ABSTRACT

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

The method used in this research is qualitative method. The research was conducted from August to September 2011 at SMP Negeri 3 Sukoharjo which is located on Jalan dr. Sutomo 01 Sukoharjo. The sources of the data are events, informants and documents. The sampling techniques which are used in this research are purposive sampling and snowball sampling. The data are collected through observation, in-depth interview and document analysis. The data are analyzed through interactive model analysis including reducing the data, displaying the data, and drawing conclusion.
Based on the research findings and discussion of the research problems, it can be concluded that: (1) SMP Negeri 3 Sukoharjo applies ICT based learning in its learning design, especially in the English teaching and learning process which covers the planning, implementation and evaluation stages. In the planning stage, ICT based learning is applied into the arrangement of syllabus which emphasizes on the selection of specific learning activities which are going to be carried out and the ICT media used to reach the objectives of teaching and learning. The implementation stage is conducted through various and interactive activities by applying blended learning utilizing ICT media to get the students actively involved. The interaction in the implementing process is formed by the role of teacher as facilitator and the role of students as active learners. The teaching material used in the teaching and learning process is in the form of printed and soft file or electronic materials and created and authentic materials dealing with the use of ICT and conventional media to reach the goal of teaching stated in the curriculum and syllabus. The evaluation process is conducted through assessment (test and non test) and enrichment (in the form of assignment or project) which deal with the students’ comprehension, participation and students’ utilization of ICT or conventional media in the learning process. (2) The problems faced by English teachers and students dealing with the implementation of ICT based learning in English teaching and learning process are technical problem, difficulty of utilizing certain programs, minimum utilization of provided teaching media and infrastructures, and inadequate availability of media needed in the teaching and learning process. (3) It can be concluded that the implementation of ICT based learning gives positive effect holistically to the quality of English teaching and learning process in SMP Negeri 3 Sukoharjo. The positive effects of the implementation of ICT based learning covers the planning (syllabus model), implementation (teaching and learning activities, role of teacher and learner and teaching material) and evaluation stages of English teaching and learning process.

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