

**CHANGES, READINESS, AND CHALLENGES TO INTEGRATE ICT IN
ENGLISH TEACHING USING SAMR MODEL**

**(A Case Study at the Teacher Certification Program “Pendidikan Profesi
Guru/PPG” of Sebelas Maret University)**



By:

REA AISHA CHAMPA

S891708023

**ENGLISH EDUCATION OF GRADUATE SCHOOL
TEACHER TRAINING AND EDUCATION FACULTY**

UNIVERSITAS SEBELAS MARET

2020

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APPROVAL
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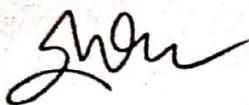
NIM S891708023

This thesis has been approved by the Consultants of Graduate School of English
Education Department, Teacher Training and Education Faculty,

Universitas Sebelas Maret

Surakarta, February 6th, 2020

Consultant I,



Dra. Dewi Rochsantiningih, M.Ed., Ph.D

NIP 196009181987022001

Consultant II,



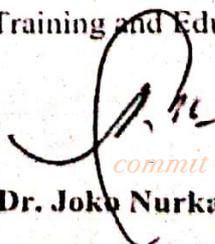
Prof. Dra. Diah Kristina, M.A., Ph.D.

NIP. 195905051986012001

Approved by:

The Head of English Education of Graduate School

Teacher Training and Education Faculty



Prof. Dr. Joko Nurkamto, M.Pd

196101241987021001

**LEGITIMATION FROM THE BOARD OF EXAMINERS
CHANGES, READINESS, AND CHALLENGES TO INTEGRATE ICT IN
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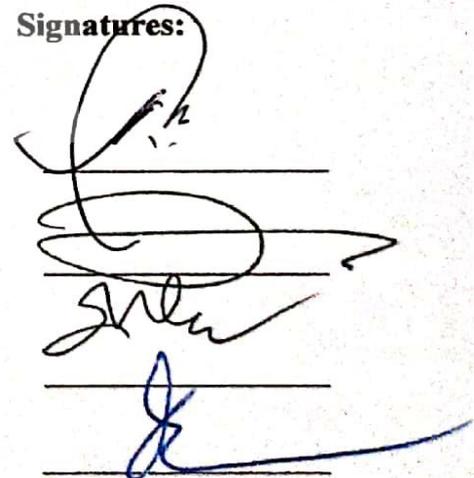
**REA AISHA CHAMPA
NIM S891708023**

This thesis has been examined by the Board of Thesis Examiners of the English Education of Graduate Program of Teacher Training and Education Faculty of University Sebelas Maret Surakarta on January , 2020.

Board of Thesis Examiners:

- Chairman** : Prof. Dr. Joko Nurkamto, M.Pd
NIP 196101241987021001
- Secretary** : Dr. Sumardi M.Hum
NIP 197406081999031002
- Members** : 1. Dra. Dewi Rochsantiningsih, M.Ed., Ph.D
NIP 196009181987022001
- 2. Prof. Dra. Diah Kristina, M.A., Ph.D
NIP. 195905051986012001

Signatures:




**Dr. Mardiyana, M.Si
NIP. 196602251993021002**

**The Head of Graduate Program
of English Education
Teacher Training and Education Faculty
Universitas Sebelas Maret**

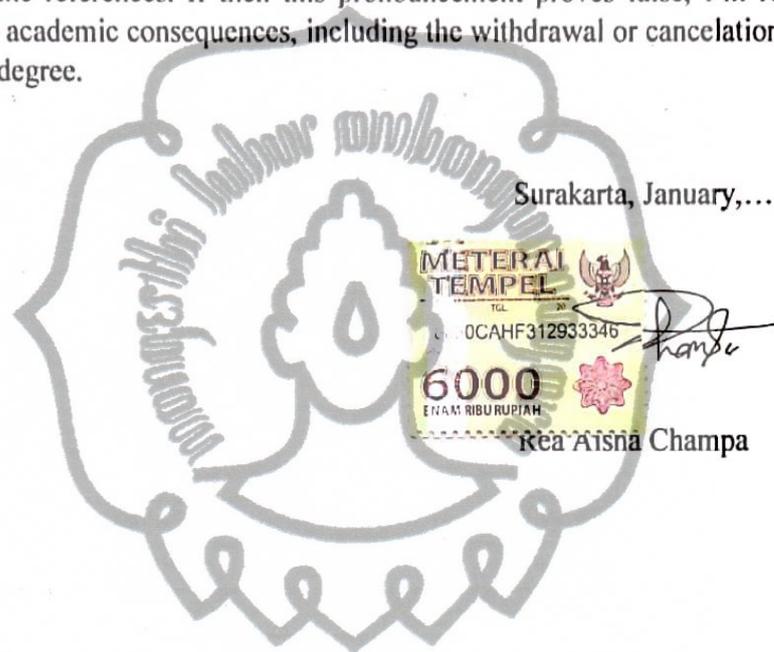
**Prof. Dr. Joko Nurkamto, M.Pd
NIP. 196101241987021001**

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PRONOUNCEMENT

This is to certify, that I myself write this thesis entitled “Changes, Readiness, And Challenges To Integrate Ict In English Teaching Using Samr Model (A Case Study at the Teacher Certification Program “Pendidikan Profesi Guru/PPG” of Sebelas Maret University)”. It is not a product of plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the references. If then this pronouncement proves false, I’m ready to accept my academic consequences, including the withdrawal or cancelation of my academic degree.

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ABSTRACT

Rea Aisha Champa, S891708023. 2020. Changes, Readiness, And Challenges To Integrate Ict In English Teaching Using Samr Model (A Case Study at the Teacher Certification Program “Pendidikan Profesi Guru/PPG” of Sebelas Maret University)” of Sebelas Maret University. TESIS. Consultant: Dra. Dewi Rochsantiningsih, M.Ed., Ph.D; Co-Consultant: Prof. Dra. Diah Kristina, M.A., Ph.D. English Education Department, Graduate School, Universitas Sebelas Maret Surakarta.

Integration of ICT in education is the demand of time at present as ICT is being used in many other sectors all over the world. It also urges the teachers to be skillful on operating the ICT during their teaching. Regarding with that reason, the Indonesian Government formed a program which is expectedly enriching teachers' competence. This research aims to explore: 1) The in-service PPG teachers' changes after joining the In-Service PPG Program regarding their ICT competence in the English teaching, 2) the extent of the in-service PPG teachers' integration of ICT in the English teaching, 3) the extent of the in-service PPG teachers' readiness to integrate ICT in the English teaching, 4) the obstacles of ICT integration faced by the in-service PPG teachers in the English teaching. The SAMR model was used as the criteria to determine the teachers' integration level of ICT in the English teaching. To gain an in-depth result, this case study focuses on the description of the some in-service English teachers who had joined Teacher Professional Education Program/PPG in Universitas Sebelas Maret. It is a case study. To keep the data collected remain consistent, the researcher used triangulation of method, time and resources. The result show that many changes got by the participants of PPG after finishing the program. The changes are: 1) more excited and creative in teaching using ICT, 27.08 % , more skillful in using ICT in teaching 27.08 % , 3) aware that ICT is helpful in teaching and learning process 14.5%, 4) Enrich teachers' experience in integrating ICT into teaching 10.44%, 5) aware the fact that ICT can engage students' interest in learning 10.44%, 6) know more on teaching digital medias 8.33 % , 7) know how to make a good Lesson Plan regarding the integration of ICT 2.08%. Most of the in-service PPG English teachers integrate ICT in Substitution and Augmentation level. The result of their readiness to integrate ITC isn't high enough it got 69.8%. This moderate result of ICT integration readiness is due to the obstacles that they faced; the challenges found in this research are: 1) Lack of Training, 2) Lack of digital medias, 3) Lack of ICT Competence, 4) Lack of Preparing Time, 5) Lack of Internet Access, 6) Insufficient ICT, and 7) Insufficient Staff to help teacher with ICT. The result of the study hopefully can encourage the teachers to vary the strategies in using ICT in teaching and to policy maker can evaluate the current curriculum and equip the school with sufficient ICTs.

Keywords: Teacher Professional Education (PPG), ICT, Readiness, English Teaching, SAMR Model, Teachers' Challenges.

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ABSTRAK

Rea Aisha Champa, S891708023. 2020. Readiness, Changes, And Challenges to Integrate ICT in English Teaching Using Samr Model (A Case Study at the Teacher Certification Program “Pendidikan Profesi Guru/PPG” of Sebelas Maret University. TESIS. Consultant: Dra. Dewi Rochsantiningsih, M.Ed., Ph.D; Co-Consultant: Prof. Dra. Diah Kristina, M.A., Ph.D. English Education Department, Graduate School, Universitas Sebelas Maret Surakarta.

Mengintegrasikan TIK dalam pendidikan adalah tuntutan waktu saat ini karena TIK digunakan di banyak sektor lain di seluruh dunia. Ini juga mendesak para guru untuk terampil mengoperasikan TIK selama pengajaran mereka yang tertera pada Peraturan Pemerintah nomor 74 tahun 2008 dan Peraturan Menteri nomor 16 tahun 2007. Pemerintah Indonesia lalu juga membentuk program yang diharapkan dapat memperkaya kompetensi guru yaitu Program Profesi Guru. Penelitian ini bertujuan untuk mengetahui: 1) Perubahan guru PPG dalam jabatan setelah bergabung dengan Program PPG dalam jabatan mengenai kompetensi TIK mereka dalam pengajaran bahasa Inggris, 2) sejauh mana integrasi TIK guru PPG dalam, 3) sejauh mana kesiapan guru PPG dalam jabatan untuk mengintegrasikan TIK, dan 4) hambatan integrasi TIK yang dihadapi oleh guru PPG dalam pengajaran Bahasa Inggris. Model SAMR digunakan sebagai kriteria untuk menentukan tingkat integrasi TIK guru dalam pengajaran bahasa Inggris. Untuk mendapatkan hasil yang mendalam, studi kasus ini berfokus pada deskripsi beberapa guru bahasa Inggris yang sedang bekerja yang telah lulus dari Program Pendidikan Profesi Guru / PPG di Universitas Sebelas Maret. Ini adalah studi kasus. Hasilnya menunjukkan bahwa banyak perubahan yaitu: 1) lebih bersemangat dan kreatif dalam mengajar menggunakan TIK, 27,08%, lebih terampil dalam menggunakan TIK dalam mengajar 27,08%, 3) menyadari bahwa TIK sangat membantu dalam proses belajar mengajar 14,5%, 4) Per kaya pengalaman guru dalam mengintegrasikan TIK ke dalam pengajaran 10,44%, 5) menyadari fakta bahwa TIK dapat melibatkan minat siswa dalam belajar 10,44%, 6) tahu lebih banyak tentang pengajaran media digital 8,33%, 7) tahu bagaimana membuat Rencana Pelajaran yang baik mengenai integrasi TIK 2,08%. Sebagian besar guru Bahasa Inggris PPG dalam layanan mengintegrasikan TIK di tingkat Substitusi dan Augmentasi. Hasil dari kesiapan mereka untuk mengintegrasikan ITC tidak cukup tinggi hingga 69,8%. Hasil moderat dari kesiapan integrasi TIK ini adalah karena hambatan yang mereka hadapi; tantangan yang ditemukan dalam penelitian ini adalah: 1) Kurangnya Pelatihan, 2) Kurangnya media digital, 3) Kurangnya Kompetensi TIK, 4) Kurangnya Waktu Persiapan, 5) Kurangnya Akses Internet, 6) Kurangnya TIK, dan 7) Staf yang tidak memadai untuk membantu guru dengan TIK. Hasil penelitian ini diharapkan dapat mendorong para guru untuk memvariasikan strategi dalam menggunakan TIK dalam pengajaran dan kepada pembuat kebijakan dapat mengevaluasi kurikulum saat ini dan melengkapi sekolah dengan TIK yang memadai.

Kata kunci: Pendidikan Profesi Guru (PPG), TIK, Kesiapan, Pengajaran Bahasa Inggris, Model SAMR, Permasalahan Guru.

MOTTO

"Allah tidak membebani seseorang melainkan sesuai kesanggupannya."

. (QS. Al Baqarah ayat 286)



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DEDICATION

The writer wholeheartedly dedicates this to: her lovely parents, supporting brother and understanding big family who consistently supported, helped, prayed, and made sacrifice for the writer when the writer tried to complete this study. As well as the only person who both supported and gave the writer ups-and down in her life which made the writer a stronger woman than before during completing this study.



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7. The researcher's family: parents, brother, aunts and her nephew for all their supports, helps, prayers, hopes and also sacrifices to help the researcher finish this research.

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8. The only annoying person who always exist in the researcher's life and give both support and ups-down in her life which made her more patient, more independent and also stronger.

Hopefully, this thesis can provide information as the current practice of the ICT integration in the English teaching. Therefore this thesis can be the reference of the ICT readiness and integration in teaching.

Surakarta, February 2020

Rea Aisha Champa



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LIST OF ABBREVIATION

ICT	: Information and Communication Technology
PC	: Personal Computer
UNESCO	: The United Nations Educational, Scientific and Cultural Organization
Web	: Website
PPG	: Pendidikan Profesi Guru
SAMR	: Substitution, Augmentation, Modification, Redefinition
EFL	: English as Foreign Language
UUD	: <i>Undang-Undang Dasar</i>
UUGD	: <i>Undang-Undang Guru dan Dosen</i>
PISA	: Program for International Student Assessment
TPACK	: Technological, Pedagogical, and Content Knowledge
MKU	: <i>Mata Kuliah Umum</i>
DVD	: Digital Versatile Disc
CD	: Compact Disc
LCD	: Liquid Crystal Display
CDROM	: Compact Disc Read-Only Memory
Wi-Fi	: Wireless Fidelity
LAN	: Local Area Network
WAN	: Wide Area Networks
WLAN	: Wireless Local Area Network
WA	: WhatsApp
TV	: Television
Blog	: Web Log
TEFL	: Teaching English as Foreign Language
PCK	: Pedagogical Content Language
FGD	: Forum Group Discussion

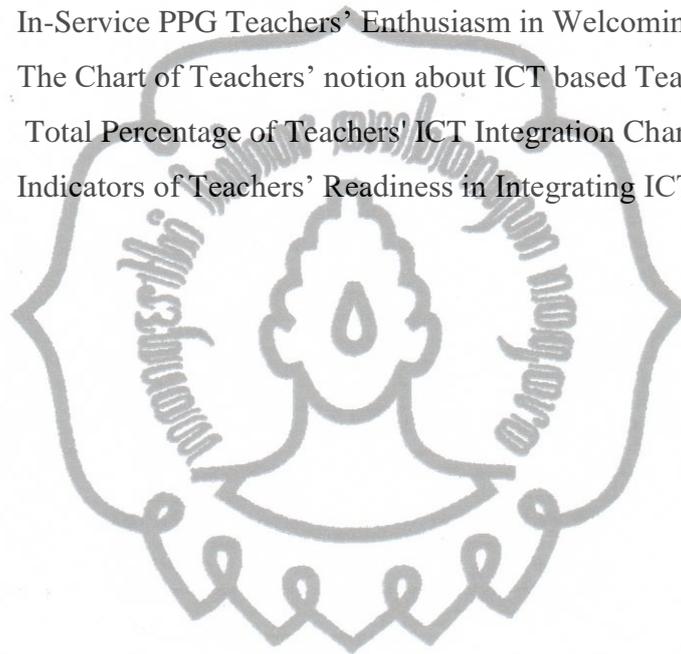
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