Information, Communication, and Technology-Based English Instruction: An Ethnography Research

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Abstract—The objective of the research is to understand comprehensively about the process of Information, Communication and Technology (ICT) based English Instruction at SMA Islam Nurul Fikri Boarding School in Banten Province. The research uses qualitative research with Ethnography design. The data of the research were collected through observation, interview, field notes, and document analysis. The data analyze based on Spradley's terms such as domain analysis, taxonomic analysis, component analysis, and cultural theme analysis. The research findings show that (1) Curriculum and syllabus that are used by SMAI NFBS are National Curriculum (Curriculum 2013) and *Jaringan Sekolah Islam Terpadu* (JSIT) Curriculum, (2) The purposes of ICT based English instruction were to have communicative skill in order the students are able to communicate well by using English in spoken and written form; able to read and understand the English, and to continue to the next level of study, (3) Learning material uses several kinds such as printing based, audio, visual, audio visual, computer and multimedia, (4) The learning process is designed based on the syllabus of SMAI NFBS which integrated of two ability; functional and communication ability, (5) Approach, method, and technique in learning uses variatively according to the English material and students need, (6) The media uses as tool for learning English, SMAI NFBS is one school which provides and develops ICT based media for learning, (7) The roles of teacher were facilitator, motivator, creator/programmer, advisor, evaluator, learning partner, and model for the students, (8) The assessment of student's competence was comprehensive and continuity assessment, means the assessment was conducted for all languages skills, before, during, and after the learning process.

Keywords: Information, Communication and Technology, English instruction

I. INTRODUCTION

An English language skill is the ability to use language that is seen in the four aspects of the skills. The four skills include: listening, speaking, reading, and writing skills. Those can be reached by using the right approach. English language learning is not only learning the language norms, but students are able to communicate in oral or written form, and the language learning should also be actively engaged.

In addition using the right approach, the success of English language learning should be supported by the learning sources and media that not only sufficient but also innovative. Resources and innovative learning media are evolving as the development of technology. It is called as Information, Communication, and Technology (ICT) based learning. The study utilizes the resources and innovative learning media can help the success of the learning process in the classroom. Education includes teaching strategies, discussion, reading, assignments, presentation and evaluation. In general the implementation of education depends on one or more of the three basic models of communication presented by Boettcher [1] (1) communication between teachers with students; (2) communication between students with learning resources; and (3) communications among students. When these three aspects can be organized with a matching composition, then will optimal learning occurs.

According to Nuri, by utilizing technology in the classroom for teaching and English language learning help teachers learning to create a better and more effective, other than that based on the survey conducted by Nuri to 150 teachers about his view towards learning by using technology, it can be concluded that teachers have a positive view towards learning by using technology[2]. Further more, Huang Hong and concluded from the results of his studies of learning the skill of reading (reading) in Taiwan by using ICT-based media that students experience increased understanding significantly compared with students who did not use ICT-based learning media[3]. It can be inferred that the ICT-based learning can provide a positive impact towards understanding and learning outcomes of student.

ICT-Based Learning or Learning-based information and communication technology describes the utilization of sophistication of technology to improve the quality and effectiveness of learning. To use technology in learning, the creativity of educators becomes important, because without the creativity of educators/teachers then this technology will not provide optimum impact. Because, in the process of learning the most advanced ICT-based though, teachers still holds a central role as a content developer and tutors learning.

Based on the preliminary survey conducted by researcher, schools in city and Districk Serang still have limited in

utilizing the technological in learning. This is due to a lack of facilities; still lack the human resources that are capable of utilizing technological advances in learning and still expensive Internet networking to be held at the school. Especially with curriculum \ 2013, then the learning process by making use of information and communication technology or Information, Communication and Technology (ICT) has become a necessity. The utilization of ICT in learning at all levels of education from elementary School, Junior High School, and Senior High School are not reached and maximum. This is demonstrated based on data from the Ministry of education and culture that until 2015 recently recorded as much as 24% on a level equal to the elementary, 40% equal secondary and equal level of High School to 36.79[4]. Therefore, the increase in the utilization of information and communication technology or Information, Communication and Technology (ICT) in learning must be made and attempted in order to improve student learning outcomes. In this case the researchers interested in conducting research in schools that have leveraged technology development in learning, particularly language learning the English became the focus of researchers.

II. METHODOLOGY

This study used a qualitative approach using Ethnographic methods in order to obtain an overview of what it is naturally in studying socio-cultural phenomena in the atmosphere that takes place in the natural, isn't it a reasonable and controlled conditions or are laboratories.

Ethnographic research procedures that are implemented using the procedure presented by Cresswell (1) Identify intent and the type of design, and relate intent to your research problem; (2) discuss the approval and access consideration; (3) Use the appropriate-data collection procedures; (4) analyze and interpret of data within a design[5]; and (5) write the report consistent with your design. As for in the writing of research reports, researchers followed the steps from Spradley (Emzir) which includes (1) the election of an ethnographic project; (2) the filing of ethnographic questions; (3) the ethnographic data collection; (4) creation of ethnographic recordings; (5) the analysis of ethnographic data; and (6) Writing an Ethnography[6]. These steps are done carefully, by these forces cycle, and repeatedly to deepen the results of the research focus.

III. RESEARCH FINDINGS AND DISCUSSION

Based on the results of the research finding, then these results are analyzed into several categories related to English language learning in the classroom, as follows: (a) a description of the curriculum and syllabus; destination; learning materials; the learning process; approaches, methods, and techniques; the means, tools and instructional media; the role of teachers and students; and the scoring system. These findings are the result of the analysis of the domains and the analysis of the taxonomy. (b) a description of the cultural themes relating to the implementation of a English-based language learning ICT in SMAI NFBS in Banten Province.

A. Curriculum and Syllabus in SMA Islam Nurul Fikri Boarding School in Banten Province

The Results of the research showed that SMAI NFBS uses two curriculum such as 2013 combined with curriculum JSIT Indonesia. 2013 curriculum used only processed 10 and KTSP curriculum used processed 11 and 12. As for the curriculum Integrated Islamic school Network (JSIT) Indonesia is used for all classes. Curriculum JSIT Indonesia stressed on teaching and strengthening Islamic values to students. Teachers are expected to provide an explanation and Islamic values as well as the benefits of learning in schools. Next Language Syllabus English arranged by National/2013 and JSIT Indonesia curriculum called the integrated syllabus created by observing the ability communicate appropriate function, place and context as well as pay attention to regarding the knowledge of the structure of the language. As for some of the components that should be included in the syllabus that is core competency, the competency base of its subject matter, learning, assessment, allocation of time, and learning resources. One of the efforts to achieve the goal of the language is also taught, in addition to English on boarding program, the development of the syllabus is done by adding hours of language lessons English into 4 hours in each week and do analysis and list of digital content (source and learning materials) originating from the internet to suit the learning topics listed in syllabus.

B. The Purpose of the ICT-based English Language Learning in SMA Islam Nurul Fikri Boarding School in Banten Province

The results of the research showed that on the ICT-based English language learning by developing the four language skills in SMA Islam Nurul Fikri Boarding School in Banten Province is to equip students with language skills English which covers the four language skills of listening skills, namely reading, writing and speaking. All four skills are given integrated either in school or in the dormitories of the Boarding School (Pesantren) through the program. English Language learning objectives also prioritize in the ability of students to communicate well verbally, or able to read literature/language learning resources English, add insight, and as for proceeding to higher levels of education/universities both within and outside the country. Other purposes of the ICT-based English language learning in order teachers and students are skillful and capable of designing and creating media and ICT-based learning resources to enhance the effectiveness and creativity of students in learning the language of English.

C. ICT-Based Learning Materials in SMA Islam Nurul Fikri Boarding School in Banten Province

The results of the research showed that English language learning materials used by SMAI NFBS such as learning materials-based print, audio, visual, audiovisual, and multimedia (ICT-based). Print form based learning materials are guide book of teachers and students which is published by the Department of National Education; book from a specific Publisher; Student Worksheet; and book from British Council is selected to enrich the knowledge of English. Audio-based learning materials are in the form of recording the dialogue,

conversations, reading the news, and coverage of the spoken by the English native speakers. Visual-based materials include pictures, charts, diagrams, slides presentation of learning material can be made by teacher or downloaded through the internet. Audio-visual based learning materials are films, dialogue, conversation, coverage, interactive learning CD, English CD. As for the ICT-based learning materials that are being developed by LRC such as an online student worksheet from Edmodo, Virtual Class from Edmodo, S.m.a.r.t Learning application, and some materials from the internet. Furthermore, the LRC develop ICT-based education management system called SIM (*Sistem Informasi Manajemen*) and online student report (*Raport Online)*. Below is an example of an online student Worksheet by using Edmodo designed by LRC NFBS.
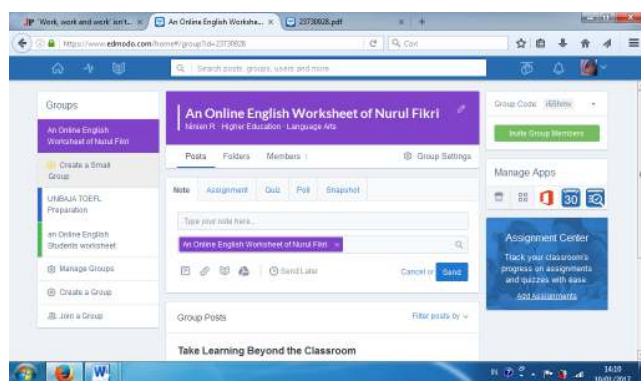

Figure 3.1. Online Students Worksheet by Edmodo

Process of English Language Learning in SMA Islam Nurul Fikri Boarding School in Banten Province

The results of the research showed that the process of English language learning was designed by careful planning as well as based on a syllabus has been designed such as a syllabus which integrates two capabilities namely the ability and functional communication skills. The functional capabilities of the scheduled activities are taught through classes, namely formal activities in accordance with the syllabus and the lesson plan have been made. Class activities include listen the teacher explanations, discuss, debate, dialogue, and displays the task together. While communication skills a lot more trained on boarding programs such as the duty in using English on particular day and zone/area, memorize seven new English vocabulary 7 every day, give announcements/information by using English, carry out ceremonies and public speaking (muhadoroh) by using English.

D. *Approaches, Methods, and Techniques of Learning in SMA Islam Nurul Fikri Boarding School in Banten Province*

The results of the research showed that the approach, methods, and techniques of language learning used by SMAI NFBS have variation, in accordance with the language skills will be taught and is full authority for teachers to specify one. However, the election is based on the analysis of the needs of the students (need analysis). Language learning approach based on the principles of communicative aims, therefore students have the ability to communicate the English whether oral or written form. Process analytical study is based on the principles of learning directly (direct speech) that explicitly

explained to the students about the rules, conventions, and strategies in conducting a conversation and learning indirectly (indirect speech) that teach about rules or rule in speech and conduct a conversation indirectly. As for the methods and techniques of English language learning, SMAI NFBS English uses variation of methods and techniques to teach. However, it should be in accordance with the language skills will be taught. Due to the selection of appropriate methods and techniques and in accordance within the learning process can provide a positive influence in the success of learning.

E. *The Utilization of ICT-based Learning Media in SMA Islam Nurul Fikri Boarding School in Banten Province*

The results of the research showed that the utilization of means, infrastructure, and media of study used by SMAI NFBS is SMAI NFBS considered as one of the schools that is developing ICT-based learning model. In develop ICT-based learning model, one of the things that must be considered is the availability of facilities and infrastructure. SMAI NFBS have complete several learning facilities and infrastructure especially in developing ICT-based learning model. The means or media in learning is divided into three namely media of graphic, media of audio, and media of audio visual. Some utilization of instructional media in the four language skills: first, media skills used in learning to listen as an audio file or video by using room speakers or the language laboratory. Second, the skills of reading using media such as e-learning, presentation slides, e-book, and some articles are downloaded from the internet or an intranet. Third, the media used in learning speaking skills such as pictures/photos, presentation slides, charts, graphics, and video. Fourth, the learning media used for writing skills namely e-learning, video, photos and some articles downloaded from the internet.

F. *The Role of Teachers and Students in Learning in SMA Islam Nurul Fikri Boarding School in Banten Province*

The results of the research showed that the role of teachers and students in the ICT-based English language learning among other teachers as facilitators, motivators, creator/programmers, counselors, evaluators, partner learning and role models for students. One of the primary roles of a teacher in the ICT-based learning is the teacher acts as a creator or programmer. In this case, the teacher is required to have the ability or skill in making ICT-based learning media and materials. The role of students in language learning in the English SMAI NFBS consists of two important roles, namely the role of students in the learning in the classroom (ICT-based English Language learning) and the role of students in learning outside the classroom (learning at Boarding School). (1) the role of students in English language learning class such as the students play an role actively in preparing tools, books, and learning resource that will be used; the students obey the rules existed at the school; listen well to the explanations of teacher; and students have to concentrate and focus in learning. (2) the role of students in boarding schools in the English language learning that are actively contributed and followed all English language learning programs at the Boarding School, disciplined, and responsible. In addition students are required

to memorize seven new English vocabularies every day and will evaluate by the boarding language division in every morning before the schedule of school started in the learning activities.

G. English Language Assessment System in SMA Islam Nurul Fikri Boarding School in Banten Province

The results of the research showed that the scoring system which conducted by SMAI NFBS did a thorough assessment and continuous improvement. A thorough assessment was done not only to evaluate the results of student learning, but also to see the effectiveness of preparation as a model of learning, methods, techniques, materials, media, and the used of learning resources. Continuous assessment is conducted continuously start from before, during and after the learning process to do. Teacher in SMAI NFBS always gives assessment of students in aspects of cognitive, affective, and psychomotor. Assessment of cognitive aspects as seen from the students ' ability in the four skills of speaking, techniques of assessment in the form of pre-post-test, test, test block, homework, test writing, duties and tasks. The form of assessments is in the form of multiple choice, cloze, essays, and essay editing. Affective aspects of assessment visits of attitude, behavior, liveliness, the way communicate to teachers and friends, as well as the discipline of the time. Techniques of assessment are in the form of observation, observations, self-assessment and peer assessment. As for the form of assessment include assessment rubric attitude and portfolio. The teachers use assessment rubrics based on the attitude of the curriculum being used. While the psychomotor assessment visits of tasks provided good teachers in pairs or groups. Techniques of assessment as follows task group, presentations, dialogue, participation, video projects, individual short speaking, and speak in a task group. As for the form of assessment aspects of psychomotor are assessment rubric covers, tables, and performance. If there are students who have not yet reached the score of *Kriteria Ketuntasan Minimal (KKM)* against the mastery of several learning competence, then the teacher will provide remedial teaching, but for students who have achieved the score of *KKM* then teachers provide enrichment programs and for students who are experiencing learning difficulties therefore the teacher will provide intensive guidance. Teaching remedial and enrichment are provided through school programs and performed on during school hours, while the intensive tutoring for students who have difficulty learning done outside school hours with the help of teacher in dormitories.

H. The Theme of the Culture of SMA Islam Nurul Fikri Boarding School in Banten Province

The results of the research showed that the cultural theme of SMAI NFBS includes three things namely culture of academic, the culture of social, and the culture of cultural and democratic. First, the academic culture that is a habit of students include discipline time, obedient, diligent, spirit of competing, independent, and work hard. Second, social culture that is a habit of covering each other's habits of students appreciate, cooperate in learning, encourage each other and help each other. Third, the democratic culture that is habits of covering each other's students appreciate between students, teachers, students are responsible, hardworking and independent.

IV. CONCLUSIONS

Based on the results of the research which has been described above, then researcher will expose some of the conclusions concerning the process of ICT-based English Language Learning in SMA Islam Nurul Fikri Boarding School in Banten Province. From the results of the research findings in concerning the ICT-based English language learning in SMAI NFBS can be concluded that 1) based on the application of ICT-based learning, SMAI NFBS categorized at the second level (complement), it is face-to-face learning in the classroom with digital content as a complement means that in this case the teacher still as a messenger of matter although some mandatory digital content delivered due to the structure of the curriculum while learning process is still limited in space and time and 2) basically ICT-based English language learning in SMAI NFBS conducted well and effectively, it is caused by several factors, namely a) the implementation of the learning is done based on well planning, b) supported by the best students from all over Indonesia, c) supported by adequate infrastructure and facilities in the teaching and learning process, d) establishment of LRC (Learning Resource Center) as a support team in developing SIM *(Sistem Informasi Manajemen)* and ICT-based learning model , e) high teacher creativity in designing and providing ICT-based learning materials and learning resources (especially sourced from internet), f) addition of learning hours in English into four hours in every week, g) the existence of the continuity between the destination English language learning in school and boarding school which were carried out in some boarding programs such as the existence of mandatory in English language in particular day and area, memorizing new vocabulary every day , and carry out public speaking/*muhadoroh* by using English, and h) role of teacher and boarding language division who always give motivation in learning. Therefore, from the explanation above, it can be concluded that exposure to the process of ICT-based English language learning in SMAI NFBS was quite successfully.

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