THE IMPLEMENTATION OF ICT BASED LEARNING
IN ENGLISH TEACHING AND LEARNING PROCESS AT SMP RSBI
(A Qualitative Study at SMP Negeri 3 Sukoharjo in
the Academic Year 2011/2012)

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A THESIS
Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
2012
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ABSTRACT


The aims of this research are (1) to describe the implementation of ICT based learning in English teaching and learning process at SMP RSBI involving the syllabus model, the learning activities, roles of teacher and learners, teaching materials, and the evaluation (2) to identify the problems faced by the English teachers and students in implementing ICT based learning in the teaching and learning process (3) to identify to what extent the implementation of ICT based learning gives positive effects to the quality of English teaching and learning process.

The method used in this research is qualitative method. The research was conducted from August to September 2011 at SMP Negeri 3 Sukoharjo which is located on Jalan dr. Sutomo 01 Sukoharjo. The sources of the data are events, informants and documents. The sampling techniques which are used in this research are purposive sampling and snowball sampling. The data are collected through observation, in-depth interview and document analysis. The data are analyzed through interactive model analysis including reducing the data, displaying the data, and drawing conclusion.

Based on the research findings and discussion of the research problems, it can be concluded that: (1) SMP Negeri 3 Sukoharjo applies ICT based learning in its learning design, especially in the English teaching and learning process which covers the planning, implementation and evaluation stages. In the planning stage, ICT based learning is applied into the arrangement of syllabus which emphasizes on the selection of specific learning activities which are going to be carried out and the ICT media used to reach the objectives of teaching and learning. The implementation stage is conducted through various and interactive activities by applying blended learning utilizing ICT media to get the students actively involved. The interaction in the implementing process is formed by the role of teacher as facilitator and the role of students as active learners. The teaching material used in the teaching and learning process is in the form of printed and soft file or electronic materials and created and authentic materials dealing with the use of ICT and conventional media to reach the goal of teaching stated in the curriculum and syllabus. The evaluation process is conducted through assessment (test and non test) and enrichment (in the form of assignment or project) which deal with the students’ comprehension, participation and students’ utilization of ICT or conventional media in the learning process. (2) The problems faced by English teachers and students 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 media and infrastructures, and inadequate availability of media needed in the teaching and learning process. (3) It can be concluded that the implementation of ICT based
learning gives positive effect holistically to the quality of English teaching and learning process in SMP Negeri 3 Sukoharjo. The positive effects of the implementation of ICT based learning covers the planning (syllabus model), implementation (teaching and learning activities, role of teacher and learner and teaching material) and evaluation stages of English teaching and learning process.

Based on the result of the research, it is suggested that the implementation of ICT based learning in SMP Negeri 3 Sukoharjo, especially for English teaching and learning process, should be improved by maximizing English teachers’ competencies in utilizing ICT media to conduct interesting and interactive learning activities, providing adequate ICT facilities to cover the whole need of teaching and learning process, and applying certain regulations to prevent and reduce the misuse of ICT media for unnecessary activities.
ABSTRAK


Tujuan dari penelitian ini adalah (1) mendeskripsikan pengimplementasian pembelajaran berbasis ICT pada proses belajar mengajar pelajaran Bahasa Inggris pada SMP RSBI yang meliputi model silabus, kegiatan pembelajaran, peran guru dan murid, materi pembelajaran, dan evaluasi (2) mengidentifikasi masalah-masalah yang dihadapi guru Bahasa Inggris dan siswa pengimplementasian pembelajaran berbasis ICT pada proses belajar mengajar (3) mengidentifikasi sejauh apa efek positif dari pengimplementasian pembelajaran berbasis ICT pada kualitas proses belajar mengajar pelajaran Bahasa Inggris.


Berdasarkan temuan penelitian dan diskusi dari masalah penelitian, dapat disimpulkan bahwa: (1) SMP Negeri 3 Sukoharjo menerapkan pembelajaran berbasis ICT sebagai desain pembelajarannya, khususnya dalam proses belajar mengajar pelajaran Bahasa Inggris yang meliputi perencanaanya, penerapannya dan evaluasinya. Pada fase perencanaan, pembelajaran berbasis ICT diterapkan ke dalam penyusunan silabus yang menekankan pada pemilihan kegiatan pembelajaran yang spesifik yang akan dijalankan dan media ICT yang akan digunakan untuk mencapai tujuan belajar mengajar. Fase penerapan dilaksanakan dengan kegiatan bervariasi dan interaktif yang menerapkan blended learning dengan memanfaatkan media ICT untuk membuat siswa terlibat secara aktif. Interaksi dalam proses penerapan terbentuk dari peran guru sebagai fasilitator dan peran siswa sebagai pembelajar aktif. Materi ajar yang digunakan dalam proses belajar mengajar berbentuk cetak dan soft file atau materi elektronik serta created dan authentic materials yang berhubungan dengan penggunaan ICT dan media konvensional untuk mencapai tujuan yang tercantum dalam kurikulum dan silabus. Proses evaluasi dilaksanakan lewat assessment /test dan non test dan pengayaan dalam bentuk penugasan atau project yang berkaitan dengan pemahaman siswa, partisipasi dan penggunaan ICT dan konvensional media oleh siswa dalam proses pembelajaran. (2) Masalah-masalah yang dihadapi guru Bahasa Inggris dan siswa dalam pengimplementation pembelajaran berbasis ICT dalam proses belajar mengajar Bahasa Inggris adalah masalah teknis, kesukaran dalam pengunaan software tertentu, penggunaan sarana prasana yang tersedia pembelajaran yang
minimum, and ketidak cukupan ketersediaan media yang diperlukan dalam kegiatan belajar mengajar. (3) Dapat disimpulkan bahwa pengimplementasian pembelajaran berbasis ICT memberikan efek positif secara menyeluruh pada kualitas proses pembelajaran Bahasa Inggris di SMP Negeri 3 Sukoharjo. Efek positif dari implementasi pembelajaran berbasis ICT meliputi tahap perencanaan (model silabus), pelaksanaan (kegiatan belajar mengajar, peran guru dan siswa serta materi pembelajaran) dan tahap evaluasi dari proses pembelajaran Bahasa Inggris.

Berdasarkan hasil dari penelitian, dapat disarankan bahwa dalam pengimplementasian pembelajaran berbasis ICT di SMP Negeri 3 Sukoharjo, khususnya pada proses belajar mengajar pelajaran Bahasa Inggris ditingkatkan dengan mengembangkan kompetensi guru Bahasa Inggris dalam penggunaan media ICT secara maksimal untuk menyelenggarakan kegiatan pembelajaran yang menarik dan interaktif, menyediakan fasilitas berbasis ICT yang cukup untuk memenuhi seluruh kebutuhan proses pembelajaran serta menerapkan aturan-aturan tertentu untuk mencegah dan mengurangi penyalahgunaan media berbasis ICT untuk kegiatan yang tidak perlu.
MOTTO

Kaizen..

(Japanese Philosophy)
DEDICATION

This research is whole-heartedly dedicated to:

♥ Her beloved Dad and Mom for the incredible and everlasting love

♥ Her brother for being her model

♥ Her dearest mjkh for the extraDINARy story

♥ Her best friends who has always been the tremendous inspirations
ACKNOWLEDGEMENT

Alhamdullilah. Praise and thanks be to Alloh the Almighty for His blessing so that eventually the researcher can finish her thesis as a partial fulfillment of the requirements for getting undergraduate degree of education in English. It would not have been possible for the writer to finish this thesis without contribution, help and support of other persons. Therefore, it is a pleasure for the writer to express deep gratitude and appreciation to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University Surakarta for giving the writer permission to write this thesis.
2. The Head of the Languages and Art Department of Teacher Training and Education Faculty for giving permission to the writer to write the thesis.
3. Endang Setyaningsih, S.Pd, M.Hum, the Head of English Department of Teacher Training and Education Faculty for giving permission to the writer to write the thesis.
4. Prof. Dr. Joko Nurkamto, M.Pd, the first consultant and Hefy Sulistyowati, S.S, the second consultant, for the guidance, advices, constructive comment, useful suggestion and valuable ideas for writing this thesis.
5. Suratman, S.Pd, M.Pd as the principal of SMP Negeri 3 Sukoharjo for giving the writer permission to conduct the research at SMP Negeri 3 Sukoharjo.
6. Setya S. Saryanta, S.S and Mohammad Arifin, S.Pd and Saptana, S.Pd, M.Pd as the English teachers of SMP Negeri 3 Sukoharjo for a great deal of help by way of encouragement and information for the writer in conducting the research.
7. All teachers, students and staff of SMP Negeri 3 Sukoharjo for warm welcome and help in the process.
8. The amazing friends of the English Department 2007 and SEA Theatre.
for the all unforgettable and valuable moments together.

9. Rendi and Mimi for accompanying the writer to explore the world.

Nothing is perfect in the world. The writer realizes that this thesis is far from being perfect. Therefore, all constructive suggestions and criticism for improving the work will be most welcome. Finally, the writer hopes that this thesis can provide contribution to the improvement of English teaching.

Surakarta, January 2012

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education in Indonesia applies new innovations continuously to improve its quality. One of those new innovations in education field is carrying out international standardized school program. This program is one of Indonesia government strategic plans realizations in education field considering the need of better education quality to face the competition in globalization era. International standardized school program has been carried out since 2006 all over Indonesia.

The international standardized school program is implemented in particular elementary education level and secondary education level in every region. This big step is in line with Legislation Number 20 Year 2003 about National Education System section 50 sentence 3, which states “Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional.” Thus, it is not surprising if each region works hard to design particular schools to be International Standardized School/Sekolah Berstandar Internasional (SBI) as the representative of education quality of the region.

Being established as an SBI is not a simple process for a school. It takes more than 6 years process to develop a school to be an SBI. Before being established as SBI, a school must pass the previous stage which is known as National Standardized School/ Sekolah Standar Nasional (SSN) Plus X or mostly known as Designed International Standardized School/Rintisan Sekolah Berstandar Internasional (RSBI). During the process to be SBI, RSBI schools are guided and evaluated by Ministry of National Education in terms of school management, “sister school”, teacher requirements, and the use of technology in teaching and learning process. In addition, those processes are based on Legislation of National Education Minister of Indonesia Number 78 Year 2009.
About The Implementation of International Standardized School in Elementary and Secondary Education Level.

RSBI has its own characteristics compared with regular schools. These differences can be seen through the requirements in designing a school as RSBI. An RSBI school must fulfill these 8 key indicators of Education National Standards: content standard, process standard, graduates competence standard, education staff standard, media and infrastructure standard, management standard, funding standard and evaluation standard. They are also enriched with one more indicator as the “X” adapted from Organization for Economic Co-operation and Development (OECD) country. OECD is an organization of countries whose education is outstanding and qualified.

Learning process in RSBI schools aims to achieve their education goal by means their international standards as the graduates of RSBI schools are expected to be able to compete in international level. One of the efforts to achieve the education goal is carried out through English teaching and learning process. English as a foreign language in Indonesia is a compulsory subject in junior high school and senior high school. It is also explained in Legislation of National Education System Number 20 Year 2003 chapter VII section 33 sentence 3 that “bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik.

Teaching English - in this term - is not only teaching English as the foreign language but also applying English as a medium of instruction language in the teaching and learning process. English is also used as medium of instruction language in other subjects especially in Mathematics and Sciences. In addition, the international examination in English will also be conducted in RSBI to evaluate the students’ competence in mastering the material in international level. The results of the international examination will be one of the requirements to continue their education to the higher education institutions either local or international ones.

It cannot be denied that the development of information and communication technology gives significant effects to the development of
education process in Indonesia. Technology is embedded in the whole teaching and learning process. Technically, it can be seen by the use of media in teaching and learning process to reach the better achievement. Meanwhile, communication no longer becomes the boundaries between teacher and students or between students to the world outside to enrich their knowledge and information as much as possible. The development of communication technologies also affects a lot to the learning process as the media and source of information.

These phenomena also occur in the learning process in RSBI. The implementation of information and communication technology in RSBI schools is one of the major requirements in designing and carrying out teaching and learning process at RSBI. Therefore, the issue about ICT based learning is an inevitable thing dealing with the learning design in RSBI. This distinctive learning design is obviously also implemented in English teaching and learning process.

According to General Directorate of Elementary and Secondary Education Management Ministry of National Education quoted by Triwiyanto and Sobri (2010: 45), there are 1,110 schools in Indonesia with RSBI status in 2010. This number includes 195 elementary schools, 299 junior high schools, 321 senior high schools, and 295 vocational schools. They consist of 997 state schools and 113 private schools. The number of RSBI in Indonesia from 2006 to 2010 is stated in the table below:

<table>
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<tr>
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<th>2006</th>
<th>2007</th>
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<tr>
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<td>24</td>
<td>401</td>
<td>18</td>
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</table>

There are 192 schools in Central Java which are established as RSBI. They are 12 elementary schools, 66 junior high schools, 55 senior high schools
and 59 vocational schools. In addition, there are 5 schools in Sukoharjo region
developed as RSBI. Those schools are SMAN 1 Sukoharjo, SMA Assalam Kartasura,
SMK Muhammadiyah 1 Sukoharjo, SMPN 1 Sukoharjo and SMPN 3 Sukoharjo.

SMP Negeri 3 Sukoharjo is one of RSBI schools in Sukoharjo region. As the
implementation of ICT based learning, SMP Negeri 3 Sukoharjo completes its
classrooms and laboratory with electronic media and infrastructures. Furthermore,
the students are allowed to use their own laptop computer and other electronic
devices in the learning process based on the instructions in the learning activities.
The students also get free time to use their own electronic devices to browse, play
game, even translate some essays. These also happen in English class not only in
the classroom but also in the language laboratory. Yet, it is still vague to find the
underlying concept and belief from that kind of teaching learning process.

The implementation of ICT based learning cannot be separated from the
rise of the perceptions inside or outside the teaching and learning process in RSBI.
Pros and contras are still discussed about this kind of learning design. It is
considered that ICT based learning is just about bringing laptop computer to
school, and this learning design will not be effective and maximum because the
elements of teaching learning process are not ready yet. But actually, it is hoped
that the implementation of ICT based learning especially in RSBI schools is
expected to give positive effects the quality of teaching and learning which equals
with international standards. The scope of ICT based learning and how the role of
teacher, students, and the other elements in teaching learning process related to
the implementation of ICT based learning are still big questions in the society,
especially those who concern about education in Indonesia. For the researcher, it
is interested to find out the extent of ICT based learning implementation which
gives positive effect to the quality of English teaching and learning process,
especially in SMP RSBI.
B. Problem Formulation

1. How is ICT Based Learning implemented in the English teaching and learning process in SMP RSBI in terms of:
   a. syllabus model,
   b. learning activities,
   c. roles of teacher and learners,
   d. teaching materials,
   e. evaluation.

2. What are the problems faced by English teachers and students in implementing ICT Based learning in the teaching and learning process?

3. To what extent does the implementation of ICT Based Learning give positive effects to the quality of English teaching and learning process?

C. Objectives of The Study

The objectives of the study are:

1. To describe the implementation of ICT based learning in English teaching and learning process in SMP RSBI involving the syllabus model, the learning activities, roles of teacher and learners, teaching materials, and the evaluation.

2. To identify the problems faced by the English teachers and students in implementing ICT Based Learning in the teaching and learning process.

3. To identify to what extent the implementation of ICT Based Learning gives positive effects of to the quality of English teaching and learning process.

D. Benefits of The Study

The result of the research is expected to give benefits to teachers, schools, the researcher herself and other researchers.

1. For the teachers

   It is expected that this study can be used as the reflection of the English teaching and learning process in RSBI. In addition, it may stimulate especially English teachers to enhance the better teaching and learning process dealing with
ICT based learning in order to create effective and maximum learning environment.

2. For the school

It is expected that the result of the study can be one of references for school in applying regulations dealing with the implementation of ICT based learning in teaching learning environment. It is also expected that this study contributes to create some significant changes in applying ICT based learning to make it more appropriate to the goal of teaching and learning process.

3. For the researcher

It is expected that this study will give more information, knowledge and experience to the researcher dealing with the implementation of ICT based learning in English teaching and learning process, especially in RSBI. Besides, it is hoped that this study can stimulate the researcher to understand more about language learning in RSBI and contribute to the next chance of language teaching in education field.

4. For other researchers

Giving clear description to other researchers and giving more knowledge about the implementation of ICT based learning in English teaching and learning process in RSBI are the expectations of this study. Moreover, the results of this study can be used to stimulate other researchers to conduct further researches on the similar issues.

E. Relevant Study

This study focuses on three main issues: ICT based learning, English Language Teaching and RSBI. In education study, those issues have been explored by some researchers in different focuses. It is stated below, some titles of research which explore one or more the similar issues of this research.

Apriningrum. It is a collaborative action research which aims to find out the implementation of Creative Problem Solving (CPS) learning method with ICT based media in Economics subjects through 2 cycles. The differences of this title can be seen through the choice of subject matter in implementing the method and ICT media and also the setting of the research which was taken place at a senior high school. Meanwhile, the focus of this research is implementation of ICT based learning in English as the subject matter in SMP RSBI through qualitative research methodology.

2. **ICT Based Distance Learning Program Implementation (PJJ) S-1 PGSD of Education Science Faculty of Yogyakarta State University** by Deni Hardianto. It is a descriptive qualitative research which aims to describe the implementation of ICT Based Distance Learning Program Implementation (PJJ) S-1 PGSD of Education Science Faculty of Yogyakarta from the aspects: instructional process, constraint factor faced, and impact to self motivated learning. This title which mostly concerned on ICT based distance learning, was taken place at higher education level especially in PGSD major. It explored not only the teaching and learning process dealing with ICT but also the impact to self motivated learning.

3. **The Implementation of Bilingualism in the Teaching Learning Activities at International Standardized School (A Descriptive Qualitative Study in SD Negeri SBI Gemolong in the 2009/2010 Academic Year)** by Vina Ardian Septyani Putri. It is a descriptive qualitative research which aims to describe the implementation of bilingualism in teaching and learning process in international standardized elementary school, especially in Mathematics and Science subject matters. Nevertheless, it has closely similarity about the setting of the research, which was conducted in standardized international school.

In addition, this research is conducted based on the researcher’s interest and pre-observation in the research setting. Citation on particular terms is inevitable thing is writing a research study, yet, it is used to support the
framework of the issues. Thus, it is asserted that this study is purely the researcher’s work, instead of the result of plagiarism.
CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter presents the related literature review on the nature of English Language Teaching, ICT based learning and RSBI. This review on related literature is aimed to create the framework about the issues of the research.

A. The Nature of ELT

1. The Meaning of Language Learning

According to Widdowson (1978: 1), language learning course is the kind of activity in which learners are aimed to perform the four “language skills”: understanding speech, speaking, reading and writing. Meanwhile, Gower et al (1995: v) explain that language learning concerns with becoming proficient in certain skills which are perfected through practice and there is a body of knowledge to be acquired about the language such as grammar, vocabulary, pronunciation, et cetera. Next, Widdowson (1978: 74) also states that foreign language learning is not as the acquisition of abilities which are new but as the transference of the abilities that have already been acquired into different means of expressions. Therefore, language learning comprises the activity which aims to transfer the ability performing language skills into different means of expressions by acquiring a body of knowledge about language.

Theories of language learning are based on two big philosophies about language learning. They are behaviorism which is focused on stimulus, response and reinforcement proposed by Skinner and cognitivism which is focused on competence and performance proposed by Noam Chomsky. Furthermore, Richards and Rodgers (2001: 22) state that language learning theories emphasize on either one or two orientation; they are process oriented and condition oriented. Process oriented theories build on learning processes, such as habit formation, induction, inferencing,
hypothesis testing, and generalization. Meanwhile, condition oriented theories emphasize on the nature of the human and physical context in which language learning takes place.

The views of language and language learning are the essential parts of approaches in English language teaching which determine the choice of teaching method. Language theories concern with the model of language competence and an account of basic features of linguistic organization and language use while the learning theories concern with an account of the central processes of learning and an account of the conditions believed to promote successful language learning.

2. The Meaning of Language Teaching

Language teaching is defined in a simple way in [http://www.audioenglish.net/dictionary/language_teaching.htm](http://www.audioenglish.net/dictionary/language_teaching.htm) as teaching people to speak and understand a foreign language. Furthermore, Stern (1983: 21) defines language teaching as the activity which is intended to bring about language learning. In other words, language teaching is a process of facilitating language learning to make the learner able to communicate in target language.

There are common terms such as approach, method and technique known as the parts of language teaching practice. Richards (1985: 16) modifies the analysis of language teaching practice proposed by Edward Anthony (1963). From the terms approach, method and technique, they become method as the umbrella, and approach, design and procedure as the elements. Brown (1994: 51) defines method as a generalized set of classroom specifications for accomplishing linguistic objectives. Each of the methods has its own underlying principles and beliefs about the nature of language and language learning so it implies to the application in the classroom activities to reach student's fullest potential. The examples of method in language teaching are Grammar Translation Method, Direct Method, Audiolingual Method, Community Language Learning, Suggestopedia, Silent Way, Total Physical Response, Natural Approach, and Communicative Language Teaching.
Furthermore, Richards (1985: 18) states that there are at least three different views of language which underlie the language teaching methods: structural view, functional view and interactional view. Structural view is the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the acquisition of grammatical units and grammatical operations. Functional view is the view that language is a vehicle for the expression of meaning. It emphasizes on the semantic rather than grammatical potential of language. Interactional view sees language as a vehicle for the realization of interpersonal relation and the performance of social transaction between individuals.

Moreover, Richards and Rodgers (2001: 24) give explanation about design:

**Design** is the level of method analysis in which we consider (a) what the objective of the method are (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates (c) the types of learning task and the teaching activities the method advocates (d) the role of learner (e) the role of teacher (f) the role of instructional materials.

In addition, technique is any of a wide variety of exercises, activities, or devices used in language classroom for realizing lesson objectives (Brown, 1994: 51). Meanwhile, procedure is the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language according to particular method (Richards and Rodgers, 2001: 31). At the level of procedure, a method has three dimensions:

a. The use of teaching activities (drills, dialogues, information-gap activities, etc.) to present new language and to clarify and demonstrate formal, communicative or other aspect of the target language.

b. The ways in which particular teaching activities are used for practicing language
c. The procedures and techniques used in giving feedback to learners concerning the form or content of their utterance and sentence.

It can be summed up that language teaching is the activity to bring about language learning which has basis theories of language and language learning
underlying the method specifying the approach, design and procedure to achieve the language learning objectives.

3. The Purpose of ELT in Indonesia

English teaching process in Indonesia is categorized as Teaching English as Foreign Language (TEFL). Meanwhile, EFL (English as Foreign Language) itself always refers specifically to English taught in countries (such as Japan, Egypt, or Venezuela) where English is not a major of commerce and education (Brown, 1994: 4). It occurs as well in the process of teaching English in Indonesia.

The goal of Teaching English as Foreign Language (TEFL) is not merely to make learners know how to understand, speak and write sentence but also how sentences are used to communicative effect. Therefore, language teaching is designed to develop learners’ ability in language use rather than language usage. Widdowson (1978: 3) says that use is another aspect of performance: that makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication.

To support the goal of achieving language use ability, it is important to develop the communicative competence to the language learner. Brown (1994: 29) comments about Communicative Competence in language teaching:

Given that communication competence is the goal of a language classroom, then instruction needs to point toward all of its components: Organizational, Pragmatic, Strategic, Psychomotor. Communicative goals are best achieved by giving due attention to language use, and not just usage, to fluency not just accuracy, to authentic language and contexts and students’ eventual needs to apply classroom learning to heretofore unrehearsed contexts in the real world.

Teaching English as a foreign language in Indonesia education institution is stated in The Legislation Number 20 Year 2003 about National Education System. It is stated in Chapter VII Section 33 point 3 that “bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung
kemampuan berbahasa asing peserta didik.” Then, it is explained in the Explanation of Legislation Number 20 Year 2003 about National Education System that “Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global.” Therefore, English language teaching is taught in education institutions in Indonesia as English is very important in communication to take part in globalization.

It can be summed up that the purpose of English language teaching in Indonesia is to develop the learners’ foreign language competence to face the globalization, besides it is also used to be applied as medium of instruction in certain education institution.

4. The Characteristic of Effective Teaching

To reach every goal of teaching, teachers are required to design an effective teaching. Cole and Chan (1994: 3) define effective teaching as the actions of professionally trained persons that enhance the cognitive, personal, social, and physical development of students. Besides, effective organization and efficient use of time are demanded to conduct an effective teaching. An effective teaching is a cyclic process which consists of sequential steps to help students mastering subject. Those steps are:

a. Diagnose the learning situation
b. Plan the course
c. Plan the instruction
d. Guide the learning process
e. Evaluate learning
f. Follow up
The cyclic process of effective teaching can be drawn as follows (Moore 1999: 45):

![Diagram of the cyclic process of effective teaching]

_Figure 2.1. The cyclic process of effective teaching proposed by Moore (1999)_

Similar with Cole and Chan’s statement, it is also stated in Education National Standards of Indonesia that effective and efficient teaching process is carried out through the process of planning, implementation, evaluation and supervision. Furthermore, to conduct an effective teaching, there are nine keys contributing to effective teaching proposed by Williams et al (1997: 47). Those nine keys are:

- Clarity of presentation
- Teacher enthusiasm
- Variety of activities during lessons
- Achievement-oriented behavior in classroom
- Opportunity to learn criterion material
- Acknowledgement and stimulation of students ideas
- (lack of) criticism
- Guiding of students answers.

The teaching and learning process in Indonesian education institutions is standardized in The Legislation Number 19 Year 2005 about Education National Standards in order to make the quality of the teaching and learning process all over Indonesia equal. It is stated in chapter IV section 19 that the teaching process in
education institution is conducted in interactive, inspiring, challenging, fun, motivating ways for the students to get the students actively involved, and give enough opportunity for being initiative, creativity and independency according to students’ interest, talent and physical and psychological development.

In summary, effective teaching can be characterized by the use of effective organization and time and quality-standardized teaching through cyclic process which includes certain key factors and sequences of steps covering planning, implementation, and evaluation processes to enhance the development of students’ cognitive, personal, social, and physical aspects.

5. Approaches of ELT

Different language teachers apply different approaches in teaching language based on their beliefs in language and language learning. According to Richards and Rodgers (2001: 15), an approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching. Approach is the theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to the pedagogical setting (Brown, 1994: 51). Furthermore, Johnson (in Richards and Lockhart, 1996: 37) investigates 3 different approaches used by English Language teachers:

a. Skill-based approach
   It focuses on discrete skills of listening, speaking, reading, and writing

b. Rule-based approach
   It emphasizes on the importance of grammatical rules and a conscious understanding of language system

c. Function-based approach
   It focuses on interactive communication and cooperative learning and the ability to function in “real” social situation.

To sum up, there are three different approaches underlying the best practice of language teaching in particular teaching context based on the beliefs of language
and language learning: skill-based approach, rule-based approach and function-based approach.

B. ICT Based Learning

1. Definition of ICT Based Learning

ICT stands for Information and Communication Technology. ICT covers three main terms: Information, Communication and Technology. It is stated in Oxford Advanced Learner’s Dictionary that information is fact told, heard or discovered about something or somebody. Meanwhile, communication is the exchange of data (information) within and between species (Poole 1997: 180). Galbraith (in Smaldino et al, 2005:20) defines technology as the systematic application of scientific or other organized knowledge. Technology is also assumed as its products like computer, CD player, camera, et cetera.

ICT is an ordinary term in this digital era. It is explained in http://tutor2u.net/business/ict/intro_what_is_ict.htm that ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form and concerns with the way these different uses can work with each other, for example: personal computers, digital television, email, robots, et cetera. In other words, ICT deals with the use of technology products to do many tasks about information to facilitate communication of various purposes.

One of the uses of ICT is applied in education field. The development of ICT gives significant influence to the educational process. 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 (Lever-Duffy et al, 2003: 9). Technology serves both learners and teachers various settings that facilitate them to reach those objectives.

The use of ICT products in teaching and learning process is implemented as learning design. Bates (2009) comments that the term learning design is the various frameworks that can be used to guide the design and choice of learning tasks, learning
resources, and learning support in the development of a learning experience for students, particularly ICT-mediated learning experiences.

ICT based learning is also known as e-learning, or electronic learning. It refers to learning that takes place using technology, such as internet, CD-ROMs, and portable devices like mobile phones or MP3 players. ICT based learning or e-learning can be face to face or in distance (Dudeney and Hockly, 2007: 136). Moreover, Ribeiro and Martins illustrate the model of ICT based learning as follows:

![Figure 2.2. ICT based learning model](image)

In conducting teaching and learning process, ICT based learning consists of three phases of learning: Planning, Implementation and Evaluation or PIE model for short. Reigeluth (in Newby et al, 2000: 13) states that planning involves the process of deciding what methods of instruction are best for bringing about desired changes in students knowledge and skills for a specific course content and a specific student population. Moreover, based on Newby et al (2000: 9) implementation focuses on putting the plan into action based on what situational constraints exist, using selected instructional material and activities. In addition, evaluation consists of two focuses of
assessment: the effectiveness of the materials and the overall learning student achieved.

It can be summed up that the process of teaching and learning which is facilitated by the use ICT products as the learning design to accomplish the learning objectives is known as ICT based learning.

2. The Aspects of ICT Based Learning

There are many products of technology used in ICT based learning. Generally, ICT is often categorised into two broad types of product:

a. Traditional computer-based technologies

They are the use of a personal computer or using computers at home, school or at work.

b. Digital communication technologies

They are the use of devices which allows people and organisations to communicate and share information digitally. Those devices can be mobile phone, LCD projector, multimedia, et cetera. Nowadays, fascinating devices are also adapted for use in schools such as wireless devices and e-books.

In other words, the aspects of ICT cover the use of hardware, software and network connection to facilitate the learning process. All of them obviously have important role to run teaching and learning process effectively. According to Newby et al (2000: 40), hardware is the physical components of computer system, while software is the term for the program or instructions that tell the computer what to do. There are common softwares used in teaching and learning process such as Operating system, Word processing, Electronic spreadsheet, Database management, Presentation software, Desktop publishing, Graphic programs, Communications software and Utilities. Moreover, the use of computer hardware and software can be separated from the network connection. Based on Lever-Duffy et al (2003: 203) a computer network is a collection of computers and peripherals that are connected
together so that they can communicate information and share resources. This network is mostly known as Internet.

The use of ICT products makes the learning model more various and interactive. Learning is not just sitting and listening to what teachers say in the classroom, but there are more learning models in ICT based learning such as distance learning, open learning, online learning and blended learning (Dudeney and Hockly, 2007: 136). Distance learning includes learning via technology such as the internet, CD-ROMs, and mobile technology, while open learning is the part of distance learning which provides independence to the learner in terms of deciding what course content to cover, how to do so and when. Online learning is also part of distance learning which takes place via internet. Meanwhile, blended learning is a mixture of online and face-to-face course delivery.

Smaldino et al (2005:7) say that instruction is the arrangement of information and the environment to facilitate learning. Thus, the instructional activities and environment are the essential points to deliver the information to the students. Smaldino et al view that environment is not only where instruction takes place but also the technology, method and media needed to convey information and guide the learner’s study.

In brief, the aspect in ICT based learning covers the elements of ICT which are comprised by the use hardware, software and internet and classified within two products, traditional computer-based technologies and digital communication technologies. The use of ICT is aimed to create the instructional activities and environment to deliver information to the students. In fact, ICT based learning creates more various instructional activities.

3. The Media in ICT Based Learning

Media is an inevitable part of ICT based learning. Smaldino et al (2005: 9) state that media is means of communication and source of information. Reiser and Gagne (in Gagne et al, 1992: 208) define media as the physical means by which an
instructional message is communicated. Furthermore, instructional media is media when they provide message with an instructional purpose (to facilitate communication and learning) e.g. video, television, diagrams, printed material, computer program, and instructor.

Instructional media related to ICT based learning are also known as instructional technology or educational technology. According to Lever-Duffy et al (2003: 5), educational technology is any technology used by educators in support of the teaching and learning process. Smaldino et al (2005: 9) explain that there are six basic types of media used in learning and instruction:

a. Text.
   Alphanumeric characters that may be displayed in any format- book, posters, chalkboard, computer screen, and et cetera.

b. Audio
   Anything that can be heard e.g. person’s voice, engine sound, music, noise, etc. They can be live or recorded.

c. Visuals
   Diagram on a posters, drawings on the board, photograph, graphic, cartoons, etc.

d. Motion media
   Media that show motion e.g. videotape, animation, etc.

e. Manipulatives
   Three dimensional and can be touch and handled by students.

f. People
   Teacher, students or subject-matter expert.

All types of media have essential role to deliver the information or as the sources of information for students. The choice of media is based on the goal and the method of the learning. Furthermore, Bruce and Levin (2001) propose taxonomy of uses of technologies for learning by these four different uses of media for learning, based on the goals of the learner:

commit to user
a. Media for inquiry

Technologies can be used as media for learning through inquiry.

b. Media for communication

Communicative model through the use of technology is also applied as instructional media. The examples of those communicative models are through conferences, homework drop-boxes, announcement sections, test sections, lectures and lecture note, which are all forms of communication.

c. Media for construction

Technologies can be used as media for learning through construction. Construction play essential part in problem-based learning and project-based learning approaches. The application of the media for construction can be seen in “construction set” presentation mode where the user is presented with a set of “parts”, and constructs entities by selecting parts and combining them to create some new computational object.

d. Media for expression

Technologies can be used as media for learning through expression. Computer-based photo editing, painting and drawing programs, music editing, and video editing applications are example of new technologies oriented toward expression.

Media has essential role in ICT based learning. They come in 6 basic types namely text, audio, visual, motion media, manipulative and people. They also have different uses depending on the goal of the learners in learning process which are applied in various kinds of activities.

4. ICT Based Learning in Language Teaching and Learning

The variety of instructional technologies gives huge opportunity to language teachers to explore and use them to conduct language teaching more effectively. Lever-Duffy et al (2003: 66) state that teacher must plan for, select, and effectively use the best technologies to support teaching and learning. Since ICT based learning
is a learning design, it creates frameworks that can be used to guide the design and choice of language learning tasks, learning resources, and learning support in the development of a learning experience for students.

ICT based learning in language learning is not merely the use of computer in the classroom to support the instructional experience. It also involves the use software, hardware and also network connection that accommodate language learning process. Lever-Duffy et al (2003: 79) state that using a computer, students can publish their own class newsletter with digital images from their recent fields trip, create interactive stories that their peers can explore, connect to online resources that place the world’s knowledge base literally at their fingertips.

The hardware are the input and output devices which facilitate language teaching used in the classroom or in language laboratories. The examples of input devices which are helpful for teacher and learner are scanner, digital camera, sound input devices (microphone), et cetera. Output devices include LCD projector, speakers and headphone, et cetera. Those devices can be easily connected to the computer whenever needed for supporting teaching process.

The hardware cannot run the instruction without the software. Nowadays, there are many software that can be used in language teaching and learning. Word Processing is very common software that can be applied in language learning. It can be used to create text and also completed with grammar checking and spell checking which enables the users to check a document and find sentences that are questionable grammatically and make suggestions for alternatives sentences construction. From the advantages of the use of this software, students are expected to improve their ability in expressing meaning in target language correctly.

Another important software in instructional system is academic software. Lever-Duffy et al (2003: 169) say that academic software includes the wide variety of software packages that can be used to enrich the teaching and learning environment for both teacher and students. Academic software consists of:
a. Authoring system/ hypermedia or multimedia software

Hypermedia software is an adaptation of multimedia that not only uses multiple media but also organizes information such that the students can make “hyperjump”, students driven connection in either linear or non linear sequences, from and to different components of instructional contents. Hypermedia and multimedia authoring tools can and do play a significant role in stimulating learning in language classes. They can be applied to do writing project and post it on the web. (Lever-Duffy et al, 2003:173).

b. Desktop publishing software

This software is used to create many forms of publications such as posters, sign, newsletter, booklets or other short functional texts.

c. Graphic

It contains clip arts, draw and paint software to stimulate students’ creativity in carrying out language class projects.

d. Reference software

It is software which stores digital version of volumes of reference materials, on a single compact disc, for example: Encyclopedias, grammar tools, dictionaries.

e. Drill and practice

Drill and practice software is also called tutorial software. It presents new materials, and designed with several instructional sequences with frequent opportunities for practice and review, for example: grammar practice, vocabulary drills.

f. Educational games

The examples of education games used in English teaching and learning are Living Book series for reading games, Centipede-to explore narrative, Scrabble to improve vocabulary.

g. Simulation

Simulation software offers the student opportunity to interact with the content and to participate in discovery learning.
h. Integrated learning system

Integrated Learning System (ILS) is combinations of hardware and software designed to assist students in learning targeted objectives.

Today, many schools are connected to internet to support the global learning. According to Newby et al (2000: 193), the uses of internet are divided into three:

a. Communication

The services of internet which are used to facilitate communication are e-mail, conference, videoconference, mailing list, newsgroup and chats.

b. Information Retrieval

Teaching materials, databases, computer programs are available in the internet and most of them are free of charge to be accessed or downloaded. Those documents can be accessed on the website. Some websites that can be used to enhance students’ language competencies are Youtube, BBC Radio on Internet, CRAYON (Create Your Own Newspaper), mystery stories @TheCase, Plum Design’s Visual Thesaurus, et cetera. (Teeler and Gray, 2000: 65-80)

c. Information Publishing

Materials and students portfolios (texts, graphics, video, sound, etc.) are now easily published in the internet so they can be read by other all over the world.

To summarize, ICT based learning gives teacher more opportunity to conduct effective language teaching and learning by the process of planning, selecting and using the best suited technology involving hardware, software or academic software and also the internet to the teaching process.

C. RSBI

1. The Definition of RSBI

that RSBI is National Standardized Schools which prepare the learners based on Indonesian Education National Standards and International Standards, so it is expected that the graduates have the national and international competence. Moreover, Triwiyanto and Sobri (2010: 14) state that Sekolah Bertaraf Internasional (SBI) is the government’s effort to improve education quality by the improvement to the managements of students input, curriculum, educators and the education staff, media and infrastructure, funding, management, and environment.

In other words, SBI is National Standardized Schools which are designed into International Standardized Schools by the implementation of Education National Standards and enriched with education international standard to prepare the graduates which have national and international competence as one of government efforts to improve the education quality in Indonesia.

According to The Legislation Number 20 Year 2003 about The National Education System section 50 Sentence 3, it is expected that every region designs at least one education institution in every level to be international standardized school. To get an SBI status, a school must pass three stages which starts from RSBI. Those stages are:

a. *Tahap Pengembangan/* Development stage (first 3 years);

   In these years, RSBI schools are accompanied by professionals from independent professional institution/related institutions in preparing, arranging, and developing the curriculum, human resources, modern management and institution, funding and preparing media and infrastructure.

b. *Tahap Pemberdayaan/* Empowerment stage (2 years; 4th year and 5th year);

   An RSBI carries out the planning programs from development stage and improves the quality of the results which have been developed in the previous stages. The essential thing in this stage is reflection of the process for the sake of better quality and realization of partnership program with domestic sister-schools and foreign ones and international education certification institution.
c. **Tahap Mandiri** Autonomy Stage (6th year).

RSBI status changes into Sekolah Bertaraf Internasional (SBI) in this stage by achieving the profiles requirements such as content standard, graduate competence standard, human resources (teachers, principal, and staff), media and infrastructure, evaluation, management, funding, student, and school culture.

It can be concluded that designing international standardized school as an effort to enhance education quality takes long, complex and continuous process. Thus, the process of designing international standardized school requires intense efforts from all elements of education and government to achieve the education goals which are stated in Preamble of *Undang-Undang Dasar 1945* and technically elaborated within Education Strategic Plans.

2. **The Regulations Underlying RSBI**

The first regulation underlying RSBI is The Legislation number 20 Year 2003 about The National Education System section 50 sentence 3 which states “*Pemerintah dan/atau pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi satuan pendidikan yang bertaraf internasional*”. It is also supported by The Government Regulation Number 19 Year 2005 or The Education National Standard section 61 “*pemerintah bersama-sama pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada jenjang dasar dan menegah untuk dikembangkan menjadi satuan pendidikan bertaraf internasional.*” Consequently, based on these regulations every region has the responsibility to develop at least one primary and secondary school in its area to be international standardized school.

The responsibility of running education program, including the international standardized school program, is handled by regional governments. This is stated in The Legislation number 32 Year 2004 about The Central Government and The Regional Government section 13 subsection 1 item (f): *Urusan wajib yang menjadi kewenangan pemerintahan daerah provinsi merupakan urusan dalam skala provinsi*.
yang meliputi: penyelenggaraan pendidikan dan alokasi sumber daya manusia potensial. Since every region has different competence from other, the development model of RSBI of each region is different from other. Some regions just follow the development instructions from The Central Government especially in SBI elements standardization, while some work hard to get closer to SBI in substantial term.

Furthermore, the goal of international standardized school issue has been defined in The Strategic Plan Department of National Education year 2005-2009 “untuk meningkatkan daya saing bangsa, perlu dikembangkan sekolah bertaraf internasional pada tingkat kabupaten/kota melalui kerjasama yang konsisten antara pemerintah dan pemerintah kabupaten/kota yang bersangkutan, untuk mengembangkan SD, SMP, SMA dan SMK yang bertaraf internasional.” It means that the development of international standardized school in every region/city is aimed to improve the competence of the generation through education process in elementary and secondary levels. Besides, this effort is expected to stimulate other education institution s to improve the quality of the education process with SBI/RSBI as the reference.

The regulations above are elaborated in some other regulations for the clarity and practical purposes. The Regulation of National Education Minister Number 18 Year 2009 states that “Sekolah Internasional menjadi satuan Pendidikan bersama yakni satuan pendidikan hasil kerjasama antara lembaga pendidikan asing yang terakreditasi atau diakui di negaranya dan satuan pendidikan di Indonesia yang terakreditasi A”. Again, The Quality Insurance Guides for International Standardized School/Islamic School in Primary and Secondary Education Year 2007 describes International Standardized School/ International Standardized Islamic School as follows:

"Sekolah/Madrasah yang sudah memenuhi seluruh Standar Nasional Pendidikan (SNP) dan diperkaya dengan mengacu pada standar pendidikan salah satu negara anggota Organization for Economic Co-operation and Development dan / atau negara maju lainnya yang mempunyai keunggulan
Thus in practical term, SBI/RSBI is conducted as the cooperation between an A-accredited school in Indonesia and qualified foreign education institutions in OECD countries namely “sister school”. Besides, it has to fulfill the Education National Standards and enriched with education standards of the sister schools.

As RSBI schools implement Education National Standard/ SNP (Standar Nasional Pendidikan), they run the educational process according to Regulation of National Education Minister Number 22, 23, 24 Year 2006 about Content Standard, Graduates Competence Standard and the implementations. The guidelines of carrying out international standardized school in elementary and secondary education level are elaborated in The Regulation of National Education Minister Number 78 Year 2009.

It can be summed up that The Indonesian government concerns on designing international standardized school which is expected to be able to improve the education quality all over Indonesia. It can be seen through several regulations dealing with the nature and implementation of SBI/RSBI in terms of funding, teaching and learning process, school management, funding, curriculum, infrastructures, et cetera.

3. The Characteristics of RSBI

What makes RSBI different from regular schools is its school management. RSBI has its own distinctive school management which is also the requirements of designing an RSBI. Then, these requirements become the characteristics of RSBI which are established by The General Directorate of Primary and Secondary School Management of The National Education Ministry and stated in The Regulation of National Education Minister Number 78 Year 2009. Those characteristics can be described in the table as follows:
Table 2.1. The components of SBI/RSBI management

<table>
<thead>
<tr>
<th>Scope</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>A-accredited school based on reliable school standardize corporation.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>• Implementing national standard curriculum (KTSP) and enriched by international curriculum from developed countries involved in OECD and international training centers, industries, and certification corporations such as Cambridge, IB (International Baccalaureate), TOEFL/TOEIC, ISO, study centers and multilateral organizations such as UNESCO, UNICEF, SEAMEO, et cetera</td>
</tr>
<tr>
<td></td>
<td>• Implementing ICT based curriculum</td>
</tr>
<tr>
<td></td>
<td>• Seminar Credit System for senior high school and vocational school</td>
</tr>
<tr>
<td>Teaching and Learning Process</td>
<td>• Bilingual learning process for Mathematics and Sciences and vocational subject matters (English-Bahasa Indonesia)</td>
</tr>
<tr>
<td></td>
<td>• Implementing ICT based learning</td>
</tr>
<tr>
<td></td>
<td>• Enriched with the learning model from qualified schools of OECD countries or other developed countries.</td>
</tr>
<tr>
<td></td>
<td>• SBI/SBI teaching and learning process as the reference for other schools</td>
</tr>
<tr>
<td></td>
<td>• Learning process based on learners’ need, interest, and psychological development.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>• Fulfilling evaluation standard from SNP</td>
</tr>
<tr>
<td></td>
<td>• Enriched with evaluation model from qualified schools of OECD countries or other developed countries.</td>
</tr>
</tbody>
</table>
### Education Staff
- The composition of post-graduate teachers: 10% in elementary school; 20% in Junior High School and 30% in Senior High School.
- Having capability in presenting the lesson in English and facilitating the ICT based teaching.
- Having Post Graduate Principal and having capability to communicate in foreign language actively.
- Having international vision, managerial competence, leadership, entrepreneurship, and ability to develop international network.

### Media and Infrastructure
- Complete media and infrastructure with up to date ICT.
- Digital accessed library
- Complete rooms and facilities

### Management
- ISO 9001:14000 standard for school management
- Audited by independent audit institute for transparency and accountability
- Having sister-school relationship
- Having standardized funding based on IKKM (Indikator Kinerja Kunci Minimal) and IKKT (Indikator Kinerja Kunci Tambahan)

In conclusion, RSBI has the distinctive characteristics especially in Education National Standard aspects (content, graduate competence, process, education staff, media and infrastructure, management, funding and evaluation) which are enriched with international education standards from developed countries or the members of OECD countries. Therefore, these modifications give significant effects to the teaching and learning process in RSBI which is global oriented and ICT based.
4. **Teaching and Learning Model in RSBI**

The teaching and learning process in international standardized school is explained in The Regulation of National Education Minister Number 78 Year 2009 Section 5. It consists of 5 points related to the process of teaching and learning in SBI/RSBI. In brief, those points can be explained as follows:

a. SBI/RSBI carries out process standard of SNP which are enriched with the teaching and learning process models from developed countries or the members of OECD countries.

b. ICT based learning, active, creative, effective, joyful and contextual learning are applied in the teaching and learning process in SBI/RSBI.

The implementation standards of ICT based learning in SBI or RSBI is covered in the Legislation of National Education Minister of Indonesia Number 78 Year 2009 About The Implementation of International Standardized School in Elementary and Secondary Education Level in section 10. It covers three main points as follows:

1. SBI memenuhi standar sarana dan prasarana yang diperkaya dengan standar sarana dan prasarana pendidikan dari negara anggota OECD atau negara maju lainnya.

2. Setiap ruang kelas SBI dilengkapi dengan sarana pembelajaran berbasis TIK.

3. SBI memiliki perpustakaan yang dilengkapi dengan sarana digital yang memberikan akses ke sumber pembelajaran di seluruh dunia (e-library).

Next, it is also elaborated in *Panduan Penyelenggaraan Rintisan Sekolah Bertaraf Internasional (SBI) Untuk Sekolah Menengah Pertama* that the concepts of ICT based learning in SBI/RSBI covers:

1. the use of computer and internet connection
2. ICT based classrooms completed with electronic media such as TV, VCD, tape, OHP, LCD, and laptop
(3) The availability of multimedia center and internet network linking the all systems of the school.

c. International standardized schools can apply English or other foreign languages which are used in international forum as medium of instruction in particular subject matter.

d. Bahasa Indonesia is used as medium of instruction in the teaching and learning process of Bahasa Indonesia, religion education, civic education, history and local contents.

e. The use of English or other foreign languages as medium of instruction is started from grade IV of elementary schools.

The teaching and learning models in RSBI are characterized by its international goal. Thus, the new innovations in learning models are applied in teaching and learning process in order to optimize the students' potential, creativity, innovations, and joys of discovery. It is stated in *Panduan Pelaksanaan Pembinaan SMP Rintisan Sekolah Bertaraf Internasional (SMP-RSBI)*, the models of teaching and learning in RSBI can be elaborated as follows:

a. Student Centered
   It is a learning model which focuses on the students’ need, styles, and goal and gives some control to the students, for example, group work. It allows the students to enhance their creativity, innovation, sense of competence and self appreciation.

b. Reflective Learning
   Reflective learning aims to grow the habit of reflection to the students since there is a link between reflection and deeper learning.

c. Active Learning
   This is a model of learning in which requires students to actively participate in challenging learning process and experience what they actually learn.

d. Enjoyable and joyful learning
   Joyful learning is the strategy, concept and practical learning as the combinations of meaningful learning, contextual learning, active learning, constructivism and
the learners’ psychological development to design enjoyable learning environment.

e. Quantum Learning

Quantum learning creates motivational concepts, stimulates the interests and active learning by the arrangement of micro and macro of learning environment.

f. Contextual Learning

It is an educational process that aims to help students to see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, for example: personal, social, and cultural circumstances. (Johnson, 2002: 25)

g. Cooperative Learning

It is a learning model in which students work together in group or in collaboration with teacher on learning projects, they take responsibility for learning.

In other words, the teaching and learning models in RSBI focus on the learners’ need and the psychological development with the innovative learning models which stimulate learners to be active and creative along the teaching and learning process.

5. The English Teaching and Learning Process in RSBI

English is one of compulsory subjects in the teaching and learning process in RSBI. English in RSBI is not only as the subject matter but also as the medium of instruction in other subjects such as Mathematics and Sciences. Therefore, some schools with RSBI status allocate more time in the lesson timetable for English. The extra time for English lesson can be allocated in the formal curriculum or in the extra-curriculum or after school activities.

The English teaching and learning process, like any other subjects, covers main stages namely planning, implementation and evaluation. Those three stages comprise the elements of teaching and learning process such as curriculum, syllabus model, learning activities, roles of teacher and learners, teaching materials, and evaluation.
a. **Curriculum**

Curriculum is one of essential points in teaching and learning process. Stenhouse (1985: 70) defines curriculum as a proposal specifying a content/method bundle as clearly as possible-has the status of a suggestion as to what it might be worthwhile (given certain premises) and feasible (given certain condition) to teach and learn in the classroom. It is also stated in The Indonesian Government Regulation Number 19 Year 2005 about Education National Standard Section 1 Subsection 13 that “Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.” Meanwhile Hamalik (in Susilo, 2007: 78-79) defines curriculum in three ways: curriculum which contains content and teaching materials (a number of subject matter which have to be accomplished and learned by learners to achieve the knowledge); curriculum as teaching plan (an education program which is provided to teach the learner); and curriculum as learning experiences (sequences learning experiences). Moore (1999: 65) adds that curriculum is all the planned and unplanned learning experiences that students undergo while in a school setting.

In summary, curriculum is all the planned learning experiences involving the objectives, content, material and method used which are worthwhile and feasible and also all the unplanned learning experiences to achieve the goal in learning experiences in a school setting.

Furthermore, there are three kinds of curriculum which the students experience according to Moore (1999); the explicit curriculum, the hidden curriculum and the extracurriculum.

1) **Explicit Curriculum**

It is commonly known as formal curriculum. Formal curriculum consists of the sequences of courses and objectives mandated by the state, the curriculum guide developed by the school district, the text books used in the classroom and the schedule of classes are available for students.
2) Hidden Curriculum

Hidden Curriculum consists of learning experiences –both positive and negative- that produce changes in student’s attitude, belief, and value but it is not the part of explicit curriculum e.g. students learn how to cheat, how to cooperate with other et cetera. It is school and teachers’ responsibility to guard and control the students from the negative effects to the learning process.

3) Extracurriculum

It is an elective extension of students’ course work that does not carry credit toward graduation. Extracurricular activities involve scout, school magazine club, drama club, band activities, et cetera. These activities are generally held based on students’ interests, needs and aspirations.

The formal curriculum used in SMP RSBI is KTSP. KTSP stands for Kurikulum Tingkat Satuan Pendidikan. KTSP is also known as Kurikulum 2006 as it was started in academic year 2006/2007 published by Depdiknas/ The National Education Department. According M. Basuki Sugita (Kompas, September 23rd 2006) (in Susilo, 2007: 94), KTSP is a curriculum which gives authorities to each school to develop curriculum by some considerations of school and district potential. It is also defined in The Education National Standard section 1 subsection 15 that “kurikulum tingkat satuan pendidikan adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing masing satuan pendidikan.” KTSP comprises the educational goal, structure and the content of curriculum of each educational unit, educational calendar and syllabus. The implementation of KTSP is based on The Regulation of National Education Minister Number 24 Year 2006 about The Implementation of SI (Standar Isi/Content Standard) and SKL (Standar Kompetensi Lulusan/Graduates Competence Standard).

The curriculum used in teaching and learning process in RSBI is not only based on KTSP but also enriched by the adaptation of curriculum from one of OECD countries. OECD is the abbreviation for Organization for Economic Co-operation and Development. It is an international organization with 30 members which accept the
principles of representative democracy and free market economy. The members of OECD are Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, and United States. In addition, these countries also have outstanding quality of education in the world.

The curriculum in RSBI can be formulated to be SNP + X. SNP stands for Standar Nasional Pendidikan or The Education National Standard and X means the enrichment from international curriculum from OECD countries. Hence, this kind of curriculum also affects in the process of English teaching and learning in RSBI. English as the subject matter is arranged by each school curriculum team based on KTSP curriculum which has to fulfill the SNP and also enriched by with international curriculum from OECD countries.

b. Syllabus

Syllabus is included in the planning stage in teaching process. It is stated in The Education National Standard section 21 that “Perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar, dan penilaian hasil belajar.” In other words, syllabus is statement about objectives, content, methodology, evaluation and materials to be used in a particular teaching context as the planning process in teaching together with lesson plan.

Moreover in language teaching and learning, Richard and Rodgers (2001: 25) state that syllabus traditionally refers to the form in which linguistic content is specified in a course or method. Yalden (1987: 77) defines a syllabus as an instrument to be used to coordinate all the aspects of language teaching. Thus, in terms of English language teaching, syllabus is the form in which linguistic content is
specified as instrument to coordinate all the aspects of English language teaching in a course or method to reach the objectives of language teaching.

The objectives of English teaching in educational institution in Indonesia are elaborated in The Competence Standard/Standar Kompetensi (SK) and The Basic Competence/Kompetensi Dasar (KD) of each grade based on Content Standard/Standar Isi and The Graduates Competence Standard/Standar Kompetensi Lulusan of The Education National Standard/Standar Pendidikan Nasional. Besides, each RSBI has authority to enrich or add the objectives in teaching syllabus of higher than SNP by adaptation of curriculum of OECD countries.

c. Types of Language Learning Activities

Different language teachers apply different approaches in teaching language based on their beliefs in language learning. Hence, different methods create different learning types in teaching procedure to reach the goal. Richards and Lockhart (1996: 163-166) classify learning types as follows:

1) Presentation activities

A presentation activity involves the act of introducing and clarifying new learning items such as lexical item, grammatical item, a function, a discourse feature or a learning strategy.

2) Practice Activities

These are tasks which involve performance or learning of an item that has been previously presented. These also involve a degree of control over student performance or the use of model. For example, dialog is used to practice sentence patterns, grammar and drill are used to practice pronunciation and develop fluency.

3) Memorization Activities

These are activities in memorizing information or learning materials. These activities may be used as strategy to help consolidate new learning item or as preparation for the next activity e.g. memorizing vocabulary for dialog practice.

4) Comprehension Activities
Developing or demonstrating students’ understanding of written or spoken texts is required in these activities. These may include the level of comprehensions such as literal comprehension (understanding meaning stated explicitly in a text), inferential comprehension (drawing conclusion and making prediction based on information in the text), and evaluation (making judgments about content of the text based on personal and other values).

5) Application Activities

These activities require students to apply and integrate the knowledge or skills that have been presented and practiced previously in a creative way (context or situation) related to their own ideas, needs, feeling and experiences e.g. making a role play after practicing dialogs.

6) Strategy Activities

These tasks develop particular learning strategies and approaches to learning e.g. learner may be trained to use strategy to guess the vocabulary in the text.

7) Affective Activities

These include tasks which have no specific language learning goal but are intended to improve motivational climate of the classroom and to develop students’ interest, confidence, and positive toward learning e.g. writing journal or sharing about students’ feeling in foreign language class.

8) Feedback Activities

These activities are used to give feedback on learning or on some aspects of performance on the activity e.g. students may work in pair to read each other writing to give suggestion and revision about the writing in terms of organizations, content, clarity of expression, etc.

9) Assessment Activities

These tasks enable teacher or learner to evaluate the extent to which the goals of an activity or lesson have been successfully accomplished to diagnose the area that needs further teaching or to evaluate student performance. Different kinds of tests are usually used for assessment activities.
In summary, there are nine kinds of language teaching and learning activities which can be conducted to reach certain the learning objectives. The choice of appropriate learning activities is based on the target of language competence and also beliefs about language learning.

d. Roles of Teacher and Learners

Learner’s role is defined as learner’s contribution to the learning process (Richards, 1985: 22). Learner’s role comprises some issues such as the learning tasks set for the learners, the degree of control learners have over the content of learning, the pattern of learner groupings, the degree of learners influence the learning of others, the view of learner as a processor, performer, initiator, problem solver, et cetera.

Furthermore, Richards adds that teacher’s roles are related to the issues about the types of functions teachers are expected to fulfill (e.g., practice director, counselor, model), the degree of control the teacher influences over learning, the degree to which the teacher is responsible in determining linguistic content, and interactional patterns assumed between teachers and learner. To create an interactive classroom, there are possibilities of teacher’s roles proposed by Brown (2001: 167-168):

1) Teacher as controller
2) Teacher as director
3) Teacher as manager
4) Teacher as facilitator
5) Teacher as resource

In short, teacher and learners role can be described as the type of interaction characteristics of teaching and learning process of a particular method.

e. Teaching Materials

Teaching materials or instructional materials are used to defined the goal of language learning which specify the selection of and ordering of particular language
items to be taught that represent the elements (structures, topics, notions, functions, exchanges or whatever). Richards (1985: 25) explains the role of instructional material as follows:

1) It will reflect decisions concerning the primary goal of material (e.g., to present content, to practice content, to facilitate communication between learners, to enable the learner to practice content without teachers, etc.)

2) It will reflect the form of materials (e.g., textbook, audiovisual, computer display, etc.)

3) It will reflect the relation materials hold to other source to input (i.e., whether they serve as the major source of input, or only as a minor component of input)

4) It will reflect the abilities of the teacher (e.g., competence in language, degree of training, etc.)

Finally, instructional material implies to the learning objective that constitute to the goal of the syllabus.

f. Evaluation

Evaluation is one of important parts in teaching and learning process. Moore (1999: 104) states that evaluation means that judgment required as to the value of materials or ideas. Gronlund and Linn (in Cole and Chan, 1994: 445) define evaluation as the systematic process of collecting, analyzing, interpreting information to determine the extent to which pupils are achieving instructional objectives. Meanwhile, Nunan (in Nunan, 1992: 185) proposes that evaluation is not simply a process of obtaining information, but also decision-making process. In conclusion, evaluation is the systematic process of the process of collecting, analyzing, interpreting information to determine the extent to which pupils are achieving instructional objectives and followed by the process of making decision.

Evaluation has a broader scope including informal testing or formative evaluation and formal test. According to Brown (1994: 375), formative evaluation is assessing students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process while formal tests are exercises.
or experiences specifically designed to tap into an extensive storehouse of skills and knowledge, usually within a relatively short time limit.

The tests in language teaching evaluation are not only about accomplishing task on paper. There are other forms or testing in language teaching, for example: performance-based testing and interactive language tests. Performance-based testing involves open-ended problems, hands-on projects, student portfolios, experiments, labs, essay writing, and group project. Meanwhile, interactive language tests are the combinations of various language tests. The operationalization of this kind of test proposed by Swain in Brown (1994: 379) as follows:

**Table 2.2. Interactive Language Tests**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Method</th>
<th>GRAMMAR</th>
<th>DISCOURSE</th>
<th>SOCIOLINGUISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Focus on grammatical accuracy within sentences</strong></td>
<td><strong>Focus on textual cohesion and coherence</strong></td>
<td><strong>Focus on social appropriateness of language use</strong></td>
</tr>
<tr>
<td>ORAL</td>
<td>Structured interview</td>
<td>Storytelling and argumentation</td>
<td>Role play of speech acts: request, offers, complaints. Scored for ability to distinguish formal and formal register</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scored for accuracy of verbal morphology, prepositions, syntax Detailed rating for e.g. identification, logical sequences, time orientation, and global ratings for coherence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MULTIPLE CHOICE</td>
<td>Sentence-level “select the correct form” exercise</td>
<td>Paragraph-level “select the coherent sentence” exercise</td>
<td>Speech act-level “select the appropriate utterance” exercise</td>
<td></td>
</tr>
<tr>
<td>WRITTEN COMPOSITION</td>
<td>Narrative and letter of suasion</td>
<td>Narrative and letter of suasion</td>
<td>Formal request letter and informal note</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation in language teaching has broad interpretation. It comes in various forms of test and measurement such as performance-based test, interactive language evaluation.
test, formative test or informal test. Evaluation is used to measure the result of language teaching according to the objectives and to determine the next step of teaching process.

In line with the curriculum in SBI/RSBI, the evaluation of language learning in RSBI applies evaluation standard in KTSP and enriched with evaluation standard from qualified schools or schools of OECD countries. The model of evaluation is authentic evaluation and ICT based evaluation and fulfilling evaluation standards from BNSP and international standards. However, the details of ICT based evaluation have not been standardized by government regulations.

In addition, Newby et al (2000) describe evaluation as a cycle of continuous improvement in which you can use a variety of evaluation techniques before, during and after a learning experience. Evaluation focuses on two main purposes; they are evaluating the learners and evaluating the instructions. The technique to evaluate student learning is divided into two groups of means of gathering evaluation data. The first group is focus on traditional or standard means of gathering evaluation data such as true-false, matching, completion, multiple choice, and essay. The second group is the alternatives evaluation techniques such as performance, portfolio, interviews and oral evaluation, logs and journals, writing samples, open-ended experience, and long-term projects. Meanwhile, to evaluate the instruction can be done through tests, student tryout, direct observation, talking with students, peer review, classroom observation, teacher preview and reflection.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research method, description of the setting, sources of data, techniques of collecting data, sampling, trustworthiness, and techniques of analyzing the data used in the research.

A. Research Method

Research method is generally the scientific procedure to collect and analyze the data with particular purposes and uses. The method of this research is qualitative research method. It is also called as naturalistic study since this study is conducted in natural setting. Thus, the researcher will not do any action to create the setting and the researcher collects the data based on the sources of data’s view not the researcher’s view. Consequently, the researcher has to participate intensively in the field setting and record what happens there and analyze it to find the meaning inside. According to Sukmadinata (2007: 60) qualitative research is a research which aims to describe and analyze a phenomenon, event, social activity, attitude, belief, perception and one’s thought individually or in group. Wiersma (2000: 13) adds that qualitative research is done for the purpose of understanding social phenomena, social being used in broad sense. Meanwhile, Johnson and Christensen (2000: 17) define qualitative research as a research relying primarily on the collection of qualitative data (e.g. nonnumerical data such as words and pictures).

Furthermore, Bogdan and Bliken in Sugiyono (2010: 21) explain the characteristics of qualitative research as follows:

a. Qualitative research has the natural setting as the direct sources of data and researcher is the key instrument.

b. Qualitative research is descriptive. The data collected is in the form of words or pictures rather than number.

commit to user
c. Qualitative research is concerned with process rather than simply with outcomes or products.
d. Qualitative research tends to analyze their data inductively.
e. “Meaning” is of essential to the qualitative approach.

In conclusion, qualitative research is a research conducted in natural setting which has scientific procedure to collect and analyze the qualitative data (e.g. nonnumerical data such as words and pictures) by a researcher participating intensively in the field setting the data for purpose of describing, analyzing and understanding a phenomenon, event, social activity, attitude, belief, perception and one’s thought individually or in group and finding the meaning inside.

B. Description of The Setting

This qualitative study was carried out at SMP Negeri 3 Sukoharjo that is located on Jl. Dr. Sutomo 1 Sukoharjo. SMP Negeri 3 Sukoharjo is one of two Designed International Standardized Junior High Schools (SMP RSBI) in Sukoharjo. SMP Negeri 3 Sukoharjo was built in academic year 1979/1980.

Based on The Decree of Directorate of Secondary School Management General Directorate of Primary School and Secondary School Management Department of National Education number 230/C3/KEP/2008, SMP Negeri 3 Sukoharjo was established as RSBI (Rintisan Sekolah Bertaraf Internasional) on Februari 8th 2008 with the status RSBI Reguler.

As an RSBI, SMP Negeri 3 Sukoharjo is completed by some benefits. Those benefits include the composition of the post-graduate teachers is 3.7% of all the teachers, 25% of the classrooms are ICT based classrooms, the availability of art room, representative library, complete laboratories and Wi-Fi facility to support learning process via internet global connection within the school. Information about SMP Negeri 3 Sukoharjo can also be accessed email address or its’ website: smpn3sukoharjo@yahoo.co.id/ www.smpn3sukoharjo.net. As an RSBI school, SMP Negeri 3 Sukoharjo has sister-schools: SMP Negeri 3 Denpasar, SMP N 1 Bangli, and SMP N 1 Singaraja in 2009. SMP Negeri 3 Sukoharjo was also ISO 9001: 2008 certified on May 17th 2011.
In 2008, SMP Negeri 3 Sukoharjo was established as RSBI (Rintisan Sekolah Berstandar Internasional) or Designed International Standardized School. Thus, in the academic year 2008/2009, there were 2 classes of RSBI program with 45 students in grade 7, while the rest were regular classes. Four new grade 7 classrooms of RSBI were programmed with total new students of 100 in the academic year 2009/2010. However, in academic year 2010/2011, regular class program was no longer programmed so that all of 7th grades were RSBI program with the total 7 classes. It was done as the next step to reach SBI status.

The school environment of SMP Negeri 3 Sukoharjo is clean and nice with some big trees and small gardens in front of the classrooms. It also equipped with many dustbins to keep the environment clean. The facilities in SMP Negeri 3 Sukoharjo are also quite complete. There are 22 classrooms, 1 electronic room, 1 science laboratory, 1 computer laboratory, 1 language laboratory, 1 library, 1 multimedia room, 1 headmaster room, 1 teachers room, 1 administration room, 1 skill development room, 2 parking areas, 1 storehouse, 2 canteens, 4 teacher toilets, 11 students toilets, 1 counseling room, 1 health room, 1 students organization room, 1 mosque, basketball court, volleyball court and sand box.

The field research was conducted in August until September 2011 because the ideal English teaching and learning process was carried out in that time. The teaching and learning process was conducted as usual as the new academic year starts in July. The planning of research is described in the following table:


Table 3.1: Research Schedule

<table>
<thead>
<tr>
<th>Process</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>Jun</th>
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<th>Agt</th>
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<tbody>
<tr>
<td>Research proposal</td>
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<tr>
<td>Research permission</td>
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<tr>
<td>Conducting the research</td>
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<td>Data analysis</td>
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<td>Research report</td>
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</table>

C. Sources of Data

The data presented in qualitative study are in the form of narrative data or words. The data of the research are gained from the sources of data which cover:

a. Events

Event is a set of related activities that people carry out (Spradley in Sugiyono, 2010: 315). By observing the events, it is aimed that it will maximize the researcher’s ability to grasp motives, beliefs, concerns, interests and unconscious behaviors, customs, and the like (Lincoln and Guba, 1985: 273). The events which were observed are the processes of English teaching and learning within SMP Negeri 3 Sukoharjo in the stages of planning, executing and evaluating.

b. Informant

Informant is also commonly known as participant. According to Sukmadinata (2007: 94) participant is person who is interviewed, observed, asked to share the data, comment, thought and his perception. The selection of informant is based on purposive sampling in order to broaden the scope of information obtained. The informants of this study are the principal of RSBI, English language teachers, ICT technicians and students of RSBI class.
c. Document.

Document is inscription of past events in form of written document (daily notes, life histories, biography, regulation and policy), images (photo, video, sketch, et cetera) or monumental work of people (art work, statue, film, et cetera). The document study will be the complement data besides the data from observation and in depth interview (Sugiyono, 2010: 329). The documents as the source of data in this research are syllabus, lesson plan, student portfolio, teaching documents, photos, evaluation document and field notes.

D. Techniques of Collecting Data

Qualitative research requires the researcher to go directly interact with the research field to collect the data. Hence, the main measurement tool for collecting data is the researcher herself. Qualitative research is also known as naturalistic research as the research is done in natural setting. The techniques of collecting the data in this research are observation, interview, and document analysis.

1. Observation

It is one of techniques in collecting the data by observing the activities which occur in the field setting. The objects of observations are the elements of social situation which involves people, activity and place. Johnson and Christensen (2000: 149-151) divide observation types into 4 according to the role of observer during the conduct of observation. They are complete participant, participant-as-observer, observer-as-participant, and complete observer. The observer-as-participant is chosen by the researcher in this research as the researcher takes on the role of observer much more than the role of participant, and the participants are fully aware that they are part of the research. It is necessary to use camera and field note during the observation to record the data of observation.

2. In-depth interview

According to Mulyana (2003: 180) interview is a form of communication between two persons involving a person who collects information from another
person by addressing some questions based on certain purposes. The person who is interviewed to gain the data is called informant. Mulyana (2003: 181) adds that interviewee is the subject who constructs his/her own cognitive world and the interviewer is expected to be able to catch the meaning of that world. In brief, in-depth interview is a technique of collecting qualitative data in the form of information by addressing some questions to informant in order to catch the meaning in informant’s construction of cognitive world done by the researcher. To collect the qualitative data needed, interviews to the informants of purposive sample were carried out by the researcher. These interviews were also equipped with interview tools such as notebook, recorder, and camera.

3. Document analysis
To complete the data collection, it is necessary to conduct document analysis to any document dealing with the research problem. Reviewing historical documents is a noninteractive technique of data collection (Wiersma 2000: 201). By analyzing related document, the researcher will have the chance to collect more data which may not be gained through interview or observation. This technique of collecting data will support the credibility of the data since the data can be cross-checked to the others from the other techniques. The documents which were analyzed have been stated in the sources of data above.

4. Triangulation
Lincoln and Guba (1985: 283) say that no single item of information (unless coming from an elite and unimpeachable source) should ever be given serious consideration unless it can be triangulated. Based on Sugiyono (2010: 330), triangulation is the technique of collecting data by merging the techniques of collecting data and sources of data. This technique is also used to check the credibility of the data. Denzin (in Lincoln and Guba, 1985: 305) proposes four different modes of triangulation: the use of different sources, methods, investigators, and theories. The triangulation modes used in this research are triangulation of methods and triangulation of sources. These can be drawn as follows:

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E. Sampling

There are two sampling techniques commonly used in qualitative research: purposive sampling and snowball sampling. According to Johnson and Christensen (2000: 175) purposive sampling is a nonrandom sampling technique in which the researcher solicits person with specific characteristics to participate in a research study. It is supported by Sugiyono (2010: 300) who says that purposive sampling is a sampling technique in sources of data with some consideration. These considerations involve points that purposive sampling focuses on the chosen informant who is rich in information about the case or involved in the case. In other words, purposive sampling is a nonrandom sampling technique in which the researcher solicits sources of data which are rich in information about the focus of the study to participate in a research study. This sampling technique is intended to maximize the scope of information obtained (Lincoln and Guba, 1985: 274).

Meanwhile, snowball sampling as proposed by Johnson and Christensen (2000: 176) is the number of samples which is getting larger and larger and
metaphorically viewed as snowball rolling down the hill as the participants are asked to identify one or more additional people who meet certain characteristics and may be willing to participate in the research study.

The number of samples is known as sample size. Lincoln and Guba in Wiersma (2000: 288) comment about sample size in qualitative research: in purposeful sampling, the size of sampling is determined by informational consideration. If the purpose is to maximize information, the sampling is terminated when no new information is forthcoming from new sampled unit; thus redundancy is primary criterion.

The purposive samples included in qualitative research are people, place and activities in the research fields. In this research the purposive samples are English teaching and learning activities which are conducted in class IX A, IX B, IXC and IX D as the most representative classroom of ICT based classrooms. The people or actors as the informants are the Principal of SMP Negeri 3 Sukoharjo, the English language teachers, the electronic learning media technicians and the students of RSBI class.

F. Trustworthiness

According to Lincoln and Guba (1985: 290) trustworthiness is basically a simple question: how can an inquirer/ researcher persuade his/her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of. Therefore, in simple words, trustworthiness is the term for an inquiry to be accepted because of its validity and reliability.

Trustworthiness in qualitative research consists of four criteria. Those criteria are:

1. Credibility

The credible findings in qualitative research can be gained through these activities:

a. Prolonged engagement

This activity can increase the credibility of the findings. Lincoln and Guba (1985: 301) state that prolonged engagement is the investment of sufficient time to achieve certain purposes: learning the “culture,” testing
for misinformation introduced by distortions either of the self or of the respondents, and building trust. It is necessary for the researcher to come back to the research field and focus to check the data collected previously. The prolonged engagement can be ended when the data have been check to the research field and they are right and no changes.

b. Persistent observation

According to Johnson and Christensen (2000: 149) Qualitative observation is usually done for explanatory purposes. By persistent observation, the phenomena will be observed intensively and the researcher will get the opportunity to understand the sequences of the phenomena accurately and systematic to improve the validity of the data. To support the persistency, it is also suggested for the researcher to read the reference books and the documents of the related research.

c. Triangulation

Triangulation is the cross-checking information and conclusion through the use of multiple procedures and or sources. (Johnson and Christensen 2000: 208). The triangulation sources of data are gained from observation data, in depth interview data and data from the document. The triangulation methods which are conducted to get the credibility are by observation, in depth interview and document analysis.

d. Peer debriefing

By peer debriefing, research biases are probed, meaning explored, the basis for interpretation clarified. It is useful for establishing credibility.

e. Negative case analysis

Moleong (2004: 334) states that negative case analysis is conducted by collecting the examples and cases which are not in line with the path and information collected and then used for comparison. When there’s no more contradiction case with data findings, the data findings is credible.
f. Referential adequacy
   Referential adequacy means the availability of the referents to prove the data collected by the researcher. The supporting referents are the record of interview, photos, or credible documents.

g. Member check
   It is the process of checking the data collected to the participants. The participants are asked to give response and point of view of the organization of data arranged by the researcher. Sugiyono (2010: 376) explains the goal of member check is that the information collected and will be arranged is in line with what the informants meant.

2. Transferability
   Generalization does not suit on the results of qualitative research since qualitative research concerns more on the depth of the information until the level of “meaning” in natural setting. The term generalization which is the requirement of external validity can be replaced by transferability. Transferability means that the result of the research can be transferred in other places when the condition is quite the same with the research setting (Sugiyono 2010: 19). Transferability depends on the other users’ understanding to what extent the results can be applied in the other context and other social setting. Thus, the research report must be detail, clear, systematic and credible to make clear understanding for the reader and then decide whether the research can be applied in other setting or not. That is what is meant by transferability standard.

3. Dependability
   Research should be reliable. The reliability in qualitative research is called dependability. Bogdan and Biklen (in Wiersma, 2000: 211) comment about reliability of qualitative research: qualitative researchers tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study, rather than the literal consistency across different observations. Checking the dependability is done by auditing the whole
process of the research. The whole process of the research has to be shown by the researcher to fulfill this criterion.

4. Confirmability
Standard confirmability is nearly the same with dependability. When the result is the study is the function of all of the process, the study has the confirmability standard.

G. Techniques of Analyzing the Data

Data analysis in qualitative research is a process of categorization, description and synthesis (Wiersma 2000: 204). Bogdan (in Sugiyono, 2010: 334) describes data analysis as the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that the researcher accumulates to increase the understanding of them and enable the researcher to present what the researcher has discovered to others.

Analysis data in qualitative research is done inductively to find the path of the data collected and synthesize it. The qualitative data is analyzed using interactive model proposed by Miles and Huberman (in Sugiyono, 2010: 337). As quoted in Sugiyono (2010: 337), the activities of analyzing qualitative data are done interactively. The component of analyzing the data can be drawn as follows:

![Graph](image-url)

*Figure 3.3. The component of model Miles and Huberman data analysis*
1. **Data Collection**

   The data are collected from the sources of data such as person (informant), event, and document. The data are gained through observation, in depth interview and document analysis. The triangulation sources of data and the technique of collecting data is conducted to get the validity of the data.

2. **Data reduction**

   Data reduction means organizing, selecting the data which are related to the focus of the research into categories, and finding the path and the theme and removing the unnecessary data. Data reduction will be focused on the English teaching and learning process in ICT based learning design by categorizing into the planning process, interaction in the classroom and laboratory, the evaluation, the use of media in the process, the problem faced by teacher during the process, the strength and weaknesses of ICT based learning.

3. **Data display**

   Next step in analyzing the data is displaying data in forms of short explanation, diagram, relationship between categories, et cetera. In addition, Miles and Huberman (in Sugiyono, 2010: 341) say that the most frequent form of display data for qualitative research data in the past has been narrative text. Displaying the data is used to understand what actually happened and to plan the next work. The data collected can be larger and larger from the beginning to the end of the research. Those data are selected and frequently cross-checked to the sources of data to find out the pattern and to arrange grounded theory.

4. **Conclusion Drawing**

   The conclusion in data analysis can answer the problem statement or even it cannot as the problem statement is temporary and might change after conducting research in the field. The conclusion will be new findings from a

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vague research object in form of description. The conclusion can be causative or interactive relation, hypotheses or theory and supported by credible data.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the presentation and discussion of the answers for the research problems. The first point is the description of the implementation of ICT Based Learning in the English teaching and learning process at SMP RSBI in terms of syllabus model, learning activities, roles of teacher and learners, teaching materials, and evaluation. The second point is the identification of the problems faced by English teachers and students in implementing ICT Based learning in the learning process. The third point is the identification of to what extent the implementation of ICT based learning gives positive effects to the quality of English teaching and learning process. The data which have been collected in the field are presented based on the observation of English class in four classrooms, the interview with the English teachers, the students, the principal and the ICT technician/teacher and also the document analysis.

A. Research Findings

1. The Implementation of ICT Based Learning in English teaching and learning process at SMP RSBI

ICT based learning is the process of teaching and learning which is supported by the use of ICT media to reach the goal of the process. The teaching and learning process is carried out by utilizing not only conventional media but also the electronic media such as LCD, laptop, internet, multimedia, et cetera. This can be seen in this interview with the principal of SMP Negeri 3 Sukoharjo about ICT Based learning:

“Pembelajaran yang mengedepankan pemanfaatan ICT dalam proses siswa menguasai suatu ilmu pengetahuan, dalam bagi guru, transfer antara guru pada siswa mengedepankan pemanfaatan ICT.” (Interview with the principal of SMP Negeri 3 Sukoharjo on Monday, September 19th 2011)
It is also in line with the statement of the English teacher who is also the vice-principal of SMP Negeri 3 Sukoharjo as follows:

“Pada intinya pembelajaran berbasis ICT adalah pembelajaran yang menggunakan keunggulan media elektronik dalam hal ini biasanya sudah berbentuk (berhenti sejenak) baik itu laptop, LCD, dan sebagainya atau media-media pembelajaran yang berbasis elektronik kepada siswa. Sehingga, tidak hanya bentuk konvensional, apa namanya, eee..hanya tanya jawab, atau explain atau penjelasan saja pada siswa tetapi didukung oleh kecanggihan dari alat-alat elektronik yang ada.”

(Interview with the English teacher (MA), on August 20th 2011)

Those statements are relevant to the fact in the field obtained from the observation in the teaching-learning process in the classroom. By implementing ICT based learning, an RSBI school has to design ICT based classrooms which are equipped with electronic media such as LCD, speaker, television, computer/laptop, printer, collection of education CDs, air conditioner and adequate electricity supply. That design is based on the elaborations in the documents of “Panduan Penyelenggaraan Rintisan Sekolah Bertaraf Internasional (SBI) untuk Sekolah Menengah Pertama”, which are published by General Directorate of Elementary and Secondary Education Management, Ministry of National Education, and also English Teaching Document SMP RSBI owned by each English teacher in SMP RSBI.

However, the realization of designing ICT based classrooms has not fully carried out. Some classrooms are not completely equipped with electronic media as the planning of ICT based classroom because of the funding problem. Consequently, teachers have to prepare other media by themselves to carry out the teaching and learning activities. It can also be seen in English teacher’s teaching preparation when the observation was carried out as follows:

“(07.30) After the bell rang, the teacher still prepared the media and teaching materials used in teaching process in the classroom. The preparation included the material book, laptop and laptop charger.”

(Observation in IXA on August, 19th 2011)

Thus, to overcome the obstacle dealing with the availability of electronic learning media, the school managers attempt to provide at least one LCD for each.
classroom so that teacher can bring their own laptop or any media as needed to the classroom to facilitate teaching and learning process. It is also expressed by English teacher (MA) in an interview session.

“Tetapi memang banyak kendala, di Sukoharjo, ya terus terang masalah pembiayaan, sehingga hanya baru beberapa kelas yang terealisasi dengan dasar seperti itu tetapi kita berusaha untuk memberikan minimal ada LCD sehingga guru-guru bisa membawa sendiri laptop yang digunakan untuk media pembelajaran di kelas.” (Interview with the English teacher (MA), on August 20th 2011)

The implementation of ICT based learning is not only viewed by the physical side of the media, but also their utilization in the learning process especially in English classes. The activities below show the example of the implementation of ICT based learning in English class.

“Teacher prepared his laptop and connected it with the classroom LCD. When video started playing, teacher forgot to connect the audio device so the video was paused for a moment to connect the audio wire in order to enable students to listen the sound of the video. The video being played was a video of an Indian man demonstrating cooking Chicken Fried Rice in English with Indian accent. When the video was playing, students paid their attention to display screen of classroom LCD” (Observation in IXA on August, 19th 2011)

ICT based learning is one of the requirements in designing a school to be RSBI and SBI for the next step as quoted from interview with the principal of SMP Negeri 3 Sukoharjo as follows:

“Ini salah satu tuntutan ee SBI dimana sekolah kita ini baru RSBI, sehingga nanti hubungannya ke SBI itu mutlak diperlukan karena itu juga dalam persaingan global itu ee..penguasaan ICT itu sangat diperlukan.” (Interview with the principal of SMP Negeri 3 Sukoharjo on Monday, September 19th 2011)

Again, one of English teacher’s statements supports that opinion as follows:

“ini klop sekali dengan RSBI, kekuatannya kan pada bahasa Inggris dan pada ICTnya, jadi andai kita memanfaatkan hal-hal itu ya memang keharusan kita menguasai itu” (Interview with English teacher (S) on Monday, September 19th 2011)
Moreover, an RSBI school is required to implement ICT based learning in its teaching and learning process as an effort of preparing the smart and competitive graduates in international level through intensive, directed, well-planned and systemic teaching and learning. It is suitable with the mission of SBI “mewujudkan manusia Indonesia cerdas dan kompetitif secara internasional, yang mampu bersaing dan berkolaborasi secara global” which is stated in Panduan Pelaksanaan Pembinaan SMP Rintisan Sekolah Bertaraf Internasional (SMP RSBI).

Furthermore, the description of the implementation of ICT based learning in the English teaching and learning process at SMP RSBI is presented in terms of (1) syllabus model, (2) learning activities, (3) roles of teacher and learners, (4) teaching materials, and (5) evaluation.

a. Syllabus Model

Generally, the English lesson syllabus model used in SMP RSBI is similar to SMP SSN (Sekolah Standar Nasional) or others. The syllabus as the planning stage of English teaching in SMP RSBI is the elaboration of KTSP curriculum with the basis of KBK curriculum. As the syllabus is based on KTSP, it focuses on literacy-based curriculum or discourse competence in which the students are expected to be able to produce internationally acceptable text in spoken and written communication.

The English lesson syllabus refers to the guideline from Directorate Management of Junior High School. Then, every RSBI school is expected to develop the elaborations of SKL, SK and KD based on the characteristics of each school through the discussions of English teachers conference and cooperation with the sister-schools. It can be clearly seen in this interview:

Researcher: “Darimanakah acuan model syllabus yang Bapak gunakan?
Teacher (MA): Kalau acuan pembuatan silabus kan sudah ada dari direktorat. Nah, kalau pengembangan silabus kita diskusikan mulai dari tingkat MGMP Kabupaten dan MGMP sekolah dan disesuaikan dengan karakter dari sekolah masing-masing. Kalau silabus yang dasar itu kan...
dari Direktorat kan sudah ada rambu-rambunya, intinya kan, RSBI itu SSN + X, nna X-nya itu yang disesuaikan dengan sekolah masing-masing. Intinya RSBI itu berbasis ICT dan juga Berbahasa Inggris, acuannya tetap dari Direktorat, kita tidak boleh membuat silabus sendiri-sendiri.”

(Interview with the English teacher (MA), on August 20th 2011)

It is also relevant to English teacher (SSS)’s statement about the same issue in the interview session.

“Oke, kalau silabus itu kan mau tidak mau harus dari pusat, jadinya silabus itu pengembangan SK-KD juga dari pusat, tapi bisa dikembangkan di bagian, mungkin indikatornya, ee kemudian penilaiannya, media yang digunakan. (Interview with the English teacher (SSS) on Thursday, September 8th 2011)

Moreover, there are some added points as “X” from the formula “SSN+X” as the principle of SMP RSBI. Those points are including the scope of SKL, SK and KD for every grade and also the process in the teaching and learning.

ICT based learning in SMP RSBI can also be identified through the form and contents of syllabus and lesson plan. The syllabi are arranged in English and in the columns of source or media and teaching-learning activities, the utilization of ICT based media are stated or planned. The contents of syllabus are elaborated in details in lesson plan for each meeting of English classes. Syllabi, lesson plans and all the guidelines for English teaching are compiled in one folder namely Teaching Document of English Subject or Perangkat Pengajaran Bahasa Inggris (Appendix V.1). It can be seen in the example of the pictures below:
### Third meeting

**c. Opening activities**
- The teacher and students greet each other.
- The teacher calls the roll.
- The teacher asks the students what has been discussed in the previous meeting.

**b. Main Activities**
- The teachers show an incomplete procedure text, and play the audio.
- The students listen to the audio for completing the text.
- The teacher asked the student who has a willing to complete the flash exercise.
- The teacher and students discussed the text.
- The students answer some questions related to the text.

**c. Closing Activities**
1. The teacher makes the reflection with the students.
2. The teacher gives students a home assignment for writing a procedure text of cooking.

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**Picture 4.1. The implementation of ICT based learning in syllabus and lesson plan**

The idea above is also in line with the statement of English teacher MA in the interview session about the syllabus model.

**Researcher**: Adakah perbedaan silabus mata pelajaran bahasa Inggris yang berbasis ICT dengan silabus pada umumnya?

**Teacher (MA)**: “Untuk isi silabussnya yang berisi dengan ICT itu tetap ada. Disitu nanti kan disebutkan narasumber, bukunya apa e..kemudian media pembelajarannya itu apa, apa hanya dari buku saja atau ada daya dukung lain seperti film, atau bentuknya seperti PowerPoint, disesuaikan dengan materi, nah itu pasti ada pengaruhnya. Sehingga guru dituntut untuk lebih kreatif, sehingga di RPP-nya harus disebutkan media pembelajarannya apa, sumber belajarinya apa, bukan hanya bukunya thok yang digunakan, misalnya dari PowerPoint atau materi pembelajaran yang dari CD itu lebih bagus. Saya kira itu”

“Ya, pada intinya itu, perbedaannya kan pada itu sumber apa saja yang digunakan, kemudian cara penyampaianya, kalo sekarang ada elaborasi EK itu ya, kalo dulu kan ada pre activity, main activity dan post activity, nanti di main activity itu akan kelihatan, waktu kita mengadakan pembelajaran utama itu, kelihatan apakah kita menyetel CD atau jenis tesnya apa tugas yang diberikan anak itu berbasis ICT atau tidak. Misal berbasis ICT, contohnya adalah tugas membuat undangan, contoh siswa kelas VII, siswa diberi tugas untuk membuat dan mencetak undangan dalam bentuk print out. Dalam pembuatan siswa menggunakan media-media ICT, siswa menginsert atau memberikan gambar-gambar yang mereka cari di internet..."
In other words, the implementation ICT based learning gives influence in the arrangement of syllabus for English lesson in terms of teaching-learning activities planning and the use of media to reach the learning indicators based on Standard Competence/ SK and Basic Competence/ KD developed by SMP RSBI.

b. Learning Activities

The English teaching and learning process differs from one class to others according to the learning model designed by English teachers who handle the class. However, in term of implementation of ICT based learning, English teachers are in the same mind to design learning activities via blended learning. Blended learning is the mixture of face to face course delivery and online learning. Face to face course delivery is carried out in the classroom or language laboratory. Teaching and learning activities are conducted by utilizing conventional media such as whiteboard and books, and also electronic media in the classroom such as LCD, speaker, laptop, electronic dictionary, educative CD, software, et cetera. Based on the observation in the English classes, those media are used to support the learning activities such as listening practice, game, exercise, presentation, even for assessment activities. Face to face course delivery can be seen in the activities below:

“Teacher SSS asked students to write EXERCISE and Part A: Listening Section and Part B: Reading Comprehension on their notebook. Then, Teacher SSS opened an offline website which showed an incomplete paragraph (fill-gap exercise). Students’ tasks are to listen to audio recording file played by Teacher SSS some times and to fill the missing parts of the paragraph. Teacher gave 5 minutes to students to write the incomplete paragraph entitled How to Make Jelly before the audio file was played.” (Observation in IXA on September, 8th 2011)

“The last presentation is about Tornado presented by a student named Amanda. A friend of her helped her by operating the laptop and playing the PowerPoint slides. Teacher S interrupted by saying “clear pronunciation, please” as Amanda’s pronunciation is not clear. She also
showed an interesting video about Tornado and all students in class IX D devoted their attention to the video. As usual, after the presentation, Teacher S gave some questions dealing with the materials presented.” (Observation in IXC on September, 21st 2011)

Meanwhile, online learning is commonly applied in application activities in the form of assignment. According to KTSP curriculum, there are two forms of assignment; they are structured assignment and unstructured assignment. Teacher SSS stated “Saya pernah memakai Facebook sama email. Jadi kalau biasanya pengerjaan tugas itu lewat kertas, terkadang bisa dikirimkan saja lewat email atau facebook.” It can be seen that English teachers design assignments which require students to utilize internet, such as search engine, blog, social network and email. Yet, online learning is not maximally applied in this SMP RSBI as the supporting infrastructures are inadequate. The WI-FI power is not enough to cover the need of internet connection for the whole school, so the internet connection works slowly and is not effective. Thus, English teachers prefer to give the assignment outside of English teaching and learning process in the classroom. Besides, some students also bring their own modem to school to overcome the internet connectivity problem as expressed by student A “Ketersediaan Wi-fi-nya nggak bisa, jadi kita bawa modem sendiri, ya wawasannya jadi luas, tapi kalau untuk terbebani ya..tadi, berat, modemnya harus beli sendiri”.

In the process of English teaching and learning at SMP Negeri 3 Sukoharjo, the utilization of ICT media by teachers and learners covers hardware, software and internet. The hardware used in the teaching and learning activities are laptop, LCD, speaker, and educative CDs. Commonly, teachers bring their own laptop to classrooms because there is no classroom equipped with computer or laptop for each of them. Laptop is utilized by teacher not only for facilitating teaching activities but also saving teaching documents which can be used for the next teaching activities. Teacher SSS stated in his interview “Kalau pembelajaran dalam kelas, laptop atau PC tentu saja sangat menunjang.” Teacher SSS, who is the English teacher of IX A and IX B, feels that laptop is so useful to support the teaching learning activities in the classroom.
Moreover, the students also utilize the ICT media provided in the classroom to support their learning activities. They are allowed to bring their own laptop to the learning activity in the classrooms. Yet, teachers guide the utilization of laptop in the classroom depending on the material and learning activities in order to keep the teaching learning process on the right track. Some of students also use electronic dictionary to help them in translation activity.

Software play important role in conducting English teaching and learning activities as the implementation of ICT based learning. English teachers use certain software in the process of teaching inside and outside of the classroom. Based on interview to English teachers, they commonly use Microsoft Office to present and process the material, PowerPoint to present and explain the material. Audio and video player are also used to deliver materials in form of audio and video file. Nevertheless, each teacher has their own preference to use and learn more on certain software to develop teaching and learning activities in their classes. Teacher SSS as the English teachers of IX A and IX B is eager to develop his ability in applying Hot Potato software to create fast and effective practice and assessment, while Teacher MA is interested on the use of Macromedia Flash. In addition, Teacher S prefers to utilize Worldbook, Encarta and Cambridge Dictionary. He also recommends students to use those software to support their learning activity independently. Meanwhile, students utilize not only the software recommended by their English teacher, but also Microsoft Office, and translation or dictionary software such as Kamus2.exe, Transtool, Indodic, and Cambrigde.

Internet is an inevitable part of ICT based learning in SMP Negeri 3 Sukoharjo. In English teaching and learning process, teacher and students utilize internet for many things. English teachers utilize internet as reference of the material needed through some sites. For instance, Teacher SSS used downloaded file from www.e-dukasi.net as the material to teach procedure text in IX A and IX B (see Lesson Plan/appendix V.3). Teacher SSS also stated in the interview session, “Tapi biasanya saya membuka situs untuk mencari referensilah, mencari materi yang sistemnya bisa offline, atau situs BBC, EFL masih banyak lagi, tapi saya agak lupa.” Meanwhile, teacher MA prefers search engine along with his
own criteria in choosing sites to support the teaching process as stated in the interview as follows:

“Kalau situsnya... saya tidak terlalu satu poin, sesuai kebutuhan. Misal kita butuh Present tense, ya ketik saja soal-soal Present tense, bisa juga bentuk PowerPoint tentang narrative, tidak terpaku pada satu situs, kita lihat sesuai kebutuhan. Kadang-kadang suatu situs tidak sesuai dengan kondisi anak, mungkin materi bagus tapi terlalu tinggi..itu juga kendala bagi anak.” (Interview with the English teacher (MA), on August 20th 2011)

In the implementation of ICT based learning, the students get used to be more creative in utilizing internet to support their learning process. Students use internet to learn via online as stated by student V “Kalau belajar secara online itu biasanya guru mentransfer tugas-tugas itu melalui email tetapi itu jarang. Karena, tidak semua murid itu di rumahnya mempunyai modem, jadi itu jarang.” They also search the materials for assignment through search engine, blogs and Wikipedia. This fact can be seen through one of student’s portfolios named Budi from class IX C. For presentation and paper work, he browsed the material and some pictures dealing with the topic, and then he constructed them in PowerPoint file and paper as assessment of speaking activity (See appendix V.4) However, it is undeniable that students also use the internet for something unnecessary other than learning activity such as social network, game online, et cetera. Thus, teachers are expected to guide and direct student to be wiser in utilizing internet.

ICT based media are applied in almost all language skill activities such as listening, reading, writing and speaking. Based on the observation carried out at class IX A to IX D, English teachers use different media from each other to develop students’ communicative competence. Teacher SSS utilized ICT based media such as video for writing, offline website and audio file for reading and listening. (See appendix III.1-III.6). Moreover, Teacher S recommended his students to utilize internet and software such as Encarta and PowerPoint to support students’ performance in speaking activity.

From the explanation above, it can be seen that the implementation of ICT based learning in English teaching and learning process at SMP RSBI apply
blended learning as the model of learning. This model is supported by the utilization of hardware, software and internet by students and English teachers inside and outside of the classes. It is also applied in various ways by each English teacher to each class depending on teacher’s interpretation of ICT and students’ need.

c. Roles of Teacher and Learners

The next point in English teaching and learning process is the role teacher in running the process of teaching and learning. From the result of interview and observation, it can be seen that in the implementation of ICT based learning, English teachers place themselves as facilitator in the process of English teaching and learning. English teachers facilitate the process of teaching and learning by providing learning activities to get students actively involved and motivated. They also design interesting learning activities utilizing ICT media in the classroom to interest students to be more active to develop their communicative competence. Teacher SSS stated in his interview about this matter:

“Kalau menggunakan media ICT, saya merasa sangat terbantu. Karena tanpa media ICT, kadang guru itu perannya terlalu sentral, harus memberikan materi langsung, harus banyak bicara. Tetapi dengan menggunakan media ICT, kita cuma jadi semacam fasilitator, seperti itu, sering kali saya putarkan video atau apa, siswa melihat, menganalisis seperti itu. Kalau memakai media ICT lebih membuat anak itu terlibat dalam proses pembelajaran.” (Interview with the English teacher (SSS) on Thursday, September 8th 2011)

Similar to Teacher SSS, Teacher S realizes that English teaching and learning process is no longer teacher-centered, but teacher himself plays the role as facilitator. It can be seen in the interview below:

“Sekarang namanya bukannya teacher-centered, tetapi hanya fasilitator saja, memberikan fasilitas. Ya, ini kita tidak boleh arogan. Kalau ada anak yang lebih baik dari saya, saya ucapkan terimakasih meskipun Bahasa Inggrisnya masih jauh dibandingkan saya, Dan justru karya-karya anak itu bagus sekali, bisa Mbak Dinar lihat sendiri.” (Interview with English teacher (S) on Monday, September 19th 2011)
As the role of facilitator, English teachers attempt to create fun atmosphere in English classes by keeping the students involved and active in the teaching learning activities. Those activities include presentations, question and answer, game, role play, et cetera. Teachers do not hesitate to give high appreciation to students’ work in forms of compliment, point, reward and star point. It can be clearly seen in the observation in class IX A as follows:

“In part 2, Teacher SSS opened new page of Microsoft Word and showed 10 questions about complete procedure text How to Make Jelly. Students were asked to answer the questions orally. Those who could answer the questions would get a star point in their score list. The star is an additional score in the score accumulation in students’ evaluation. The students eagerly tried to answer the question by raising their hands, some of them were student S, students D, and others. … Teacher SSS encouraged those who hadn’t got any star in their score list. While students discussed the answers and wrote the answer, teacher SSS showed the score list, the list of questions and the procedure text. Thus, teacher SSS moved from program Excel, Word, and Mozilla Firefox.” (Observation in IXA on September 8th 2011)

Moreover, the students realize the change of teacher’s role in the teaching learning activities. English teachers facilitate them to be more active in the teaching and learning activities. It is relevant with student V’s opinion “Ya, menjadi aktif karena menggunakan media itu, guru di sekolah memberi pertanyaan dan itu muridnya harus berinteraksi dengan guru secara aktif, karena dengan itu dapat menambah nilai siswa, sehingga siswa terus aktif dalam pembelajaran.” Student A from class IX C also expressed the same idea “Ya eee..sekarang muridnya yang lebih aktif speakingnya daripada gurunya “. In addition, English teachers also guide the students in their assignment or project to avoid students’ confusion and over excessiveness. The guidance is transferred by students’ consultation, discussion before projects and project guide (See appendix V.5). But after all, English teachers give them freedom to improvise their work and present their best.

Interaction in the teaching and learning process is not only formed by the role of teacher but also the role of students or learners. The attractive and interesting teaching activities designed by teachers will not be successfully
executed without students’ active participation. The implementation of ICT based learning in English teaching and learning process at SMP Negeri 3 Sukoharjo sets the students to be active learner. Dealing with this matter, Teacher MA stated as follows:

“Anak sekarang lebih aktif ya, tanpa disuruh pun, biasanya mereka lebih aktif untuk mengeksplor internet ya, terutama game-game itu, anak lebih canggih, kita bisa mengarahkan ke arah yang positif itu lebih bagus lagi, disini guru lebih berperan mengarahkan anak, mencari hal-hal yang positif. Ada 2 cara, tugas atau sukarela, tolong dibuka situs ini. Kadang anak susah kalau tidak dipaksa, ya itu tadi dengan tugas yang kita berikan pada anak.” (Interview with teacher MA, on August 20th 2011)

In his statement, Teacher MA commented that students are more active and initiative to browse and explore new things in the process of ICT based learning. By realizing that positive point, teachers are expected to direct students to utilize it well to reach better achievement. The directions from teachers can be applied in form of suggestions and assignment to students.

Nonetheless, teacher SSS views this matter slightly different from Teacher MA. As stated in his interview, he said as follows:

“Yang saya lihat ada, tetapi perubahannya yang sifatnya cuma ketertarikannya saja, artinya kalau memakai media berbasis ICT mereka jauh lebih tertarik lah, tapi kalau untuk hasil ya mungkin mesti perlu diteliti lebih lanjut. Dalam penggunaan ICT, seperti yang saya bilang tadi, siswa akan lebih terlihat, atau dilibatkan lebih dalam, misalkan contoh, pengiriman tugas lewat internet itu kan jauh lebih repot daripada langsung dikumpulkan. Tapi dengan seperti itu justru menunjukkan seberapa kuat keinginan mereka belajar bahasa Inggris lebih jauh.” (Interview with the English teacher (SSS) on Thursday, September 8th 2011)

Teacher SSS feels that student’s participation slightly changes only in terms of their interest to the form of teaching learning activity designed by teachers though; the follow up of that interest is still doubted. However, teacher SSS believes that by implementing ICT based learning, students are consciously set to involve more and work harder to show their willingness to study English.

As a matter of fact, the degree of students’ activeness is different from one class to other depending on the design of teaching learning process created by
teachers. In Class IX C and IX D which are taught by Teacher S, generally, students are facilitated to be active performers by activities such as presentation, role play, question and answer and project. Meanwhile, students of class IX A and IX B are actively involved in the activities designed by Teacher SSS such as interactive game, questions and answer and drilling practice. This can be seen in the vocabulary game in Class IX A as follows:

Teacher SSS showed a list of vocabulary about fruit, vegetables, kitchen utensils and action verb dealing with procedure text. Teacher SSS asked students to stand up to begin vocabulary game. After the instruction from Teacher SSS, student might choose any word and gave the meaning in Bahasa Indonesia and he/she was allowed to sit down. Students competed to raise their hand to get the chance to answer. When there was a mispronounced word, Teacher gave a correction to the pronunciation such as /stɪr/ to /stIr/. (Observation on Class IX A, Agustus 19th, 2011)

Their first active role can be seen through the task they responsible for. From the observation and document analysis, it can be seen that students present their best works in the assignment or presentation. Some of students’ works are displayed on the classroom wall and some are compiled in the folder of students’ portfolio. However, these good actions have not been carried out in all classrooms as they depend on the agreement between the teacher and students of the classroom.

The pattern of learning groupings is the second the part of student’s role in the process of teaching and learning. From the observation carry out in IX A to IX D, it can be seen that students participate in the learning process individually, in pair and also in group. Those patterns of learner grouping are applied in activities such as assignment, discussion, analyzing and constructing idea, role playing, even presenting. Third point of active learner can be seen through the students’ degree of control in the teaching and learning process. Although the control of teaching and learning activity sequences is still handled by teachers, the students can also give their contribution that shows that activeness. It can be seen in the interview with teacher MA as follows:
Researcher: Apakah siswa memberikan kontribusi ide bagi Bapak/ dalam penyusunan bentuk pembelajaran maupun penugasan dalam pembelajaran?

Teacher MA: Kadang-kadang iyaa... kita beri tugas “pak mbok seperti ini aja” sepanjang idenya bagus dan memudahkan siswa dan mudah diakses. Misal kita beri tugas individu, mereka minta berkelompok, nggak masalah sepanjang kita bisa menerimanya sesuai yang kita harapkan.

Unlike the statement of Teacher MA, Teacher SSS statement of the students’ contribution is rather different. He expressed his idea as follows:

“Secara langsung tidak, tetapi secara tidak langsung iya, karena pembelajaran berbasis ICT, kita menggunakan media ICT apapun kan kita tetap mengevaluasi, kita kita respon anak itu seperti apa, kalau anak SMP diminta untuk memberikan usul kebanyakan belum bisa. Jadinya, secara langsung, Melihat respon kira-kira menggunakan media seperti ini bagaimana, media seperti ini seperti apa.”

According to Teacher SSS, students give their contribution in the learning process indirectly. By observing the response of the students, Teacher SSS can conclude what actually happens in the classroom. Next, it can be the trigger for teacher to evaluate the process of teaching and learning conducted in the classroom.

 Furthermore, Teacher S adds that learner’s role is not only the active learner by giving contributive idea, but also the initiator of new information. It is expressed by Teacher S in his interview as follows:

“Kadang mereka malah membuat ide baru, founder pada ilmu tertentu, seperti halnya gini, saya mengajari saat awal-awal menggunakan internet itu. Anak-anak kan mencari description, anak mendapat banyak akhirnya saya, dalam bahasa Jawa ibaratnya sebagai Alu, pertamanya kan kasar kemudian lama-lama menjadi halus, saya menjadi pintar pun juga karena anak.” (Interview with English teacher (S) on Monday, September 19th 2011)

It can be seen that by the implementation of ICT based learning, the students and teachers can share information each other. Teachers realize that they have to keep learning with the students in order to be better together. It is also relevant with student V’s statement about this matter in the interview as follows:

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Researcher: “Apakah kamu dan teman-temanmu sering memberikan kontribusi ide ke guru tentang apa yang ingin kalian kerjakan dalam pembelajaran bahasa Inggris?

Student V: Sering..karena guru juga dapat...belajar dari siswa. Ya..terbuka gitu.”

(Interview with student V on Thursday, September 20th 2011)

Student D from Class IX B also expressed the example of students’ contribution in the English teaching learning process by stating “Sering sekali, misalnya saat memberikan materi itu guru kurang menarik ya waktu menyampaikan materi jadi dibuat lebih menarik, mungkin dibuat dengan kuis”

From the explanation above, it can be concluded that the implementation of ICT based learning in the English teaching and learning process sets English teachers and learners to play their own roles to create teaching and learning interaction. Teachers place themselves as facilitator by designing interesting and interactive teaching activities with ICT media to get students interested and actively involved. Meanwhile, the students play their role as active learners by showing their enthusiasm to new things applied and active contributions in the teaching learning activities.

d. Teaching Materials

It has been described previously that English teachers attempt to create interesting teaching and learning activities, so that English teachers are also required to design and serve interesting materials to facilitate the process. There are two main forms of teaching materials used in the English teaching and learning process in SMP RSBI; they are in the the form of printed and soft file. In term of printed materials, English teachers use reference book from General Directorate of Elementary and Secondary Education Management, LKS/Supplementary Exercise from Sukoharjo regency and Central Java province. Teacher SSS stated “Untuk materinya sendiri, yang jelas dari buku referensi, dari direktorat, dari LKS provinsi, kabupaten, kebanyakan sih sekarang saya cenderung lebih suka browsing dari internet”. From the statement, it is clear that teacher SSS uses not only the printed material provided by school but also the
material he browsed from internet. Next, the materials are downloaded in the form of soft file and adapted to carry out teaching and learning process. The soft file can be specified into audiovisual/video, offline webpage, BSE/e-book, PowerPoint file, exercises and also game. The use of these materials can also be seen the activities of teaching and learning process of Procedure Text in IX A and IX B (see appendix III.1-III.3 ) and the statement in the part of lesson plan as follows:

![Diagram](image)

**XI. SOURCES**

1. www.e-dukasi.net
3. Created flash materials using software ‘hot potato’.

_Picture 4.2. Example of teaching materials used in the implementation of ICT based learning_

Furthermore, Teacher MA shares the same idea with Teacher SSS statement. He stated his idea as follows:

“Pemilihan materi pun tidak boleh lepas dari silabus, mengacu kita juga punya buku acuan dari direktorat, sehingga pemilihan materi pun tetap mengacu pada ... yang ditentukan dari Direktorat. Jadi mungkin hanya jenis, desain, kreativitas dari materi, kita kembangkan. Namun, materi tidak boleh lepas dari apa yang sudah ditentukan” Interview with the English teacher (MA), on August 20th 2011

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It can be seen that the choice of material is based on the guideline of Directorate and elaborated in the syllabus. However, teachers may develop the type, design and creativity of the materials depending on students’ need. As stated by teacher S about the same topic, how he develops the materials “sumbernya buanyaak sekali. Buku Erlangga juga, cuma sebagai pegangan saja, saya tidak mewajibkan anak membeli semua. Kalau saya materinya sedikit, banyak prakteknya, berbicara, di kelas saya.”

By the implementation of ICT based learning, English teachers are demanded to be more selective in choosing teaching materials to create interactive teaching and learning activities. It is stated by Teacher SSS in the interview session “Ya, tentu saja berpengaruh, untuk membuat pembelajaran ICT itu harus berbeda lah, harus lebih interaktif, untuk pemilihan materinya lebih selektif.”

Therefore, generally English teachers use two kinds of materials to be taught in ICT based learning; authentic material and created material and the combination of them. It is expressed by teacher SSS “untuk materialnya, mostly itu soft, tapi terkadang juga printed. Mengenai authentic atau created, kalau saya katakan authentic ya tidak authentic banget, kalau saya katakan created ya tidak created banget, jadinya ya combination.” That statement is relevant with the fact gained from the observation in the English lesson at class IXA (See appendix III.1-III.6). Teacher SSS used various materials in the meetings including authentic and created materials. When class IX A discussed about Elliptical Sentence, Teacher SSS used created material in form of PowerPoint file, while the topic of Procedure Text, Teacher SSS used authentic materials from internet.

Similarly, Teacher S expressed his statement about authentic and created material used “Fifty-fifty. Kalau internet kan otentik, kalau printed dalam bentuk soft juga ada, missal buku dari direktorat itu. Created material iya, otomatis, jadi kita tidak hanya, mengkopi-kopi, saya juga membuat teks-teks sendiri, banyak buatan anak, yang kaitannya dengan materi otentik kan”. In other words, Teacher S uses both created material and authentic one equally in the process of English teaching. Besides, Teacher S utilizes students’ best work as authentic materials in the teaching process. One of students’ works which is used as
authentic material can be seen in the students’ portfolio (see appendix V.4). Furthermore, Teacher S commented that the use of created and authentic materials affects him to be evaluator to the materials presented in the teaching process, by saying “Ya, otomatis. Kalau saya begini, misalnya memakai RPP 1, saya terapkan pada anak ada penemuan baru, ada weakness dan strength-nya dan banyak strength-nya, ya sudah kita pakai di pembelajaran tahun berikutnya. Kalau misal tidak menarik bagi anak ya mungkin RPP-nya akan berubah lagi.”

Teacher MA expressed his opinion about authentic dan created material used in the English teaching and learning process as follows: “Ya, kalau created memang lebih gampang kita mencomot materi yang sudah ada trus kita kembangkan, daripada kita membuat sendiri, tetapi kita tidak punya waktu membuat sendiri. sepanjang kita mengambil tidak ada larangan untuk mengkopi, kita bisa berikan kepada anak, tetapi yang mudah kita buat sendiri.” (Interview with the English teacher (MA), on August 26th 2011)

It is clear that Teacher MA feels that there is a trouble in time allocation in creating created materials. However, Teacher MA tries to modify some authentic materials for the students as long as it does not break the rules or copyright.

From the explanation above, it can be concluded that the teaching materials used in English teaching and learning process in the implementation of ICT based learning are in printed and soft file form. Created and authentic materials are also applied based on some considerations in order to reach the goal of teaching stated in the curriculum and syllabus.

e. Evaluation

Evaluation is one of important points in an effective teaching. It is carried out to find out whether the teaching and learning process runs well and reaches the goals as planned previously. English teachers conduct evaluation in the process of English teaching and learning through several strategies with certain considerations.

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The evaluation conducted by English teachers is applied in such kinds of activities: assessment/test and non-test and enrichment. The tests can be conducted periodically or based on students’ daily performance. Teacher MA stated his opinion about evaluation in English teaching and learning process as follows:

“Intinya kan ada dua, test dan pengayaan, untuk mengumpulkan evaluasi itu bisa melalui tes, observasi untuk melihat tingkat keaktifan anak, bisa menggunakan ICT atau menggunakan konvensional juga apakah mereka lebih aktif, antusias. Itu nanti kombinasi, yang jelas nanti ada tugas, ada test, observasi dan terakhir saya itu tingkat keaktifan mereka dalam pembelajaran, berapa persen yang masuk maupun tidak masuk.” (Interview with the English teacher (MA), on August 20th 2011)

From the statement of Teacher MA above, it can be concluded that there are two strategies used in the process of evaluation; they are assessment and enrichment. Assessment is applied in the form of test and non-test or observation. The evaluation process deals not only with the students’ comprehension and participation but also students’ utilization of ICT or conventional media in the learning process.

Unlike Teacher MA, Teacher S has his own consideration in evaluating the teaching learning process in his English classes. It is stated in his interview:

“Saya sudah bilang pada anak bahwa kekuatan English kita itu 60 prakteknya dan 40 persen teori saya gabungkan itu. Dan anak enjoy aja, kalau kelas 8 agak kaget karena berbeda guru saat kelas 7, semoga bisa menyesuaikan sampai kelas 9 nanti.” He added, “Ya, listeningnya otomatis kuat, menggunakan media yang saya sebutkan tadi, speakingnya yang benar-benar performance bukan hanya teori, ada dialog, drama juga, skripnya dasar dan saya minta anak-anak untuk berimprovisasi, kekuatan improvisasi itu yang saya harapkan bahkan mereka juga berkostum. Mereka senang sekali itu.” (Interview with English teacher (S) on Monday, September 19th 2011)

It can be said that Teacher S emphasizes on the practical activities using target language as the evaluation of the learning. Those activities include listening, drama, speaking performance, presentation, creating scripts, et cetera. They are also supported by the use of classroom ICT media or their own while for teacher, ICT in evaluation is still applied only for documenting and processing the data as he stated “gimana ya? kalau saya evaluasinya, berbasis ICT hanya
pendokumentasiannya saja, saat memproses itu, ee pemasukkan daftar nilai itu ya, pas listening, evaluasi, jadi anak itu yang menggunakan ICT, pas tes.”

In addition, the students are expected to explore their creativity by improvisation from the basic materials and they enjoy the activity. Teacher S’ statement is also supported by the fact in one of his English class evaluations as follows:

Teacher S told the learning activity that day; continuing the presentation of explanation text as oral test individually. Teacher picked up some numbers randomly to presents their materials. Teacher S said “prepare all and submit your material”. Some students helped the presenter set the laptop and classroom LCD. The first presenter presented her material “Why Tornado happens in USA” in PowerPoint. She presented in front of the class and her friend ran the PowerPoint. In the back part of the class, Teacher S evaluated student’s performance and gave pronunciation correction such as “coast” dan “mainland”. (Observation at IX D on September 16th, 2011)

Similar to Teacher S, Teacher SSS evaluates the teaching and learning process by test and also enrichment in form of assignment. Based on the observations at class IX A and IX B, Teacher SSS tries to stimulate students to be more active and he evaluates the teaching and learning process through quizzes, games and assignment. Those ways of evaluation cover certain language skill or combinations that are aimed to be acquired with and without utilizing ICT media. One of the observation shows that, the use of ICT media is facilitated as display or replacing the use conventional media such as whiteboard. It can be seen in the process of Conditional Sentence written test in IX A. Teacher S presented the questions in Microsoft Word and students are asked to answers or analyze correctly. Again, for teachers, ICT media are also utilized in processing the data of evaluation by teachers. It can be seen through the processing of students’ score and assignment in Microsoft Excel and Hot Potato software.

Furthermore, the use of ICT media in evaluation activity by students is still limited. It can be proved by the assessment activity in the classroom managed by teacher and assignment model given by teacher. One example of assignment is creating a procedure text as Procedure text assessment. Students use the ICT media such as computer, internet or others to create printed assignment of the
material outside of the teaching and learning process in the classroom. Then, the results are submitted within 2 weeks (See appendix V.4). This kind of evaluation is relevant with what has been stated in the lesson plan (See appendix V.3).

In conducting evaluation, Teacher SSS feels that it is hard to apply certain skill to be evaluated. It is stated in his interview about evaluation in his classes:

*Jujur saja kalau untuk yang skill, untuk SMP, meskipun di silabusnya ada listening tapi itu sangat sulit, jadinya penilaiaan aspek skill listening itu tidak saya gunakan, tapi kalau untuk yang speaking itu kadang-kadang. Jadinya melalui performance, misalnya kita sedang mempelajari teks description, saya minta anak membuat description kemudian perform, tampil di depan. Kalau aspek writing, lebih sering aspek writing sama speaking bisa dicombined, selain maju anak juga bisa menghasilkan printnya dari teks tadi dan kita bisa nilai aspeknya writingnya dari situ, kalau reading tentu saja dari exam, written test.*

(Interview with the English teacher (SSS) on Thursday, September 8th 2011)

Teacher SSS thinks that evaluation for listening skill is quite hard to apply, so with that consideration, he decides to combine the evaluation with other language skills and evaluate it along the process of teaching and learning.

Teacher SSS added that he prefers to apply evaluation manually or traditional ways in form of test or assignment to utilize ICT media by considering the time allocation as he stated “Kalau saya lebih karena keterbatasan waktu, jadi seringnya manual, meskipun yang digunakan ICT.” Meanwhile, teacher S’ preference of utilizing ICT media in evaluation is based on the condition of the teaching learning process and also the mood. He said “kalau saya semacam itu hanya mengalir saja oq mbak, kalau saya itu kadang-kadang mood, moodnya pakai ini ya pakai, selama toh itu bukan kewajiban yang mewajibkan saya memakai itu”. It can be seen that as long as there’s no boundaries to use certain ICT media, teachers have their rights to apply any kinds evaluation based on certain considerations.
Meanwhile, Teacher MA proposed his opinion about ICT based learning in evaluation as follows:

“Sebetulnya dulu sudah pernah diterapkan, jadi online. Kendalanya banyak sekali, baik hang karena apa karena human error atau kemampuan ICTnya yang kurang memenuhi. Harusnya anak bisa mengakses nilai yang ada melalui media ICT, melalui internet, sms, harusnya bisa, mengakses informasi yang ada.” Interview with the English teacher (MA), on August 20th 2011

Teacher MA stated ICT based learning in terms of evaluation enables students to access any information dealing with their process of study. Yet, this positive point has not been carried out in maximum ways as there were some technical obstacles. So then teacher MA suggested some points to make the target real, “Ya intinya, sarprasnya harus lengkap, SDM-nya mendukung, dua-duanya harus mendukung, sesuai dengan standard dan bisa digunakan, sehingga bisa berjalan sesuai yang kita inginkan.” It can be seen that the availability of adequate infrastructure and human resources are expected to be able to support the realization of the willingness.

As stated in the previous chapter, the curriculum used in RSBI school is based on formula “SSN + X”. X means the adaptations or enrichment from international curriculum or curriculum from OECD countries. Based on The Legislation of National Education Minister of Indonesia Number 78 Year 2009, the development of curriculum also occurs on the evaluation part which is expected to be ICT based. However, that design has not yet been implemented in SMP Negeri 3 Sukoharjo as RSBI develops the curriculum based on KTSP and curriculum from the national sister schools. Teacher S, as English teacher said about this matter “kita, ya..belum maksimal aja. Soalnya kan kurikulumnya sudah dipatok dari sana, dari Dirjen, otomatis adaptasi saya masih baca-baca saja, tapi belum saya terapkan”. It is also supported by teacher SSS statement as follows:

“Sebenarnya untuk pembelajaran bahasa Inggris 80 persen sama saja dengan yang regular/SSN. Cuma, kalau di RSBI untuk genre sendiri ada beberapa tambahan yaitu eksposition, explanation. Dulu sempat ada news item, itu sebenarnya kan materi SMA. Tapi selain itu juga kan meskipun perbedaan paling mencolok cuma di situ, kata RSBI, namanya RSBI, mereka tidak cuma semacam bahasa Inggris pasif saja, tentu saja..."
skill yang bahasa inggris aktif juga harus bisa. Minimal mereka punya kepercayaan diri lah ketika berbicara dalam bahasa Inggris.” (Interview with the English teacher (SSS) on Thursday, September 8th 2011)

In other words, the teachers in SMP RSBI, especially English teachers have tried to apply various kinds of evaluation but it still fulfil small amounts of international curriculum standard. The development of curriculum and evaluation is still about the addition of some teaching materials and small amount of the utilization of ICT media in conducting evaluation. In addition, the evaluations on English lesson are conducted by English teachers and education department. RSBI school also cooperates with foreign and reliable assessor to conduct assessment and evaluation to the teaching learning process of English in SMP RSBI (see appendix V.6).

2. The problems faced by English teachers and students in implementing ICT Based learning in the learning process

It is inevitable that the implementation of ICT based learning in teaching and learning process causes some problems during the English teaching and learning process in SMP RSBI. Those problems are faced not only by the teachers but also by the students. Here are the problems faced by English teachers and by students in implementing ICT Based learning in the learning process.

First, the common problem faced by teacher and students in implementing ICT based learning in English teaching and learning process is technical problem. The technical problem covers electricity, wires, connection, WI-FI or other electronic devices that obstruct the process of teaching and learning. Those technical problems waste some effective time of teaching process. They also take more time to prepare the whole media needed and to overcome the problem. One of technical problems occurred in the English class in the observation is described as follows:

Teacher told that he wouldn’t tell what they were going to study that day. Students were expected to guess by watching the video played by teacher. Next, teacher played the video, suddenly there was a technical problem with AV cable to LCD and one of student unintentionally pushed off button so that LCD suddenly turned off. So then, the video must be
repeated from the beginning twice. (Observation in IXB on August, 19th 2011)

Although there are some technical problems occur in the classroom, teacher and students get used to handle them immediately. Teachers work with students to solve the problems and then continue the teaching learning activity. ICT teachers and technicians are also prepared by school manager to help teachers and students and be consultant for teachers and students dealing with the use of ICT media. It is relevant with the statement of Miss W, the ICT teacher as follows:

“Ya, pasti ada. Terkadang mungkin yang berhubungan dengan LCD, mungkin kabelnya, ya..teknis, tentang guru yang kesulitan dalam pemanfaatan software pasti tiap guru berbeda-beda, solusinya ya itu mereka mau bertanya ke yang bisa. Ya, saya menjadi salah satu tempat konsultasi lah, apabila mengalami kesulitan. Karena di sini yang bisa computer masih banyak, tidak hanya saya. Jadi Guru TIK maupun teknisi menjadi salah satu referensi atau tempat bertanya lah.” (Interview with Miss W, on Monday, September 26th, 2011)

Second, English teachers and students find that it is hard to utilize certain programs or software that are important for them. One of those programs is Macromedia Flash. To be able to utilize this program in the learning process, English teachers need more and certain time to learn and apply. Therefore, to overcome this obstacle, teachers prefer to utilize media and resources that are already provided and make some modifications. Teacher S stated his opinion about this issue, “Tidak masalah, tapi hanya kalau penggunaan Ms. Word, Excel, dsb, kalau Macro Flash itu sulit itu, jadi software, apalagi kalau suruh membuat sendiri, kalau kursus itu juga bermasalah dengan waktu. Jadi mending saya mengkopi kemudian diganti fotmatnya”. Based on the observation, instead of utilizing new program, teacher S prefers to make some modifications to some material ad sources through downloading, editing and arranging according to the need of teaching process.

Furthermore, teacher SSS also expressed his problem to spare his time to learn new innovations in his teaching. He stated his opinion as follows:
“Kalau saya pernah melihat film Amerika, maaf ya melebar, guru di Indonesia itu terlihat selalu punya keterbatasan waktu untuk melakukan banyak hal, saya lupa judulnya, karena di luar negeri setahu saya, misal siswa diberi tugas, kadang yang mengkoreksi itu bukan guru, kalau guru di sini itu cenderung dihadapkan ke segala hal.”

It can be seen that English teachers face the problem with time allocation to learn certain program which they want to develop to their teaching process. They feel that they are responsible to many tasks so that they don’t have adequate time just to learn the new technology for their teaching progress.

The problem of utilizing certain programs is faced not only by teacher but also the students. It is stated by student N: “paling untuk mengkoneksikan LCD dengan laptop itu harus anak cowok di kelas yang mengoperasikannya. Yaa..teknis. pernah juga pada saat memakai software.” This statement is confirmed by student RK’s statement about the problem in implementing ICT based learning “Wi-fi-nya, kadang-kadang dalam menggunakan software”. From the observations in the learning activities in the classroom, students get used to run Microsoft Office programs. On the contrary, they seem to find some difficulties in running certain programs such as blog, Macromedia Flash and Corel Draw. However, the students take initiative in overcoming the problem they face. Some students in their interviews stated that they share with their friends and ICT technician to solve their problems. They even try to solve the problem by themselves.

Third, English teachers and students face the problem of maximum utilization of providing teaching media and infrastructures. Some of teaching media are not well utilized such as television and the WI-FI connection. Consequently, there are some unnecessary misuses to the use of those outside of teaching and learning schedule. Based on the observations at class IX A and IX B, the television in the classroom is never used along the teaching and learning process. On the contrary, it is only used for students to watch entertainment and music programs in the recess. Besides, the Wi-Fi connection is used for unimportant activities or sites such as accessing Facebook, downloading music, etcetera. It can be said that it is not suitable with the goal of providing that
supporting media for teaching and learning process. In addition, the language laboratory as an essential infrastructure in language teaching and learning activities is not maximum utilized, though; the media provided in the laboratory are quite complete (see appendix V.8). According to the interview of English teacher SSS, the availability of media in the classroom can partially substitute the function of language laboratory, so that it is required to teachers to utilize the language laboratory in English teaching and learning activities.

Fourth, English teachers and students face the problem of the availability of ICT media needed in the teaching and learning process. To carry out the ICT based learning, the process of teaching and learning has to be facilitated by adequate media and infrastructure. Based on the observation conducted in SMP Negeri 3 Sukoharjo, there are only 2 classrooms with ICT classrooms format. The other classrooms are still in process of completing the facilitaties inside. In fact, there are some classes of grade 7 which have no ICT media at all. This point brings on different ways of conducting English teaching and learning based on ICT implementation depending how teachers utilize the availability of the media and infrastructure. Again, the inadequate availability of Wi-Fi connection does not support the target of innovative teaching and learning process. It is relevant to Teacher MA’s statement about this matter as follows:

“Tetapi memang banyak kendala, di Sukoharjo, ya terus terang masalah pembiayaan, sehingga hanya baru beberapa kelas yang terealisasi dengan dasar seperti itu tetapi kita berusaha untuk memberikan minimal ada LCD sehingga guru-guru bisa membawa sendiri laptop yang digunakan untuk media pembelajaran di kela. Internet, kita bisa mendownload apapun dari internet, kendala kita, diperlukan kekuatan WI-FI yang dapat menjangkau keseluruhan anak, kadang jika terlalu banyak yang mengaktifkan internet-nya dan hospotan menjadi agak lambat.” (Interview with the English teacher (MA), on August 20th 2011)

As SMP Negeri 3 Sukoharjo has no right to collect fund from parents’ conference, the solution of the problem for the media and infrastructure availability depends on the regional government service. Then, the funding will be applied to complete the needs of media and infrastructure to conduct ICT based learning. Meanwhile the process of proposing the program, English teachers and students are expected
to utilize the media and infrastructure available in the school. It can be seen in the interview with teacher MA as follows:


3. The Extent of the Implementation of ICT Based Learning in Giving Positive Effects to the Quality of English Teaching and Learning Process

The quality of teaching and learning process is determined by some indicators. Those indicators are categorized into the three main phases of the teaching. They are planning, implementation and evaluation stage. In the planning stage, the indicator is focused on how the teaching syllabus model arranged. In the implementation stage, the indicators cover the teaching and learning activities, roles of teacher and learners, and teaching materials. Meanwhile, in the evaluation stage, the indicator is focused on how evaluation is carried out.

The first indicator showing the quality of English teaching and learning process is the planning stage which is applied in the syllabus model of the teaching. The syllabus as planning instrument containing the statement about objectives, content, methodology, evaluation and materials is used to coordinate all the aspects of English language teaching to be used in a particular teaching context together with lesson plan to reach the objectives of language teaching. To conduct a good teaching, a good planning is obviously needed by considering all the aspects related to the teaching and the students’ need.

The English lesson syllabus in SMP Negeri 3 Sukoharjo has almost the same model of syllabus in general. However, as the implementation of ICT based learning in its learning design, it brings some changes to the content of the
syllabus. The English lesson syllabus in SMP Negeri 3 Sukoharjo as RSBI is developed with the orientation ICT based learning especially in the planning of teaching and learning activities and supporting ICT media used in the teaching learning process.

As described in the previous description, the English syllabus model in RSBI is developed from KTSP curriculum and enriched with X points or the formula $SSN + X$. The X points include the broader scope of SKL, SK dan KD and the implementation of ICT based learning based on the guidelines of Directorat Management of Junior High School. The realization of X points is fitted with the characteristics of SMP RSBI.

It can be concluded that the implementation of ICT based learning affects the English lesson syllabus arrangement. It can be seen through content of the syllabus especially in terms of detail utilization of ICT media and teaching and learning activities. In other words, by the implementation of ICT based learning, the English lesson syllabus is carefully arranged emphasizing on the use of ICT based media and the teaching and learning activities to reach the objectives of the teaching.

The second indicator showing the quality of English teaching and learning process is the implementation stage which covers the teaching and learning activities. Based on the previous explanation, it can be seen that the implementation of ICT based learning is applied in the English teaching and learning activities by implementing via blended learning. Blended learning is the mixture of face to face course delivery carried out in the classroom or language laboratory and online learning. Teaching and learning activities (listening practice, game, exercise, presentation, even for assessment activities) are conducted by utilizing conventional media such as whiteboard and books, and also electronic media such as internet, LCD, speaker, laptop, electronic dictionary, educative CD, software, et cetera. Meanwhile, the online learning is commonly applied in application activities in the form of assignment requiring the use of internet, such as search engine, blog, social network and email. In other words, in the process of English teaching and learning at SMP Negeri 3 Sukoharjo via blended learning,
the utilization of ICT media by teachers and learners covers hardware, software and internet.

Furthermore, the implementation of ICT based learning in English teaching learning activities gives more opportunity to develop not only student’s communicative competence but also student’s competence in utilizing ICT. It can be seen through the creativity of students’ works utilizing the ICT media such as laptop, software (Ms. Office, Macromedia Flash, audio and video players) learning process inside and outside of the lesson period. In fact, they also utilize the internet as their learning references at school and autonomously. It is also relevant to English teacher S statement about this positive effect of ICT based learning as follows:

“Kalau anak-anak untuk skillnya bisa membuat ppt sendiri, kekuatan fotografi juga menang anak, bahkan anak pinter sekaligus membuat film dokumentasi tentang pembelajaran. Skill ICT sendiri juga meningkat selain kebahasaan karena mereka juga bekerja sama dengan guru ICT kalau mereka menemui kesulitan. Tapi kebahasaannya tetap mereka bagus.” (Interview with English teacher (S) on Monday, September 19th 2011)

To confirm it, student V was also asked about the same topic. In her interview, student V said:

“Kalau di bahasa Inggris biasanya, kami... pertama pengenalan, pengenalan materi dan selanjutnya langsung presentasi, dan sebelum presentasi itu hars menggunakan media contohnya LCD dan biasanya juga menggunakan benda-benda yang sesuai materi tersebut dan juga mendownload materinya dari internet. Biasanya situs kompas, Kompas dari berbahasa Inggris itu mendownload berita-berita berbasis Bahasa Inggris dan Wikipedia. (Interview student V on Thursday, September 20th 2011)

From the interview, it can be seen that students are also competent in utilizing ICT media to support their learning process in the implementation of ICT based learning. They get used to show their works and explore the technology in the English teaching learning process.

Next, the implementation of ICT based learning in English teaching learning process creates various language learning activities utilizing ICT media inside and outside the classroom. The English teaching and learning process is
carried out inside of the classroom and by distance learning in the format of online learning. Teaching and learning process in the classroom is applied in interesting and interactive learning activities utilizing the ICT media such as LCD, audio video files, laptop, online and offline website, and other software (See appendix III). For online learning, English teachers attempt to apply some teaching and learning activities utilizing email, social network, blog, et cetera, although there are still many obstacles to apply them in maximum way.

From the explanation above, it can be seen that the implementation of ICT based learning in English teaching and learning process at SMP RSBI gives the effect of various language learning activities via blended learning as the model of learning supported the use of hardware, software and internet by students and English teachers. It also gives more opportunity to develop not only student’s communicative competence in English but also student’s competence in utilizing ICT.

The third indicator showing the quality of English teaching and learning process is the roles of teacher and learners. From the description about the roles of teacher and learners above, it can be seen that in the implementation of ICT based learning, English teachers place themselves as facilitator in the process of English teaching and learning by creating fun atmosphere and providing interesting and interactive learning activities such as presentations, question and answer, game, role play, et cetera to get students actively involved and motivated. They also design interesting learning activities utilizing ICT media in the classroom to interest students to be more active to develop their communicative competence. Teachers do not hesitate to give high appreciation to students’ work in forms of compliment, point, reward and star point and guide the students in their assignment or project to avoid students’ confusion and over excessiveness and give them freedom to improvise their work and present their best.

Moreover, the implementation of ICT based learning in English teaching learning process challenges English teachers to improve his/her teaching quality in ICT framework. The challenges stimulate English to plan and explore the use of technology in the learning process such as assessment via email, the use of
software *Hot Potato* to design assessment, the utilization of *Macromedia Flash* to create interactive teaching material and evaluation, et cetera. Those actions are also in line with MA’s statement in the interview as follows:

*Researcher*: “Apa langkah Bapak/ selanjutnya dalam meningkatkan kualitas pembelajaran bahasa Inggris yang berbasis ICT?

*Teacher* (MA): (berhenti sejenak) yaa, intinya dari diri kita sendiri, saya ingin meningkatkan kemampuan dalam bidang pembelajaran berbasis ICT, dalam hal apapun, masih banyak hal yang aplikasi-aplikasi dari software, saya belum tau, tantangan saya, memberikan materi semenarik mungkin, sehingga membuat anak lebih tertarik sehingga ada benang merah, dan meningkat hasil pembelajaran mereka.”

(Interview with the English teacher (MA), on August 20th 2011)

It is also expressed by the other English teacher (S) about the challenge in ICT based learning for teacher.

“...Kadang anak itu malah lebih banyak jauh, malah saya seneng .....saya menjadi pinter pun juga karena anak. Jadi, guru sekarang itu kalau tidak mau mengembangkan ICT nya kalah dengan anak sak pol-pole. “(Interview with English teacher (S) on Monday, September 19th 2011)

In other words, English teachers are stimulated to create innovative teaching and learning activities by developing their competence in utilizing ICT media especially the education supporting software such as Hot Potato software to create fast and effective practice and assessment, Macromedia Flash, Worldbook, Encarta and Cambridge Dictionary.

The attractive and interesting teaching activities designed by teachers will not be successfully executed without students’ active participation. Thus, the implementation of ICT based learning in English teaching and learning process at SMP Negeri 3 Sukoharjo sets the students to be active learner. Students are guided to be more active and take initiative to browse and explore new things in the process learning by utilizing ICT media well to reach better achievement. Students are facilitated to be active learners by activities such as presentation, role play, question and answer, project, interactive game, questions and answer and drilling practice.
Furthermore, the implementation of ICT based learning in English teaching learning process stimulates students’ enthusiasm and self confidence in the learning process. It can be seen through the task they responsible for. Students are motivated to compete and show their best work in assignments, for example in presentation form. Some of students’ works are displayed on the classroom wall and some are compiled in the folder of students’ portfolio. Besides, the students are stimulated to express their opinions about a topic discussed. Those can be seen in the teaching learning activities below:

“(07. 15) The first student who presented the explanation text was Budi. His material was about Plants and Photosynthesis in form of PowerPoint file. The presentation was interesting and colorful; it showed some pictures of plants and few words. He also used wood ruler as the pointer when he presented. After the presentation, teacher S gave compliment to Budi’s performance by saying “very very good”. He gave his comment that Budi’s presentation was simple but Budi could improvise well. Next, teacher S gave a question to all the students “What is the product of photosynthesis? How do you prove that?” Teacher S gave students time to discuss by counting 1 to 5. A student named Novia tried to answer all students paid attention to her. She could answer the question and teacher S gave her point in the score list. For Budi’s presentation, the score was 95. (Observation on English Class at IXC on Wednesday, September 21st, 2011)

In addition, students pay their full attention to new things or technologies which are applied in English teaching learning process. They also actively participate in fun learning activities such as game or interactive learning which utilize the internet or other software. It is shown by the activities below:

“Teaching learning activity continued into a game. Teacher SSS showed a game in form of an interactive exercise which ran in offline mode. Teacher gave an example by showing a box with some discourse markers. Teacher clicked the words in the box which were discourse markers of sequence. When the choice was right, a (√) symbol appeared and an (x) symbol appeared when the answer was wrong. Guru pointed one of students named Lutfi to try the following while the whole students paid their attention to Lutfi’s work in front of the class. As Lutfi could choose the all discourse markers of sequence correctly, he got big applause from the whole students” (Observation on English Class at IX A on Thursday, September 8th, 2011)
The student’s enthusiasm can also be seen in the interview with a student of IX D as follows:

Researcher : Apakah kamu merasa enjoy dengan pembelajaran yang berbasis ICT tersebut?
Student V : (menjawab dengan yakin) saaangat enjoy.
Researcher : Apakah kamu merasakan adanya efek positif pada kualitas pembelajaran Bahasa Inggris kamu yang berbasis ICT?
Student V : Iya, karena pembelajaran itu sangat mempengaruhi diri saya untuk belajar lebih menyenangkan, tidak bosan.
Researcher: Bagaimana kamu menanggapi efek positif yang muncul tersebut?
Student V : Menanggapinya ya fine-fine aja. Ya, bahasa Inggris bukan lagi momok karena bahasa Inggris pelajaran yang paling saya senangi.

(Interview with student V from IX D, on Tuesday, September 20th 2011)

Those statements are relevant to the English teacher’s in the same issue as quoted in the interview session as follows:

“So I think there is an improvement, because English lesson for students can be turned into a fun thing, make students not to feel nervous, using ICT media, students look more relaxed, more enthusiastic.” (Interview with the English teacher (SSS) on Thursday, September 8th 2011)

From the explanation above, it can be concluded that the implementation of ICT based learning in the English teaching and learning process sets English teachers and learners to play their own roles to create teaching and learning interaction. Teachers place themselves as facilitator by designing interesting and interactive teaching activities with ICT media to get students interested and actively involved. They are also challenged to improve his/her English teaching quality in ICT framework. Meanwhile, the students play their role as active learners by showing their enthusiasm and self confidence to new things applied and active contributions in the teaching learning activities.

The next indicator showing the quality of English teaching and learning process is the teaching material. To conduct interesting and interactive teaching and learning activities, English teachers needs to design and serve appropriate materials to facilitate the process and reach the objective of teaching. There are two main forms of teaching materials used in the English teaching and learning
process in SMP RSBI; they are in the the form of printed and soft file. The materials are gained from the sources provided by school and English teachers also browsed from internet. Next, the materials are downloaded in the form of soft file and specified into audiovisual/video, offline webpage, BSE/e-book, *PowerPoint* file, exercises and also game.

Moreover, English teachers in SMP Negeri 3 Sukoharjo use two kinds of materials to be taught in ICT based learning: authentic material and created material and the combination of them. Those are applied in various and interactive materials and activities to get the students interested and actively involved. One of English teacher felt that the use of created and authentic materials affects him to be evaluator to the materials presented in the teaching process. However, there is still an obstacle in allocating to design more created materials. In such a way, they try to modify some authentic materials for the students as long as it does not break the rules or copyright.

The choice of material is based on the guideline of Directorate and elaborated in the syllabus to keep in the track according to the objectives of the teaching and learning process. However, teachers may develop the type, design and creativity of the materials depending on students’ need. Therefore, by the implementation of ICT based learning, English teachers are demanded to be more selective in choosing teaching materials to create interactive teaching and learning activities.

From the explanation above, it can be concluded in the implementation of ICT based learning affects to the choice of material used in the teaching learning process. It is demanded for English teachers to be more selective in choosing teaching materials in the forms of printed and soft file printed and soft file, created and authentic materials to create various and interactive teaching and learning activities to reach the objectives of the teaching.

The last indicator showing the quality of English teaching and learning process is the evaluation. Evaluation is conducted to find out whether the teaching and learning process runs well and reaches the objectives as stated in the syllabus and lesson plan. Principally, English teachers conduct two kinds of evaluation in
English teaching and learning process, they are assessment (test and non-test) and enrichment. Those are applied in the classroom through specific evaluation activities such as quizzes, games, listening practice, drama, speaking performance, presentation, creating scripts, assignment et cetera by utilizing the use of ICT media provided. These various ways of evaluation deal not only with the students’ comprehension and participation but also students’ utilization of ICT or conventional media in the learning process with certain considerations such as the time allocation, the condition of the teaching learning process and even the mood.

Moreover, for some English teachers ICT in evaluation is still applied only for documenting and processing the data. It can be seen through the processing of students’ score and assignment in Microsoft Excel and Hot Potato software. Beside, the implementation of ICT based learning in evaluation stage can be applied in students’ assignment and project outside of the teaching and learning process in the classroom utilizing ICT media such as computer, internet or others to create assignment or project.

It can be summed up that the implementation of ICT based learning enables the English teachers to conduct various evaluation activities in the process of English teaching and learning supported by the use of the available ICT media with certain considerations.

From the explanation above, it can be concluded that the extent of the implementation of ICT based learning to the quality of English teaching and learning process involves the whole phases of teaching and learning process namely planning, implementation and evaluation with certain indicators. It involves syllabus model of the teaching which emphasizes on content of the syllabus especially in terms of detail utilization of ICT media and teaching and learning activities as the first indicator showing the quality of English teaching and learning process in the planning stage. Second indicator, in the implementation stage covers the implementation of blended learning in the teaching and learning activities, and more opportunity in developing not only student’s communicative competence but also student’s competence in utilizing ICT and also creating various language learning activities utilizing ICT media.
inside and outside the classroom. The next is the roles of English teachers as facilitator by creating and providing interesting and interactive learning activities to get students actively involved and motivated, English teachers are also challenged to improve his/her teaching quality in ICT framework, and the role of learners as active learners and implementation of ICT based learning stimulates students' enthusiasm and self confidence in the learning process. The next indicator is the teaching material; the implementation of ICT based learning affects to the choice of material used in the teaching learning process. It is demanded for English teachers to be more selective in choosing teaching materials in the forms of printed and soft file, created and authentic materials to create various and interactive teaching and learning activities to reach the objectives of the teaching. The last indicator is the evaluation; the implementation of ICT based learning enables the English teachers to conduct various evaluation activities in the process of English teaching and learning supported by the use of the available ICT media with certain considerations.

B. Discussion

The facts dealing with ICT based learning in English teaching learning process in SMP RSBI to answer the research problems have been presented in the research findings based on the analysis of the data. Next the research findings will be discussed with the relevant reference to justify the research findings dealing with the extent of the implementation of ICT based learning in giving positive effect to the quality of English teaching and learning process at SMP RSBI.

ICT based learning is a teaching and learning design which utilizes ICT media such as computer, internet and other electronic devices and ICT process to support teaching and learning process. This term is also called as instructional technology. Moreover, the implementation standards of ICT based learning in SBI or RSBI is covered in the Legislation of National Education Minister of Indonesia Number 78 Year 2009 About The Implementation of International Standardized School in Elementary and Secondary Education Level in section 10. It covers three main points as follows:
(1) SBI memenuhi standar sarana dan prasarana yang diperlukan dengan standar sarana dan prasarana pendidikan dari negara anggota OECD atau negara maju lainnya.

(2) Setiap ruang kelas SBI dilengkapi dengan sarana pembelajaran berbasis TIK.

(3) SBI memiliki perpustakaan yang dilengkapi dengan sarana digital yang memberikan akses ke sumber pembelajaran di seluruh dunia (e-library).

Next, it is also elaborated in Panduan Penyelenggaraan Rintisan Sekolah Bertaraf Internasional (SBI) Untuk Sekolah Menengah Pertama that the concepts of ICT based learning in SBI/RSBI covers:

(1) The use of computer and internet connection

(2) ICT based classrooms completed with electronic media such as TV, VCD, tape, OHP, LCD, and laptop

(3) The availability of multimedia center and internet network linking the all systems of the school.

Considering the standards of the implementation of ICT based learning in SBI/RSBI, it can be summed up that teaching and learning process in SMP Negeri 3 Sukoharjo has not yet fully implemented ICT based learning as its learning design. The teaching and learning process in SMP Negeri 3 Sukoharjo has not fulfilled all the standards of ICT based learning implementation issued by Ministry of National Education. It is also supported by the facts described in the research findings which portray the ICT media availability in the school and the process of teaching and learning. However, the implementation of ICT based learning is carried out step by step and evaluated continuously to fulfill the standards of ICT based implementation and develop RSBI to be SBI.

On the other side, the implementation of ICT based learning brings positive effects on the teaching and learning phases including planning, implementation and evaluation to reach the objective of learning. It is also in line with the theory stated by Newby et al (2000: 21) “instructional technology includes tangible tools (high-tech hardware such as computer, and instructional media such as overhead transparencies and video tapes) as well as process technologies (methods, techniques, and activities) for planning, implementing and evaluating effective learning experience.” Thus, the use of technologies in every
phase of English teaching and learning process is highlighted to reach the goal of learning and conduct an effective learning experience. Furthermore, the implementation of ICT based learning gives the positive effects to the quality of on the English teaching and learning phases can be seen through the syllabus model, teaching and learning activities, roles of teacher and learners, teaching materials and the evaluation.

The qualified English teaching and learning process is affected by the good planning of the teaching. The implementation of ICT based learning gives positive affect to the syllabus model as the planning process in English teaching and learning which emphasizes on the specific learning activities which are going to be carried out and the ICT media used to reach the objectives of teaching and learning. The planning process for English teaching and learning is carried out to make sure the teaching process run well with the support of appropriate ICT media. It is suitable with the theory proposed by (Lever-Duffy et al 2003: 66) as follows:

When the instructional plan does call for technological support, the planning process helps to identify the technologies that are appropriate to a targeted instructional event. It also articulates the preparation necessary to use the technologies effectively and describes the specific activities in which they will be used. The planning process helps to ensure that identified technologies are implemented within the learning environment in a manner appropriate to stated objectives.

Moreover, Smaldino et al (2005:56) suggest the systematic planning in utilizing ICT media in the teaching and learning process as follows:

A systematic plan for using media and technology certainly demands that the method, media and materials be selected systematically in the first place. The selection process has three steps: (1) deciding on the appropriate method for the given learning tasks, (2) choosing a media format that is suitable for carrying out the method, and (3) selecting, modifying, or designing specific materials within that media format.

Based on several theories proposed by some experts, it can be concluded that the syllabus as the planning process of teaching learning process which needs the support of technologies has to be systematically planned through selection process
for the specific learning activities and appropriate technologies used to reach the targeted objectives of teaching and learning effectively.

The implementation of ICT based learning directs English teaching and learning activities in SMP Negeri 3 Sukoharjo as the implementation stage to be conducted via blended learning. It can be seen through the teaching and learning process which is conducted by face-to-face in the classroom and by online learning activity outside of class time utilizing internet. The internet is utilized by teachers and students as source and media for facilitating the process of teaching and learning. Newby et al (2000: 193) state that a valuable aspect of the Internet is its capability of facilitating human interaction and the exchange of data and ideas. The four basic types of communication are *e-mail, listservs, newsgroup,* and *chat group*.

According to Dudeney et al (2007: 136), blended learning is a mixture of online and face-to-face course delivery. Next, Dudeney et al (2007: 139) explain online learning applied in language learning activities as follows:

“Online learning is a typical language learning course, which uses online tools to support and extend face-to-face lesson. It is the way most teachers get involved in online learning and become more confident with using online tools with their learners at a distance. The teacher uses the following online tools:

- A tutor blog to provide extra reading and listening practice, to set homework and to provide summary of class work.
- Learners email the teacher all class assignments, which are returned via email.
- The teacher offers regular chat session via Skype for the learners, outside class time, for example every second weekend at a specific time, for an hour.
- The teacher does project work with the class involving ICT tools like blogs, wikis, or podcast, and encourage learners to work on these projects outside class time in virtual group”.

Moreover, the English teaching and learning activities in the classroom are conducted by utilizing various ICT media in order to create interactive activities and to get the students actively involved. Those media are used to support the learning activities such as listening practice, game, exercise, presentation, even assessment activities. Newby et al (2000: 100) propose that
media serve a variety of roles in education. Their primary role is to facilitate student learning. One way they do this is by providing a stimulus-rich environment. Media can provide vicarious experience. Therefore, by the implementation of ICT based learning, it gives more opportunity in developing not only student’s communicative competence but also student’s competence in utilizing ICT and also creating various language learning activities utilizing ICT media inside and outside the classroom.

It can be concluded that the process of English teaching and learning in SMP Negeri 3 Sukoharjo is conducted in blended learning and designed in various and interactive activities utilizing ICT media to get the students actively involved. It is in line with The Legislation of National Education Minister of Indonesia Number 78 Year 2009 about the teaching and learning process in SBI:

(1) Sekolah Berbasis Internasional melaksanakan standar proses yang diperkaya dengan model proses pembelajaran di negara anggota OECD atau negara maju lainnya.

(2) Proses pembelajaran sebagaimana dimaksud ayat (1) menerapkan pendekatan pembelajaran berbasis teknologi informasi dan komunikasi, aktif, kreatif, efektif, menyenangkan, dan kontekstual.

The process the teaching and learning is carried out based on the interaction between teacher and students. The implementation of ICT based learning in the English teaching and learning process sets English teachers and learners to play their own roles to create teaching and learning interaction. Teachers place themselves as facilitator by designing interesting and interactive teaching activities with ICT media to get students interested and actively involved and motivated. Students are facilitated to be active learners by activities such as students’ presentation, questions and answer, role play, question and answer and projects. It is in line with the theory proposed by Menges in McKeachi (1994: 183) who says in this information environment, teachers do not control access to information as they once did. Instead, it is students who directly receive and interact with the data all kinds. They can transform information from one medium to another, and they create new knowledge as a result of their interactions with teachers and the students. Therefore, English teachers are also challenged to
improve his/her teaching quality in ICT framework. It is also emphasized on Materi Latihan Terintegrasi Bahasa Inggris Book 2 (2004: 5) that teachers must be confident and creative in utilizing any teaching media, while for sophisticated media, internet for instance, teachers are required to show their ability to work with it.

Moreover, the students play their role as active learners by showing their enthusiasm and confidence to new things applied and also contributions in the teaching learning activities. Students are more active and take initiative to browse and explore new things in the process of ICT based learning. It is proved that ICT based learning in the process of English teaching and learning stimulates students' enthusiasm and self confidence. By the utilizing ICT media and the various activities students are motivated to compete and show their best work in learning activities. It is stated in Materi Latihan Terintegrasi Bahasa Inggris Book 2 (2004: 10) that the variation in media and learning activities will raise the curiosity or exploratory behavior and enhance the students’ attention.

To conduct interesting and interactive teaching and learning activities teachers are required to design and serve interesting and various materials to facilitate the process. By the implementation of ICT based learning, it affects to the choice of material used in the teaching learning process. It is demanded for English teachers to be more selective in choosing teaching materials in the forms of printed and soft file (or electronic materials, such as audiovisual/video, offline webpage, BSE/e-book, PowerPoint file exercises and also game), created and authentic materials to create various and interactive teaching and learning activities to reach the objectives of the teaching. Dealing with electronic material, Dudeney et al (2007: 126) propose their statements about it as follows:

“There are many reasons why you might want to create and use your own electronic materials in class. Firstly, you will be able to provide extra practice for weaker learners and consolidation and review excercise for group, secondly as you build up a collection of your own resources with your own learners’ need in mind, you will start generate in a large bank of materials which can be used in class or for self-study at any point in the future. In class this kind of materials can provide a change a pace and can be highly motivating. Learners often enjoy the chance of competing against the computer with this kind of discrete answer exercise type. If
time is spent for feedback, you can check with language areas learners have had problems with and provide further practice materials if necessary.”

The English teachers in SMP Negeri 3 Sukoharjo conduct evaluation in the process of English teaching and learning through assessment (test and non-test) and enrichment. The evaluation process deals not only with the students’ comprehension and participation but also students’ utilization of ICT or conventional media in the learning process with certain considerations such as the time allocation, the condition of the teaching learning process and even the mood. The evaluation process is applied in the classroom through specific evaluation activities such as quizzes, games, listening practice, drama, speaking performance, presentation, creating scripts, assignment et cetera by utilizing the use of ICT media provided. Beside, the implementation of ICT based learning in evaluation stage is also applied in students’ assignment and project outside of the teaching and learning process in the classroom utilizing ICT media such as computer, internet or others to create assignment or project.

The students are expected to explore their creativity by improvisation from the basic materials and they enjoy the activity. Related to technology based evaluation, Menges (in McKeachi, 1994: 187) states that there is a shift on assessment based on test performance to assessment based on products and progress. Rather than repeating or paraphrasing information from textbook and lectures, students devote their energies to more creative project. The best project includes realistic tasks that generalize what is being learned and show how it applies to new areas. In other words, the implementation of ICT based learning enables the English teachers to conduct various evaluation activities in the process of English teaching and learning supported by the use of the available ICT media with certain considerations.

Having described the research findings viewed from some experts’ theories, it can be concluded that the implementation of ICT based learning gives positive effect holistically to the quality of English teaching and learning process at SMP RSBI. It is shown by its application in each phase of the teaching
covering the planning, implementation and evaluation. In planning stage, ICT based learning is applied into the arrangement of syllabus which emphasizes on the selection of specific learning activities which are going to be carried out and the ICT media used to reach the objectives of teaching and learning. In the implementation stage, the various and interactive teaching and learning activities are conducted by applying blended learning utilizing ICT media to get the students actively involved and get more opportunity in developing students’ communicative competence but also student’ competence in ICT. The implementation of ICT based learning sets English teacher as facilitator by creating and providing various and interactive learning activities and challenges them to improve their teaching quality in ICT framework. It also sets the learners to be active learners and stimulates their enthusiasm and confidence in the learning process. The implementation of ICT based learning affects to choice of the teaching materials by demanding the English teachers to be more selective in choosing the materials in the forms of printed, softfile, authentic and created materials to conduct various and interactive teaching learning activities. In addition, in the evaluation stage, the implementation of ICT based learning enables English teachers to conduct various evaluation activities supported by the use of available ICT media with certain considerations. However, in the implementation of ICT based learning in English teaching and learning process, teachers and students also face some problems and they need to be overcome; they are technical problem, difficulty of utilizing certain programs, maximal utilization of provided teaching media and infrastructures, availability of media needed in the teaching and learning process to reach the standards of ICT based learning implementation.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the research drawn in this section is based on the research findings and discussion in the previous chapter. In relation to the research findings and the discussion, it can be concluded the implementation of ICT based learning gives positive effect holistically to the quality of English teaching and learning process in SMP Negeri 3 Sukoharjo. The positive effects of the implementation of ICT based learning covers the planning, implementation and evaluation stages of English teaching and learning process. In the planning stage, ICT based learning is applied into the arrangement of syllabus which emphasizes on the selection of specific learning activities which are going to be carried out, and the ICT media used to reach the objectives of teaching and learning. Next, in the implementation stage, the various and interactive teaching and learning activities are conducted by applying blended learning utilizing ICT media to get the students actively involved and provide more opportunity in developing students’ communicative competence but also student’ competence in ICT.

Moreover, there are interactions in the implementation stage which is formed by the role of teacher, learners and teaching materials. English teachers place themselves as facilitator by designing and providing interesting and interactive teaching learning activities to get students interested and actively involved utilizing the ICT media. Thus, English teachers are also challenged to improve their teaching quality in ICT framework. Meanwhile, students are facilitated to be active learners by various learning activities such as students’ presentation, questions and answer, role play, question and answer and projects. By the implementation of ICT based learning, students are stimulated for their enthusiasm and self confidence in the learning process. In addition, to conduct interesting and interactive teaching and learning activities, interesting and various
materials in the forms of printed and soft file or electronic materials, such as audiovisual/video, offline webpage, BSE/e-book, PowerPoint file exercises and game, are used to facilitate the process. Created and authentic materials are also applied based on some considerations in order to reach the goal of teaching stated in the curriculum and syllabus. In other words, it is demanded for English teachers to be more selective in choosing teaching materials to create various and interactive teaching learning activities to reach the objective of the teaching.

In the evaluation stages, the implementation of ICT based learning enable English teachers to conduct various evaluation activities supported by the use of the available ICT media with certain consideration. Evaluation deals with not only the students’ comprehension, participation but also students’ utilization of ICT or conventional media in the learning process. However, based on the fact, English teachers have not entirely applied evaluation which is based on international curriculum standard, because there has not yet been guideline about international and ICT based evaluation. Therefore, the development of curriculum and evaluation is still about the addition of some teaching materials and small amount of the utilization of ICT media in conducting based on the evaluation standard from BNSP and the sister-school cooperation.

English teachers and students face some problems dealing with the implementation of ICT based learning in English teaching and learning process. Those problems are in terms of technical problem, difficulty of utilizing certain programs, maximum utilization of provided teaching media and infrastructures, and also availability of media needed in the teaching and learning process.

Although in general ICT based learning is implemented in English teaching and learning process in SMP Negeri 3 Sukoharjo, there are some aspects which still need to be improved. The first aspect is the availability of adequate ICT media and infrastructure such as electronic media (LCD, laptop, speaker, etcetera), internet connection, electricity supply, speaker and laboratory. It needs to be responded since the process of English teaching and learning which is based on ICT based learning does not run well when the ICT media and infrastructure are inadequate. Besides, adequate ICT media and available infrastructure can
encourage English teachers and students to create various and effective learning activities.

The utilization of ICT media and infrastructure is the second aspect which needs to be improved. As found in the research findings, the use of ICT media such as television, computers, education CDs and the language laboratory provided at school was not yet maximized. In fact, some of them are misused for unnecessary activities which have no correlation with teaching and learning activities. Therefore, the utilization of ICT media and infrastructure by English teachers and students needs to be improved in order to create effective activities to reach the objectives of learning.

The third aspect which needs to be improved is the model of learning dealing with ICT based learning. The implementation of ICT based learning enables English teachers and students to conduct teaching and learning activities by face-to-face and distance learning via online. Distance learning can stimulate students to study independently by utilizing internet and certain education software. Unfortunately, only small number of teachers who have already applied those activities by giving assignment and recommending webpage and certain software to facilitate autonomous learning for students. Moreover, RSBI students have their basis of utilizing ICT media to support these activities. Those three points needs to be concerns more and followed up in order to reach the standards of ICT based learning implementation in SBI and RSBI issued by Ministry of National Education.

B. Suggestion

Based on the conclusion related to the research stated above, some suggestions are proposed for the betterment of the English teaching and learning process at SMP Negeri 3 Sukoharjo dealing with the implementation of ICT based learning. It is hoped that these suggestions will be useful, especially for English teachers, RSBI schools, and the Indonesia government especially The Ministry of National Education.
1. For the English teachers

It is understandable that ICT based learning makes teachers’ works easier and saves more energy in delivering teaching materials. However, in the implementation of ICT based learning, especially in English teaching and learning process, English teachers need more and good preparations for planning, implementation and evaluation stages in order to reach the goal of learning process. Thus, English teachers should develop their competencies over and over again in the implementation of ICT based learning in English teaching and learning process. It can be carried out by utilizing ICT media in maximum way to conduct interesting and interactive learning activities to develop students’ competencies in English and also ICT.

In addition, English teachers should develop learning model not only by face to face but also by distance learning and education software to support students’ autonomous English learning process.

2. For RSBI schools

The implementation of ICT based learning is one of requirements in conducting teaching and learning process in RSBI. Thus, RSBI schools should intensively support the implementation of ICT based learning in all teaching learning processes including in English subject. It can be done by providing adequate ICT facilities to cover the whole need of teaching and learning process so that it will run well. It will be better that RSBI schools apply certain regulation to prevent and reduce the misuse of ICT media for unnecessary activities.

RSBI schools should encourage the improvement of students and English teachers’ competencies utilizing technologies in teaching and learning process by holding regular meeting and course. Besides, regular meeting and course can be used to discuss and overcome students and English teachers’ problem dealing with utilizing ICT media in teaching and learning process.

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3. For the Ministry of National Education
The SBI and RSBI programs are the Indonesia government’s programs, especially from Ministry of National Education to enhance education quality of Indonesia. Thus, they should be managed seriously, including the implementation on ICT based learning in its learning process. The Ministry of National Education should give clear regulation and explanation in the implementation of ICT based learning in order to avoid inappropriate use of technology in teaching and learning process in RSBI. The Ministry of National Education can also set cooperation with The Ministry of Communication and Information to arrange the appropriate use of ICT in education. Besides, The Ministry of National Education and The Regional Government should provide adequate facilities in RSBI schools to conduct ideal ICT based learning and reach the goal of teaching and learning.