

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Verily, with (this) hardship (too) there is ease"

Actually with difficulties there is easy

(Q.S Al Insyirah : 6)

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CHAPTER 1

INTRODUCTION

A. Background of study

In this era of globalization, technology especially Information and Communication Technology (ICT) is growing rapidly, which forces the world of education to have positive innovations for the advancement of education and schools. One of the functions of educational technology is that it can change the conventional way of learning to be non-conventional.

School must respond to increasingly sophisticated technological developments that provide a myriad of knowledge. Duffy (2003) “Dealing with teaching and learning process, technology is best viewed as a robust set of instructional tools that help teachers and learners accomplish the objectives of teaching learning process”.

In addition, technology is a necessity towards innovative school by using ICT because with the use of technology it is hoped that there will be an increase in the quality of learning/teaching, increased productivity or efficiency and access, an increase in positive learning attitudes, professional/staff development, and an increase in profile/introduction. These five things are needs that form the basis for the need for the application of technology in schools. Thus, it is hoped that schools will experience change in accordance with global demands but remain in line

with their vision and mission which are correlated with school and regional needs. (Hayyi, 2011)

Learning in schools needs to use a series of electronic equipment that is able to work more effectively and efficiently. Even so, the teacher's role is still needed in the classroom, as a designer, motivator, and mentor whose existence is vital and urgent in the teaching and learning process. Teachers must be able to use and utilize information and communication technology in carrying out learning. Therefore, the teacher should not be fixated on the face-to-face learning model in classroom, but must also be able to use media that make it easier to deliver the subject matter. Commonly spend more time in facilitating students rather than transmitting knowledge solely. As a consequence, learning process tends to be student-centered than teacher-centered; in other words, the teacher is not a resource of knowledge but a facilitator who facilitates them to study. The ministry of research and Technology (2006:6) information and communication technology (ICT) as part of science and technology (IPTEK) in general are all technologies related to the collection, processing, storage, distribution, and presentation of information.

Amrul (2021) "In traditional language teaching methodologies, teacher taught facts from books. In comparison, the current teaching methodologies focus on teaching strategies to decide what knowledge is needed. Teacher's roles are functioned as guides to help students to be

good at choosing, accessing, evaluating, organizing, and storing 2 information. (Hashemi, 2011)

Furthermore, the development of the use of technology has an effect or influence on education. The use of technology in education will bring benefits for the future in all areas of society.

The role of educators in the teaching process in schools is not uniform, but depends on institutional characteristics, conceptions of teaching and learning, individual experiences, and teacher personality types. In the learning process, highlight the importance of technological resources. This indicates that technology is used for content development which emphasize the importance of the teacher as a mediator of this process.

The use of ICT in education sector is really needed to make the student feel comfort and enjoy the learning process. Because, the students will enjoy to do the assignment or can get their attention to material that given by the teacher when the learning process is fun and attractive. That is why the method which is chosen by the teacher is really important to motivate and interact students. It means that ICT is a powerful tool as it significantly extend people's abilities, and it is particularly effective learning tool (Crawford, 2013 :4).

There are some features that can be used by the teacher in teaching by using ICT (Information and Communication Technology) in the classroom

for instance video, audio, film, internet, digital dictionary, Power point and Microsoft word. Technology with web-based like E-mail, Website, Web-blog, and types of non web-based like LCD digital projector, Computer, videotapes and audiotapes like Tape Recorder and sound system (Siti, 2020). Moreover Teachers have the options using Technology like web based or non web based, to make instructional media become interesting.

In addition, those features can be used to teach the four language skills in reading, listening, speaking, and writing. In general, reading is considered as a complex skill, where readers are directed to not only read a written text simply, but also use their full comprehension. To define this process, there is a term called Reading Comprehension. Reading comprehension is a complex process involving a combination of text and readers. It is a process through which the reader draws meaning from a text, based on his or her knowledge, the nature of the text and the author's message, the perceived purpose of reading, and the broader context in which the reading is carried out.

Furthermore, in reading comprehension the reader's memory is needed to store the information obtained. Therefore, reading comprehension requires the ability to remember information from a text or passage. There are some text that has to be mastered and competent by students about genre or text. Those are descriptive text, procedure text, narrative text, and recount text. In this research, researcher focus on recount text as one of the text that has to be taught in eighth grade students

of SMPN 9 Sungai Penuh. The students should be able to understand and comprehend and construct meaning from what they read and integrate the informations the text they are reading as efficiently as possible. Also requires a schema of the reading content to understand a text. In other words, the students need to relate the information given in the text to his background knowledge. And ICT can helps students to gain informations and materials clearly defined objectives, learning activities as well as feedback and evolution with the use of digital technologies and communication tools.

The researcher is curious about implementation of ICT used by the teacher in reading comprehension of recount text in class, what ICT that they used, the ways that they teach during implementaion of ICT, and what problems appears during implementation of ICT. The researcher believes that this information could refer to other teachers, not only English teachers but also other subject teachers. So, selecting teachers from different schools would show various ways about how the teachers implementation ICT.

In fact, SMPN 9 Sungai Penuh and SMPN 11 Kerinci has used the ICT to facilitate the teacher to teach the students especially in teaching English of reading comprehension of Recount text. Based on that fact, the researcher was interested to know”The Implementation of ICT used by the teacher in reading comprehension of recount text”

B. Identification of the Problems

Based on the background of all problems stated previously, the researcher identified the problem “the English teachers have used ICT in teaching reading comprehension of recount text”.

C. The Limitation of the Study

The researcher limited the study in the kinds and the ways of the teachers in applying ICT in teaching reading and problem appears in” Implementing the ICT in reading comprehension of recount text”.

D. Research Question

According to the limitation, the researcher formulated the research question:

1. What kinds of technology and ways in using of ICT used by the teacher in teaching reading comprehension of recount text?
2. What are the teachers' problem appear in implementing the ict in teaching reading comprehension of recount text?

E. Purpose of the Research

The purpose of this research were as the following:

1. To find out kinds of technology and ways in using of ICT used by the teacher in teaching reading comprehension of recount text.
2. To identify the teachers' problems appear in implementing the ICT in teaching reading comprehension of recount text.

F. The Significances of the Research

The result of this research was to contributed the teachers' who teaching in eighth grade of SMPN 9 Sungai Penuh and SMPN 11 Kerinci.

For the teachers, they can use ICT as an alternative techniques to teach and help students especially in reading comprehension of recount text. For the students, they can use ICT to motivate their reading skill well, foster student's interest in learning, develop problem solving. For other researcher, the results of this research are intended as a reference for conducting research in the same field.

G. Definition of Keyword

In order to clarify the key terms used in this research, some definitions are put forward:

The Implementation: the implementation means how the teacher apply ICT for the teaching and learning process. The use of ICT for teaching and learning process depend on the creativity of teachers also the tools which support the learning process itself.

ICT: Information and Communication Technology (ICT) can be described as the technology which contain software and hardware.

Reading Comprehension: is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

Recount Text: a text that tells the reader about one story, action or activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

This chapter concerns with the review of some literatures concerning to the literature problems.

1. Information and Communication Technology(ICT)

a. Definition of ICT

Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today's education field. ICT in education point of view refers to information and communication technology such as computers, communication facilities, and features that variously support teaching learning also a range of activities in education (Liyakhath, 2019). Furthermore, Information and communication technology (ICT) is playing important competency for students in teaching and learning process.

Moreover, ICT is a mixture of hardware (equipment), software (operating system, application, etc) and communication facilities. ICT can be hardware like a computer, digital cameras and software like Excel or various resources and tools.

Fortunately, ICT is powerful tool of teaching and learning also can complement, enrich and transform education for the better. Abbott (2001) states that ICT has the potential to cause irreversible change in

classrooms and schools. And ICT is becoming less word-based text and is now essentially multimedia involving pictures, moving images and sounds.

Jupri (2011) “Information and Communication Technology (ICT) has three main aspect, there are information, communication and technology”. Literally the term of ICT (Information and Communication Technology) based on can be described in some meaning as follow:

1. Information is knowledge that can be gained through learning, study, experience, or instruction.
2. Communication is a process to send information (message, idea, and suggestion) from one person to another person so they are affecting each other.
3. Information Technology (IT) literally is composed of the word “information” and “technology”. Simply, information technology is a human manipulation of the information distribution process from sender to receiver, so the distribution can be faster, a wider distribution, and for longer storage.

Based on some explanation above. It can be conclude that Information and Communication Technology (ICT) is the tool or device that use for transferring, collecting, processing, distributing the information or news that very useful for everyday human life to

help them face the world with new knowledge and shared it to others.

b. Kinds of ICT

There are four media that can be used in ICT (Hartoyo and Budiman, 2012).

1. Interactive multimedia

Technology helps make it easy to combine several media including text, graphics, audio, video, and animation, to become computer program applications. Multimedia can usually be found on websites.

2. Television

Television is a system for converting visual images with sounds into electronic signals, transmitting them by radio or other means, and displaying them electronically on the screen.

3. Computer

An electronic device which is capable of receiving data information and performing a sequence of logical operations in following with a predetermined but variable set of procedural instructions program to produce a result in the form of information or signals.

4. Sound system

A Sound system that is usually found in one part a computer device. Sound systems are combined into one with a laptop, besides that there is also a separate device.

There are many kinds of Technology ICT that can be use in teaching English especially to faciliate teacher to make the learning more be interesting. ICT based learning can be utilized in the teaching process called multimedia computers such as laptops, projectors LCD and learning CD in delivering subject matter so that students can increase their knowledge and understanding.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a complex process involving a combination of text and readers. It is widely reasonable that the three key types of reading are as; accuracy (involves phonological and orthographic processing), fluency (includes time), and comprehension (Ahmadi, Hairul, & Pourhossein, 2012; NICHHD, 2000). The purpose of reading comprehension is to construct meaning from the contexts (Sweet & Snow, 2002).

Savage, et al (1997; 29) "Comprehension is cognitive activity, the ability to derive meaning and understanding from printed language". Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation (Meneghetti, Carretti, & De Beni, 2006). So, reading comprehension is an interactive activity between students and contexts (Rumelhart, 1994); in the period of this interaction between students

and contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge.

Furthermore, the researcher concluded that reading comprehension is the ability to process text and understanding the meaning.

b. Components of Reading Comprehension

There are six major components of reading comprehension, and those are: decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge, readiness aspect and effective aspect (Donald et al, 1997:31-38). Those components will be explain as bellow.

a. Decoding Knowledge

It refers to determine the oral equivalent of the written word. Decoding knowledge is important for comprehension to determining the oral equivalent of a word to help a reader.

b. Vocabulary Knowledge

The knowledge is what one has about word meaning used to determine the appropriate meaning for a word in particular context.

c. Syntactic Knowledge

Includes understanding word order rules that exist within sentence and permit also determine grammatical function and sometimes the meaning and pronunciation.

d. Discourse Knowledge

The knowledge of language organization at units beyond the single sentence level. Including knowledge of the structure organization of different type of writing.

e. Readiness Aspect

The ability of the student to benefit from initial reading instruction. It is referring different concept, traditionally. Includes being understand particular selection and ready to read.

f. Effective Aspect

Includes both interest and attitude. And these increase motivation and facilitate reading comprehension.

Based on the description above there are six components of reading comprehension that must be achieved by the students, So that the students can be categorized as a comprehensive student in reading.

3. Recount Text

a. The Understandings of Recount Text

There are two main categories of text: the first is literary. It is used to tell about human experiences in an imaginative way and its

purpose is to amuse readers, such as narrative text, poems and dramas. The second is factual. It is used to present information and ideas and its social function is usually to inform, instruct, or persuade readers, like explanation text, discussion text, exposition text, etc.

There are so many kinds of texts that has to be mastered by students. Such as descriptive text, procedure text, narrative text, and recount text. However, in this research the writer focuss on recount text. Recount text is one of text that usually retells a past events and experiences. Mark and Anderson (1997:48) in a journal defined that a recount as a piece of text that retell past event, usually in the order in which they happened. The purpose of recount text is usually either to inform or to entertain the readers and know something happened in the past.

b. Generic structures and language features of recount text

The recount has a title, which summarizes the text. Past tense verbs are used, and frequent use is made of words which link events in time, such as next, later, when, then, after, before, first. Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).

There are three generic structures of recount text:

- 1) Orientation: It introduces the participants, place and time at the first paragraph gives the readers background information

needed to understand the text, such as who was involved, where it happened and when it happened.

- 2) Event: It describes series of event that happened in the past.
- 3) Reorientation: It is optional; it means that it is fine whether you write it or not. Reorientation explains personal comment about the event or what happened in the end of the writer to the story.

Recount text is a text retells events for the purpose for informing and entertaining. It begins with an orientation that gives the background knowledge for the reader in order to understand about the text i.e. Who was involved, where it happened, and when it happened. Then, recount text unfolds with a series of events ordered in chronological sequences. At various stages there may be some personal comment on the event which is called as reorientation. Thus, it can be concluded that a recount text has three elements: orientation or setting, events and reorientation or concluding statement of the story (Karani, 2008:11).

The orientation provides the setting and introduces participants, the events tell the sequence of the events, and the re-orientation consists of summaries of the events.

c. Type of recount text

There are three types of recount text.

- 1) Personal recount : These usually retell an event that the writer was personally involved in.
- 2) Factual recount : Recording an incident, e.g a science experiment, police report.
- 3) Imaginative recount: Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate.

Recount text has several types of text that can be used adapted to the purpose itself. The details in a recount can include what happened, who will be involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

4. The way the teachers use the kinds of Information and Communication Technology (ICT) in teaching Recount text

a. Audio and video

The teachers can used separate electronic devices like CD/MP3 players, telephones, televisions and radio have been integrated directly into the personal computer, the functions that require audio are easily handled by computer with some additional audio circuitry. The use of audio and video also makes it possible

to present knowledge in different ways and enables different forms of interaction with learners. Utilising audio and video to support learning is now more accessible than ever (Oliver et al. 2012).

b. Lcd Projectors

Using Multimedia projector in the class, the teacher can deliver a topic not only verbally but also visually that is much supportive for students to give more concentration in the class. Cakir in Amin (2018) the significant of using multimedia projector to show the video for the presentation and speaking skills, satisfaction and enjoyment as well as draws their concentration on the prime idea of the video presentation by multimedia projector so it is essential for learners to have dynamic element in video teaching presentations.

Furthermore, LCD projectors also allow images to be projected in a crystal clear format. This means that images be seen by all students in a lecture theatre or classroom, no matter the size of the room.

c. Social media

Social media can be defined in different online platforms and tools that people use to share content, profiles, opinions, insights, experiences, and to interact with others (Gupta, 2014). Teachers and others educators can effectively use social media to aid their own professional development.

Oxford dictionaries Social media include social networking like facebook,twiter,instagram,whatsapp,internet forum,chat room, and message boards where people meet and discuss topics of internet,video,photo sharing sites like youtube,twiter,and etc.Teachers and others educators can effectively use social media to aid their own professional development.

d. Powert point

Umar (2018) Ministry of Educational and Culture stated that “ICT implementation program has improve quality in indonesia.In the application of ICT schools are expected to have ICT training from focusing on word processing and data like word, Excel and acces until making a presentation using powerpoint and the development of website (E-learning) has been developed”. Which is a computer application program that is widely used for presentation purposes to be used in information and knowledge presentation activities. In developing presentation media the teacher can use text, image, and video elements.

Teachers can used ICT to prepare teaching material, making lessons more complete, attractive and personalized thanks to the extended opportunity to find textual and audiovisual contents; the use of pc and ICT in class might push teachers to plan lessons more efficiently and make them more attractive for students thanks to a greater visual appeal.

Teacher can use some technologies to make the learning process fun and attractive, and then the students will enjoy to do the assignment or always pay attention to the material given by the teacher.

B. Relevant Research

Many researchers have been conducting studies related to this research. There are as follows:

The first, the study about ICT written by students of English Department from Sebelas Maret University, entitled "The Implementation of ICT Based Learning in English Teaching and Learning Process at SMP RSBI" by (Marfu'ah, 2012). The method used in this research is qualitative method. The result showed that the school that has been observed applied ICT based learning in its learning design, especially in the English teaching and learning process which covers the planning, implementation and evaluation stages.

Another similar study was conducted by students of English Department from State Islamic Institute of Tulungagung, entitled "ICT Based English Teaching in SMPN 1 Trenggalek" by (Anwariana, 2013). The research design of this study was descriptive design by using qualitative approach. The result showed that there are three kinds of preparations done by English teacher before teaching English by using ICT. The first is pre-teaching by preparing lesson plan. The second is whilst teaching preparation, such as preparing the materials and tools use

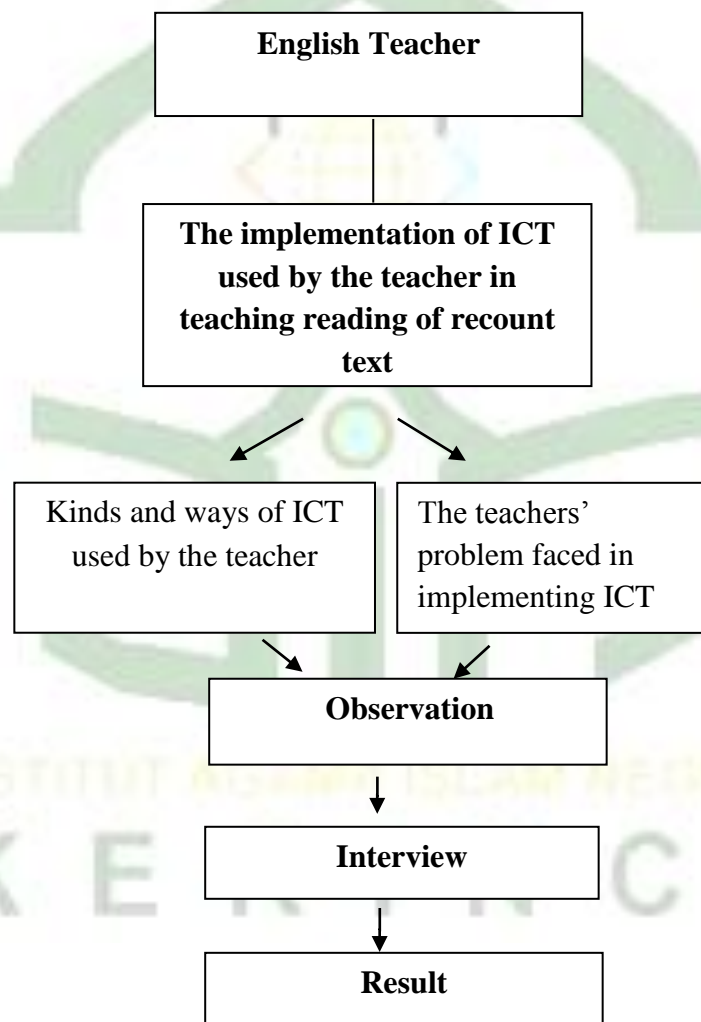
for learning process. The last preparation is post teaching preparation such as giving a test and for assessment. The implementation of teaching English by using ICT is divided into three section activities. Those are opening activity, main activity and closing activity.

The other research about ICT using application is Edmodo application. This research written by students of English Department from State Islamic Institute of Tulungagung, entitled “The Effectiveness of Edmodo in Increasing Students’ Writing Skill in Recount Text (An Experimental Study towards The First Graders of MAN Rejotangan in Academic Year 2014-2015) by (Fauzi, 2015). This study used quantitative approach with pre-experimental design. The participants of the study comprised 9 students from Excellent program. They were purposefully assigned as the sample of the study. Before starting the treatment, two similar tests were prepared as the pretest/posttest, IBM SPSS Statistics 20 was used to investigate whether Edmodo was effective in increasing students’ writing skill in recount text.

Based on some previous studies above on the implementation and the use of ICT, the researcher conducts research in English instruction by the teacher in using ICT (information and Communication Technology) in reading comprehension of recount text. The similarity with the previous studies in this research is the research about the use of ICT in English instruction. But, in this study, the researchers conducted research in two teachers who are teaching in the eighth grade of SMPN 9 Sungai Penuh.

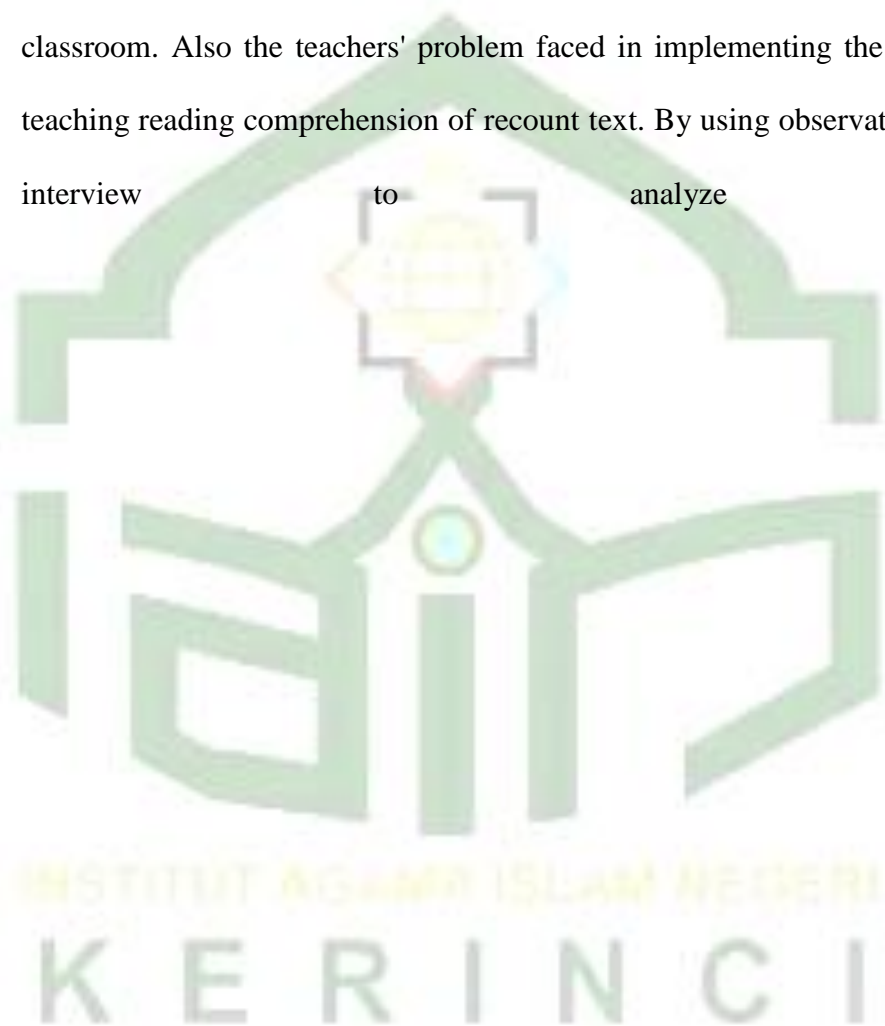
Interviewed and do observation ceklis with the teachers. The researcher used descriptive qualitative, and describes kinds of Technology and ways in using of ICT used by the teacher in the classroom.

C. Conceptual Framework



The conceptual framework above, describe some problem that stated before in background of this research. The method of this research

is descriptive qualitative research by using thematic analysis. The main focuses of this research is the implementation of ICT in teaching English which focuses on the English teachers as subject of this research and conduct kinds and ways Technology (ICT) ,the research aims to find out kinds of Technology and ways in using of ICT used by the teacher in the classroom. Also the teachers' problem faced in implementing the ICT in teaching reading comprehension of recount text. By using observation and interview to analyze it.



CHAPTER III

RESEARCH METHODOLOGY

A. Kinds and Research Design

The researcher used qualitative research method with descriptive qualitative. Qualitative research methods used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment. Qualitative research refers to process-oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning. Creswell, (2013) “Qualitative research methods are methods of describing, understanding, and developing meaning by multiple individuals or groups that originate from social or humanitarian issues. Qualitative research efforts in this process include questions and procedural questions, collection of data from specific participants, specific to general subjects to be analyzed, and interpretation of the meaning of the data. It includes efforts such as interpretation”

The research used descriptive qualitative to describe the behavior, thought or feelings of a group or individual. In a descriptive qualitative, the researcher connected the behavior being studied with others variable, examines or explains its systematic causes, such as descriptive research which only describes. “The descriptive method is inherent in the act of uncovering a case or case as it is, and thus becomes a form of generating phenomena. The

result of research is an objective presentation of the actual situation in the observed form. It not only collects facts, but also provides persuasive interpretations, making it widely useful for research (Nawawi, 2005).

This method intended to describe everything related to the topic of the research. Where, the researcher described about the kinds of technology, ways and what are teachers's difficulties in implementing the ICT in teaching reading comprehension of recount text.

B. Location and Research Time

This research was conducted at the eighth grade of SMPN 9 Sungai Penuh, located in Kol.m.koekoeh Street, Amar Sakti Village, Sungai Penuh City, Jambi Province. And SMPN 11 Kerinci, located in Lolo Gedang village, Kerinci District, Jambi Province. In addition, this research used a descriptive qualitative method and consist of 3 English teachers who teach in different schools at the eighth grade.

C. Participants of the Research

The researcher selected the participants of the research is by using purposive sampling techniques. The purposive sampling technique is a sampling technique for data sources with considerations, such as people who are considered to know what is expected (Sugiyono, 2015). And the participants of this research are the English teachers at the eighth grade of SMP 9 in Sungai Penuh City and SMP 11 Kerinci in Lolo Gedang village. The reason of take the teacher because they are considered to know what is the researcher expected because they are the teachers who teach in eighth

grade and know about recount text and their also using ICT in teaching reading comprehension of recount text.

D. Instruments of the Research

The instruments that will be use are as follows:

1. Observation checklists

The researcher observed while the teacher begin the subject by using observation checklist. There are 10 coloumn of the observed activities about the teachers instructional used ICT in teaching reading comprehension of recount text and observation of each teacher aims to observe how the teacher implements ICT and find out the kinds, ways and problems appears of ICT used in teaching English.

2. Interview guidelines

This interview used semi structured interview or used interview guidelines while interviewing the teachers. Interview guidelines are list of the topics and questions an interview. The researcher interviewed with each participant lasting 30 minutes at the location of each participant's choice. The interview guide consisted of ten questions about the teachers' perspectives on implementing ICT in teaching English. The researcher recording the answer by voice recording that it allows the interviewer to concentrate on the interview rather than writing notes, which can act as a distraction to both the interviewer and the person(s) asking the questions.

E. Technique of Data Collection

There are two instruments used in this research. Observation and interview which can be explained as follow:

1. Observation

Before the researcher used observation ceklist to know kinds and ways of ICT that used by the teachers in class during teaching and learning procces also teachers' problem appears in implementing that. The researcher asked her friends who got PPL in SMP 9 Sungai penuh, are the eighth grade at the school using ICT or not, and when they said yes the school use it, the researcher prepare to do her research at there. Meanwhile in SMP 11 Kerinci, the researcher have got PPL in this schools. So, the researcher know that the school has used ICT. The question of observation ceklist adopted from Siti Alfiani Arifin, the researcher taken it because related to the research to observe how the implementation of ICT the teachers used in teaching especially in teaching reading comprehension of recount text.

2. Interview

Interview is a meeting of two people to exchange information and idea through questions and answers, which results in the construction of meaning about a particular topic (Sugiyono, 2011). The researcher was interview two English teacher at the eighth grade of SMPN 9 Sungai Penuh and one teacher from SMPN 11 Kerinci.

In this research, the researcher used semi structured interview and collected the data in which the researcher asks questions to and records answers from only one participant in the study at a time by using the list of the topics.

Interviewed with each participant lasting 30 minutes at the location of each participant's choice. Open-ended and follow up questions are implemented in this interview. Previously, the researcher asked permission to head of SMPN 9 Sungai Penuh and SMPN 11 Kerinci to involve the English teacher at the eighth grade to this research and would like to interview them. The researcher used Bahasa Indonesia to avoid misinterpretation and ease the respondents' to answer the questions. This technique of data collection provides us rich data with respect to the difficulties of silent letters in English pronunciation learning. (Indrayadi, 2021)

Semi structured interview are using when the research would benefit from a fairly open framework. They are also using when more useful information can be obtained from focus yet conversational two-ways communication with the participants. In the semi structure interview, it is usual to formulate detail question before the interviews. In the other hand, semi structured interviewing starts from broad and more general questions or topics (Phatak, 2012).

The questions of interview was adopted from Muh. Irfan Rahim, he researcher taken this interview questions because related to the research questions about the implementation of ICT or Technology. The purpose of the interview is to get the right information from the teachers about used (ICT) in teaching and learning process. Interviews are conducted by asking some of questions about Technology.

F. Technique of Data Analysis

In analyzing the data, the researcher was used Thematic Analysis technique. Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data. And further than this, and interprets various aspects of the research topic. Qualitative approaches are incredibly diverse, complex and nuanced (Holloway & Todres, 2013), and thematic analysis should be seen as a foundational method for qualitative analysis. In other hand, Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

In addition, the researchers need to take the time to 'get to know more closely' the data they have obtained before carrying out the next steps of thematic analysis. The researcher needs to understand and integrate with the qualitative data obtained. And there is no more effective

way to be more integrated with the data than rereading interview transcripts and even listening to interview recordings again that were made during the data collection process. Interview recordings can be an important source in the data analysis process because researchers can get information or insights through the conversations they have with participants.

For more details on how to technically perform data analysis by using the thematic analysis method, will be explained as follows:

Step 1: Generating initial codes

As the first truly analytic step in the process, coding helps to organized data at a granular, specific level. The process of coding is one of reducing a text or image database to descriptions and topics of people, places, or events. It involves examining the text database line by line, asking oneself what the participant is saying and recording it, and then assigning a code label to the text segment.

By recording how codes developed from observations and ideas, the researcher can begin the process of creating an audit trail to support the trustworthiness of a researcher's interpretations and analysis (Lincoln and Guba 1985; Nowell et al. 2017).

Step 2: Searching for themes

The second steps in thematic analysis is to find a theme, a theme that is in accordance with the research objectives. This theme describes something important in the data related to the background of the problem in this research.

The process of themes identification – how those walls and roof are built – is fundamentally an active and interpretive process. Themes do not simply emerge from the data (Varpio et al. 2017); instead, themes are constructed by the researcher through analyzing, combining, comparing, and even graphically mapping how codes relate to one another. Themes should be independently meaningful but also work together to form a coherent whole—an analytic story’ (Clarke and Braun 2014).

Step 3: Reviewing themes

Braun and Clarke (2006) described step 3 as a two-level analytical process. In the first level of analysis, the researcher looks at coded data placed within each theme to ensure proper fit. The researchers reviews all relevant codes and data extracts under each theme and asks: Does each theme have adequate supporting data? Are the data included coherent in supporting that theme? Are some themes too large or diverse? Data within each theme should have adequate commonality and coherence, and data between themes should be distinct enough to merit separation (Attride-Stirling 2001; Braun and Clarke 2006).

Step 4: Defining and naming themes

Step 4 finds the researcher creating a definition and narrative description of each theme, including why it is important to the broader study question, the names of themes to be included in the final report are reviewed to ensure they are brief and adequately descriptive (Braun and Clarke 2006).

Step 5: Producing the report/manuscript

This final step involves writing up the final analysis and description of findings (Braun and Clarke 2006). Elements of the writing process have already begun through the processes of note taking, describing of themes, and selection of representative data extracts in prior steps which consists of personal views, making comparison between the findings and the literature, and suggesting limitations and future research.

G. Trustworthiness of the Study

This research was conducted by applying qualitative research. So, it concerned with the trustworthiness. The data or information collected from the research in the form of documents, observation and interview to see the credibility of research findings. In this research, the checking of the research findings used triangulation. Triangulation of data was collected through multiple sources include Observation, Interview, and document (Crosswell, 2009).

There are three types of triangulation, triangulation of source, triangulation of technique and triangulation of time (Sugiyono, 2011). This research used triangulation of technique to collect the data which uses some techniques of data to validate it. The data taken from observation and interview was compared to the data from documentation which use the same source. So, the teacher's of the eight grade were interviewed and asked the documentation for the research.



CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

This chapter consists of research results and explanations to answer problem statements and it was divided into two. The finding of the research and discussion of the research. The findings present the data descriptions, followed by the research first point, findings kinds of Information and Communication Technology (ICT) and ways are used by the teachers in implementing ICT in teaching reading comprehension of recount text. And the second point is to identify the teachers problem appears in teaching by using Information and Communication Technology (ICT). The data which have been collected in the field based on the observation of the English classroom in eighth grade and interviewed the English teachers.

A. Research Findings

The findings cover data about what kinds and ways of information and communication technology (ICT) are used by the teacher in implementing and teachers' problems appear on implementing information and communication technology (ICT) in reading comprehension of recount text. The participants were two English teachers' at SMPN 9 Sungai Penuh and one teacher from SMPN 11 Kerinci.

1. Kinds and ways of information and communication technology (ICT) Used by the Teacher in Teaching

Some applications, websites, and tools are used to make class effective. Every teacher has different ways of what Information and communication technology (ICT) is used in their teaching.

a. Kinds of information and communication technology (ICT) used by the teacher

In this study, the researcher found ICT that mostly used by the teachers that is Laptop and LCD projector.

"Technology that is mandatory or that cannot be left behind in my class is a laptop and LCD Projectors because during the teaching and learning process I will show power points to students." (Teacher 2)

Teacher 1 also said that *"I think it is Laptop, LCD and power point that cannot be left behind in my class because students are also familiar with these technology"*

"Type of technology that I often use and that should not be left behind is a laptop and LCD projector. Especialy for reading, I usually use power point, different if the lesson is related to listening and speaking, for that I use speakers as well and also still use the power point itself" (Teacher 3)

Laptop is great help in stimulating and facilitating the learning. The teacher used LCD Projector to be connected in the laptop and used power point presentations as teaching tools through the use of projectors. The teachers used it to gather, to prepare, and to control students before starting to learn.

Based on the interview with teacher 1 and teacher 2, the researcher found that the teacher used laptop to teach about recount text. The laptop was connected to LCD Projector and the teacher showed the material through power point presentation.

The second application or technology was used by teachers is Whatsapp. Whatsapp is a free messaging app available for Android and other smartphones. The teachers used the application when power outage happen and to send a task as pdf file in whatsapp group.

"Yes, we use WhatsApp and each class has a group. Especially when there is covid-19, learning is shifted to learning from home. So, Whatsapp is one of a tools that we used to teaching and it is still being used until now"(Teacher 1)

"Yes, I used WhatsApp. It is like whatsapp group that we used from covid-19 until now. If the powers is out, I use whatsapp as a learning tool to send pdf lesson materials to the whatsapp group."

In line with teacher 1 and teacher 2, teacher 3 also used Whatsapp. *“For social media, we use WhatsApp, where each class has a group. sometimes there are late assignments, I ask them to collect them in WA. Not only assignments, I also often send some materials via WhatsApp.”*

Besides those applications, the researcher found after did observation checklist there were other applications, websites and some kinds of ICT that teacher used such as Google Classroom, Google Form, Youtube, and E-learning, which is provided by their schools.

Table 4.1 (Applications, websites and another of ICT that used by the teacher)

Teacher 1	Teacher 2	Teacher 3
- Whatsapp	- Whatsapp	- Whatsapp
- Internet	- Internet	- Internet
- Speaker	- E-book	- Speaker
- E-book	- Youtube	- E-book
- Youtube	Online	- Youtube
- Online dictionary	dictionary	- Online dictionary

b. Ways the teachers implementing information and communication technology (ICT) in reading comprehension of Recount text

Based on the interviews, the teachers use same methods in teaching. The common teaching sequence used to teach is the PPP method (Presentation, Practice, and Production). However, based on the interview, after explaining the lesson, the teachers asked to practice English and directly produce what they had learned by speaking and rereading. Here are the steps that they did in teaching.

1) Presentation

As stated by Teacher 1, he said that before he teaches he will explain about their study first in the classroom. And he also showed to the researcher his laptop related to his learning about how he used Power point as a media to learn reading comprehension of Recount text during Information and communication technology (ICT) in classroom he made a creative power point to class that he teach and explained it in Indonesia in the last show. So if there is any problem during learning process about students saw any unfamiliar words, students can tell the teacher and solve it directly.

“...Before focusing on the recount text itself, we have to give an example first. We explain it in Indonesian because not of all students can speak English, and then we show the material in the form of a power point.”

“For myself, in addition to facilitating teaching in class, where I don't need to write on the whiteboard anymore, technology it also makes it easier for students, especially those students who sitting in the back corner, sometimes they tell me my writing is too small or too tight so it is difficult to read, so I use a power point from a laptop and connect it to the LCD projector. Finally no one complains anymore, the writing is not clear. Especially in learning recount text, reading. There is some kind of text and structure”. (Teacher 3)

2) Practice

- 3) *“If they can not hear me explained it clearly, I put the translate (Indonesian) in the last show. So, when the students saw any unfamiliar words, they can tell me and we can solve it directly by seeing the last show. And for sure by using online dictionary, as I said before*

not at all students can speak English. And have dictionary book in this era". (Teacher 1)

In line with Teacher 1, Teacher 2 also said that this tools or technology was used to avoid confusing students during lesson and to help them understand.

"We have to prepare the students so that before the lesson starts they have started to understand and are not confused anymore. So when learning, they can focus more on looking at the infocus projector in learning recount text, seeing and learning the structure and steps of the recount text itself."

"Before teaching, I prepared material for tomorrow's lesson from home. So when at school I asked for help from students to bring infocus while I opened the power point that I had prepared on my laptop. After that I opened the lesson. And yes, I am focused on the presentation as well as according to the power points that I have prepared." (Teacher 3)

4) Production

When teaching English face to face in the classroom, the teacher can ask students to practice English directly.

"After explaining the material to the students, I usually ask some of them to read or explain it again so that I know whether they have understood better or not. Then for more details, later I give them an assignment to make an example of the recount text itself. There are several structures, so each of them has the task to determine the part of the story they have chosen, then determine the parts. Which is orientation, event and reorientation." (Teacher 2)

"When I opened the lesson, that is starting from discussing previous material to test whether they still remember or not. Then I explained the material first, next the students start studying or writing from the power point that I display. And I asked students to explain again what they understand from today's lesson."(Teacher 3)

2.Problem appears in implementation Information and Communication Technology (ICT)

Teacher 1 said that sometimes he didn't used LCD projectors in class because, some class there is no electric power. He also added that some students do not have mobile phones when they try to switch their learning process to whatsapp, so it made learning more complicated. He also said that sometimes, he got a problem with internet network.

“Technology can be used and not. Depending on the condition of the class. Because there are classes that cannot be connected to electricity. In these circumstances I tell students to use smartphones, but some students smartphones are broken and not all of them have it. That is the obstacle, but Insyallah, everything can be overcome, with all the limitations it can still run but sometimes the signal is bad, there are also those who do not have quota.”

Teacher 2 had the same problems with Teacher 1, but he also found another problem, which is lack of equipment and support in facilities and infrastructure such as laptop, komputers and LCD projectors.

“The infocus or equipment is lacking because many are broken. There are 30 of teachers in our schools, so not all of us can use the infocus. As for laptops, maybe we can use our own.”

Teacher 3 also have the same problems *“The first thing is that in this school there is a lack of infocus, so first come, first served. Because there are only a few here. Then not all classes have electricity and not all students have quotas. So that's a bit difficult for me too.”*

However, the problem of internet and the lack of equipment and support in facilities and infrastructure the school has been prepared the wifi and the teacher used whatsapp group to send a task or subject study as pdf to students. So, the students can still learn it in their home.

“Wifi is available here, but due to the large number of students, the signal is very slow. And to overcome the lack of electricity in the classroom, I send materials or assignments in pdf form in the WA group. So, students can still study at home because sometimes textbooks are not allowed to be brought to home”
(Teacher 1)

“To overcome this lack of electricity in the classroom, I send materials or assignments in pdf form in the WA group. So, students can still study at home because sometimes textbooks are not allowed to be brought to home.” (Teacher 2)

“As for the lack of LCD Projectors and the absence of electricity, and for students can still learn we are forced to use textbooks or hard copy material. But the power point that I have prepared, I still send it to the WhatsApp group as pdf. So students can still learn from home. Sometimes we use the computer’s lab too. And for the quota it’s rather difficult for me to help, actually there is wifi here but it’s limited to teachers only. So students only use their personal quota, and their friends hotspots.” (Teacher 3)

B. Discussion

This study focuses on how the teachers' implementation Information and Communication Technology (ICT) when teaching reading comprehension of recount text. To obtain the data, the researcher did observation when the teachers teaching in the class. And interviewed two teachers from Junior High School 9 Sungai Penuh and one teacher from SMPN 11 Kerinci. There are ten columns of observation and fourteen questions related to the teacher's understanding about Information and Communication Technology (ICT), how they teach, and problems appear.

The first part is about Kinds and ways of ICT that used by the teacher. The ICT which is used by the teachers during teaching was diverse. The most used tool or technology are Laptop, LCD projectors and Powerpoint. This application was used to give instructions to the students. So the problems which may appear while learning can be solved. The teachers also made this technology to make students more focus when study and clearly to read it. Other ICTs, tools or technology are Whatsapp and internet.

The teachers used PPP method (Presentation, Practice and Production), those apps and technology to explain the lesson briefly and to motivate the students when learning. Other applications and websites are as online dictionary, Youtube, and E-learning like E-book, which is provided by their schools. The method of teaching used by the teachers is presentation, practice and production. So they explain the lesson and ask the students to produce what they have learned instead of practice before doing a production.

This finding is similar to that finding of Nabilah (2020) who reported that the teachers in her research also used applications such as WhatsApp, Google Form, Zoom, Facebook, and Youtube. However, most teachers did not use the website or application offered by Ministry of Education and Culture. They did not maximize government facilities. If they use application or website from the government, it would probably make learning process more interesting.

All teachers found similar problems when they teach by using ICT, which are unstable network and not having their own device (laptop or smartphone), making them borrow by themselves. Also, gathering the students to open whatsappgroup might become a problem when their in school. In this case, the schools have a significant role in cooperating with the teachers to remind the students about what they have to do.

It is similar with the previous study from Marfu'ah (2012) which found that the problems faced by the English teacher and students while dealing with the implementation of ICT based learning in English teaching and learning process are technical problem, difficulty of utilizing certain programs, minimum utilization of provided teaching mediaand infrastructures, and inadequate availability of media needed in the teachingand learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings that were discussed, the researcher concludes that:

1. The teachers used laptop and LCD projector as the device. At the same time, the most used application is Whatsapp. This application was used to send a task or subject study as pdf if the power is out. So the problems which may appear while learning can be solved. Some other ICTs are whatsapp and internet. The teachers used those apps to explain the lesson briefly and to motivate the students. Other applications and websites are, online dictionary, Youtube, and E-learning like E-book, which is provided by their schools.
2. The method or ways that used by the teachers is presentation, practice and production. So they explain the lesson and ask the students to produce what they have learned instead of practice before doing a production.
3. The problems appeared when teaching by using ICT were unstable internet connections, some students do not have mobile phones and lack of equipment and support in facilities and infrastructure. So, it made the teaching and learning process difficult to conduct.

B. Suggestion

Based on the conclusion related to the the research above, some suggestion are proposed for betterment of the English teaching and learning process at SMPN 9 Sungai Penuh and SMPN 11 Kerinci dealing

with the implementation of ICT used by the teacher in teaching reading comprehension of recount text. The researcher suggest to Supporting the English learning process by preparing complete facilities, instruments or infrastructure and wifi. It is hoped that these suggestion will be useful, especially for English teachers and further research. The researcher hopes that this thesis can be used as a reading material or a reference.



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INSTITUT AGAMA ISLAM NEGERI

KERINCI

Appendix I

Observation for the Teacher instructional use ICT in reading comprehension of Recount text

Nama Guru:

Kelas :

Penggunaan ICT, jenis dan cara penggunaannya			
NO.	Pernyataan	Ya	Tidak
1.	Guru menggunakan media atau Technology ICT dalam menyampaikan materi dalam pembelajaran bahasa inggris reading of Recount text		
2.	Guru menggunakan Technology yang di proyeksikan dalam pembelajaran bahasa inggris reading of Recount text a. Lcd b. Power point		
3.	Guru menggunakan Technology audio dalam pembelajaran bahasa inggris reading of Recount text a. Speaker b. Radio c. CD		
4.	Guru menggunakan Technology audio-visual dalam pembelajaran bahasa inggris reading of Recount text a. VCD b. DVD c. Televisi		
5.	Guru menggunakan pembelajaran berbasis komputer atau web dalam pembelajaran bahasa inggris reading of Recount text a. Internet b. Goggle Clasroom c. E-mail d. Whatsapp e. Yahoo f. Facebook g. Twitter h. instagram i. Edmodo j. E-book k. Youtube l. Power point m. Microsoft office		
6.	Guru menggunakan media cetak dalam pembelajaran		

	bahasa inggris reading of Recount text a. Buku Paket b. Kamus		
7.	Guru menggunakan multimedia dan jaringan komputer a. Komputer b. Laptop		
8.	Guru menggunakan objek yang ada disekitar sebagai media pembelajaran.		
Kendala yang dihadapi			
9.	Kurangnya perlengkapan dan dukungan terhadap fasilitas dan infrastruktur seperti komputer, laptop,dll.		
10.	Kurang stabilnya jaringan, sinyal serta listrik		

Observation for the Teacher instructional use ICT in reading comprehension of Recount text

Teacher's name:

Class :

The using of ICT, kinds and ways			
No.	Statements	Yes	No
1.	Teachers use ICT media or technology in delivering material in English learning reading of Recount text		
2.	Teachers use projected technology in learning English reading of Recount text a. Lcd b. Power point		
3.	Teachers use audio technology in learning English reading of Recount text a. Speaker		

	b. Radio c. CD		
4.	Teachers use audio-visual learning English reading of Recount text a. VCD b. DVD c. Television		
5.	Teachers using computer or web-based learning in learning English reading of Recount text a. Internet b. Quipper school c. Goggle Classroom d. E-mail e. Whatsapp f. Yahoo g. Facebook h. Twitter i. instagram j. Edmodo k. E-book l. Youtube m. Power point n. Microsoft office		
6.	Teachers using print media in learning English reading of Recount text a. Textbook b. Dictionary		
7.	Teachers using multimedia and computer networks a. Computer b. Laptop		
8.	Teachers using objects around them as learning media.		
Problems faced			
9.	Lack of equipment and support in facilities and infrastructure such as laptop, komputers, etc.		
10.	The availability of internet network, signals and electricity.		

Appendix II

**Observation for the Teacher instructional use ICT in reading comprehension
of Recount text**

Teacher's name: Armizon, S.Pd

Class : VIII (A,B)

The using of ICT, kinds and ways			
No.	Statements	Yes	No
1.	Teachers use ICT media or technology in delivering material in English learning reading of Recount text	✓	
2.	Teachers use projected technology in learning English reading of Recount text a. Lcd b. Power point	✓ ✓	
3.	Teachers use audio technology in learning English reading of Recount text a. Speaker b. Radio c. CD	✓	✓ ✓
4.	Teachers use audio-visual learning English reading of Recount text a. VCD b. DVD c. Television		✓ ✓ ✓
5.	Teachers using computer or web-based learning in learning English reading of Recount text a. Internet b. Quipper school c. Goggle Clasroom d. E-mail e. Whatsapp	✓ ✓	 ✓ ✓ ✓ ✓

	f. Yahoo g. Facebook h. Twitter i. instagram j. Edmodo k. E-book l. Youtube m. Power point n. Microsoft office	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
6.	Teachers using print media in learning English reading of Recount text a. Textbook b. Dictionary	✓ ✓	
7.	Teachers using multimedia and computer networks a. Computer b. Laptop	✓ ✓	
8.	Teachers using objects around them as learning media.	✓	
Problems faced			
9.	Lack of equipment and support in facilities and infrastructure such as laptop, komputers,etc.	✓	
10.	The availability of internet network, signals and electricity.	✓	

Appendix III

Interview/ List of Question

1. Do you use technology in learning recount text and when do you think is the right time to use it?
2. Can you explain why you use technology in the lesson?
3. What types of technology are you used in learning English, especially in reading of recount text and how are they used?
4. What are your considerations for choosing to use the application you mentioned earlier in teaching recount text?
5. How is this technology applied in the classroom? And what technologies or applications can't be missed in your class?
7. What are the benefits for students in using technology in learning?
8. Do you use social media as a technology in learning such as e-mail, facebook, twitter, line and others in teaching?
9. Does using technology in learning make students active and motivated?
10. How do you implement ICT in class? And when teaching do you focus more on presentations or other things.

11. Before or after using ICT, you explain the material first, then ask students to produce what they have learned
12. Is there a way you can handle cases when students start to lose their focus in class?
13. What are the problems encountered in the use of technology applications?
14. How do you overcome problems that arise when using the application?



Appendix IV

Transcript Interview results

(Teacher 1 : Armizon, S.Pd)

1. Do you use technology in learning recount text and when do you think is the right time to use it?

Yes, I use technology, and as for when the right time might not exist, because I already use it when the lesson starts.

2. Can you explain why you use technology in the lesson?

Besides it helping me, it also helps students become more active and focused when learning.

3. What types of technology are you used in learning English, especially in reading of recount text and how are they used?

I used power point on my laptop and then I connected to the LCD projector in the class.

4. What are your considerations for choosing to use the application you mentioned earlier in teaching recount text?

Previously, I was greatly helped by the technology that is currently developing. So it can create an interesting and active class. In addition, students who usually sit at the back cannot see clearly to read on the blackboard, too far away and sometimes glare. So, with this advanced technology, students can also read clearly because the screen is bigger and makes it easier for them.

5. How is the technology applied in the classroom and what technologies or applications can't be missed in your class?

I think it is Laptop, LCD and power point that cannot be left behind in my class because students are also familiar with these technology. And about how to implemented it, I may have explained it in the third point earlier.

6. What are the benefits for students in using technology in learning?

First, students find it easier to understand what they are learning. Because the source of knowledge does not focus on textbooks alone, they can use the internet and they can learn from home. Then students become more focused and more active

7. Do you use social media as a technology in learning such as e-mail, facebook, twitter, line and others in teaching?

Yes, we use WhatsApp and each class has a group. Especially when there is covid-19, learning is shifted to learning from home. So, Whatsapp is one of a tools that we used to teaching and it is still being used until now

8. Does using technology in learning make students active and motivated?

Yes, because in using this technology, especially students can be more focused in learning compared to using sheet paper or written

9. How do you implement ICT in class? And when teaching do you focus more on presentations or other things?

I used PPP method or presentation, practice and production. Before focusing on the recount text itself, we have to give an example first. We explain it in Indonesian because not of all students can speak English, and then we show the material in the form of a power point by using laptop that connected in LCD projectors. If they can not hear me explained it clearly, I put Indonesian's material in the last show. So, when the students saw any unfamiliar words, they can tell me and we can solve it directly by seeing the last show. And for sure by using online dictionary, as I said before not of all students can speak English and have dictionary book in this era.

10. Before or after using ICT, did you explain the material first, then ask students to produce what they have learned?

Yes, it seems like the PPP method that I used when implementing ICT in the class.

11. Is there a way you can handle cases when students start to lose their focus in class?

Usually, I made a creative power point. So, the students more focused and read it clearly.

12. What are the problems encountered in the use of technology applications?

Technology can be used and not. Depending on the condition of the class. Because there are classes that cannot be connected to electricity. In these circumstances I tell students to use smartphones, but some students smartphones are broken and not all of them have it. That is the obstacle, but Insyallah, everything can be overcome, with all the limitations it can still run but sometimes the signal is bad, there are also those students who do not have quota

13. How do you overcome problems that arise when using the application?

For students who do not have quota, Wifi is available here, but due to the large number of students, the signal is very slow. And to overcome the lack of electricity in the classroom, I send materials or assignments in pdf form in the WA group. So, students can still study at home because sometimes textbooks are not allowed to be brought to home.

Appendix V

Transcript Interview results (Teacher 2: Darlis, S.Pd)

1. Do you use technology in learning recount text and when do you think is the right time to use it?

Yes, I use technology, and started during the new school year so that students are familiar with the use of this technology.

2. Can you explain why you use technology in the lesson?

Because it is very helpful when teaching and it is an important role for students in the classroom

3. What types of technology are you used in learning English, especially in reading of recount text and how are they used?

Laptop and LCD projectors to show power points

4. What are your considerations for choosing to use the application you mentioned earlier in teaching recount text?

Because after using this technology, students' scores improved, this is because students focus on learning and they can read it clearly because the display provided is much larger than the writing on the whiteboard.

5. How is the technology applied in the classroom and what technologies or applications can't be missed in your class?

Technology that is mandatory or that cannot be left behind in my class is a laptop and LCD Projectors because during the teaching and learning process I will show power points to students.

6. What are the benefits for students in using technology in learning?

First, students do not need to be afraid of sharing books so that they cannot read them freely because previously the textbooks were not available to everyone, so with this technology all students can study and read them clearly. Students also become more active and making it an effective class.

7. Do you use social media as a technology in learning such as e-mail, facebook, twitter, line and others in teaching?

Yes, I used WhatsApp. It is like whatsapp group that we used from covid-19 until now. If the powers is out, I use whatsapp as a learning tool to send pdf lesson materials to the whatsapp group.

8. Does using technology in learning make students active and motivated?

Yes, because in using this technology, especially students can be more focused in learning compared to using sheet paper or written

9. How do you implement ICT in class? And when teaching do you focus more on presentations or other things?

Usually I used PPP Method and I have to prepare the students so that before the lesson starts they have started to understand and are not confused anymore. So when learning, they can focus more on looking at the infocus projector in learning recount text, seeing and learning the structure and steps of the recount text itself. Laptop and power point are used here.

10. Before or after using ICT, did you explain the material first, then ask students to produce what they have learned?

Of course, after explaining the material to the students, I usually ask some of them to read or explain it again so that I know whether they have understood better or not. Then for more details, later I give them an assignment to make an example of the recount text itself. There are several structures, so each of them has the task to determine the part of the story

they have chosen, then determine the parts. Which is orientation, event and reorientation.

11. Is there a way you can handle cases when students start to lose their focus in class?

An creative power point is my way to make them can enjoy and more focused when teaching learning process in class.

12. What are the problems encountered in the use of technology applications?

The infocus or equipment is lacking because many of them are broken. There are 30 of teachers in our schools, so not all of us can use the infocus. As for laptops, maybe we can use our own.

13. How do you overcome problems that arise when using the application?

To overcome this lack of electricity in the classroom, I send materials or assignments in pdf form in the WA group. So, students can still study at home because sometimes textbooks are not allowed to be brought to home.

Appendix VI**Transcript Interview results
(Teacher 3 : Fatmawati, S.Pd)**

1. Do you use technology in learning recount text and when do you think is the right time to use it?

Yes I use technology when teaching if only the power isn't out. I use technology everytime I teach. Yes I use technology when teaching if the lights don't turn off. And I use it every time I teach, so there is no definite time when to use technology, because I always used it.

2. Can you explain why you use technology in the lesson?

Using technology? In my personal opinion, it facilitates and expedites the learning process and is also not monotonous, which requires only using textbooks. Especially in this era of advanced technology.

3. What types of technology are you used in learning English, especially in reading of recount text and how are they used?

Type of technology that I often use and that should not be left behind is a laptop and LCD projector. Especially for reading, I usually use power point, different if the lesson is related to listening and speaking, for that I use speakers as well and also still use the power point itself

4. What are your considerations for choosing to use the application you mentioned earlier in teaching recount text?

For myself, in addition to facilitating teaching in class, where I don't need to write on the whiteboard anymore, it also makes it easier for students, especially those students who sitting in the back corner, sometimes they tell me my writing is too small or too tight so it is difficult to read, so I use a power point from a laptop and connect it to the LCD projector. Finally no one complains anymore, the writing is not clear. Especially in learning recount text, reading. There is some kind of text and structure.

5. How is the technology applied in the classroom and what technologies or applications can't be missed in your class?

I answer this question earlier, yes, it is laptops and LCD projectors for me. The technology that is very familiar in education.

6. What are the benefits for students in using technology in learning?

There are a lot of them. Especially from the smartphones they have. that way they can communicate and learn about the outside world, meaning that here they can find learning partners to hone their English and learn how to read correctly not only around them but they can connect to all corners of the world, besides that there is a lot of knowledge that they can find. a small example, for example, if I give them an assignment about recount text, they just type and search for it on google, they can get a lot of results.

7. Do you use social media as a technology in learning such as e-mail, facebook, twitter, line and others in teaching?

For social media, we use WhatsApp, where each class has a group. sometimes there are late assignments, I ask them to collect them in WA. Not only assignments, I also often send some materials via WhatsApp.

8. Does using technology in learning make students active and motivated?

Yes, students actually prefer to learn using technology rather than using books or from the blackboard. Even their daily grades are getting better.

9. How do you implement ICT in class? And when teaching do you focus more on presentations or other things?

Implementing technology in class? Before teaching, I prepared material for tomorrow's lesson from home. So when at school I asked for help from students to bring infocus while I opened the power point that I had prepared on my laptop. After that I opened the lesson. And yes, I am focused on the presentation as well as according to the power points that I have prepared.

10. Before or after using ICT, did you explain the material first, then ask students to produce what they have learned?

Yes, so when I opened the lesson, that is starting from discussing previous material to test whether they still remember or not. Then I explained the material first, next the students start studying or writing from the power point that I display. And I asked students to explain again what they understand from today's lesson.

11. Is there a way you can handle cases when students start to lose their focus in class?

Yes it is students, sometimes there are those who are sleepy in the class. Apart from using power point which I deliberately made as interesting as possible. When they are lose their focus I give a word that is not familiar to them, so who answers it quickly I give extra value.

12. What are the problems encountered in the use of technology applications?

The first thing is that in this school there is a lack of infocus, so first come, first served. Because there are only a few here. Then not all classes have electricity and not all students have quotas. So that's a bit difficult for me too.

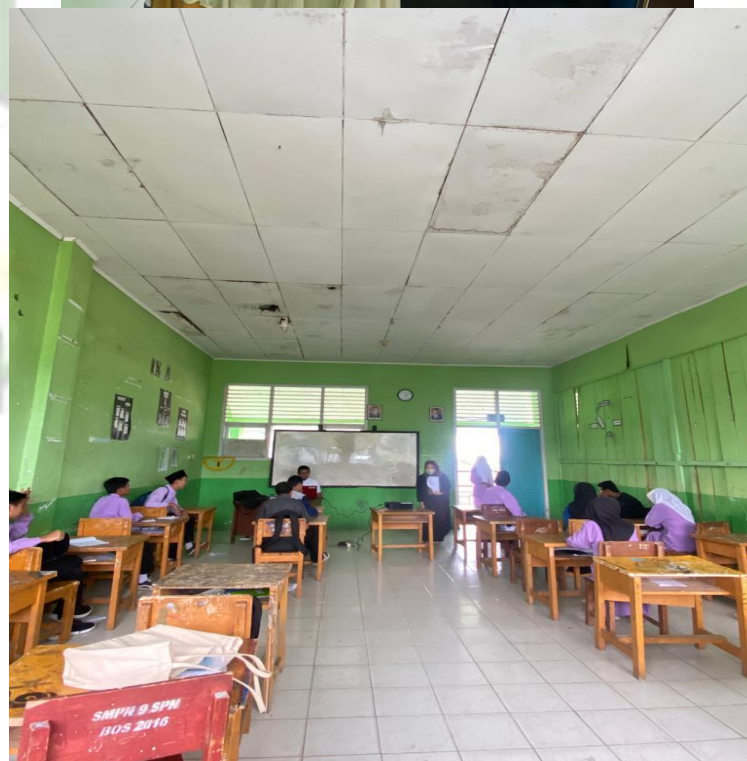
13. How do you overcome problems that arise when using the application?

As for the lack of LCD Projectors and the absence of electricity, and for students can still learn we are forced to use textbooks or hard copy material. But the power point that I have prepared, I still send it to the WhatsApp group as pdf. So students can still learn from home. Sometimes we use the computer's lab too. And for the quota it's rather difficult for me to help, actually there is wifi here but it's limited to teachers only. So students only use their personal quota, and their friends hotspots.

Appendix VII

Documentation









K E R I N C I

CURRICULUM VITAE

I. PERSONAL INFORMATION

Name : PINA ZIZIANA
Place/Date of Birth : LOLO GRDANG/ OCTOBER 16TH, 2000
Addres : LOLO GEDANG
Religion : MOSLEM
Nationality : INDONESIAN
Marital Status : SINGLE
Father's Name : ARSIL MUAS
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II. EDUCATIONAL BACKGROUND

2006 – 2012 : **Elementary School**
SDN 029/III Pasar Kerma

2012 – 2015 : **Junior High School**
SMPN 11 Kerinci

2015 – 2018 : **Senior High School**
SMAN 2 Sungai Penuh

2018 –2023 : **Institute**
Static Islamic Institute of Kerinci

Sungai Penuh, September 2023



PINA ZIZIANA
NIM. 1810203062