

**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)**



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TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS SEBELAS MARET**

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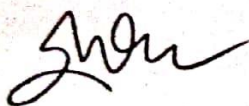
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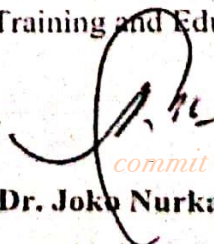


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THESIS

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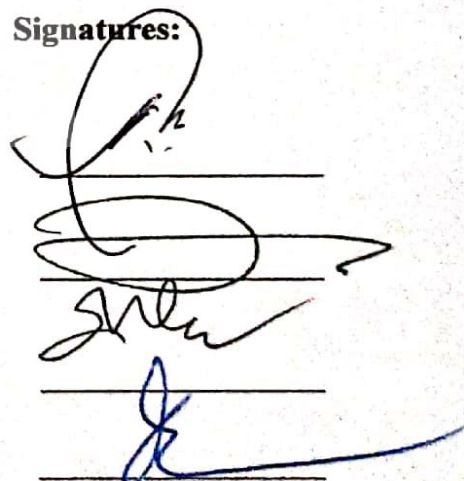
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PRONOUNCEMENT

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.

Surakarta, January,....., 2020



Rea Aisna Champa

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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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

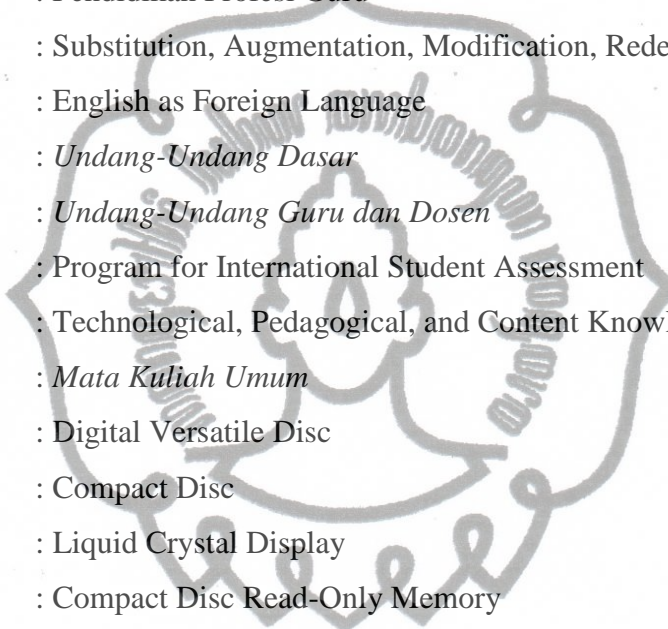


TABLE OF CONTENTS

COVER	i
APPROVAL	ii
LEGITIMATION FROM THE BOARD OF EXAMINER	iii
PRONOUNCEMENT	iv
ABSTRACT	v
ABSTRAK	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF ABBREVIATION	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I. INTRODUCTION	
A. Background of the Research	1
B. Problem Statement	9
C. Objective of the Research	10
D. Significance of the Research	10
CHAPTER II. LITERATURE REVIEW	
A. Regulations regarding Teachers and ICT	12
1. Undang-Undang number 14 of 2005	12
2. Peraturan Pemerintah Republik Indonesia number 74 of 2008 & Peraturan Pemerintah Republik Indonesia number 19 of 2017	14
3. Peraturan Menteri number 16 of 2007	15
B. Teachers Certification Program (Pendidikan Profesi Guru)	20
1. Activities of Pre-Position PPG	23
2. Activities of In-Service PPG	23
C. Information and Communication Technology (ICT)	24
1. Hardware	25
2. Software	25
3. Network	26
D. ICT Integration in Education	26
1. The Advantage of ICT in Teaching and Learning	27
2. ICT and Instructional Strategy in TEFL	28
3. ICT in English Teaching	29
a. ICT in Teaching Oral Language (Listening and Speaking)	29
b. ICT in Teaching Writing	30
c. ICT in Teaching Reading	30

d. ICT in Teaching Grammar	31
e. ICT in Teaching Vocabulary	31
E. Teachers' Readiness in Integrating ICT	32
F. ICT Integration Model	35
1. SAMR Model	36
2. Levels of SAMR Model	37
G. Review of Related Study	38
CHAPTER III. RESEARCH METHOD	
A. Context of the Research	42
B. Research Design	42
C. Sources of Data	43
D. Data collection	46
1. Documents	46
2. Interview	46
3. Observation	46
4. Questionnaires	46
E. Trustworthiness of Data	46
F. Technique of Data Analysis	47
1. Data Reduction	47
2. Data Display	48
3. Conclusion Drawing and Verification	48
CHAPTER IV. RESEARCH FINDING AND DISCUSSION	
A. Findings Of Research Questions	49
1. The Changes after Joining PPG	50
2. The Teachers' ICT Integration	56
3. In-Service Teachers' Readiness to integrate ICT	67
4. The Obstacles of ICT Integration faced	73
B. Discussion	78
CHAPTER V. CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion	86
B. Implication	88
C. Suggestion	88
BIBLIOGRAPHY	90
APPENDICES	98

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

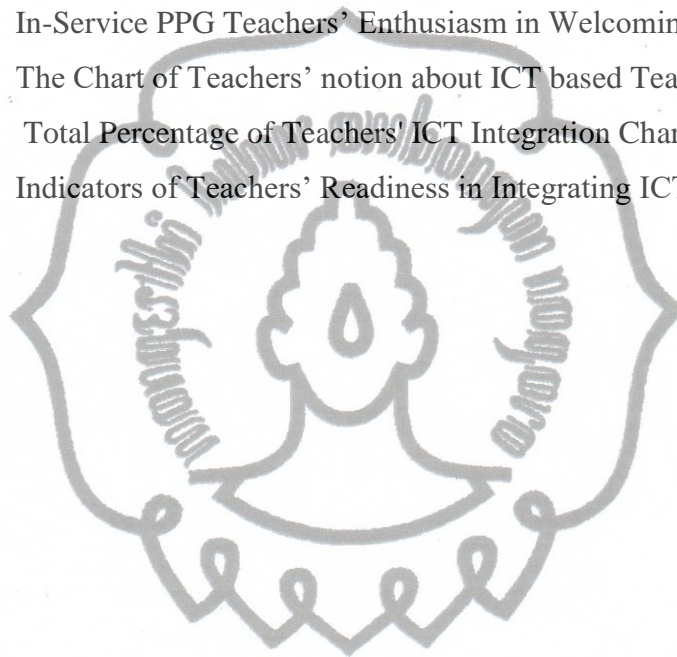
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LIST OF TABLE

Table 2.1	Competency Standards for English Teachers in SMP / MTs, and SMA / MA.Applicable ICT in English Teaching	16
Table 2.2	Teaching Strategies in TEFL and Possible Technology Use	28
Table 2.3	Applicable ICT in English Teaching	32
Table 3.1	Time Table for the Research	42
Table 3.2	Biographical Information of the Teachers	45
Table 4.1	Findings from Research Questions	49
Table 4.2	Changes got from PPG	52
Table 4.3	ICT Used in Substitution Level	60
Table 4.4	ICT Used in Augmentation Level	63
Table 4.5	ICT Used in Modification Level	66
Table 4.6	ICT Used in Redefinition Level	68
Table 4.7	Obstacles Experienced by the Teachers in Integrating ICT	76

LIST OF FIGURE

Figure 2.1	Factors Influencing the ICT Implementation	35
Figure 2.2	SAMR Model Level by Puentedura	37
Figure 3.1	Components of Data Analysis Technique: Interactive Model in Miles and Huberman (1994: 12)	48
Figure 4.1	The Chart of Teachers' notion about PPG in Preparing Them	51
Figure 4.2	In-Service PPG Teachers' Enthusiasm in Welcoming ICT	57
Figure 4.3	The Chart of Teachers' notion about ICT based Teaching	58
Figure 4.4	Total Percentage of Teachers' ICT Integration Chart	60
Figure 4.5	Indicators of Teachers' Readiness in Integrating ICT	70



LIST OF APPENDICES

Appendix I	Instrument of Observation Field notes	103
Appendix II	Observation Field notes	104
Appendix III	Instrument of the Research Interview	120
Appendix IV	Transcript Interview with Teachers	122
Appendix V	Research Photos Documentation	150
Appendix VI	Specification of Research Questionnaire	152
Appendix VII	Result of Research Questionnaire	154

