

**ICT USED BY EFL STUDENTS IN LEARNING ENGLISH SKILL
IN ENGLISH TADRIS STUDY PROGRAM AT IAIN CURUP**

THESIS

This thesis is submitted to fulfill
the requirement for “Sarjana” degree
of English Tadrис Study Program



By:

RATIH PURWASIH

NIM: 16551032

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

INSTITUTE COLLEGE FOR ISLAMIC STUDIES (IAIN) CURUP

2021

Hal : Pengajuan Ujian Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di Tempat

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama : Ratih Purwasih

NIM : 16551038

Judul : "ICT Used by EFL Students in Learning English Skill
in English Tadris Study Program at IAIN Curup"

Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr.Wb

Curup, Agustus 2021

Pembimbing I



Bayu Senjahari, M.Pd., M. Ed
NIP.198003062002121004

Pembimbing II



Eka Apriani, M.Pd
NIP. 199004032015032005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH

Jalan : Dr. AK Gani No. 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010
Hoepage: <http://www.Iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: /In.34/FT/PP.00.9/09/2021

Name : **Ratih Purwasih**
NIM : **16551038**
Department : **English Study Program**
Title : **ICT Used by EFL Students in Learning English skill in English Study Program at IAIN Curup**

Has been examined by examining board of the English Study Program of Institute Agama Islam Negeri (IAIN) Curup, on :

Day / Date : **Thursday, September 02nd 2021**
Time : **09.30 – 11.00 a.m**
At : **Room 5 Munaqosah IAIN Curup**

Has been received to fulfil partial requirements for the degree of Strata 1 in English Study Program of Education Tarbiyah Faculty IAIN Curup.

Examiners

Head

Bayu Senjahari, M.Pd., M.Ed
NIP. 198003062002121004

Secretary

Eka Apriani, M.Pd
NIP. 199004032015032005

Examiner I

Desfitranita, M.Pd
NIP. 1979122520009122002

Examiner II

Prihantoro, SS., M.Pd
197508202008011004

Dean



Dr. H. Hinaldi, M.Pd
NIP. 19650627200003 1 002

STATEMENT OF OWNERSHIP

The writer who sign below:

Nama : Ratih Purwasih

NIM : 16551038

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled **“ICT Used by EFL Students in Learning English Skill in English Tadris Study Program at IAIN Curup”** is made truly, if in the next day there any mistake, the writer ready to responsibility and accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, August 2021

The Researcher



Ratih Purwasih
NIM.16551038

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled entitled “**ICT Used by EFL Students in Learning English Skill in English Tadris Study Program at IAIN Curup**”

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, August 2021

The Researcher

A handwritten signature in black ink, appearing to read 'Ratih Purwasih'. The signature is stylized with a large 'R' and a long horizontal stroke extending to the right.

Ratih Purwasih
NIM.16551038

ACKNOWLEDGEMENT



Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **“ICT Used by EFL Students in Learning English Skill in English Tadris Study Program at IAIN Curup”** This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Pd., M.Ag as the Rector of IAIN Curup.
2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
4. My special thanks to Mr. Bayu Senjahari, M.Pd., M.Ed as my advisor and Mrs. Eka Apriani, M.Pd as co-advisor who have given many correction,

useful suggestion, and also guidance to complete this thesis. Thank you very much for the valuable time that spent to guide me finish this thesis.

5. Mrs. Jumatul Hidayah, M.Pd as my academic advisor who had given the researcher chance to do this research and also thanks for knowledge, support and motivation.
6. Ms. Nastiti Handayani, M.Pd as my Instrument's validator and lecture who help support my thesis.
7. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.
8. All of TBI students in acedemic year 2019-2020 who had been good respondent and gave their contribution this research.

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin ya robbal'alamin. Wassalamu'alaikum Wr.Wb.

Curup, August 2021

The Researcher

A handwritten signature in black ink, appearing to read 'Ratih Purwasih', with a small arrow pointing to the right at the end of the signature.

Ratih Purwasih
NIM.16551038

MOTTO AND DEDICATION



إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship will be ease.” (QS. Al Insyiroh: 6)

اللَّهُمَّ لَا سَهْلَ إِلَّا مَا جَعَلْتَهُ سَهْلًا وَأَنْتَ تَجْعَلُ الْحَزْنَ إِذَا شِئْتَ سَهْلًا

“Ya Allah, tidak ada kemudahan kecuali atas izin-Mu.

Dan tidak ada kesedihan (kesulitan), jika Engkau berkehendak semua akan menjadi mudah”

“love and Patience is the key to success”

In the name of ALLAH this thesis is dedicated to:

- ✚ Allah who always give his full Rohmah and Blessing to me.
- ✚ The greatest man in my life, he is my awesome father Mr. Rukimin and my wonderful mother in the world Mrs. Parsiah for everything that cannot be said in words, thank you very much. All my struggles up to this point are always dedicated to the two most valuable people in my life and I am eternally indebted to my parents (ILY)

- ✚ My Beloved Brothers, Riyadi and Rio who always take care of me and support me through their prayers.
- ✚ My Dearest Sister ever, Ririn Widiyastuti who convinced me that I can do this. Thank you for your clumsy, smile, loves and supports me throughout the process.
- ✚ Loving thanks to my amazing friends Mutiara Mujaddidah, Sri Meilinda, and Wulan Indah Lestari who played such important roles along the journey, as we mutually engaged in making sense of the various challenges we faced and in providing encouragement to each other at those times when it seemed impossible to continue.
- ✚ TBI B Nana, Via, Ayuk Sefti, Nunit, Novia, Silvi, Zelvia, Joko, Zain, Tri, Rio, all members who always bring happiness. I always appreciate their concerns and their motivation that pushed me towards success. May our friendship last forever. Aamiin
- ✚ TBI A Ade Yunita, Dina Mardani, Mesi, Ajeng, Dewi, Hengki, Aprian and all members.
- ✚ Yuk Ana Zulaiha, Tia Puspita Sari, Jeng Reni as my sister, Thank u for all support, and suggestion that you give to me.
- ✚ KKN Squad 2019 and PPL Squad 2020.
- ✚ Students of English Language Education Department that have kindly participated as research subjects in my thesis. Thank you for your support, your information guys, so that I could finish this study
- ✚ My Almamater is TBI IAIN Curup

Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. **Without you all i'm nothing !!**

ABSTRACT

Ratih Purwasih, 2021 : **ICT Used by EFL Students in Learning English Skills in English Tadris Study Program at IAIN Curup**

Advisor : **Bayu Senjahari, M.Pd, M. Ed.**

Co-advisor : **Eka Apriani, M.Pd**

This thesis was aimed to investigate types of Information and Communication Technology used by EFL students in learning English skills and benefit of using ICT by EFL students in English Tadris Study Program. The method of this research was mixed-method research. The subject of this research was all of English students in English Tadris Study Program. The researcher used questionnaire and interview to get data that need. The questionnaire used to obtain the highest and lowest scores on the type of ICT used by students in learning English skills. The researcher choosed thirteen students randomly in order to get clear information of the benefits of using ICT in learning English skills. To know benefit of using ICT, the researcher used theory about benefit ICT for EFL students which are divided into developing English skills, promoting creativity and enhancing critical thinking of students, increase learners motivation and making students become independent learning, provide communicative and interactive environment. Based on the percentage of the questionnaire, it shows that 59.5% of the types of ICT used by students in learning English skills come from computer network technology. Thus, the type of telecommunication technology is 50.2%, the type of online library is 33.8%, the type of social media is 28.2%, multimedia technology is 19.4% and the type of application is 19.3%. The dominant type of ICT is computer network technology. In addition, this study also investigates the benefits of ICT used by students in learning English skills. The findings of this study indicate that ICT can develop students' English learning skills, increase creativity and improve students' critical thinking, increase student motivation and make students learn independently, provide a communicative and interactive environment in the classroom, time discipline, provide a favorable environment for students with native speaker online.

Keywords: *Information and Communication technology (ICT), EFL Students, Learning English skills*

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CHAPTER I

INTRODUCTION

A. Background of the Research

One of the visible changes in the modern world is the role technology has played in our lives. The development of technology or ICT (Information Communication and Technology) is growing rapidly in all fields, including in the field of education. The world of education has moved from traditional learning to modern learning, and the use of technology can be considered as one of its characteristics. Therefore, the use of ICT in the education sector in almost any situation or task is found to be integrated in the teaching and learning process to create interactive teaching and learning. According to Tinio, ICT itself stands for Information Communication Technologies that used to create something, store, share and disseminate of information in all forms including voice, data, graphics and video.¹ In addition, ICT also helps to enlarge traditional learning activities.

In learning English context, instructional media based on technology is one of factors that influence learning process that can be a bridge to improve quality of English education and maximize student ability in learning English. The importance of ICT use in learning activities is very indispensable. ICT is known as one of the facilities that can help students to develop their knowledge with more interesting way

¹ Victoria L and Tinio and Stephen Browne, *ICT in Education*, 2002, 1–32.

and provides especially for EFL students with great opportunity. ICTs facilitate immediate access to information resources needed for teaching and learning. In line with it, Sife cited in Arkorful revealed that ICTs have capabilities of improving information accessibility; facilitating communication via electronic facilities; enhancing synchronous learning and; increasing cooperation and collaboration.² This concluded that ICT facilitates students in learning and practicing English skills in an interesting way and accessing information quickly.

Furthermore, in this digital era, English skill must be mastered, especially for EFL students. In learning English skills, there are four basic skills that must be learned by EFL students, namely speaking, reading, listening, and writing. These four skills are the pinnacle of language that will take students to greater heights. They are separated yet bound together by an inseparable bond. These include: Listening and speaking: these two skills are closely related and work together in real life situations.³ So, the integration of the two aims to foster effective oral communication. This integration will ensure targeted communication.

Moreover, it is clear that the importance of ICT is evident, starting presenting difficult objects, we can maximize internet media as a learning tool that is useful, and flexible. Situjuh Nazarah revealed that the use of

² Valentina Arkorful and Nelly Abaidoo, *The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education*, International Journal of Instructional Technology and Distance Learning, 12.1 (2015), 29–42.

³ Cand Lorena and Manaj Sadiku, *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*, 1.1 (2015), 29–31.

ICT is beneficial to both English learners and teachers because these tools can nurture knowledge selection and creation, collaboration, and reflection. They are also be effectively used to make lessons more interesting, enjoyable, diverse, motivating and supportive.⁴ Correspondingly, various technologies and supporting applications can be a bridge for students to explore up-to-date information and building up their skills in English. In addition, the use of information and communication is also very helpful for lecturers in increasing student learning independence and motivation in learning.⁵ Furthermore, the use of ICT in learning English will help the students to preparation self before starting learning, create innovating and growing interest in learning English process.

Despite the fact that English has been taught to students since elementary school, many students are unable to use English skill well. When it comes to understanding English, learners will encounter various obstacles during the learning process. When studying English as target language, they are prone to making mistakes in speaking, reading, listening and writing. The errors are caused by differences between their native language system and the foreign language system, particulary English. Furthermore ICT can help students to develop their English skill.

⁴ Parlindungan Pardede and Universitas Kristen Indonesia: *EFL Theory & Practice* : Voice of EED UKI, (February 2015,), 126–35.

⁵ Eka. Hidayah Jumatul CURUP IAIN Apriani, ‘*The ICT Used by the English Lecturers for Non-English Study Program Students at IAIN Curup*’, 8.1 (2019), 26–37.

According to Murray, it is clear from both perspectives that computers and related applications have diverse potential. Naturally, the goal of technological progress is to create tools, which help people to perform their activities more efficiently. Their potential, however, is determined by how they are implemented.⁶ Indeed, the advantages it offers do not happen automatically but can only be achieved under certain initial conditions. In other words, students must use ICT media as well as possible in order to feel the benefits. Voogt considered ICT to be an important learning tool for today, as we have to open our minds and move with technological changes.⁷ It means, technological developments have influenced the mindset, thinking or opinions of students or the way they learn something.

In the current of curriculum, teachers commonly spend more time in facilitating students rather than transmitting knowledge solely. As a consequence, learning process tends to be student-centered than teacher-centered so that students are required to be more interactive during the learning process especially in learning English. In line with it, based on pre observation that the researcher conducted to TBI students' indicated that the students were more comfortable using ICT in practicing their English skills, so they felt that ICT really supported them in practicing their English skill. In addition, researcher also did pre interviewed towards

⁶ Denise E Murray, 'Technologies For Second Language Literacy', Annual Review of Applied Linguistics, 25 2005, 188–201.

⁷ Voogt, J. and Pelgrum, H. (2005) *ICT and curriculum change. Human Technology*; an Interdisciplinary Journal on Humans in ICT Environments, 1(2), 157–175.

several students about why the students used ICT in learning English, they stated that they only have a short time to practice their English skill in college, so that they can not maximize and develop their skill fully. And one of student stated that in improving speaking skill she could be seen native directly through videos on YouTube or Instagram. Other example in improving writing skill she usually used Facebook and blog. In line with it, Levy cited in Murray declared that these new technologies provide the potential to engage native speakers at a distance, to utilize authentic materials and to enable learners to interact with rich, multi-dimensional learning environments.⁸ It means ICT is beneficial to learners. From these findings and the statement above, the researcher quite curious about the types of ICT that English students use to train English skill and the benefit from ICT that English students feel especially for their English skill.

Based on descriptions that have been mentioned above, the writer is interested in conducting study about ICT used by English students in IAIN Curup. Accordingly, this study is entitled "**ICT used by EFL Students in Learning English Skills in English Tadris Study Program at IAIN Curup**". This study is expected to be successful in providing a set of information about ICT used by English students in learning English skills and the benefits that have been felt by students of the English Department of IAIN Curup as English Foreign Language (EFL) learners.

⁸ Murray.

B. Question of the research

Based on the background above, the problem of this research are:

1. What types are used of Information Communication and Technology by EFL Students' in learning English skills in English Study Program at IAIN Curup?
2. What are the benefits of using ICT in learning English skills by EFL students in English Tadris Study Program at IAIN Curup?

C. Objectives of the research

The purposes of this research are:

1. To investigate types of Information Communication and Technology used by EFL Students' in learning English skills in the English Tadris Study Program at IAIN Curup
2. To find out the benefits of using ICT by EFL students in learning English skills in the English Tadris Study Program at IAIN Curup

D. Delimitation of the research

The researcher delimits this research to get more specific data. In this research, the researcher focused on the area of investigating types of ICT used by students in learning English skills in the English study program at IAIN Curup. The limitation of the research is focused on the area of finding out benefits of using ICT by EFL students in learning English skills. The subject in this research is delimited on students majoring English. There were second, fourth sixth, and eight semesters

who were learning English skills in the English study program of IAIN Curup.

E. Definition of key terms

1. ICT (Information and Communication Technology)

Davies and Hewer cited in Dang Hoang stated that ICT is tools that can be used for students' and lecturers' to help them in increase knowledge and add their information. ICT divide into two terms namely, computer-based technologies and internet based technologies. Computer-based technologies refers to electronic media such as desktops, laptops, tablets, smartphones, and software. Internet-based technologies including email, websites, and social networking sites for the purpose of English teaching and learning.⁹ In this research, the researcher concluded that the definition of ICT is a tools or media that can help students in increasing English skill.

2. EFL Students'

English as a foreign language student is language used by many people as international language and student is a person who gets instruction knowledge, skill.¹⁰ Based on martin that "English as a Foreign Language student is the international language used by English student in getting knowledge and skills in learning". Those theory a student of English who is not a native speaker. It means that

⁹ Dang Hoang Tri and Nhung Hong Thi Nguyen, 'An Exploratory Study of Ict Use in English Language Learning among EFL University Students', *Teaching English with Technology*, 14.4 (2014), 32–46.

¹⁰ Martin.H Manser, *Oxford learner's Dictionary Oxford university press.* (1995). P.425

an English student is not a native speaker but a student is only a language user in their environment. In this research EFL student is referred to English student who learn English in dealing with some values inherent in the target language at IAIN Curup.

F. Significant of the research

The researcher expects in this research will be able to contribute the results of the study, the researcher gives the explanation of the significant of the study:

1. For Lecturers

It helps teacher to improve students' ability and knowledge in learning English. After the teacher know the perspective students about the usefulness of ICT as media especially using social networking such as many features on Internet in English foreign language in learning process, it helps teacher in developing teaching method through ICT.

2. For Students

This research will be useful for student to increase their awareness to learning independence anywhere and anytime. The students can get the information about the impact of using information and communication technology (ICT) toward their English skill. Hence the students could follow strategies in many features that provides in ICT, so that material in learning English will be easier delivered effectively by students.

3. For further researcher

This research will open a wider new gate digital education research. The digital life and education to come are unquestionable facts. This research is one of the gates of applied technology-based learning tools, namely ICT. This research will also be useful for researchers to improve the researcher's communication skills in conversation.

G. Organization of the research

- | | |
|-------------|--|
| Chapter I | Introduction that consist of Background of the study, Research question, Objectives of the study, Delimitation of the research, Definition of the keys term, Significant of the research and Organization of the research. |
| Chapter II | Representation of literature review of related theories including general description about theory of ICT, Learning English skill and benefit of using ICT |
| Chapter III | Presents methodology of the research which include of the research design, subject of the research, techniques of collecting data, research instruments, validity and reliability of instruments, and techniques of analysis data. |
| Chapter IV | Finding and discussions consist of finding and discussion then all the data will be analyze in this chapter. |
| Chapter V | Conclusion and Sugestion, it consists of conclusion of the research and some sugestion for reader. |

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. ICT (Information and Communication Technology)

a. Definition of ICT

The term ICT is defined as technological tools and resources used to communicate, create, store, and share or transmit and exchange information.¹¹ In the same way Asabere and Enguah defined ICT as a facility, tool or equipment that provides services to process, store and disseminate information in all forms including voice, text, data, graphics and video to everyone. In addition, Wang and Woo stated that ICT is basically a tool, it can be both hardware and software. Hardware such as computers, projectors, digital cameras and software including Microsoft Word, Power Point. ICT itself stands for Information and Communication Technology.

On the other hand, the integration of Information and Communication Technology into the learning process is related to many techniques for learning and teaching. Technology continues to grow in importance as a tool to assist foreign language students in facilitating and mediating the learning process. Computers with internet facilities provide opportunities for students to transform knowledge directly in the learning process. In line with that, Davis et al as cited in Dwi stated

¹¹ Victoria L and Tinio and Stephen Browne, '*ICT in Education*'. (New York: Stephen Brown Group Leader, 2002), p 1-32

that ICT is considered potentially effective in accelerating, enriching, and deepening skills, even motivating and involving students in order to support students to have experiences that are useful for learners future job.¹² Thus, the application of ICT increases students' interaction with native and non-native English speakers.

Based on the above explanation it can be concluded that ICT is a type of device that can help people to access information, store and share everything through the internet with other people around the world. From the opinion above, the most widely used technology by the people are computer and the internet. In other words, information to support classroom learning in the new literacy of internet technology can be obtained from anywhere and from the collaborative use of computers and the internet together. In addition, ICT can be a medium in learning in order to transfer knowledge to students enjoyable and useful. In fact, learning it is important to determine the learning media used by students because it will determine student achievement in mastering the material.

b. Types of ICT

In the context of education, ICT is defined within the more limited scope of this study. ICT is divided into two categories, namely computer-based technology and internet-based technology. There are several types of computer-based technology such as multimedia

¹² Dwi Oktalia and Slamet Supriyadi, 'Integrating ICT in English Language Learning : Students ' Perceptions of a State University in Jambi Province', 2.1 (2018), p 49-50.

technology, telecommunications technology and computer network technology. In addition, internet-based technology divides into three categories of social media, online libraries and applications.¹³ The use of ICT in the teaching and learning process can improve educational performance because this tool makes students motivated and active in the classroom.¹⁴ It is concluded that the internet is also a transformation tool that transforms teacher center learning into student center learning. These technologies include:

1) Internet based technology

Internet-based technology is a type of Internet-based ICT. Internet-based technology is divided into three categories, namely social media, online libraries and applications.¹⁵ In addition, Blurton states that the internet is the largest collection of human knowledge ever accumulated, and is available to any ICT-equipped student and teacher at any time and from anywhere through libraries and online applications.¹⁶ One form of ICT is social media which is one of the technological advances. There are several kinds of Internet based technology:

¹³ Ho Chi and others, 'An Exploratory Study of ICT in English Language', 14.4 (2014), 32–46.

¹⁴ Eka Apriani, 'A New Literacy : The Role of Technology to Develop Student ' s Character', 21.1 (2016), 59–72.

¹⁵ Chi and others.

¹⁶ Blurton, C. Blurton, De Korte, and Our Focus, 'New Directions of ICT-Use in Education', 1999. Retrieved from <http://www.unesco.org/education/educprog/lwf/dl/edict.pdf> on (December, 18, 2019.)

a) Social Media

Kaplan & Haenlein explained that social media is a collection of internet applications that allow the creation of various content in the world. Interactivity, platform quality, knowledge sharing mechanisms are characteristics of social media.¹⁷ Briefly, it can be concluded that social media is one of the tools of information and communication technology (ICT) used by people to communicate with others online. In line with that, Monica & Anamaria quoted in Tubagus stated that this kind of social media is often used by the public, especially students because it is an entertaining thing for them.¹⁸ Social media is also one of the well-known platforms used by many people around the world, from young students to parents. Many types of social media appeared in the last decade, such as Facebook, Twitter, Instagram, You-tube, WhatsApp, weblog, other social media.¹⁹

¹⁷ Andreas M Kaplan and Michael Haenlein, 'Users of the World , Unite ! The Challenges and Opportunities of Social Media', *Business Horizons*, February 2010, 2017, 59–68
<<https://doi.org/10.1016/j.bushor.2009.09.003>>.

¹⁸ Tubagus Zam zam Al arif. *The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students*, (Metathesis: journal of english language literature and teaching Vol. 3, No. 2, 2019) p, 235 retrieved from (<https://creativecommons.org/licenses/by-sa/4.0/>)

¹⁹ Kaplan and Haenlein.

b) Digital Library

Mayang Trivedi stated that a digital library is a library whose collections are stored in digital format (as opposed to print, microform, or other media) and can be accessed by computers. In addition, Blurton-defined digital library initiatives are underway in countries around the world that will make collections accessible electronically from the Internet.²⁰ This means that a digital library is a collection of documents in organized electronic form available on the internet. Thus, the most popular types of online libraries used by students. There are several types of online libraries, including: E-books, Google Scholar, Academia, Library Genesis, and Online Journal.

c) Application

Application is one of the part from internet based technology. Application is a program or piece of software designed and written to fulfill a particular purpose of the user. There are various kinds application started in educational context. There are Mind maple, application, Duo lingo, Zoom, Cake, and Thesaurus.

²⁰Blurton, De Korte and Our Focus

2) Computer Based Technology

Computer based technology is one of the types of ICT that based on both hardware (hardware) and software (software) supporters. It includes a processor (data processor), data / information storage media (hard disk, CD, DVD, flash disk, memory card, etc.), recording devices (CD Writer, DVD Writer), input devices (keyboard, mouse , scanners, cameras, etc.), and output devices (monitor screens, printers, LCD projectors, speakers, etc.).²¹

a) Multimedia technology

Hennessy described that multimedia technology includes various technical media that cover hardware projection technology, CD player, speaker, laptops, desktop computers, notebooks, Earphone, Digital Camera, Headphone, Flash disk, mobile phones.²²

b) Telecommunications technology

Which includes telecommunications media are cellular phones, and fax. This communication technology is now growing more rapidly. Now it is not only in the form of cellphones and faxes.

c) Computer network technology.

This technology consists of hardware such as LAN, internet, wifi, and others.

²¹ Nunuk Suryani, , *Pengembangan ICT Dalam Pembelajaran*, (Universitas Sebelas Maet: 2015), P 36–44.

²² Parlindungan Pardede , *'EFL Theory & Practice : Voice of EED UKP'*, (Universitas Kristen Indonesia (2019). P 127

c. ICT Use in Education and English Language Learning

Currently, along with the development of technology, ICT has emerged as one of the potential learning aids. There are various kinds of ICT applications in learning English. Collis and Moonen cited in Dang Hang specified categorize of ICT applications into three groups, namely “learning resources” including educational software, online resources, and video resources, “learning organization” referring to software and technological tools for classroom lectures, and “communication” which consists of from email systems, and websites that offer communication options.²³ Khan, Bhatti, and Khan cited in Nabbaz showed that the use of ICTs reduced the time that is necessary for achieving information for students. They can access and disseminate electronic information like e-books, e-journals and can improve their learning by using different modern ICTs in form of wireless networks, internet, search engines, databases, websites and web 2.0 Technologies.²⁴ In addition, Abidin stated that the use of ICT and the integration of ICT in the learning process can bring positive results for both teachers and students because it can produce effective learning.²⁵ For ICT integration to be effective, it is important for teachers to know the nature of learning itself. Technology enhances the

²³ Chi and others.

²⁴ Nabaz Noori Kareem, ‘The Importance of Using Information Communication Technology for Learning and Teaching the English Language in Kurdistan of Iraq’, *English (TESOL) Master Theses.*, 5 (2017) <http://scholar.valpo.edu/tesol_matheses/1>. ‘The Importance of Using Information Communication Technology for Learning and Teaching the English Language in Kurdistan of Iraq’, *English (TESOL) Master Theses.*, 5 (2017) <http://scholar.valpo.edu/tesol_matheses/1>.

²⁵ Oktalia and Supriyadi.

learning and teaching process through active engagement based on real-life situations faced by both participants.

2. Learning English Skills

Learning is an activity that leads to change and mastery of what is taught. Furthermore, English is the largest common language used universally. English as a communication tool is used to convey ideas, thoughts, opinions, feelings, and also to create discourse in social life. To be able to learn English well, knowledge of the characteristics of the English language is required. Learning English is significant as it empowers you to communicate effectively with your kindred worldwide residents.²⁶ It is concluded that Learning English skills is a foreign language learning activity which includes four skills using learning media.

In general, there are four skills that must be mastered by students. The four skills must be handled in a way that helps students meet the standards you set for them and develop their communicative competence gradually. It includes Listening and Speaking these two skills are closely related and work simultaneously in real life situations. So, the integration of the two aims to foster effective oral communication. This integration will ensure real-life and purposeful communication. Their reading and writing form a strong relationship with each other as skills. They are tools for achieving effective written communication. Developing students' competence in reading and writing requires students to gradually challenge reading

²⁶ Rajathurai Nishanthi, 'The Importance of Learning English in Today World', *International Journal of Trend in Scientific Research and Development*, Volume-3.Issue-1 (2018), 871–74

materials and writing assignments. The goal is that students can read and write effectively. The importance of the four skills activities in a language classroom has many valuable purposes: they provide scaffolding support to students, opportunities for creativity, context of language use for real exchange of information, evidence of their own abilities (proof of learning) and, most importantly self-confidence.²⁷

3. Benefits of ICT Applications in English Language Learning

A considerable amount of literature has highlighted the benefits of ICT in language learning. Houcine listed four impacts the use of ICT on learners and various aspects of the learning process as follows: First, developing English skills. Second, promoting creativity and enhancing critical thinking of the students. Third, increase learners' motivation and making students become independent learning. Fourth, providing communicative and interactive environment in class.²⁸ This statement was supported by Nabaaz Noori Kareem, he states the benefits of ICT for EFL learners are: Developing English skill, promoting creativity and enhancing critical thinking of the students, increase learners' motivation and making students become independent learning, provide communicative and interactive environment.²⁹ Darasawang and Reinders as cited in Dang

²⁷ Lorena, Cand, Sadiku, Manaj: *The Importance of Four Skills Reading , Speaking , Writing , Listening in a Lesson Hour* (1), 2015

²⁸ Samira Houcine, 'The Effects of ICT on Learning / Teaching in a Foreign Language', *International Conference 'ICT for Language Learning'*, 4th (2011), 4 <http://www.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/IBL69-437-FP-Houcine-ICT4LL2011.pdf>.

²⁹ Kareem.

Hoang state that an online language support system helps promote learner autonomy.³⁰

Then, internet connection allows learners to get access to a large number of authentic materials to make learning English more enjoyable. Therefore, the application of available online resources for activities inside and outside the classroom can result in an increase in their competence in listening, speaking, reading, and writing. For example, according to Kelsen, YouTube has the potential to connect learners with authentic English input through what may already be part of their life experiences and provide a context in which they can interact, exchange ideas, share feelings, and participate in a web-based environment.³¹ In addition, Valk et al indicated that “ICT can empower teachers and learners by facilitating communication and interaction, offering new modes of delivery, and generally transforming teaching-learning processes”. Apriani's view The positive impact of technology is to shape the personality of successful students. Good student character can create good future leadership.³²

B. Review of Related Findings

There are some related researches that had been done before, especially about ICT: The first findings from Sei Hwang Jung's thesis entitled “The use

³⁰ Tri and Nguyen.

³¹ Kelsen, B. *Teaching EFL to the iGeneration: a survey of using Youtube as supplementary material with college EFL students in Taiwan. Computer-Assisted Language Learning – (Electronic Journal, 10(2), 2009), p 3*

³² Apriani, E. *A New Literacy: The Role of Technology to Develop Student's Character. Ta'dib: Journal of Islamic Education (Jurnal Pendidikan Islam), 21(1), 2016) p 1*

of ICT in Learning English As an International Language in RRC” The aim of this study was about to know (a) their technology ownership, usage patterns, and levels of perceived ICT skills; (b) their motivational orientations to learn English; (c) their perceptions of English and technology; The design of this research used mixed model research design by using a questionnaire that included both open-ended and closed-ended questions. The result from the questionnaire of this study showed that most of the students had good perceptions on the using ICT. The result found that among the four skills, more than 70% students rated themselves as basic in speaking and listening. It indicated that they felt incompetent in communicative skills. The result also showed that 68% students learnt and accessed the information for course through the course website.

The second finding is Nabaaz Noori Kareem, with the title The Importance Of Using Information Communication Technology For Learning And Teaching The English Language In Kurdistan Of Iraq. This study tries to demonstrating the importance of using ICTs, benefits, challenges, and negative sides in Kurdistan in the perspective of both teachers and students. The results of the study show that teachers and students in Kurdistan find ICTs very beneficial for improving their English language proficiency.

The third research that the researcher found that with the title “Secondary Students’ Perceptions of Information, Communication And Technology (ICT) Use In Promoting Self directed Learning In Malaysia” conducted by Nailul Asfar and Zamzami Zainuddin, The purpose of this

research is to identify secondary students' perceptions on the use of Information, Communication and Technology (ICT) in promoting students' self-directed learning in Malaysia. Survey design was used to gather quantitative data through the questionnaires. The findings showed that the use of ICT among students in Malaysia was familiar and it had promoted a high level of readiness in self-directed learning and established students' interactions with ICT, peers, and teacher.

The fourth is is Dang Hoang Tri conducted a research entitled "An Explanatory Study of ICT Use in English Language Learning among EFL University Students". This research was aimed ascertain to examine the use of ICT in terms of frequency of use, purposes, perceptions, and expectations among EFL students. The research used a convenience sample of 149 English students. The findings indicated that the participants spent more time using ICT for private purposes than for English learning purposes. Most of them showed their positive attitudes towards ICT use to study English and expected that ICT should be used more frequently in the classroom in order to maximize language learning and teaching.

Based on the above relevant research can be concluded that the study has differences with research i did. The difference is the object of research conducted on the object of research. In my research more focused on types of ICT that used by EFL student in learning English and the benefits of using ICT for EFL students. In previous research the research focuses on student expectation, benefits from teachers and students perspective, frequency as for the equation with my research is ICT used by EFL student in learning English skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

In conducting this research, the researcher applied mixed method research design as kind of this research, in which two types of data used to answer the research questions. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research. In addition, Creswell and Clark stated that, mixed method research is combination of quantitative approach which data is usually numeric and qualitative approach which data is usually in a form a text that are collected either concurrently or sequentially to best understand research problems. The numerical information (quantitative data) can be obtained through traditional surveys and the text information (qualitative data) can be obtained from interview and observation.³³ So, the purpose of mixed methods research is to understand a phenomenon more fully and clearly than is possible using either qualitative or quantitative methods alone.

In this study, the quantitative data obtained from questionnaire and qualitative data gained from interview. This combination of methods was chosen because the researcher wanted to find out the types of ICT used by EFL students in learning English skills quantitatively by using a questionnaire as an

³³ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*, 4th edn (USA: Pearson Education, 2012).

instrument in data collection. Furthermore, to investigate in depth the benefits of using ICT in learning English skills, the researcher choose a qualitative method that used interviews as instrument.

Researcher conducted quantitative research, and use qualitative data in the same phase in a study. In addition, each data collection, both qualitative and quantitative, is carried out independently in the data collection and analysis. This is the main priority behind the convergent design. In this design, the researcher first uses quantitative methods and at the same time applies qualitative methods, after which the results are mixed in the overall interpretation.³⁴ This means that in this study the researchers used a convergent parallel design in the mixed method type. Researchers conducted research first with quantitative methods, and carried out qualitative methods to further obtain a comprehensive interpretation. The researcher was designed to determine the type of ICT used and its benefits in learning English skills.

B. Subject of the Research

The participant of this research the first was all of English students of second, fourth, sixth and eight semester of the English study program at IAIN Curup. The researcher selected the subject of the research by using random sampling. Creswell stated that random sampling is sampling that the researcher selects participants (or units, such as schools) for the sample so that each

³⁴ Jhon W Creswell, '*Research Design Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)*', (2009), 1–270.

individual has an equal probability of being selected from the population.³⁵ Based on the statement above, the researcher assumed that all EFL students have used ICT as a medium in learning English skills and they must have their own perspective on the benefits of ICT based on their experience, especially in terms of improving English skills. Thus, they have an equal chance of being sampled. In this research, the researcher will take 153 students randomly from students majoring in English Tadris Study Program as sample in collecting data about the type of ICT used by students in learning English learning skills.

Furthermore, Suharsimi Arikunto stated that if the population is less than 100, then the entire population can be taken as a sample, but if the population is more than 100 we take 10%-15% of the population or 20%-25% more are used as samples. Second, for the collection of qualitative data in this research, the researcher chose 15% of the subjects who were collected to investigate the benefits of using ICT by EFL students. So the researcher took 13 students as interview respondents.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from the participant. Then, technique of collecting data is one of steps on the research. In this research, the researcher chooses questionnaire and interview as the techniques of collecting data.

³⁵ John W Creswell.

1. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.³⁶ The questionnaire was refer to quantitative method. It refers to device for securing answers to questions by using a form which the respondent fills in by himself. The data of this research are collected by distributing some questions. The researcher tried to use questionnaire to get respond from the students about kinds of ICT that used by students in learning English skills. In this research the form of questionnaire is close ended questionnaire. In close ended questionnaire the participants only answer the question by giving checklist in the provided answer. The researcher used close ended questions to answer first research question, because to get higher response rates when the participants do not have to type so much and easily to analyzed statistically which is what the researcher want to do with survey data.

2. Interview

The researcher also took an interview in order to get deep information of the data. Interview is a research tool to gather data in which the interviews are given space to discuss and express their opinions on particular issue. In this research, interview means a dialogue process between interviewer and students which held face to face. The purpose is

³⁶ Catherine Dawson, *Practical Research Method*, (Cromwell Press: Wiltshire, 2002) P. 28

to get the information about the benefits of using ICT in learning English skills. In this study, researcher used semi structured interview.

Catherine definite that in semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher. Gay further explained that semi-structured interview is to take advantage of strengths of interviews.³⁷ The respondents were given some questions about the benefits of using ICT in learning English skills. It aims to find deep information about the benefits they feel in learning English skills by using ICT. In the process researcher used an interview guidance and tape recorder. Then, the file recorded was change into transcript text.

D. Research Instrument

Instrument is a tool or facility that is used to the researcher to collect the data.³⁸ It means that the research instrument helped the researcher to get the information needed that related to the research. The using of research instrument lead the researcher in gathering the information that related to this research. In this research, the researcher used instruments for helping the complete the data. To obtain the data, the research instruments are:

³⁷ L.R. Peter Airasian Geoffrey E. Mills Gay, *Educational Research Competencies for Analysis and Applications Tenth Edition*, 10th edn (USA: Pearson Education, 2012).

³⁸ Suharsimi Arikunto, *Manajemen Pendidikan*, (Jakarta: Rineka cipta, 2009), P. 136

1. Questionnaire

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.³⁹ In this research, the researcher used close-ended questionnaire. Close-ended questionnaire is used to generate statistic in quantitative research. Closed-ended format questionnaire is questions that include multiple choice answers. Multiple choice questions or list possible answer is items to ask respondents to select an answer from a list that is provided. The researcher prepared the question by using alternative answer. As this questionnaire a set format and as most can be scanned straight into a computer for ease of analysis, greater number can be produced.⁴⁰ So, the respondents only give the thick in the provided answer. The purpose of the close ended was to know about types of ICT that student used in learning English skills.

To build a questionnaire, there are the following steps; First, the researcher determines the indicator of each theory in this study is the type of ICT used by students in learning English skills at IAIN Curup. After that, the researcher input questions related to the indicators of the type of ICT. Then the researcher gave it to the lecturer who was appointed as a validator to check and classify the accuracy of the sentence. Finally, the researcher made some improvements to get a checklist that fits the content and context. It can be seen in the table below:

³⁹ Gay.

⁴⁰ Cathrine Dawson, "*Practical Research Method*", (United Kingdom: Deer Park Park Production), p31

Table 3. 1
Questionnaire of ICT used by EFL students' in learning English skill

No	Objective	Types of ICT	Indicators	Sub Indicator	Questions
1	To figure out information communication and technology used by EFL students' in learning English skills	Internet based technology	1. Social Media	a. The use of Facebook b. The use of Twitter c. The use of Instagram d. The use of Youtube e. The use of Whatsapp f. The use of E-mail g. The use of blog h. The use of others Social media	1. What kinds of social media do the English student use in learning English skills? 2. What kinds of social media do the English student usually use to improve English skills? 3. What kinds of social media do the English student use in learning Speaking skill? 4. What kinds of social media do the English student use in learning reading skill? 5. What kinds of social media do the English student use in learning writing skill? 6. What kinds of social media do the English student use in learning listening skill?
			2. Online Library	a. E-book b. Google scholar c. Academia d. Library genesis e. Online Journal	7. What kinds of online library do the English student use in learning English skills? 8. What kinds of online library do the English student usually use to improve English skills? 9. What kinds of online library do the English student use in learning Speaking skill? 10. What kinds of online library do the English student use in learning reading skill? 11. What kinds of online library do the English student use in learning writing skill? 12. What kinds of online library do the English student use in learning listening skill?
			3. Application	a. Mind maple Application b. Google (Google translate, Google Classroom)	13. What kinds of application do the English student use in learning English skills? 14. What kinds of application do the English student usually use to improve English skills?

				<ul style="list-style-type: none"> c. Thesaurus d. Zoom e. Others Application	<ul style="list-style-type: none"> 15. What kinds of application do the English student use in learning Speaking skill? 16. What kinds of application do the English student use in learning reading skill? 17. What kinds of online library do the English student use in learning writing skill? 18. What kinds of online library do the English student use in learning listening skill?
2		Computer based technology	1. Multimedia Technology	<ul style="list-style-type: none"> a. CD Player b. Speaker c. Digital Camera d. Computer/ Laptop e. Projector f. Notebook h. Flash disk 	<ul style="list-style-type: none"> 19. What are the types of multimedia technology do the English student use in learning speaking skill? 20. What are the types of multimedia technology do the English student use in learning reading skill? 21. What are the types of multimedia technology do the English student use in learning writing skill? 22. What are the types of multimedia technology do the English student use in learning listening skill?
			2. Telecommunication technology	<ul style="list-style-type: none"> a. Cellphones/ Handphone b. Faxes 	<ul style="list-style-type: none"> 23. What are the types of telecommunication technology do the English student use in learning speaking skill? 24. What are the types of telecommunication technology do the English student use in learning reading skill? 25. What are the types of telecommunication technology do the English student use in learning writing skill? 26. What are the types of telecommunication technology do the English student use in learning listening skill?
			3. Computer network technology	<ul style="list-style-type: none"> a. Wifi b. Internet c. Others 	<ul style="list-style-type: none"> 27. What are the types of computer network technology do the English student use in learning speaking skill? 28. What are the types of computer network technology do the

					<p>English student use in learning reading skill?</p> <p>29. What are the types of computer network technology do the English student use in learning writing skill?</p> <p>30. What are the types of computer network technology do the English student use in learning listening skill?</p>
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2. Interview guidance

In obtaining the data, the researcher used one technique of data collection. Interview guidance was the technique data collection on this the research. According to Sugiyono, the researcher should have guidance in interview activity to direct the question to be asked, in what order and how much additional prompting or probing is permitted. In constructing the question used in interview section, the researcher focused on the content validity. The steps of constructing the question were; First, the researcher determined the indicator of each theory. The main theory used in this research is the benefits of ICT in learning English skills. Second, researcher determined the question based on the indicator researcher found. Third, to establish the question, researcher formulated it to validator. It is for checking and classifying the accuracy of the question. Last, researcher made several improvements to get appropriate question in the content and context of the question.

Table 3. 2

Interview Guidance of Benefits ICT in learning English skill

Aspect	Indicator	Questions
Developing Learning English skills	<ol style="list-style-type: none"> 1. The students can improve their speaking skill 2. The students can improve their reading skill 3. The students can improve their writing skill 4. The students can improve their listening skill 	<ol style="list-style-type: none"> 1. Do you think of using ICT can improve your English skills? 2. How ICT can improve your English skills? 3. Is it effective using ICT for your speaking skill? 4. Why do you use ICT to improve your English skill? 5. How do you use ICT to improve your speaking skill? 6. Do you think ICT can improve your reading skill? 7. How ICT can improve your reading skill? 8. Do you perceive using ICT can improve your writing skill? 9. How ICT can improve your writing skill? 10. Do you think using ICT can improve your listening skill? 11. Why ICT can improve your listening skill? 12. How do you use ICT to improve your listening skill?
Promoting creativity and enhancing critical thinking of the students	<ol style="list-style-type: none"> 1. ICT can affect the students critical thinking 2. ICT can increase the creativity of students 	<ol style="list-style-type: none"> 13. Do you think using ICT can affect your critical thinking skills? 14. Why ICT can affect your critical thinking? 15. How ICT can affect your critical thinking? 16. Do you think using ICT can increase your creativity in learning English skills? 17. How ICT can increase your creativity in learning English skills?
Increase students	1. ICT can	18. Does the using ICT make

motivation and making students independent learning	<p>motivated students in learning English skill</p> <p>2. Students be independent learner by using ICT</p>	<p>you motivated in learning English skills?</p> <p>19. Why ICT can make you motivated in learning English skill?</p> <p>20. How do you access your material through ICT?</p> <p>21. Do you think using ICT can enhance your independent learning?</p> <p>22. Why ICT can make you be an independent learner?</p>
Providing communicative and interactive environment in class	<p>ICT help students to be fluency in communication</p> <p>ICT is efficient to increase students be interactive communicate.</p>	<p>23. Do you think ICT can assist you to fluency communicate with lecturers and each students?</p> <p>24. How ICT make your communication become fluency?</p> <p>25. How efficient is ICT for students in increase interactive communicate in learning English both inside and outside classroom?</p>

3. Tape/Video Recorder

The researcher used tape recorder in doing the interview. It aims to make the researcher focus on what interviewee says and get the information completely and accurately. Catherine says that the advantages of using tape recorder are: a) It can concentrate on listening to what they say. b) It can maintain the eyes contact. c) It can have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewed. d) I can have plenty of useful quotation for report.

E. Expert Validity

In this study, researcher used expert validity to determine whether or not the blueprint was valid. The validity of instrument questionnaire means that the

instrument used for collecting data is valid.⁴¹ Content validity means if the research question has measured or investigated every aspect of the research question. In content validity, researchers need a validator to evaluate the questionnaire, where the instruments used in the questionnaire must be correlated with the points of the theory. After the questionnaire instrument was made, the researcher then validated the questionnaire with one of the lecturers at IAIN Curup as expert validation. The researcher gave a questionnaire instrument to expert validation to get comments and feedback. There are three points stating the purpose added to show the clear purpose of the instrument, the accuracy of the statement, paying attention to grammar.

F. Technique for Analysis Data

After the researched gathered the data from participants the researcher continued to analyze the data. Data analysis is the process of systematically searching and collecting the data gained from questionnaire and interview.

1. Data from Questionnaire

To analyze the data from questionnaire, the researcher will analyze it by the several steps:

- The first step is preparing, the researcher checked whether the questionnaire answers by the respondents were complete and whether the contents of questionnaire for each sheet were incomplete.

⁴¹ Sugiyono, Statistika untuk penelitian, (Jakarta: Rineka Cipta, 1998), P. 173

- The second steps were the researcher make questionnaire. The question in questionnaire is related to the theory of the types ICT used by students in learning English skills. After that, the researcher asked the lecturer to validate the instrument.
- The third were the researcher distributes the questionnaire and ask the subject to fill it. Then, the researcher sorts the data and calculated the total number of each choice by giving one score for each choice in the use of ICT in each questions.
- The fourth, step is the researcher accounted the percentage of each items of questionnaire based on the students answer in questionnaire. It follows the formula⁴²:

$$P = \frac{\text{Total score of Each item}}{\sum \text{Number of the students}} 100\%$$

Next, the researcher conclude that percentage based on the criteria used as Riduwan cited in Riken to known the level kinds of ICT used in learning English skills.⁴³ The criterion as the table in the following.

⁴² Karunia Eka Lestari & Mokhammad Ridwan Yudhanegara, *Penelitian Pendidikan Matematika Penyusunan Skripsi*, (Bandung: PT Refika Aditama, 2015), p. 324-325

⁴³ Riken Dawud Darmansyah, *The Factors of Difficulties Faced by Students in Oral Presentation*, 2019.

Table 3. 3
The category of ICT used

Percentage	Category
81%-100%	Very high
61%-80%	High
41%-60%	Fair
21%-40%	Low
0%-20%	Very low

The last, for the level used of each indicator, the researcher put in the right order based on the very high used until the very low used of types of the ICT in learning English skills.

2. Data from interview

a. Data managing

Data Managing involves creating and organizing the data collected during the study.⁴⁴ Data managing is in order to make sure that you have gotten. The main purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analyzing and interpreting the data. In this study, this step will be used to organize the data form interview based on indicators.

b. Reading/Memoing.

It makes general sense of the information and reflects on its overall meaning, What are the participants response, and some answering from

⁴⁴ L.R. Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company), 2000, p. 224

interview. The researcher read all the data to get general description of the data, hence the researcher know how to arrange those appropriately.

c. Description

In this step, the researcher will describe the data from interview from tape recorder that changed into written transcript text. Then, it can help to do next step in analyzing the data.

d. Classifying

After the researcher describe all of the data in interview, then researcher start to classify each of data in several categories based on the research question and indicators of the theory.

e. Interpreting

It involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in understanding. It could be a meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this chapter presents the result of the research. It consists of the result from the questionnaire and interview about the types of ICT used by students and benefits of using ICT in learning English skill. In conducting the survey, a questionnaire consisting 30 statements about the types of ICT used by students in learning English were distributed to 153 respondents. The responses of the questionnaire were calculated through statistical computation. And to investigate about the benefits of using ICT by EFL students in learning English skills, researcher did interview with the representative of respondents from questionnaire, they were 13 respondents that the researcher interviewed to get the data.

1. Types of ICT (Information and Communication Technology) used by EFL students in learning English skills

In order to know types of the ICT used by EFL students in learning English skills, the researcher used close-ended questionnaire, which was distributed to 153 respondents. The questionnaire consists of 6 indicators, which contains are 30 items. The respondents should choose of several alternative responses for each item appropriate the types of ICT. So, in this result can be form of percentage data. Furthermore, the

students respond on the types of the ICT used by used by EFL students in learning English skills can be seen in the following table:

Table 4. 1

Types of ICT used by EFL students' in learning English skills.

Types of ICT	Indicator	Average Percentages
Internet based technology	Social Media	28, 2%
	Online Library	33, 8%
	Application	19, 3%
Computer based technology	Multimedia Technology	19, 4%
	Telecommunication Technology	50, 2%
	Computer Network Technology	59, 5%

From the table above, the researcher got the result of all the students have many types of ICT that used in learning English skill. The very high used types of ICT used by students in learning English came from Computer network technology, it was 59,5%. The second dominant was from Telecommunication technology 50, 2%. The third came from online library 33, 8%. The fourth was from social media, the fifth came from multimedia technology and the last was from application.

2. The Benefits of Using ICT in Learning English Skill by EFL Students

This section described the qualitative finding which as supporting the data from the result of survey. In this part presents about the benefits of using ICT

used by students in learning English skills. The qualitative the data were obtained from the interview that involved 13 students randomly who have used ICT in learning English skills from English Tadris Study Program. The result of interview will be presented as below:

a. Developing Learning English Skills

Based on the result of interview, the researcher found that several students take advantage of the features available in ICT to improve their English skills, as explained by student 1:

“Usually in every single time when i want to practice my English skills I use ICT by searching as much learning material as possible through the internet. Such as practicing reading skills, I often read articles, journal, blog. Then take advantage of existing features such as using a cake application in which there are native speaking videos so i can practice my speaking skills then there is also feedback from within the application. Besides that, by using many features available on the internet, it can make me more disciplined when I have to use the data I have as well as possible, especially when learning English so that I can feel the benefits of the existing ICT media when in practice both in class and outside the classroom”⁴⁵

That statement showed that student 1 improve his English skills especially reading and speaking skills, by using, searching and practicing journal, blog, cake application, others. Besides that, the students 4 stated:

“I used ICT in developing my English skill because ICT is very flexible to used it and very easy for me to get the latest information such as watching videos, news. Such as, i can find out my grammar errors using an online application to building up my writing skills.”⁴⁶

Additionally student 5 and student 6 have same opinion, they stated:

“Actually in traditional learning, which is only from books and listening to explanations from lecturers, it is less effective for me,

⁴⁵ Student 1

⁴⁶ Student 4

because there is no practice, whereas when i use ICT, i feel it is more real, obvious and clear like using YouTube. In improving speaking skill, they usually use Youtube. By watching foreign news, a lot of western movies so that, I can practice speaking and repeating native communication and the way their express opinion. So, they can implement it in the class.”⁴⁷

Then, the student 5 and 6 answer to improve their speaking skill through ICT, he usually use Cake application. As student 2 stated:

“ICT can help me to improve my speaking skill. Because learning from the online group then we can see the record of the application besides that it also helps to correct the spelling. The way is besides we see which parts are wrong in the application there is also a corrector who will explain our pronunciation and in it there are examples such as additional sentences when you want to greet someone using other words, whereas if you study through a lecturer only material is usually given only material.”⁴⁸

Based on all the respondents' answers, it shows that in improving their speaking skills they use ICT media such as YouTube by watching movies and video, but some usually use Cake applications and some of the features that exist in ICT in improving speaking skills. Cake application that make it easy to practice their pronunciation so that it can build up their pronunciation in the same way as native speaker. In sum, they have several ways to use ICT media to improve their speaking skills. Based on the result of interview, the researcher found that to improve reading skill the students using online journal and Blog. As student 2 stated:

“In increase my vocabulary and spread my reading skills, i usually read online journal and blog.”⁴⁹

⁴⁷ Student 5 and Student 6

⁴⁸ Student 2

⁴⁹ Student 2

That means, student 7 always practice his reading skill by using online journal and blog as the media. In line with this statement, student 7 stated:

“I read a lot of articles on Google and Ebooks so that I can take the essence of the reading text and can practice skimming and scanning reading techniques to add to my reading technique practice. Besides that, it can also increase my vocabulary.”⁵⁰

Based on all respondents' answers, it shows that overall students feel that ICT can improve their reading skills by practicing some reading techniques such as skimming, scanning, take the essence of the reading text, etc. In addition the students usually get new vocabulary when reading. They train through several media in ICT such as Online Journals, Blog, E-book, and Article.

Besides that, the student 1 stated that blog can support him in increasing writing skill, as he stated:

“I often use existing media in ICT such as blog, I can create an educative content, and revise it anytime and anywhere and can help me as media to improve my writing skill.”⁵¹

The statement above shows that student 1 often practices his writing skills by using blog. Besides that, student 7 stated when he practices his writing skill, he often using Facebook. As student 3 stated:

“I always try to utilize the wall of facebook on ICT and blog, not only for my reading skills but also for my writing skills. I can see how people develop their ideas in writing, how they compose good sentences, and learn to improve my

⁵⁰ Student 7

⁵¹ Student 3

*grammatical, too. And of course, I can practice my writing skill too.*⁵²

From the results of the interviews, almost all research respondents stated that they using Facebook, blog are able to provide more explanation about the part if want to master such as presenting ideas, composing good sentences and practice their writing skill.

Moreover, the researcher found that in improving listening skill, students always watching Youtube and listen western music. As the response of student 8 as stated:

*“It's the same with other skills, because basically I like to learn by watching, so I usually watch YouTube to see tricks to improve listening skills, watch western movie I also take advantage of other applications such as listening western music in Joox, etc. moreover audio assistance, earphones also help make native voices cleaner”*⁵³

Based on the statement above showed that students train their hearing by watching movies, listening to many native videos available on YouTube so indirectly students also learn to understand what the natives want to convey, so that their hearing is trained to listen to the many accents used by natives. Additionally, students also often listen to western music by using music application such as Joox, to train their hearing to be clearer and learn to remember new vocabulary.

⁵² Student 7

⁵³ Student 8

b. Promoting Creativity and Enhancing Critical Thinking of the Students

1) ICT can affect the Students Critical Thinking

Based on the result of interview, the researcher found several students feel ICT quite effective in affect their critical thinking in learning English. As student 2 stated:

“Indirectly ICT has an impact on my critical thinking skills.

“The existence of ICT, can make me learn many things from various references available online especially English skill, for example when i get a new material in learning reading and i still confused to read it and don't understand the meaning of the text, i can add related information on internet. Because when i only get from the lecturer it is not enough for me.”⁵⁴

This statement showed that, student 1 said that ICT can improve critical thinking skills through add related information on internet. Student 7 and student 8 opined about ICT can affect the student critical thinking, as he stated

“ICT has a lot of reading material so that it can add insight. With a wide range of reading material, it makes us know more and more about something new so that we can be critical on that theme. Likewise with a new learning material.”⁵⁵

This statement indicated that student 2 said that through a variety of reading materials on the internet, it makes us more familiar with something new so that we can be critical of this theme.

The finding showed that, the students' need a lot of information to make it easier for them to master a learning material, because if the

⁵⁴ Student 2

⁵⁵ Student 7 and 8

information only from the lecturers, they still don't understand it. So that can impact their critical thinking. Besides that, from a very diverse reading, it makes us get to know something new with our own point of view so that we can be critical of the theme.

2). ICT can Increase the Creativity of Students

Based on the result of interview, the researcher found the student s has several ways to improve their creativity through ICT by writing a reading text on a blog to be more productive, looking for various inspirations or ideas that can be used to make it easier to do tasks such as making videos via YouTube. As student 12 stated:

“In increasing creativity, i could make use of blog media to write something new so that i can be productive and practice writing skills”

“I usually look for inspiration to complete tasks through applications on YouTube, by watching, I can take ideas and develop them so that I become more creative than that person.”⁵⁶

Based on the interview with several respondents, the researcher concluded that, some students felt that ICT made them creative in several ways. Among of them, there were through English writing on media blogs so that they became more productive and creative, some tried watching YouTube so they could take people's ideas to be more creative in making video assignments for lessons, reading a lot of articles that related English lessons read many articles related to English lessons to enrich knowledge.

⁵⁶ Student 12

c. Increase Learners' Motivation and Making Students Become Independent Learning.

1) ICT Can Motivate Students in Learning English Skill

Based on the interview, the researcher found that students have their own way of learning English skills, as conveyed by student 9:

“ICT provided many media that make me interesting, such as being able to watch videos in which there are some materials with interesting and easy to understand discussions, so I am more motivated to learn English.”⁵⁷

Besides that, according to student 2, she was motivated because she easily searching much information on internet if she didn't understand in class, as she opined:

“I become motivated learning English skills through ICT because so many people can speak English by learning self-taught from there. So i can be inspired from that. I learned a lot and hone my English skills from watching native speech videos then a lot of researching about learning material via the internet because it is easy to understand, especially when I don't understand it in class.”⁵⁸

From the result of interview with several respondents, the researcher conclude that many students take the advantage of ICT media in various ways such as doing learning in a fun way such as watching native speech videos, searching on internet. They feel there are features and many things that make me interesting using ICT in learning English skills. So that they are more motivated in learning English skills

⁵⁷ Student 9

⁵⁸ Student 2

2) Students be Independent Learner by Using ICT

Based on the respondents, the researcher found that in learning English skills, students prefer a learning model that is more fun and makes them comfortable so that it is easier for them to understand a learning material as well as train their skills. As student 9 stated the reason his become independent learner through ICT:

“In learning i have to find our own way to make myself cool, enjoy and comfortable in learning, so that with the presence of ICT media such as being able to watch videos, then utilizing existing applications allows me to easily learn the material that has been provided by the lecturer more independently.”⁵⁹

This indicated that student 1 feels ICT help him become independent learners because it is easier to access subject matter, and does not only rely on material from the lecturer. Additionally, student 2 supported the statement in handle the question Why ICT can make you motivated in learning English skill, as student 8 argued:

“Of course, I can use separate methods according to the style that i want. Such as, i really enjoy learning while watching movie. Then looking for information to access the material that easier to understand. On the other hand, ICT is flexible and practical in its use wherever we are.”⁶⁰

Based on the interview from some respondents, the researcher concluded that students should not only depend on the learning provided by the lecturer but the students also have to add to their information through existing media by using it according to a fun and

⁵⁹ Student 9

⁶⁰ Student 7

flexible method. For instance, the media provided by ICT is easy to access. That way, students will become independent learner.

d. Providing Communicative and Interactive Environment in Class

1) ICT Help Students to be Fluency in Communication

Based on the interview result, the researcher assumed that the students can practice speaking such as listening to native speaking and then repeating it again until it is fluent and then they can practice communication with friends through many features in ICT whenever. as student 1 opined:

“Actually media of ICT there are applications that allow students to practice speaking such as listening to native speaking and then repeating it again until it is fluent. This means that ICT also helps students who have difficulty talking to their friends.”⁶¹

According to student 1, he used ICT when he doesn't understand the meaning of others student say, and using other application that assist him become fluently. Student 11 opined about this benefit, as stated:

“I can still communicate even though i and my friend are far away and continue to practice our English skills with friends. I usually using voice note in application.”⁶²

In making communication smooth, student 11 usually trains it with others, this ICT is very helpful to keep practicing communication with friends who are long distance. Based on the results of interviews with several students, these students became more courageous to talk

⁶¹ Student 1

⁶² Student 11

to their friends. This is because some of them take advantage of existing media in ICT by training communication between students to make it more optimal, besides that students also use other applications in ICT that allow students to practice speaking such as listening to native speaking then repeat it again until they are fluently.

2) ICT is Efficient to Increase Students be Interactive Communicate.

Based on the interview, the researcher found the respondents have varieties responses about the benefit of ICT to increase student be interactive communicative, as student 13 stated:

“In fact, people who use ICT a lot have a lot of knowledge, but because I am embarrassed, maybe I am only more interactive with my peers if I don't have enough lecturers.”⁶³

According to student 13, ICT make her be interactive only if talk to the friends, because she always shy to ask with lecturer.

Additionally response of student 10 about this benefit, as she stated:

“In my opinion it is quite efficient because the explanation from the lecturer is not enough so I need a wider media and can help me especially to be more interactive both in class and outside the classroom. In addition I can get the information as flexible by using Handphone”⁶⁴

From the finding of the interview, researchers found that some students considered ICT to be quite efficient because it could improve their communicative interactions with their friends, there were some students who said they considered ICT as a supporting medium in

⁶³ Student 13

⁶⁴ Student 10

learning because they prefer to learn. get physical material. In addition, the researcher concludes that, ICT can provide a convenient medium for learning English skills because students can get a lot of information quickly.

B. DISCUSSION

In this part, the researcher tried to analyze the data which had been found by questionnaire. After classifying the data, the researcher known that Types of ICT (Information Communication and Technology) used by EFL students' and the benefit of ICT (Information Communication and Technology) in learning English skills. Researcher finds some discussion based on the finding on the research field. They were following:

1. ICT Used by Students in Learning English Skill

a. Internet Based Technology

a) Social Media

Table 4. 2

Percentage of Social Media used by EFL students in Learning English Skills

Social Media	Questions												Score	Total %	Average
	Q1		Q2		Q3		Q4		Q5		Q6				
	F	%	F	%	F	%	F	%	F	%	F	%			
Facebook	86	56%	69	45%	46	30%	68	44%	82	53%	36	23%	387	42%	28,2
Twitter	23	15%	79	51%	8	5%	24	15%	25	16%	9	5%	168	18%	
Instagram	82	53%	18	11%	52	33%	64	41%	45	29%	62	40%	323	35%	
Youtube	98	64%	110	71%	97	63%	32	20%	36	23%	88	57%	461	50%	
Whatsapp	55	35%	34	22%	35	22%	35	22%	40	26%	32	20%	231	25%	

Blog	36	23%	29	18%	9	5%	37	24%	44	28%	5	3%	160	17%	
Others social media	18	11%	18	11%	13	8%	14	9%	18	11%	18	11%	99	11%	

Based on the table above, for the **question 1** (what kinds of media social do the EFL students use to learn English skills?) showed that there were 18 students choose other social media, 23 students choose twitter, 36 students choose blog, 55 students choose whatsapp, 82 students choose instagram, 86 students choose Facebook and 98 students choose Youtube. So, the high used of social media do the efl students use to learn English skills is Youtube with the percentage (64%).

Next, for the **question 2** with the question (what kinds of media social do the EFL students usually use to improve English skills?) showed that there were 18 students choose other social media, 18 students choose instagram, 29 students choose blog, 34 students choose whatsapp, 69 students choose Facebook, 79 students choose twitter and 110 students choose YouTube. So, the high used of social media do the EFL students use to improve English skills is YouTube (71%). So the highest score of social media do the EFL students use to improve English skill is YouTube with the percentage (71%).

For the **question 3** (What kinds of social media do the EFL students' use in learning speaking subject?) showed that there were 8 students choose twitter, 9 students choose blog, 13 students choose other social media, 35 students choose whatsapp, 46 students choose Facebook, 52 students choose

instagram and 97 students choose Youtube. So, the high used of social media do the EFL students use in learning speaking skill is Youtube with percentage (63%).

For the **item 4** (*What kinds of social media do the EFL students' use in learning reading subject?*) showed that there were 14 students choose other social media, 24 students choose Twitter, 32 students choose YouTube, 35 students choose Whatsapp, 37 students choose Blog, 64 students choose Instagram and 68 students choose Facebook. So, the fair used of social media do the EFL students use in learning reading skill is Facebook with percentage (44%).

Then, the **questions number 5** (*What kinds of social media do the EFL students' use in learning writing subject?*) showed that there were 18 students choose other social media, 25 students choose Twitter, 36 students choose YouTube, 40 students choose Whatsapp, 44 students choose Blog, 45 students choose Instagram, and 82 students choose Facebook. So, the fair used of social media do the EFL students in learning writing skill is Facebook with percentage (53%).

Next, the **item 6** (*What kinds of social media do the EFL students' use in learning listening subject?*) showed that there were 5 students choose Blog, 9 students choose twitter, 18 students choose other social media, 32 students choose Whatsapp, 36 students choose Facebook, 62 students choose Instagram, and 88 students choose YouTube. So, the fair used of

social media do the EFL students in learning writing skill is YouTube with percentage (57%).

The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students and then multiplied 100%. The data showed that the score of option YouTube was = $((f98) + (110) + (97) + (32) + (36) + (88)) = 461$. The percentage is $P = \frac{f}{\text{max score}} \times 100\% = \frac{461}{918} \times 100\% = 50\%$. After that, the result of percentage of option Facebook was 68 %. Instagram was 35%. Twitter was 18%. Blog was 17%. The last, the result of option others social media was 11%. The percentage pointed out that the highest score is on YouTube option with percentage 50%. And the below score is on other social media option with percentage 11%. Based on the data and the calculation it means that the students use social media type of YouTube in learning English skills.

b) Online Library

Table 4.3
Percentage of Online Library used by EFL students in Learning English Skills

Online library	Questions												Score	Total	Average
	Q7		Q8		Q9		Q10		Q11		Q12				
	F	%	F	%	F	%	F	%	F	%	F	%			
E-book	83	54%	65	42%	51	33%	72	47%	55	35%	53	34%	379	41%	
Google Scholar	104	67%	90	58%	85	55%	76	49%	82	53%	69	45%	506	55%	

Academia	51	33%	45	29%	39	25%	39	25%	42	27%	38	34%	254	27%	33,8
Library Genesis	33	21%	26	16%	17	11%	20	13%	20	13%	23	15%	139	15%	
Online Journal	77	50%	51	33%	41	26%	52	33%	36	23%	29	18%	286	31%	

Based on the table above, **question 7** (*What kinds of online library do the EFL students use to learn English skills?*) showed that there were 33 students choose Library genesis, 51 students choose Academia, 77 students choose Online journal, 83 students choose E-book, 104 students choose Google scholar. So, the high used of online library do the EFL students use to learn English skills is Google scholar with percentage (67%).

Next, for the **questions 8** (*What kinds of online library do the EFL students usually use to improve English skills?*) showed that there were 26 students choose Library genesis, 45 students choose Academia, 51 students choose Online journal, 65 students choose E-book, 90 students choose Google scholar. So, the high used of online library do the EFL students use to improve English skills is Google scholar with percentage (58%).

Question 9 (*What kinds of online library do the EFL students' use in learning speaking skill?*) showed that there were 17 students choose Library genesis, 39 students choose Academia, 41 students choose Online journal, 51 students choose E-book, 85 students choose Google scholar. So, the fair used of online library do the EFL students use to learn English skills is Google scholar with percentage (55%).

Question 10 (*What kinds of online library do the EFL students' use in learning reading skill?*) showed that there were 20 students choose

library genesis, 39 students choose academia, 52 students choose online journal, 72 students choose E-book, 76 students choose Google scholar. So, the fair used of online library do the EFL students use to learn reading skills is Google scholar with percentage (49%).

Next, question 11 (*What kinds of online library do the EFL students' use in learning writing skill?*) showed that there were 20 students choose Library genesis, 36 students choose Academia, 42 students choose Online journal, 55 students choose E-book, 82 students choose Google scholar. So, the fair used of online library do the EFL students use to learn writing skills is Google scholar with percentage (53%).

Question 12 (*What kinds of online library do the EFL students' use in learning listening skill?*) showed that there were 23 students choose Library genesis, 29 students choose Online journal, 38 students choose Academia, 53 students choose E-book, 69 students choose Google scholar. So, the fair used of online library do the EFL students use to learn listening skills is google scholar with percentage(45%).

Based on the data above, the data showed that the percentage of option Google scholar was 50%, E-book was 41%, Online Journal was 31%, Academia was 27%, and Library genesis was 15%. It means that from 153 students responded the questionnaire, majority of the students use online library type of Google scholar in learning English skills.

c. Application

Table 4. 4

Percentage of Application used by EFL students in Learning English Skill

Applica tion	Questions												Score	Total	Ave rage
	Q13		Q14		Q15		Q16		Q17		Q18				
	F	%	F	%	F	%	F	%	F	%	F	%			
Mind Mapple	40	26%	41	26%	18	11%	30	19%	35	22%	18	11%	182	19%	19,3
Duo Lingo	26	16%	24	15%	13	8%	23	15%	8	5%	8	5%	102	11%	
Zoom	67	43%	47	30%	54	35%	21	13%	2	1,3%	34	22%	225	24%	
Google Translate	61	39%	43	28%	39	25%	47	30%	45	29%	41	26%	276	31%	
Cake	40	26%	37	24%	40	26%	25	16%	20	13%	36	23%	198	22%	
Thesa urus	26	16%	18	11%	10	6%	7	4%	12	8%	8	5%	81	9%	

From the table above, **questions 13** (*What kinds of Application do the EFL students use to learn English skills?*) howed that there were 26 students choose Thesaurus, 26 students choose Duo lingo, 40 students choose Mind mapple and Cake, 61 students choose Google translate, and 67 students choose zoom. So, the fair used of application do the EFL students use to learn English skills is zoom with the percentage (43%).

For **question 14** (*What kinds of Application do the EFL students usually use to improve English skills?*) showed that there were 18 students choose Thesaurus, 24 students choose Duo lingo, 37 students choose Cake, 41 students choose Mind mapple, 43 students choose Google translate, and

47 students choose Zoom. So, the fair used of application do the EFL students use to improve English skills is Zoom with percentage (30%).

Next, **question 15** (*What kinds of Application do the EFL students' use in learning speaking skill?*) showed that there were 10 students choose Thesaurus, 13 students choose Duo lingo, 18 students choose Mind maple, 39 students Google translate, 40 students choose Cake, 54 students choose Zoom. So, the fair used of application do the EFL students use to learn speaking skill is Zoom with percentage (35%).

Then, **Question 16** (*What kinds of Application do the EFL students' use in learning reading skill?*) showed that there were 7 students choose Thesaurus, 21 students choose Zoom, 23 students choose Duo lingo, 25 students choose Cake, 30 students choose Mind mapple, 47 students choose Google translate. So, the low used of application do the EFL students use to learning reading skills is Google translate (30%).

Next, **for the question 17** (*What kinds of Application do the EFL students' use in learning writing skill?*) showed that there were 2 students choose Zoom, 8 students choose Duo lingo, 12 students choose Thesaurus, 20 students choose Cake, 35 students choose Mind mapple, 45 students choose Google translate. So, the fair used of application do the EFL students use to learning writing skills is Google translate with percentage (29%).

For the **question 18** (*What kinds of Application do the EFL students' use in learning listening skill?*) showed that there were 8 students choose Thesaurus, 8 students choose Duo lingo, 18 students choose Mind mapple,

34 students choose Zoom, 36 students choose Cake, 41 students choose Google translate. So, the fair used of application do the EFL students use to learning writing skills is Google translate with percentage (26%).

The data showed that the percentage of option Google Translate was 31%, Zoom was 24 %, Cake was 22%, Mind Mapple was 19%, Duo Lingo was 11%, and Thesaurus 9%. It can be conclude that from 153 students responded the questionnaire, majority of the students use Application type of Google Translate in learning English skills.

b. Computer Based Technology

a). Multimedia Technology

Table 4. 5

Percentage of Multimedia Technology used by EFL students in Learning English Skills

Multimedia Technology	Questions								Score	Total	Average
	Q19		Q20		Q21		Q22				
	F	%	F	%	F	%	F	%			
CD	38	24%	19	12%	17	11%	34	22%	108	18%	19,4
Speaker	73	47%	23	15%	18	11%	66	43%	180	29%	
Digital Camera	22	14%	9	5%	9	5%	9	6%	49	8%	
Laptop	107	69%	106	69%	102	66%	92	60%	407	49%	
Headphone	28	18%	22	14%	22	14%	34	22%	106	17%	
Notebook	37	24%	44	28%	46	30%	22	14%	149	24%	
Flash disk	22	14%	16	10%	12	7%	17	11%	67	10%	

Earphone	17	11%	4	2%	5	3%	25	16%	51	8,3%	
Others	22	14%	22	14%	17	11%	15	10%	76	12%	

Based on the table above, **for question 19** (*What are types of multimedia technology do the EFL students use to learn speaking skill?*) showed that there were 17 students choose earphone, 22 students choose others multimedia technology, 22 students choose digital camera and flashdisk, 28 students choose hp, 37 students choose notebook, 38 choose cd, 73 students choose speaker, 107 students choose laptop. So the most of multimedia technology do the EFL students use to learn speaking skill is laptop (69%).

Next, **question 20** (*What are types of multimedia technology do the EFL students use to learn reading skill?*) showed that there were 4 students choose earphone, 9 students choose digital camera, 16 students choose flashdisk, 19 students choose cd, 22 students choose hp and others multimedia technology, 23 choose speaker, 44 students choose notebook, 106 students choose laptop. So the high use of multimedia technology do the EFL students use to learn reading skill is laptop with percentage (69%)

After that, **question 21** (*What are types of multimedia technology do the EFL students use to learn writing skill?*) showed that there were 5 students choose earphone, 9 students choose digital camera, 12 students choose flashdisk, 18 students choose speaker, 22 students choose hp, 34 choose cd and others, 46 students choose notebook, 102 students choose

laptop. So the high use of multimedia technology do the EFL students use to learn writing skill is laptop with percentage (66%).

Next, for **question 22** (*What are types of multimedia technology do the EFL students use to learn listening skill?*) showed that there were 9 students choose digital camera, 15 students choose others , 17 students choose fd, 22 students choose notebook, 25 students choose earphone, 34 students choose headphone and cd, 66 students choose notebook, and 92 students choose laptop. So the high use of multimedia technology do the EFL students use to learn listening skill is laptop with percentage (66%).

From the data above, it showed that the percentage of option Laptop was 49%, Speaker was 29%, Notebook was 24%, CD was 18%, Headphone was 17%, Others multimedia technology was 12%, Flash disk was 10%, Earphone was 8,3%, and Digital Camera 8%. Based on the data and the calculation it means that majority of students use multimedia technology type of laptop in learning English skills.

b). Telecommunication technology

Table 4. 6

Percentage of Telecommunication Technology used by EFL students in Learning English Skills

Telecommuni cation Technology	Questions								Score	Total	Ave rage
	Q23		Q24		Q25		Q26				
	F	%	F	%	F	%	F	%			
Hand phone	152	99%	145	94%	145	94%	150	98%	592	96%	50,2%
Faxes	1	0,6%	10	6%	10	6%	6	3%	27	4,4%	

Based on the table above, **question 23** (*What are types of telecommunication technology do the EFL students use to learn speaking skill?*) showed that there were 152 students who choose Hand phone, and 1 student choose faxes. So the high used of telecommunication technology do the EFL students use to learn speaking skill is Handphone with percentage (99%).

For the question **24** (*What are types telecommunication multimedia technology do the EFL students use to learn reading skill?*) showed that there were 145 students who choose Handphone and 10 students choose Faxes. So the high used of telecommunication technology do the EFL students use to learn reading skill is Handphone (94%).

Question **25** (*What are types of telecommunication technology do the EFL students use to learn writing skill?*) showed that there were 145 students who choose Handphone and 10 students choose Faxes. So the high used of telecommunication technology do the EFL students use to learn writing skill is Handphone with percentage (94%).

For the question **26** (*What are types of telecommunication technology do the EFL students use to learn listening skill?*) Question 26 showed that there were 150 students who choose using Handphone 6 students choose Faxes. So the high used of telecommunication technology do the EFL students use to learn listening skill is Handphone (94%).

Based on the data and the calculation above, the data showed that the percentage of option Handphone was 96% and Faxes 4,4%. It means

that majority of students use telecommunication technology type of Hand phone in learning English skills.

c). Communication Technology

Table 4. 7

Percentage of Computer network Technology used by EFL students in Learning English Skills

Computer network Technology	Questions								Score	Total	Ave rage
	Q27		Q28		Q29		Q30				
	F	%	F	%	F	%	F	%			
Wifi	47	30%	47	30%	45	29%	44	28%	183	29%	59,5 %
Internet	139	90%	136	88%	138	90%	139	90%	552	90%	

From the table above, for the **questions 27** (*What are types of computer network technology do the EFL students use to learn speaking skill?*) showed that there were 139 students choose internet and 47 students choose wifi. So the high used of computer network technology do the use of students is internet with percentage (90%).

Next, **questions number 28** (*What are types of computer network technology do the EFL students use to learn reading skill?*) showed that there were 136 students choose internet and 47 students choose wifi. So the high used of computer network technology do the use of students is internet with percentage (88%).

For the **questions 29** (*What are types of computer network technology do the EFL students use to learn writing skill?*) showed that

there were 138 students choose internet and 45 students choose wifi. So the high used of computer network technology do the use of students is internet (90%).

The last, **question 30** (*What are types of computer network technology do the EFL students use to learn listening skill?*) showed that there were 139 students choose internet and 44 students choose wifi. So the high used of computer network technology do the EFL students use is internet (90%).

Based on the calculation it means that majority of students use computer network technology type of internet in learning English skills. From the data above, it showed that the high percentage of option Internet was 90%, and the low percentage of option wifi 29%. The researcher conclude that the high used of computer network technology do the EFL students use to learning English skills is Internet.

2. The benefits of using ICT by EFL students in learning English skills

Based on the findings in English Study Program, the researcher used interview to get the information about the answer of the second research question on October - Januari 2021. Based on the finding as mention above, the researcher mentioned some benefit that students feel in using ICT as media in learning English skills. There are sixth categories benefits of ICT, there were Developing Learning English skill, Promoting creativity and enhancing critical thinking of the students, Increase students

motivation and making students independent learning, Providing communicative and interactive environment in class, Time discipline and Provide favorable environment for students. The information will be discussed below:

The first benefit that students feel in using ICT was can improve their English skills and the students who got this benefit based on the data collected and analyzed by researchers there were thirteen students. It means that the student who was as subject of this research got this benefit. According to Nabaz Noori Kareem, he states that students can use ICTs to enhance the skills that are necessary for learning a language. There can be various skills that a second language learner needs to improve, such as grammar, vocabulary and the four interrelated skills of reading, writing, speaking, and listening. For example practice writing on blog, read a lot of article, etc.⁶⁵

Then, some students said they often use YouTube by watching videos, western movies to practice pronunciation, how to speak fluently like native English speakers to practice their English speaking skills. So they can build effective communication both inside and outside the classroom. In addition, other students stated that they used the zoom application to practice speaking with their classmates. In line with it,

⁶⁵ Kareem.

Watkins and Wilkins said that using YouTube both inside and outside the classroom can enhance conversation and speaking skills of the students.⁶⁶

Subsequently, based on the data that the researchers obtained, there were 12 students who used several media in ICT in improving reading skills. The students usually practice several reading techniques such as skimming, scanning, reading the news, and usually get new vocabulary when reading from several existing ICT media such as E-books, Online Journals, blogs, Online articles, News, etc. In that way, students can fluently read English texts. Moreover, Fu is quoted in Nabaz Kareem as saying that e-books can be used in reading aloud activities. In addition, the e-book is also equipped with several reading applications, which offer a read-aloud interface, relevant vocabulary development activities, games related to reading and vocabulary skills.⁶⁷

Then, the researcher found that there were 10 students in this study who agreed that ICT could improve their writing skills. students use ICT media such as facebook, blogs to improve writing skills because these applications have media where students can write and present ideas, get more references to compose sentences, can create better content rather than use paper, can revise their writing at any time if there is a choice of vocabulary which is not appropriate. This is in line with what Nazrah and Kemboja stated as quoted in Nur Ehsan, students were found to believe

⁶⁶ Jon Watkins and Michael Wilkins, 'Using YouTube in the EFL Classroom', *Language Education in Asia*, 2.1 (2011), 113–19
<https://doi.org/10.5746/leia/11/v2/i1/a09/watkins_wilkins>.

⁶⁷ Kareem.

that using blogs in class as a writing tool is a good idea because they claim that they can write better and effectively when using blogs.⁶⁸

Afterwards, the researcher found that 13 students agreed that ICT could improve their listening skills, because they could practice their listening skills by using Youtube and Play music. The students use the app by watching movies and listening to western music. Thus, they indirectly train their hearing from native speakers, so that when they are in the learning process, their hearing is no longer stiff and in shock. Besides that they also learn to understand some of the accents used by the natives.

The second benefit is to increase creativity and improve students' critical thinking; the researcher found that there are some students who feel that ICT makes them creative in several ways. First, in promoting creativity, some students often write English educative texts on blog media so that they become more productive and creative. Then some students tried to watch YouTube so they could take people's ideas to be more creative in making video assignments for lessons, reading articles related to English lessons. Therefore ICT allows them to be productive and creative in making assignments. According to Cowie and Jones, ICT can maintain educational goals such as selection and creation of knowledge, collaboration, and reflection.⁶⁹ Furthermore, the researcher found that some students had positive opinions about critical thinking using ICT. As

⁶⁸Nur Ehsan Mohd Said and others, 'Blogging to Enhance Writing Skills: A Survey of Students' Perception and Attitude', *Asian Social Science*, 9.16 SPL (2013), 95–101 <<https://doi.org/10.5539/ass.v9n16p95>>.

⁶⁹ Pardede and Indonesia.

some students put it from very diverse readings, letting them know something new from our own point of view. Komis as cited in Panagiotis Information and Communication Technology (ICT) offers a great potential for critical thinking, autonomous learning and communication.⁷⁰

The third benefit is increasing students' motivation and making students independent in learning, the researcher found that all students as subjects in this thesis had a positive opinion. Many students do fun learning methods in their own way such as watching videos, listening to western music, reading foreign news, browsing a lot of material, using social media that helps us learn English skills, utilizing existing applications. in ICT to practice English language skills. That way students become more independent and increase their interest in learning English. As Kuo as cited in Dang Hoang Tri stated blossoming of multimedia technology including visual aids, sounds, video clips, animations, and so on motivates learners, attracts their attention and elevates their interest in learning.⁷¹ Moreover according to Uluyol and Ahin, ICT make learning more interesting, more enjoyable for both teachers and students, more diverse, more motivating and more supportive of productive learning.

The fourth benefit was providing communicative and interactive environment in class, from the result of interview, the researcher found that, ICT can provide comfortable media to learning English skill because

⁷⁰ Panagiotis Giavrimis, Efstratios Papanis, and Eirini-Myrsini Papanis, 'Information and Communication Technologies and Development of Learners' Critical Thinking: Primary School Teachers' Attitudes', *International Education Studies*, 4.3 (2011), 150–60
<<https://doi.org/10.5539/ies.v4n3p150>>.

⁷¹ Tri and Nguyen.

the students can get a lot of information quickly, and through the internet students get access authentic materials directly without taking long time. Harmer as cited in Cahyono and Widiati opined the real advantage of ICT in English language learning for both teachers and students is they can get access to the authentic.

Finally, the researchers found the results of interviews based on the field, some students said that in the use of ICT. Students are required to be more time disciplined when using ICT because they have to pay attention to the data they use to learn English skills, the more time they spend studying in vain, the more they will not benefit from ICT and vice versa. In addition, ICT also provides a favorable learning environment for EFL students as they can communicate directly with foreigners or native speakers online.

Based on the theory of Nabaaz Noori Kareem, which states that there are four benefits of ICT for EFL students are: Developing English skills, promoting creativity and enhancing critical thinking of the students, increasing learner's motivation and making students become independent learning, provide communicative and interactive communicative. In the results of this study, researchers found two other benefits of ICT, more efficient use of time to learn English skills and providing a favorable environment for EFL students such as being able to interact directly with native speakers online.

CHAPTER V

CONCLUSION AND SUGESSTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion below as the last part of this research are taken. The conclusion below is the answer of research question, while the suggestion is intended to give information to the readers who are interested in doing further in this area.

A. CONCLUSION

Based on the result if this research, the researcher gives the conclusion about the most dominant ICT used by students in learning English skill as seen below:

Firstly, based on the theory there are 6 types of ICT could be used by students in learning English skills. The most types of ICT used by students are YouTube, Google scholar, Google translate, laptop, hand phone and internet from 6 categories. Secondly, the researcher collected the benefit of using ICT in learning English skills by EFL students'. The researcher found that the students perceive that all students have positive opinion when the using ICT in enhancing their English skills. ICT can building up their motivation, independent learning, critical thinking and creativity, discipline time and provide favorable environment for students. However, ICTs should be integrated to foreign language learning as an effective supplementary and a valuable complementary learning tool.

B. SUGESSTION

After getting result from the questionnaire, the researcher would like to give some suggestion which may be useful for:

1. The lecturers

The writer hopes this research could be used for the lecturers to enrich the references the types of ICT that students used in learning English skills. Hence, the lecturers can develop better learning methods by using ICT to support a learning process deeply. After the lecturer has known the types of ICT used by students in learning English skills

2. The students

It is important for students to achieve their ability in learning English skill through using media tool. It is crucial because learning English skill is difficult. They need to know exactly about the best instructional media that can be used by students' especially in digital era and in assisting them to enhance their English skill. Besides, they also can be more sensitive toward their instructional media should help them in learning English skills.

3. The future researcher

This research can be a finding to continue similar research in English language learning because this study only examines the English skills section so that further researchers can examine further how ICT can improve English language skills and examine the deficiencies found in ICT as a learning medium.

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APPENDIX I

Close-Ended Questionnaire Types of ICT used in learning English skill

No	Objective	Types of ICT	Indicators	Sub Indicator	Questions
1	To figure out types of information communication and technology used by EFL Students' in learning English	Internet based technology	1. Social Media	a. The use of Facebook b. The use of Twitter c. The use of Instagram d. The use of Youtube e. The use of Whatsapp f. The use of blog g. The use of others Social media	1. What kinds of social media do the English students use to learn English? 2. What kinds of social media do the English student usually use to improve English skill? 3. What kinds of social media do the student use in learning Speaking skill? 4. What kinds of social media do the student use in learning reading skill? 5. What kinds of social media do the English student use in learning writing skill? 6. What kinds of social media do the English student use in learning listening skill?
			2. Online Library	a. E-book b. Google scholar c. Academia d. Library genesis e. Online Journal	7. What kinds of online library do the English student use in learning English? 8. What kinds of online library do the English student usually use to improve English skill? 9. What kinds of online library do the English student use in learning Speaking skill? 10. What kinds of online library do the English student use in learning reading skill? 11. What kinds of online library do the English

					<p>student use in learning writing skill?</p> <p>12. What kinds of online library do the English student use in learning listening skill?</p>
			3. Application	<p>a. Mind map Application</p> <p>b. Google (Google translate, Google Classroom)</p> <p>c. Thesaurus</p> <p>d. Zoom</p> <p>e. Others Application</p>	<p>13. What kinds of application do the English student use in learning English?</p> <p>14. What kinds of application do the English student usually use to improve English skill?</p> <p>15. What kinds of application do the English student use in learning Speaking skill?</p> <p>16. What kinds of application do the English student use in learning reading skill?</p> <p>17. What kinds of online library do the English student use in learning skill?</p> <p>18. What kinds of online library do the English student use in learning listening skill?</p>
2		Computer based technology	1. Multimedia technology	<p>a. CD Player</p> <p>b. Speaker</p> <p>c. Digital Camera</p> <p>d. Computer/ Laptop</p> <p>e. Projector</p> <p>f. Notebook</p> <p>h. Flash disk</p>	<p>19. What are the types of multimedia technology do the English student use in learning speaking skill?</p> <p>20. What are the types of multimedia technology do the English student use in learning reading skill?</p> <p>21. What are the types of multimedia technology do the English student use in learning writing skill?</p> <p>22. What are the types of multimedia technology do the English student use in learning listening skill?</p>
			2. Telecommunication	a. Cellphones/ Handphone	23. What are the types of telecommunication

			n technology	b. Faxes	<p>technology do the English student use in learning speaking skill?</p> <p>24. What are the types of telecommunication technology do the English student use in learning reading skill?</p> <p>25. What are the types of telecommunication technology that English student use in learning writing skill?</p> <p>26. What are the types of telecommunication technology that English student use in learning listening skill?</p>
			3. Comput er network technolog y	a. wifi b. Internet c. Others	<p>27. What are the types of computer network technology that English student use in learning speaking skill?</p> <p>28. What are the types of computer network technology that English student use in learning reading skill?</p> <p>29. What are the types of computer network technology that English student use in learning writing skill?</p> <p>30. What are the types of computer network technology that English student use in learning listening skill?</p>

APPENDIX II

Interview Guidance Benefits of ICT used in learning English skill

Aspect	Indicator	Questions
Developing Learning English skills	<ol style="list-style-type: none"> 1. The students can improve their speaking skill 2. The students can improve their reading skill 3. The students can improve their writing skill 4. The students can improve their listening skill 	<ol style="list-style-type: none"> 1. Do you think of using ICT can improve your English skills? 2. How ICT can improve your English skills? 3. Is it effective using ICT for your speaking skill? 4. Why do you use ICT to improve your English skill? 5. How do you use ICT to improve your speaking skill? 6. Do you think ICT can improve your reading skill? 7. How ICT can improve your reading skill? 8. Do you perceive using ICT can improve your writing skill? 9. How ICT can improve your writing skill? 10. Do you think using ICT can improve your listening skill? 11. Why ICT can improve your listening skill? 12. How do you use ICT to improve your listening skill?
Promoting creativity and enhancing critical thinking of the students	<ol style="list-style-type: none"> 1. ICT can affect the students critical thinking 2. ICT can increase the creativity of students 	<ol style="list-style-type: none"> 13. Do you think using ICT can affect your critical thinking skills? 14. Why ICT can affect your critical thinking? 15. How ICT can affect your critical thinking? 16. Do you think using ICT can increase your creativity in learning English skills? 17. How ICT can increase your creativity in learning English skills?
Increase students motivation and making students	<ol style="list-style-type: none"> 4. ICT can motivated students in 	<ol style="list-style-type: none"> 18. Does the using ICT make you motivated in learning English skills?

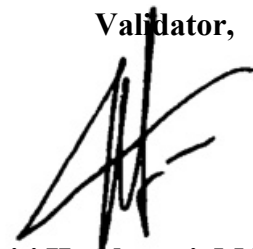
independent learning	learning English skill 5. Students be independent learner by using ICT	19. Why ICT can make you motivated in learning English skill? 20. How do you access your material through ICT? 21. Do you think using ICT can enhance your independent learning? 22. Why ICT can make you be an independent learner?
Providing communicative and interactive environment in class	ICT help students to be fluency in communication ICT is efficient to increase students be interactive communicate.	23. Do you think ICT can assist you to fluency communicate with lecturers and each students? 24. How ICT make your communication become fluency? 25. How efficient is ICT for students in increase interactive communicate in learning English both inside and outside classroom?

Notes and suggestions from validator:

1. The objectives are added to show clear aim of the instrument.
2. The statement no. 17 and 18 (indicated by brown color) are not coherence to the indicator namely; “application”. The word “online library” must be changed into “application”.
3. Pay attention to your grammar, for example:
 1. What kinds of social media do the English students use in learning English? (the use of helping verb “do” as the function to form a question, the use of article “the” and the use of plural form by adding “s” after noun)

Curup, september 21st 2020

Validator,

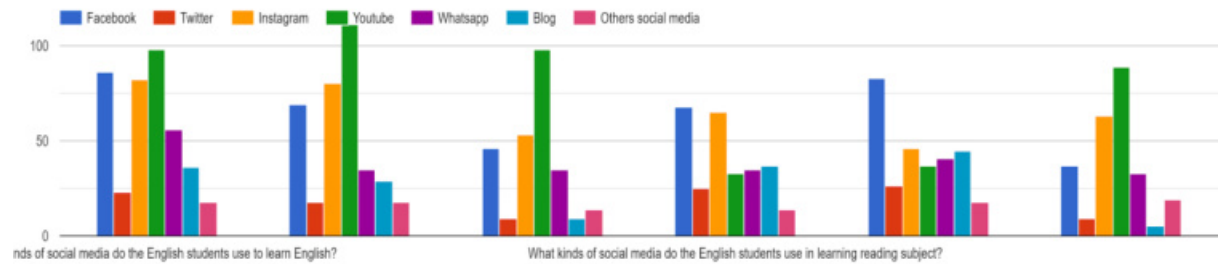


Nastiti Handayani, M.Pd

APPENDIX III

The participant's answer of Questionnaire

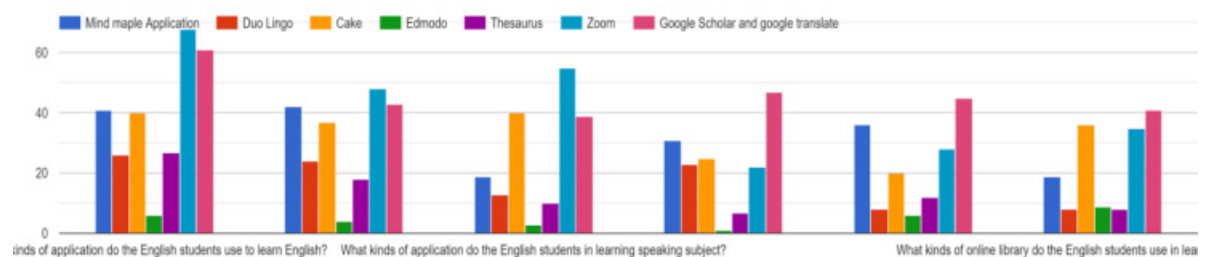
Indicator 1 (Social Media)



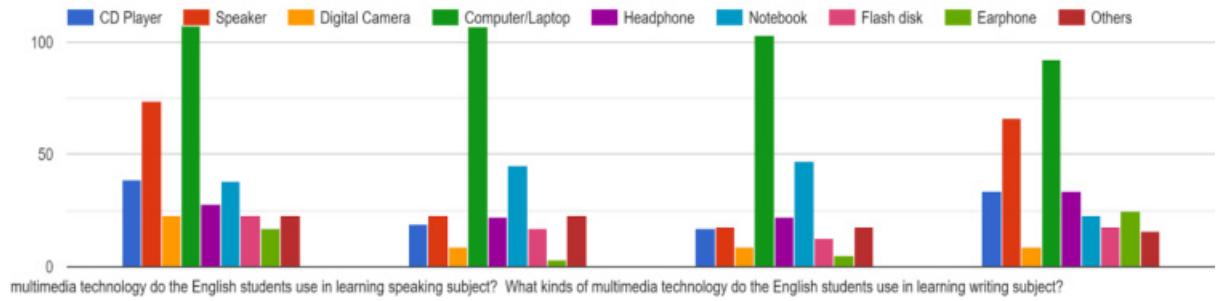
Indicator 2 (Online Library)



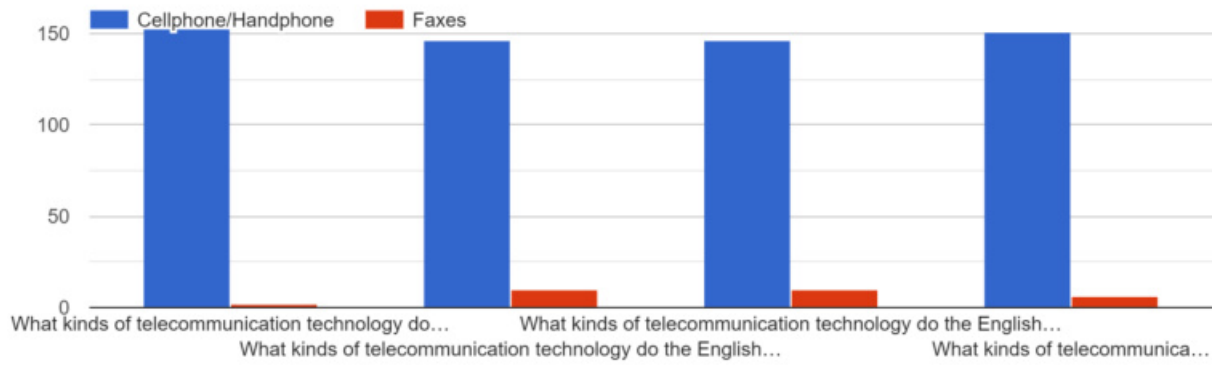
Indicator 3 (Application)



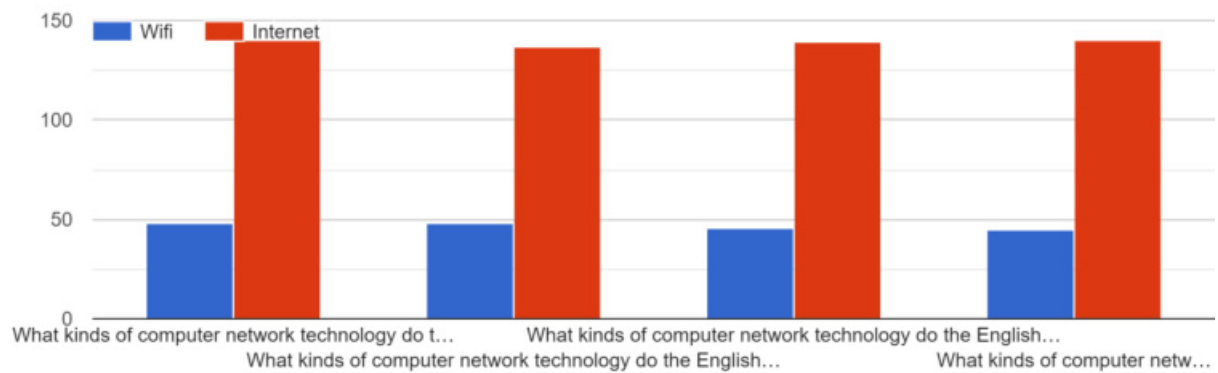
Indicator 1 (Multimedia Technology)



Indicator 2 (Telecommunication Technology)



Indicator 3 (Computer Network Technology)



APPENDIX IV

The participant's response of Interview

Interview: Student 1

No	Questions	Answer
1	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan bahasa Inggris Anda?	Iya, tentu saja di zaman sekarang ICT sangat dibutuhkan untuk meningkatkan English skill, karena mudah dalam mengakses materi baru.
2	Bagaimana ICT dapat meningkatkan kemampuan bahasa Inggris Anda?	Saya sendiri merasa bahwa ICT bisa membuat mahasiswa menjadi lebih mandiri dengan cara mengakses materi sendiri sehingga kita bisa mempraktekkannya secara langsung melalui media tersebut jadi secara tidak langsung mampu meningkatkan English skill saya.
3	Apakah efektif menggunakan ICT untuk keterampilan berbicara Anda?	Menurut saya ini sangat bermanfaat karena dapat mempermudah dalam mempelajari speaking, tidak hanya bagi mahasiswa tapi juga membantu dosen dalam pemanfaatan mediana.
4	Mengapa Anda menggunakan ICT untuk meningkatkan keterampilan bahasa Inggris Anda?	Karena efisien dan fleksible. Saya bisa menggunakannya kapanpun dan dimanapun.
5	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan berbicara Anda?	Saya biasanya memanfaatkan ICT seperti aplikasi-aplikasi yang ada untuk terus melatih kemampuan speaking saya. Sepertimenggunakan cake application dimana terdapat video native yang sedang berbicara sehingga saya bisa melatih speaking saya dan mengetahui mana yang salah.
6	Apakah menurut Anda ICT dapat meningkatkan keterampilan membaca Anda?	Ya tentu.
7	Bagaimana ICT dapat meningkatkan keterampilan membaca Anda?	ICT tersebut mempunyai media yang bisa digunakan seperti memanfaatkan online journal dan blog.. Sehingga bisa saya gunakan ketika ingin melatih kemampuan reading saya.
8	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan menulis Anda?	Iya, saya bisa banyak berlatih melalui media yang tersedia.
9	Bagaimana ICT dapat meningkatkan keterampilan menulis Anda?	Saya sering menggunakan media yang ada di ICT seperti aplikasi cake, karena disana ada fitur dimana kita bisa menulis dan nanti bisa diperbaiki jika terdapat grammar

		yang salah. Dengan kata lain ada corrector yang membantu saya dalam berlatih writing.
10	Apakah menurut Anda menggunakan ICT dapat meningkatkan keterampilan mendengarkan Anda?	Iya
11	Mengapa ICT dapat meningkatkan keterampilan mendengarkan Anda?	Karena saya bisa memanfaatkan media seperti Youtube untuk melatih listening skill saya.
12	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan mendengarkan Anda?	Menonton video para native berbicara dan kemudian memahami artinya serta mengulanginya beberapa kali sampai fasih seperti mereka.
13	13. Apakah menurut Anda menggunakan ICT dapat memengaruhi keterampilan berpikir kritis Anda?	Secara tidak langsung itu berdampak pada keterampilan berfikir kritis saya.
14	Mengapa ICT dapat mempengaruhi pemikiran kritis Anda?	Karena, kita memerlukan pembelajaran yang lebih serius terutama dalam mengimprove empat skill tersebut sehingga kita bisa memilih mana yang baik dan mana yang buruk dengan begitu akan mempengaruhi keterampilan kritis.
15	Bagaimana ICT dapat mempengaruhi pemikiran kritis Anda?	Dengan adanya ICT saya bisa mempelajari banyak hal dari berbagai referensi yang ada secara online, contohnya ketika saya mendapatkan suatu materi baru dalam pembelajaran dan saya masih kurang mengerti, saya bisa menambah informasi yang terkait melalui ICT.
16	Apakah menurut Anda penggunaan ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Lumayan
17	Bagaimana ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Sebagai contoh, dalam pembelajaran speaking kami disuruh untuk membuat video, maka saya bisa gunakan media ICT untuk melihat video orang lain terlebih dahulu kemudian video itu membuat saya terinspirasi untuk membuat hal yang sama dengan mengembangkannya lagi supaya lebih menarik.
18	Apakah penggunaan ICT membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Iya
19	Mengapa ICT dapat membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Karena media yang disediakan ICT menarik, seperti bisa menonton video yang didalamnya ada beberapa materi dengan bahasan yang menarik dan mudah dipahami, sehingga

		saya lebih termotivasi
20	Bagaimana Anda mengakses materi Anda melalui ICT?	Dengan mencari materi yang telah diberikan oleh dosen melalui media ICT seperti memanfaatkan google.
21	Apakah menurut Anda menggunakan ICT dapat meningkatkan pembelajaran mandiri Anda?	Iya, terutama saat ini mahasiswa harus sadar bahwa mereka harus lebih mandiri dalam mengakses materi, dan tidak hanya mengandalkan penjelasan yang diberikan dosen.
22	Mengapa ICT dapat membuat Anda menjadi pembelajar yang mandiri?	karena dalam belajar kita harus mencari jalan sendiri untuk membuat diri kita asik, enjoy dan nyaman dalam belajar, sehingga dengan adanya media ICT seperti bisa menonton video, kemudian memanfaatkan aplikasi yang ada membuat saya bisa dengan mudah belajar materi yang telah diberikan oleh dosen secara lebih mandiri.
25	Apakah menurut Anda ICT dapat membantu Anda berkomunikasi dengan lancar dengan dosen dan para mahasiswa lainnya?	Iya, karena mahasiswa bisa menjadi berani bertanya melalui ICT sedangkan jika secara langsung kebanyakan takut untuk berbicara kepada dosen. Selain itu, mahasiswa yang takut untuk berbicara dengan temannya bisa memanfaatkan ICT untuk mentranslatekan kosakata yang tidak mengerti.
26	Bagaimana ICT membuat komunikasi Anda menjadi lancar?	Didalam ICT terdapat aplikasi yang membuat siswa bisa berlatih speakingnya seperti mendengarkan native berbicara kemudian mengulangnya lagi sampai fasih. Ini artinya ICT juga membantu siswa yang kesulitan berbicara dengan temannya.
27	Seberapa efisien ICT bagi siswa dalam meningkatkan komunikasi interaktif dalam pembelajaran bahasa Inggris baik di dalam maupun di luar kelas?	-

Interview: Student 2

No	Questions	Answer
1	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan bahasa Inggris Anda?	Sangat membantu
2	Bagaimana ICT dapat meningkatkan kemampuan bahasa Inggris Anda?	Dengan cara memanfaatkan konten konten yang ada dalam media ict tersebut.
3	Apakah efektif menggunakan ICT untuk	Cukup efektif

	keterampilan berbicara Anda?	
4	Mengapa Anda menggunakan ICT untuk meningkatkan keterampilan bahasa Inggris Anda?	Karena saya tidak cukup mengandalkan komunikasi dengan teman. Sehingga Saya memerlukan media untuk mengasah potensi saya, Jadi sangat membantu
5	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan berbicara Anda?	Dengan cara menonton youtube yang didalamnya terdapat video untuk meningkatkan speaking skill, dan banyak menonton film-film barat sehingga bisa melatih kefasihan berbicara saya seperti pengucapannya.
6	Apakah menurut Anda ICT dapat meningkatkan keterampilan membaca Anda?	Ya
7	Bagaimana ICT dapat meningkatkan keterampilan membaca Anda?	Didalam ict terdapat banyak reading material sehingga saya mudah mengakses dan mempelajarinya. Saya juga mendapatkan banyak vocabulary baru seperti dari artikel. Kemudian dengan cara menonton video di youtube dapat membantu saya mempelajari teknik dalam reading.
8	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan menulis Anda?	Iya
9	Bagaimana ICT dapat meningkatkan keterampilan menulis Anda?	Saya juga memanfaatkan artikel-artikel yang ada di ICT, tidak hanya untuk reading skill saya namun juga untuk writing skill saya. Saya bisa melihat bagaimana orang mengembangkan ide-idenya dalam menulis, bagaimana cara dia menyusun kalimat-kalimat yang baik, dan belajar untuk memperbaiki grammatical saya juga.
10	Apakah menurut Anda menggunakan ICT dapat meningkatkan keterampilan mendengarkan Anda?	Iya, sangat membantu
11	Mengapa ICT dapat meningkatkan keterampilan mendengarkan Anda?	Karena didalam ICT terdapat youtube yang mampu membantu listening skill say, selain itu bantuan dari audio, earphone juga membantu membuat suara native jadi lebih bersih.
12	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan mendengarkan Anda?	Biasanya saya banyak menonton film di youtube, disitu saya bisa melatih listening skill saya seperti belajar cara pelafalan yang digunakan oleh native speaker.
13	13. Apakah menurut Anda menggunakan ICT dapat memengaruhi keterampilan berpikir kritis	Iya.

	Anda?	
14	Mengapa ICT dapat mempengaruhi pemikiran kritis Anda?	Karena dalam ict banyak sekali material bacaan sehingga bisa menambah wawasan.
15	Bagaimana ICT dapat mempengaruhi pemikiran kritis Anda?	Dengan bahan bacaan yang jangkauannya sudah luas membuat kita semakin banyak tahu tentang suatu hal yang baru sehingga kita bisa menjadi kritis dalam suatu tema tersebut. Begitupun dengan suatu materi pembelajaran yang baru.
16	Apakah menurut Anda penggunaan ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Lumayan
17	Bagaimana ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Ada banyak cara untuk meningkatkan kreatifitas contohnya artikel di internet. Kita bisa memanfaatkan media blog untuk menulis suatu hal yang baru sehingga kita menjadi produktif dan melatih skill kita.
18	Apakah penggunaan ICT membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Iya
19	Mengapa ICT dapat membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	karena tidak bosan karena banyak metode dan cara yang bisa kita manfatkan dengan gaya pilihan kita
20	Bagaimana Anda mengakses materi Anda melalui ICT?	
21	Apakah menurut Anda menggunakan ICT dapat meningkatkan pembelajaran mandiri Anda?	Tentu, Saya bisa menggunakan metode tersendiri sesuai dengan gaya yang saya inginkan, dan saya lebih mudah mengakses materinya
22	Mengapa ICT dapat membuat Anda menjadi pembelajar yang mandiri?	Ya, karena kebanyakan metode yang saya gunakan biasanya independent learning dikarenakan lingkungan yang tidak memadai dan saya sangat menikmati karena bisa belajar sambil menonton
23	Apakah menurut Anda ICT dapat membantu Anda berkomunikasi dengan lancar dengan dosen dan setiap mahasiswa?	Menurut saya iya.
24	Bagaimana ICT membuat komunikasi Anda	

	menjadi lancar?	
25	Seberapa efisien ICT bagi siswa dalam meningkatkan komunikasi interaktif dalam pembelajaran bahasa Inggris baik di dalam maupun di luar kelas?	berdasarkan diri sendiri iya, karena mempermudah jika mengerti cara memanfaatkannya dengan baik maka kita akan dapatkan keuntungannya itu,

Interview: Student 3

No	Questions	Answer
1	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan bahasa Inggris Anda?	Iya, sangat membantu meningkatkan
2	Bagaimana ICT dapat meningkatkan kemampuan bahasa Inggris Anda?	Sebenarnya, karena salah satu jenis ICT itu adalah Handphone, dimana sangat fleksible ketika penggunaannya sehingga sangat mudah bagi saya dalam mendapatkan informasi terbaru seperti menonton video, news. Tidak hanya itu saya juga bisa mengetahui kesalahan grammar saya menggunakan aplikasi online.
3	Apakah efektif menggunakan ICT untuk keterampilan berbicara Anda?	Iya
4	Mengapa Anda menggunakan ICT untuk meningkatkan keterampilan bahasa Inggris Anda?	Karena jujur saya itu pemalu orangnya jadi kalo misalnya mau public speaking dikelas jadi malu, dan ketika ingin bertanya saya malu sedangkan dengan menggunakan ICT seperti menonton video saya jadi tau pronounciaton yang benar seperti apa terus tambahan infonya juga.
5	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan berbicara Anda?	Saya lebih menonton video yang ada di youtube biasanya ada teks sehingga menambah vocabulary saya dan melatih pronounciation saya dengan mendengarkan pronounciationnya native supaya lebih baik
6	Apakah menurut Anda ICT dapat meningkatkan keterampilan membaca Anda?	Iya, Karena jika saya mengandalkan pelajaran reading di kelas saja itu tidak cukup terlebih dengan waktu yang terbatas, jadi saya harus memanfaatkan media lain salah satunya ICT karena jangkauannya luas.
7	Bagaimana ICT dapat meningkatkan keterampilan membaca Anda?	Saya bisa banyak berlatih seperti mengikuti berita luar secara online untuk reading, kemudian menonton di youtube. Disana biasanya terdapat subtitle bahasa inggris,

		sehingga saya bisa juga belajar untuk menambah vocabulary
5	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan menulis Anda?	Iya
9	Bagaimana ICT dapat meningkatkan keterampilan menulis Anda?	Biasanya dalam suatu aplikasi saya bisa memanfaatkannya dengan cara mengikuti lomba secara online, seperti salah satu program hmps Time to Write, jadi itu memacu saya untuk lebih aktif dalam menulis. Selain itu saya memanfaatkan media lainnya untuk meningkatkan writing skill saya seperti aplikasi yang bisa mengkoreksi penulisan saya seperti grammarly.
10	Apakah menurut Anda menggunakan ICT dapat meningkatkan keterampilan mendengarkan Anda?	Iya
11	Mengapa ICT dapat meningkatkan keterampilan mendengarkan Anda?	Karena ICT mempunyai wadah yang memfasilitasi seseorang untuk meningkatkan skill seperti youtube, joox, cake, dll.
12	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan mendengarkan Anda?	Sama halnya dengan skill yang lain, karena pada dasarnya saya suka belajar dengan cara menonton, jadi biasanya saya menonton youtube untuk melihat trik-trik meningkatkan listening skill dan saya juga memanfaatkan aplikasi lain seperti joox, dll.
13	Apakah menurut Anda menggunakan ICT dapat memengaruhi keterampilan berpikir kritis Anda?	Iya
14	Mengapa ICT dapat mempengaruhi pemikiran kritis Anda?	Karena, seperti pada skill menulis tadi kita bisa memanfaatkan Facebook, dimana pada bagian time to write, kita melihat tulisan orang lain, tapi kita bisa saja mempunyai sudut pandang sendiri menurut kita. Dari contoh itu saja disimpulkan bahwa ICT bisa mempengaruhi pemikiran kritis kita.
15	Bagaimana ICT dapat mempengaruhi pemikiran kritis Anda?	-
16	Apakah menurut Anda penggunaan ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Lumayan
17	Bagaimana ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Saya biasanya mencari inspirasi untuk menyelesaikan tugas melalui aplikasi di youtube, dengan cara menonton saya bisa mengambil idenya dan mengembangkannya sehingga saya

		menjadi lebih kreatif dari orang tersebut.
18	Apakah penggunaan ICT membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Iya
19	Mengapa ICT dapat membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	karena banyak sekali orang yang bisa English skill dengan cara belajar otodidak dari situ. Jadi saya bisa terinspirasi dari situ
20	Bagaimana Anda mengakses materi Anda melalui ICT?	Memanfaatkan media yang ada seperti
21	Apakah menurut Anda menggunakan ICT dapat meningkatkan pembelajaran mandiri Anda?	Iya
22	Mengapa ICT dapat membuat Anda menjadi pembelajar yang mandiri?	karena banyak sekali informasi yang mudah diakses dengan cepat untuk menambah materi pelajaran dan saya sangat senang menggunakannya karena materi yang diberikan tidak membosankan.
23	Apakah menurut Anda ICT dapat membantu Anda berkomunikasi dengan lancar dengan dosen dan setiap mahasiswa?	Iya
24	Bagaimana ICT membuat komunikasi Anda menjadi lancar?	-
25	Seberapa efisien ICT bagi siswa dalam meningkatkan komunikasi interaktif dalam pembelajaran bahasa Inggris baik di dalam maupun di luar kelas?	Lumayan

Student 4

No	Questions	Answer
1	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan bahasa Inggris Anda?	Iya
2	Bagaimana ICT dapat meningkatkan kemampuan bahasa Inggris Anda?	Apabila kita hanya terfokus kepada pembelajaran tradisional yakni hanya dari buku dan mendengarkan penjelasan dari dosen itu kurang efektif karena tidak ada praktek nya

		sedangkan apabila kita memanfaatkan ICT, saya merasa itu lebih nyata, obvious dan jelas seperti penggunaan youtube.
3	Apakah efektif menggunakan ICT untuk keterampilan berbicara Anda?	Iya
4	Mengapa Anda menggunakan ICT untuk meningkatkan keterampilan bahasa Inggris Anda?	karena belajar dari group secara online itu kemudian kita bisa melihat record dari aplikasi selain itu juga dia membantu mengoreksi dalam pengejaan
5	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan berbicara Anda?	Caranya selain kita melihat bagian mana saja yang salah didalam aplikasi juga ada korektor yang akan menerangkan pronounciation kita dan didalamnya ada contoh seperti kalimat tambahan ketika ingin menyapa seseorang menggunakan kata kata lain, sedangkan jika belajar melalui dosen saja itu biasanya hanya diberikan materi materi saja.
6	Apakah menurut Anda ICT dapat meningkatkan keterampilan membaca Anda?	Lumayan, karena saya tidak terlalu suka reading jadi kurang terlalu berpengaruh
7	Bagaimana ICT dapat meningkatkan keterampilan membaca Anda?	Biasanya saya memanfaatkan cerpen online, karena saya merasa bosan jika menggunakan model tradisional seperti membaca dari buku
8	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan menulis Anda?	Tidak terlalu, karena susah di grammar jadi saya lebih suka jika dosennya menjelaskan secara langsung.
9	Bagaimana ICT dapat meningkatkan keterampilan menulis Anda?	-
10	Apakah menurut Anda menggunakan ICT dapat meningkatkan keterampilan mendengarkan Anda?	Iya
11	Mengapa ICT dapat meningkatkan keterampilan mendengarkan Anda?	Karena biasanya kita hanya mendengarkan seseorang berbicara bahasa inggris itu dari dosen maupun teman saja yang logat bahasa indonesianya masih terasa, sedangkan jika kita memanfaatkan aplikasi seperti youtube, saya bisa mengetahui bagaimana bunyi dari native british maupun amerika.
12	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan mendengarkan Anda?	Seperti yang saya jelaskan bahwa biasanya saya menggunakan youtube, karena mudah diakses dan ada banyak native speaker yang bisa saya dengarkan dengan begitu pendengaran saya terlatih untuk meningkatkan

		listening skill saya.
13	Apakah menurut Anda menggunakan ICT dapat memengaruhi keterampilan berpikir kritis Anda?	Iya
14	Mengapa ICT dapat mempengaruhi pemikiran kritis Anda?	Karena dengan menggunakan ICT saya jadi lebih banyak mengetahui tentang idiom, slang. Karena itu tidak diajarkan dalam pembelajaran di kampus.
15	Bagaimana ICT dapat mempengaruhi pemikiran kritis Anda?	Caranya saya dapat menganalisa dari aplikasi tersebut, contohnya jika ada suatu kalimat yang umum orang gunakan da nada tingkatan kalimat yang lebih formal sehingga saya bisa menggunakan yang lebih formal.
16	Apakah menurut Anda penggunaan ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Iya tentu
17	Bagaimana ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Karena jika terpaku hanya pada materi pada buku dan pembelajaran di perkuliahan itu kurang terserap sehingga saya lebih memanfaatkan ICT karena lebih menarik
18	Apakah penggunaan ICT membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Iya
19	Mengapa ICT dapat membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Karena bahasa inggris itu wajib untuk saat ini terutama untuk secara global kita perlu menguasainya, jadi kita harus pintar dalam memanfaatkan media yang ada untuk mempelajarinya salah satunya ICT.
20	Bagaimana Anda mengakses materi Anda melalui ICT?	Dengan browsing di internet, kemudian selalu mencoba membaca banyak artikel untuk menambah pengetahuan
21	Apakah menurut Anda menggunakan ICT dapat meningkatkan pembelajaran mandiri Anda?	Iya
22	Mengapa ICT dapat membuat Anda menjadi pembelajar yang mandiri?	Karena bisa dengan mudah mendownload beberapa e-book maupun jurnal. Selain itu fitur-fitures yang menarik membuat saya lebih semangat dalam belajar.
25	Apakah menurut Anda ICT dapat membantu Anda berkomunikasi dengan lancar dengan dosen dan setiap mahasiswa?	Iya
26	Bagaimana ICT membuat komunikasi Anda menjadi lancar?	Didalam ICT terdapat banyak isinya seperti konten ataupun trik trik dalam belajar, tapi tergantung kita jika kita termotivasi untuk belajar kita pasti rajin belajar dan sangat

		membantu untuk membuat komunikasi kita menjadi lebih lancar baik dengan teman maupun dosen.
27	Seberapa efisien ICT bagi siswa dalam meningkatkan komunikasi interaktif dalam pembelajaran bahasa Inggris baik di dalam maupun di luar kelas?	Kalau di dalam kelas sangat terbantu, karena pada dasarnya ketika di kelas biasanya langsung pada practicenya yang diberikan oleh dosen walaupun diberikan penjelasan tapi bagi saya itu kurang cukup, makanya ICT sangat membantu mencari tambahan informasi. Dengan adanya ICT juga bisa membuat saya lebih mengerti atas materi yang diberikan. Tidak hanya itu, jika didalam kelas saya merasa masih sedikit membingungkan materinya walaupun saya sudah mendapatkan informasi lebih dari ICT, saya juga tidak merasa malu untuk bertanya dan mengeluarkan pendapat atas apa yang sudah saya serap.

Students 5

No	Questions	Answer
1	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan bahasa Inggris Anda?	Sangat berguna
2	Bagaimana ICT dapat meningkatkan kemampuan bahasa Inggris Anda?	Karena ddalamnya terdapat banyak aplikasi yang bisa dimanfaatkan untuk meningkatkan English skill, seperti membaca news bisa membuat saya banyak mengetahui vocabulary terbaru.
3	Apakah efektif menggunakan ICT untuk keterampilan berbicara Anda?	Iya lumayan
4	Mengapa Anda menggunakan ICT untuk meningkatkan keterampilan bahasa Inggris Anda?	Sebagai contoh saya sering menggunakan laptop untuk menonton video bagaimana cara native berbicara baik aksen amerika maupun british. Sehingga kita bisa menirunya.
5	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan berbicara Anda?	Dengan cara meniru native berbicara dari youtube.
6	Apakah menurut Anda ICT dapat meningkatkan keterampilan membaca Anda?	Iya
7	Bagaimana ICT dapat meningkatkan keterampilan membaca Anda?	Saya sering membaca berita luar maupun artikel luar untuk menambah vocabulary dan melatih reading skill saya.
8	Apakah menurut Anda penggunaan ICT dapat meningkatkan keterampilan menulis Anda?	Iya

9	Bagaimana ICT dapat meningkatkan keterampilan menulis Anda?	Biasanya itu dari membaca artikel, saya menemukan banyak vocabulary baru sehingga saya dengan mudah menggunakannya dalam tulisan.
10	Apakah menurut Anda menggunakan ICT dapat meningkatkan keterampilan mendengarkan Anda?	Iya
11	Mengapa ICT dapat meningkatkan keterampilan mendengarkan Anda?	Karena banyak berita luar itu menggunakan bahasa Inggris dan saya sering mendengarkannya
12	Bagaimana Anda menggunakan ICT untuk meningkatkan keterampilan mendengarkan Anda?	Dengan banyaknya video tentang berita luar itu secara tidak langsung melatih telinganya untuk mendengarkannya. Sehingga membantu saya dalam melatih listening skill.
13	Apakah menurut Anda menggunakan ICT dapat memengaruhi keterampilan berpikir kritis Anda?	Lumayan
14	Mengapa ICT dapat mempengaruhi pemikiran kritis Anda?	Karena bisa menggunakan media yang ada di dalam ICT, seperti media social. Dengan banyak membaca yang ada di media social membuat kita menjadi kritis terhadap bacaan atau informasi terbaru.
15	Bagaimana ICT dapat mempengaruhi pemikiran kritis Anda?	Karena dengan banyaknya berita yang ada membuat kita jadi lebih kritis dalam menanggapi suatu berita atau temuan.
16	Apakah menurut Anda penggunaan ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Lumayan
17	Bagaimana ICT dapat meningkatkan kreativitas Anda dalam mempelajari keterampilan bahasa Inggris?	Saya biasanya menulis di blog untuk tentang sebuah topic edukasi sehingga saya bisa menuangkan ide saya sekaligus melatih kemampuan menulis saya, dengan begitu saya menjadi lebih produktif
18	Apakah penggunaan ICT membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Iya
19	Mengapa ICT dapat membuat Anda termotivasi dalam mempelajari keterampilan bahasa Inggris?	Karena era globalisasi saat ini banyak menggunakan bahasa Inggris, jadi membuat saya terpacu untuk mempelajari English skill apalagi dengan media yang ada seperti ICT ini sangat terbantu.
20	Bagaimana Anda mengakses materi Anda melalui ICT?	Iya dalam mengakses segala sesuatu sekarang sangat mudah didapat dengan bantuan ICT, biasanya saya memanfaatkan Google, Yahoo, dll. Walaupun kita juga tetap harus menambah informasi dari buku juga, dengan begitu kita

		tidak tergantung pada technology yang ada.
21	Apakah menurut Anda menggunakan ICT dapat meningkatkan pembelajaran mandiri Anda?	Iya, tentu
22	Mengapa ICT dapat membuat Anda menjadi pembelajar yang mandiri?	Media ICT itu hanya sebagai support bagi saya dalam mempelajari English skill, karena saya juga merasa bahwa perlu adanya tambahan penjelasan dari dosen.
23	Apakah menurut Anda ICT dapat membantu Anda berkomunikasi dengan lancar dengan dosen dan setiap mahasiswa?	Iya
24	Bagaimana ICT membuat komunikasi Anda menjadi lancar?	Saya selalu mencoba untuk mendiskusikan tentang topik terbaru oleh teman melalui internet.
25	Seberapa efisien ICT bagi siswa dalam meningkatkan komunikasi interaktif dalam pembelajaran bahasa Inggris baik di dalam maupun di luar kelas?	Cukup efisien, karena technology semakin canggih, tapi jika kita bisa memanfaatkannya secara baik.

APPENDIX V

Documentation of Participants







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Bayu Senjahari, M.Pd., M.Ed** **19800306 200212 1 004**
2. **Eka Apriani, M.Pd** **19900403 201503 2 005**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Ratih Purwasih**

N I M : **16551038**

JUDUL SKRIPSI : **The ICT Used By Efl Students in Learning English at English Study Program at IAIN Curup.**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 07 Januari 2020



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

 INSTITUT TEKNOLOGI SEPULUH NOPEMBER				
NO	ZAMKAL	Materi yang dibicarakan	Paral	Paral Mahasiswa
1	16/05/2001	Bimbingan Chapter 1-3	PK	Riky
2	19/05/2001	Revisi Chapter 1-3	PK	Riky
3	19/05/2001	Bimbingan tes uraian kekeluargaan	PK	Riky
4	19/05/2001	Revisi pertemuan dan Fix chapter 1-3	PK	Riky
5	25/10/2001	Bimbingan Chapter 4	PK	Riky
6	10/02/2001	Revisi chapter 5	PK	Riky
7	17/7/2001	Fix chapter 1-5	PK	Riky

 INSTITUT TEKNOLOGI SEPULUH NOPEMBER				
NO	ZAMKAL	Materi yang dibicarakan	Paral	Paral Mahasiswa
1	29/6/2001	Bimbingan Chapter 1	PK	Riky
2	25/05/2001	Bimbingan Chapter 1-3	PK	Riky
3	25/05/2001	Fix Chapter 1-3 dan Instrumen tes kekeluargaan	PK	Riky
4	2/08/2001	Revisi chapter 4	PK	Riky
5	28/11/2001	Revisi chapter 1-4	PK	Riky
6	5/3/2001	Bimbingan chapter 5	PK	Riky
7	19/7/2001	Revisi chapter 5	PK	Riky
8	08/08/2001	Acc chapter 1-5	PK	Riky



BIOGRAPHY

Ratih Purwasih was born in Curup on July 07th 1997. She is a daughter of Mr. Rukimin and Mrs. Parsiah. She has two brothers and one sister. She is the youngest one. She finished her elementary school at SD Negeri 09 Curup Timur graduated in 2009. Hence, she continued to the junior high school at SMP Negeri 02 Curup Tengah in 2009 to 2012. After that she became a student of Senior high school at MAN Curup in 2012-2015. Then, she decided to continue her education in University Level at IAIN Curup and selected English Tadris Study Program as her faculty.