

**ICT UTILIZATION IN TEFL DURING THE NEW NORMAL ERA AT
SMA NEGERI 1 WANGON**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic
University of Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial
Fulfillment of the Requirements for Achieving the Degree of *Sarjana
Pendidikan* (S. Pd) Degree**

by

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**ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY PROFESSOR KIAI HAJI SAIFUDDIN
ZUHRI PURWOKERTO**

2022

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ZUHRI PURWOKERTO**

2022

STATEMENTS OF ORIGINALITY

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Grade : Undergraduate

Faculty : Tabiya and Teacher Training

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Declare that the thesis I have compiled with the title, **“ICT Utilization in TEFL During the New Normal Era at SMA Negeri 1 Wangon.”** is truly my own work and is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on, my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, June 30, 2022

I who declare,



Atika Zami Fauzia

S.N. 1817404052



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APPROVAL

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NEGERI 1 WANGON**

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Assalamu'alaikum Warrahmatullah Wabarakatuh

After conducting guidance, review, direction, and correction, then through this letter, I convey that:

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Wassalamu'alaikum Warrahmatullah Wabaraktuh

Purwokerto, 30 June 2022

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MOTTO

What is in harmony with the universe is the best destiny



DEDICATIONS

I dedicate this thesis to:

My beloved parents (Hetmi Mulyatiningsih and Slamet)

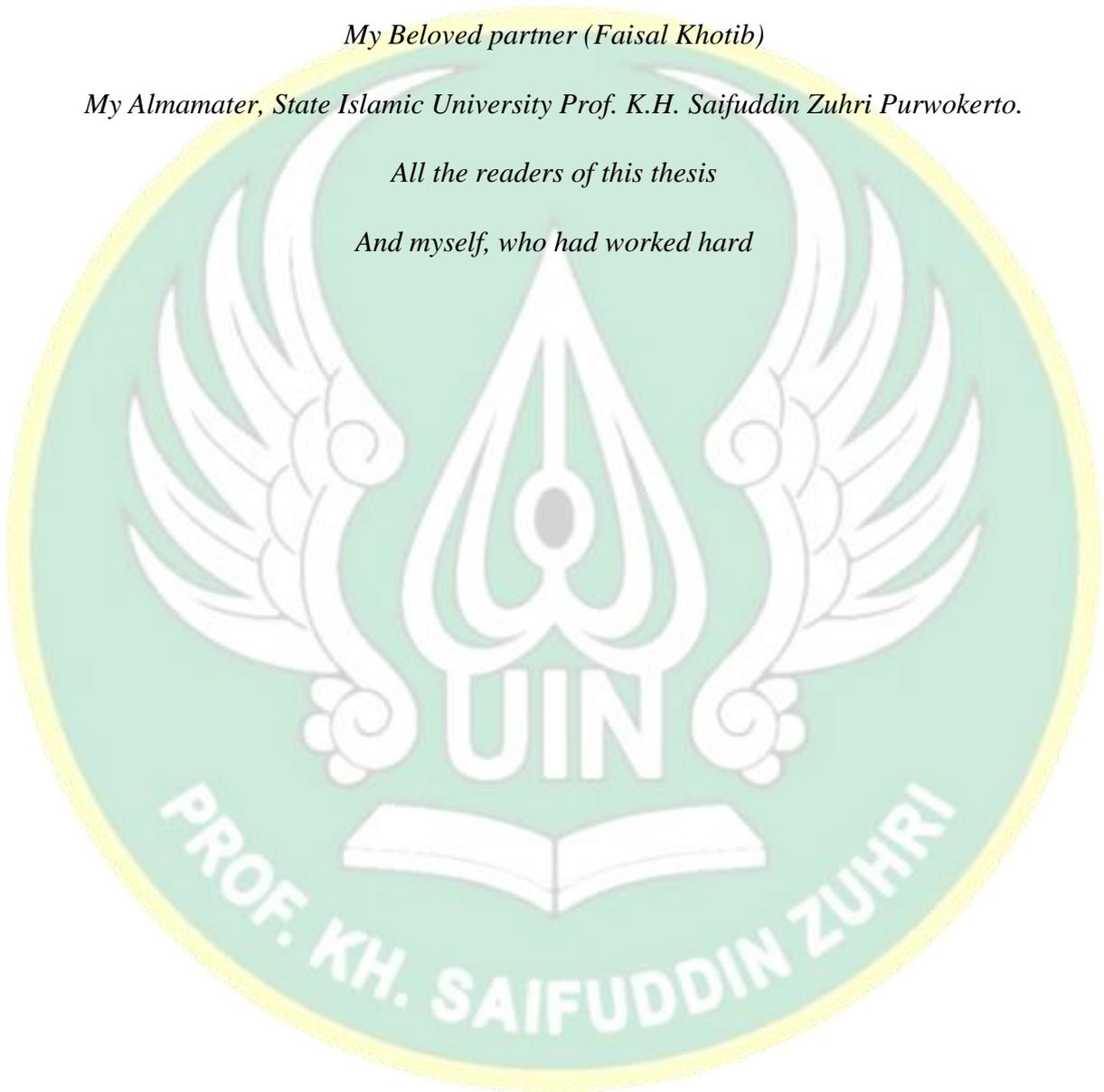
My beloved brothers (Ataka Fauzi Ni'am)

My Beloved partner (Faisal Khotib)

My Almamater, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

All the readers of this thesis

And myself, who had worked hard



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Purwokerto, June 30, 2022



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ICT UTILIZATION IN TEFL DURING THE NEW NORMAL ERA AT SMA NEGERI 1 WANGON

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Abstract: The new normal-era learning system is a learning system with different rules and conditions from ordinary learning. This is because learning activities in the new normal era are the learning activities that adapt to post-pandemic conditions. Where the learning activities have not been carried out optimally. Therefore, there are several problems and obstacles faced by teachers in TEFL during the new normal-era learning system. Especially, in the use of technology as a medium of learning. The purpose of this study is to find out the types of ICT used by teachers and also the obstacles faced by teachers in the ICT utilization in TEFL during the new normal era. This study is field research and used a qualitative approach as a research method. It was done at SMA Negeri 1 Wangon, Wangon, Banyumas Regency. The results of the study show that teachers use several types of ICT consisting of the kinds of Computers such as Laptops and Smartphones. The teachers also used CALL (Computer-Assisted Language Learning), Data Projectors, and Speakers. Then, the other ICT used by the teachers were the kind of Office Applications such as Microsoft Word and Microsoft PowerPoint. Furthermore, the ICTs are used like E-mail, and Internet Websites such as Google Classroom, Google Form, and YouTube. For the Software download, one teacher used Wonder Share Quiz Creator. For the last types of ICT used by the teachers were the Language Learning Applications the teachers used Cambridge Learners Dictionary, Reading and Listening Media Applications. Meanwhile, the other results of this research were about the obstacles faced by the teachers. There are several obstacles faced by teachers in the use of ICT in TEFL during the new normal era such as. The difficulties in using software or hardware, insufficient time to use ICT, insufficient access to resources, inappropriate throughout all learners and circumstances, and the difficulties in integrating and implementing technological tools into course content.

Keywords: ICT Utilization, TEFL, New Normal Era

ABSTRACT

TABLE OF CONTENTS

TITLE OF PAGE	i
STATEMENTS OF ORIGINALITY	ii
PAGE OF APPROVAL	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
TABLE OF CONTENTS	x
LIST OF APPENDICES	xii
LIST OF TABLES	xiii
CHAPTER I : INTRODUCTION	1
A. Background of The Research	1
B. Conceptual Definition	3
C. Problem Formulation	4
D. Objectives and Benefits of the Research	4
E. Structure of the Research	5
CHAPTER II : LITERATURE REVIEW	7
A. TEFL (Teaching English as Foreign Language)	7
B. ICT (Information and Communication Technology)	8
1. The Definition of ICT	8
2. The Types of ICT	9
C. ICT Utilization in TEFL	18
1. The Implementation of ICT in TEFL.....	18
2. The Strengths of ICT Utilization in TEFL.....	19
3. The Obstacles of ICT Utilization in TEFL	20
D. New Normal Era	21
E. Review of Relevant Studies	22
CHAPTER III : RESEARCH METHOD	26
A. Type of the Research	26
B. Location of the Research	26
C. Subject and Object of the Research	26

1. Subject of the Research.....	27
2. Object of the Research	27
D. Technique of Data Collection.....	27
1. Observation.....	27
2. Interview	28
3. Documentation.....	28
E. Technique of Data Analysis.....	28
1. Data Collection	28
2. Data Reduction.....	29
3. Data Display.....	29
4. Verification	29
F. Truth worthiness of the Data	30
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION	31
A. General Description of SMA Negeri 1 Wangon	31
1. The profile of SMA Negeri 1 Wangon	31
2. Language Laboratory at SMA Negeri 1 Wangon	31
B. Findings.....	32
1. Types of ICT used by the teachers in TEFL During the New Normal Era.....	32
2. The Obstacles of ICT Utilization in TEFL During the New Normal Era	36
C. Discussion.....	41
1. Types of ICT used in TEFL During the New Normal Era.....	41
2. The Obstacles of ICT Utilization in TEFL During the New Normal Era	64
CHAPTER V : CONCLUSION AND SUGGESTION	68
A. Conclusion	68
B. The Limitation of the Study.....	69
C. Suggestion.....	69
REFERENCES.....	71
BIOGRAPHY	75
APPENDICES.....	76

LIST OF APPENDICES

Appendix 1 : Interview Guideline.....	77
Appendix 2 : Observation Paper.....	79
Appendix 3 : Interview Results.....	81
Appendix 4 : Observation Paper Results	97
Appendix 5 :Lesson Plan	103
Appendix 6 : Documentation.....	128
Appendix 7 : Academic Support Letters.....	137
Appendix 8 : Academic Support Certificates	144



LIST OF TABLES

Table 4.1 (Types of ICTs used in TEFL results) 31



CHAPTER I

INTRODUCTION

A. Background of The Research

English as a foreign language or usually known as EFL defines as the study of English by non-native speakers who live in countries that do not use English as the canonical language. The process by which EFL is taught is indicated as Teaching English as a Foreign Language or abbreviated as TEFL. According to Rohmah (2013:9) Teaching English as a Foreign Language (TEFL) is the practice of teaching English to students who do not speak English as their first language. Theoretically, TEFL indicates the teaching-learning process of English in countries that are not using English as their canonical language. In several systems, the English materials in TEFL that appertain spoken teaching and written tasks are presented in a combination of English and students' native language. Meanwhile, in the other systems, educational materials are indeed written in English, however, the vocabulary, grammar, and context clues may be changed and used the easier one to consider them more comprehensible to students of varying understanding levels (Wright, 2010). Therefore, there are various methods and material sources used in TEFL vary greatly depending on the student's English capacity as well as the condition, way, and establishing whereabouts they are taught, which could extend from obligatory school to self-directed home study or a composite of TEFL methods.

In this digitalization era, Teaching English as Foreign Language is carried out using a different method from the ancient times before technological facilities appeared. However, conventional, or traditional methods in TEFL during this digitalization era are still applied even though the use of technology dominates the English learning media. According to Corps (1989:20) generally, there are three varieties of TEFL methodology, and each variety consists of three kinds of TEFL methodology. They are namely, Traditional language teaching, communicative language teaching, and innovative language teaching. Therefore, the changing of the era is one of the things that underlies the use of technology as English Learning media. This is due to the development of Information and Communication

Technology (ICT) in the increasingly sophisticated digital era, which made technology as the main English learning medium. Moreover, since the pandemic era occurred, the teaching-learning process was required to be carried out remotely. It made technology was the main media that must be used in TEFL. So, teachers must be able to incorporate the use of ICT and higher-order thinking skills (Wahidiyati, 2020:38). There are various types of ICTs such as kinds of applications, websites, and devices used by teachers to support long-distance English learning activities. After the distance learning system had been carried out for approximately 2 years, finally the face-to-face learning system in the new normal era could be implemented.

The new normal era is an era of transition from a pandemic period to a normal period. So that the new normal era is also called the post-COVID-19 pandemic era (Buheji, 2020). Since the new normal era is a transitional era, learning activities in this era also require adjustments related to learning activities towards the normal era. Therefore, the new normal era of learning systems is carried out with a learning system that has not been maximized. It is because the new normal era learning system still requires adjustments and adaptations related to the learning system implemented. The face-to-face learning activities during the normal learning system has different rules with the face-to-face in the normal era learning system. So that, the new normal era, the learning activities carried out and the learning media used are not the same as the face-to-face learning system before the pandemic. This is because the learning system in the new normal era applies a reduction of the lesson hours, which limits face-to-face learning activities. It causes the learning materials could not be delivered properly even though they use technological devices in delivering the material. The time-consuming preparation is one of the reasons why it could happen. Because the lesson hours that have been reduced in the new normal learning system would be decreased because of the preparation for using technology to deliver the materials.

Based on the results of preliminary observation and an interview with one of the English teachers at SMA Negeri 1 Wangon, the problem of time is indeed the main problem in the use of ICT in TEFL during the new normal era. The reduced lesson hours due to preparation in using technology makes the teachers could not deliver the whole of the learning materials. Moreover, there are other obstacles to the use of ICT such as being constrained by computer equipment such as errors or slowness systems. Where causes the lessons less time that is already limited would be

decreased. So that the English materials could not be delivered properly and also could hinder teachers in the evaluation of assessing students. Therefore, in addition to using various computer devices and data projectors, teachers also use several other platforms to overcome this. In overcoming the obstacles in the use of ICT in TEFL during the new normal era, teachers at SMA Negeri 1 Wangon use several platforms that are still used in the new normal era. Those platforms are in the form of websites and applications.

According to the explanation of facts and phenomenon above, this research aims to analyze the types of ICTs that are used in TEFL and also the obstacles in utilizing ICTs at SMA Negeri 1 Wangon during the new normal era. Thus, in relation to this, this research intends to conduct a study under the title *"ICT Utilization in TEFL During the New Normal Era at SMA Negeri 1 Wangon."*

B. Conceptual Definition

1. ICT (Information and Communication Technology)

The term 'ICT' is characterized as "types of technology utilized for making, showing, putting away, controlling, and trading information (Meleisea, 2007) cited in (Williams & Nguyen, 2012:3). ICT is a more general designation for information technology (IT) that appoint to all communication technologies such as the internet, wireless connectivity, cellphones, computers, operating systems, teleconferencing, social networking sites, and others. ICT can also appoint to the incorporation of media technologies like audio-visual and mobile connections are linked to computer networks mostly through integrated cabling systems (such as signal allocation and supervision) or link systems (Celebic & Rendulic, 2011).

2. TEFL (Teaching English as Foreign Language)

Teaching is defined as providing materials and transferring knowledge in a particular field in the classroom. Meanwhile, learning is defined as receiving materials and gaining knowledge from the learning activities. Therefore, these two parts are connected in a bond of learning activities in the classroom that could not be separated. Brown (1987) as cited in Nurhayati, et.al (2008:4) mentioned teaching as leading and assisting lessons,

encouraging students to understand, and creating a learning environment. According to Mitchel and Myles (2001: 11), Second language learning is characterized by the accumulation of any language at any stage, indicating that the reception of the second language occurs after the acquisition of the first. Moreover, Rohmah (2013:9) states that the term Teaching English as a Foreign Language (TEFL) designates the practice of teaching English to students who do not speak English as their first language. The terms of TEFL distinguish between a class location and student population. TEFL refers to English language programs that take place in countries where English is not the first language.

C. Problem Formulation

Based on the background of the problem above, the research problem of this research can be formulated as follows.

1. What types of ICT were used by teachers in TEFL during the new normal era at SMA Negeri 1 Wangon?
2. What were the obstacles faced by teachers in utilizing ICT in TEFL during the new normal era at SMA Negeri 1 Wangon?

D. Objectives and Benefits of the Research

The objectives and benefits of this research can be formulated as follows.

1. Objectives of the Research
 - a. To find out the types of ICT that were used by teachers in TEFL during the new normal era at SMA Negeri 1 Wangon.
 - b. To find out the obstacles faced by teachers in utilizing ICT in TEFL during the new normal era at SMA Negeri 1 Wangon.
2. The Benefits of the Research
 - a. Theoretical
 - 1) This research is expected could be used by English teachers as a reference in TEFL
 - 2) This research is expected could be used by the further researchers as a reference

b. Practical

1) For Teachers

This research is supposed could provide knowledge and information about ICT in TEFL during a new normal era. The teachers could use it as a reference for them to teach English in their classes in this new normal learning system.

2) For the Researcher

This research is supposed could develop the researcher's knowledge of ICT utilization in TEFL.

3) For School

This Research is supposed could provide beneficial information about ICT in TEFL including the use of ICT and obstacles in TEFL during the new normal era. So, the school could find several ways to solve the obstacles. Thus, TEFL at the school could be done properly.

E. Structure of the Research

To create this research systematically, the classification of the structure is necessary. The structure of this research is explained as follows:

Chapter I presents an Introduction. This chapter has eight components, those are the background of the research, conceptual definition, problem formulation, objectives, and benefits of the research.

Chapter II presents the theoretical review. It is including the ICT utilization in TEFL during the new normal era at SMA Negeri 1 Wangon that consists of each explanation about ICT, TEFL, ICT Utilization in TEFL, and the New Normal Era, and also the review of relevant studies.

Chapter III presents the research method used in this research. This chapter discusses the research design, subject of the research, object of the research, technique of collecting data, and technique of analyzing data.

Chapter IV presents the discussions about the data results of the research that has been carried out, which consists of a short description of SMA Negeri 1 Wangon and the ICT utilization in TEFL during the new normal era at SMA Negeri 1 Wangon.

Chapter V contains conclusions and suggestions for the research. In this chapter, the conclusion was concluded based on the research data and provides suggestions related to the focus of the research.



CHAPTER II

LITERATURE REVIEW

A. TEFL (Teaching English as Foreign Language)

Teaching is defined as providing materials and transferring knowledge in a particular field in a classroom. Meanwhile, learning is defined as receiving materials and gaining knowledge from the learning activities. Therefore, these two parts are connected in a bond of learning activities in the classroom that could not be separated. Brown (2002:7) defined teaching as guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. Second language learning is defined by Mitchel and Myles (2001: 11) as the learning of any language to any level, provided only that the learning of the 'second' language occurs sometime after the acquisition of the first language. Meanwhile, a foreign language defines as one that could be learned and spoken after one's first and second languages. Language was not included in a human's day-to-day life in the society in which he or she resides (Rohmah, 2013:10).

Furthermore, the term 'teaching English as a foreign language' (TEFL), according to Rohmah (2013:9) refers to the practice of teaching English to students who do not speak English as their first language. The terms of TEFL distinguish between a class's location and student population. TEFL refers to English language programs that take place in countries where English is not the first language. Rohmah (2013:9) also states that TEFL can also refer to a specific methodological approach for teaching people whose first language is not English but who require it for a variety of reasons like to improve their English skills in work affairs or only want to learn it for fun.

Along with the times, TEFL methodology has advanced technologically, and the most recent training courses produce teachers who employ a communicative approach and a student-centered teaching style. In this teaching method, teachers utilize technology as their modern learning method. Meanwhile, Corps (1989:20) states generally there are three varieties of TEFL methodology, and each variety consists of three kinds of TEFL methodology. They are namely, Traditional language teaching, communicative language teaching, and innovative language teaching. Traditional language teaching consists of the Grammar Translation Method (GTM), Direct Method, and Audio-lingual Method. Communicative language teaching

consists of Total Physical Response, Natural Approach, and Competency-Based Approach. And the last one is Innovative language teaching which consists of Silent Way, Community Language, and Learning Suggestopedia

B. ICT (Information and Communication Technology)

1. The Definition of ICT

According to Huda (2020), Information and Communication Technology (ICT) contains three words: technology, information, and communication, each of which has a definition. Technology is the development and application of aims to solve problems. Thus, technology is usually referred to as useful discoveries. Information defines as the result of processing data for certain purposes and benefits. Communication is an information delivery process from the informer to the recipient of the information. Thus, information and communication are very closely related. So, it can be concluded that Information and Communication Technology (ICT) means that there is a discovery of data processing that produces information. Then, the information can be disseminated quickly and has a longer storage period. In this sense, ICT is defined as the field of processing information that is expanded by using technology to communicate with each other.

Another definition of ICT refers to the broad range of technological tools and sources used to interact, establish, distribute, store, and organize information. ICT is defined by Asabere and Enguah (2012), cited in Büyükahıska (2016:74) as the devices, provisions, operations, and components that furnish physiological infrastructure and services for the century, processing, stashing, and distributing information in all forms, including voice, text, data, graphics, and video. The term 'ICT' is characterized as types of technology utilized for making, showing, putting away, controlling, and trading information (Meleisea, 2007, cited in Nguyen, Williams & Nguyen, 2012:3). ICT is a more general designation for information technology (IT) that appoint to all communication technologies such as the internet, wireless connectivity, cellphones, computers, operating systems, teleconferencing, social networking sites, and others. Applications and media allow people to reach out, recover, store, disseminate, and use digital information.

2. The Types of ICT

Büyükahıska (2016:74) states that Interactive Whiteboard (IWB), computers, computer-assisted language learning (CALL), office applications (word processing, presentation software, drawing tools, etc.), the Internet – websites, software downloads, DVD players, data projectors, and speaker are several examples of types of ICTs. Those types could be explained as follows:

a. Interactive Whiteboard (IWB)

An interactive whiteboard (IWB) is defined as a touch-sensitive screen that collaborates with a computer and a projector (Ball,2003). In most cases, an interactive whiteboard contains a computer, a data projector, and an electronic screen (Wood & Ashfield, 2008). The interactive whiteboard's capacity as a tool for collaboration, enhancing student achievement, and optimizing lesson planning was first must be recognized by educators. The teachers proceed to be the most frequent users of this technology, especially in the United States and the United Kingdom. According to Gerard and Widener (1999), the Smart Board interactive whiteboard promotes interaction and conversation in the classroom while also assisting with the presentation of new cultural and linguistic elements. Thus, interactive whiteboards have a variety of effects on learning, including increasing student engagement in the classroom, motivating students, and promoting enthusiasm for learning. The varieties of different learning styles are supported by interactive whiteboards, which are applied in a variety of learning surroundings, including those that serve students with hearing and visual impairments.

b. Computer

A computer is defined as an electronic device that works under the control of instructions provided in its memory and could recognize data (input), process the data based on the specified rules, generate information (output), and save the information for future use (Misty, 2013). According to (Brown, et.al 2015:9), there are six types of computers: PC/Desktop Computers, Laptop Computers, Tablets, Smartphones, Smartwatches, and Mainframe Computers. Currently, computers have become common in

schools and homes. In schools, especially in TEFL, the use of computers as media has undergone many developments. Computers are not only a tool for teachers to convey materials but could also be used as an intermediary tool in the use of various applications and websites for students to learn English either with teacher guidance, or study independently to improve their English skills. As stated by Warschauer (1996) the applications that could be used in English learning have enlarged, so the majority of language teachers must now consider the implications of computers for language learning.

c. CALL (Computer Assisted Language Learning)

Computer Assisted Language Learning is the use of computers as language learning aids. CALL is a term used by both teachers and students to explain the use of computers in language learning (Hardisty & Windeatt, 1989). It has historically been explained as a method of "conveying, supporting, and experimenting" specific language items. Seljan et.al (2009) states that CALL covers a general scope of applications and uses of information and communication technology tools for teaching and learning foreign languages, up to the use in virtual learning environments and Web-based distance learning. CALL has approached the integrative phase, in which computers are used not only as a medium for conveying directions, as in the behavioristic phase, or as a tool, as in the communicative phase, but also to support skill-based activities, interactive learning, and self-access as an approach in teaching and learning a foreign language (Seljan et al., 2009). Godwin-Jones (2005) highlights the potential advantages of CALL materials for language teaching, serving as a facilitator for developing the students' digital literacy, fostering communication, collaboration, and a sense of community among students, and assisting students in developing their identities. As a result, Zhao (2005) emphasizes several facilitative roles of CALL materials, such as providing students with comprehensive and detailed feedback, grammar and spelling checkers, authenticity, interactivity, and accessibility. The majority of these affordances are not readily available in traditional EFL materials, and some are only appropriate to CALL materials.

d. Office Application

Microsoft Office is explained as an application package that includes a range of software tools designed specifically for the tasks that are performed in various fields. Microsoft has steadily improved the better features and programs, and it has operated to renovate to stay ahead of its rivals. The Office program that could be used such as Microsoft Office, Microsoft PowerPoint, Microsoft Excel, Microsoft Outlook, Microsoft Access, Microsoft InfoPath, Microsoft OneNote, Microsoft Publisher, Microsoft SharePoint Workspace, and Microsoft Lync. Over time, Microsoft office has become one of the most important tools of work and education for students from all over the world. Microsoft office programs that are commonly used in EFL classrooms include Microsoft Word and Microsoft PowerPoint. As stated by Arifin (2020) Microsoft PowerPoint or Microsoft Word could be used to present the topic and complementary when the ICT is used to aid and support the students' learning.

1) Microsoft Word

Microsoft Word is a highly regarded word processing application established for use by businesses, employees, educators, students, and individuals. Users could use it to display, create, edit, and transfer files. In the educational field, MS Word can help teachers and students develop new and innovative learning and teaching. Teachers could use it to convey the materials or as an assessment tool, and students could use it to summarize materials or do an assignment. Meanwhile, in EFL, Microsoft Office specifically could also be used as a grammar and spell checker. MS Word includes a grammar and spell check feature that could assist students to create error-free documents. Students could use Microsoft Word to assist them to complete their English assignments with proper spelling and grammar.

2) Microsoft PowerPoint

Microsoft PowerPoint is defined as a slide-based presentation tool included with Microsoft's Office 365 subscription. It could be

employed by both teachers and students to create slideshows. PowerPoint enables people to share presentations both live in the room and digitally online through a video conference interface. Teachers could use Microsoft PowerPoint as media to explain materials in TEFL effectively. Meanwhile, for students, Microsoft PowerPoint could be used to create an interesting presentation assignment. Because it provides a large library of templates that allow for the convenient and simple creation of high-quality presentations. Thus, the result could be more attractive and require far less time and effort to establish benefiting both teachers and students.

e. Internet Website

An internet website is a collection of pages in a domain that contains various information so that it can be read and viewed by internet users through a search engine. According to Darmawan (2012), the availability of internet media facilitates access to a variety of information, including web pages. The Website service belongs among the three most widely used Internet services. As in education, websites could be used as teaching media and assessment. Therefore, the functions of web pages or the way of their used in teaching need to be connected with the pedagogical constructivism principles. As stated by Turkmen (2012) the utility of social networking websites as a constructive educational environment that could support, improve, and boost EFL learning. Yunita (2019) states an example of an assessment platform that could be accessed on a website is a google form. Meanwhile, she also stated the assessment platforms that could be accessed on websites as teaching media such as google classroom, Edmodo, and YouTube.

1) Google Form

Google Forms is a free tool from Google that facilitate users to create forms, surveys, quizzes, and other similar things. This application is a web-based service for data entry (Yunita, 2019). It is typically used to conduct a survey, collect data, or create an attendance list. Google Forms as a form generator could be modified as software to conduct online tests or assessments. In TEFL, during this new normal era, the teacher could utilize google

Forms as a media assessment. The teacher could use it as an evaluation both in practice and evaluation of English lessons. In practice media, the teacher may create an exercise for students about the materials discussed. Meanwhile, in evaluation, the teacher creates questions for students' assessments.

2) Google Classroom

Google Classroom is defined as a complimentary web service created by Google as a platform that can be used in the field of education. According to Mualim et al. (298:2019), Google Classroom is recommended for use in the teaching-learning process because it is a digital industry product that offers various advantages to facilitate virtual learning. It offers several powerful features that make it an ideal tool for use. Besides, Google Classroom is also widely regarded as one of the best platforms available for improving teachers' workflow (Iftakhar, 2016) cited in Arifin (2020). This platform can not only be accessed on the website but also in the Google Classroom application which is downloaded from the Play store first. This platform aims to facilitate the creation, distribution, and assessment of school assignments. Using Google Classroom, teachers can share files or link addresses with students. Google classroom is used by teachers to provide material, give assignments, give exam questions, and also as a place to collect assignments or student test answer sheets. Thus, Google Classroom can be used as a platform for online learning like in TEFL. Teachers can organize all of the files that their students require. These Files could be saved in Google Drive and updated in Drive apps such as Google Docs, Sheets, and so on.

3) Edmodo

Edmodo is defined as an educational platform that intends to provide tools to teachers to assist them to associate and communicate with their students. Teachers can share materials, contents, texts, videos, homework, and assignments with their students in an online learning system by using the Edmodo app or its website. Edmodo is one of the kinds in Learning Management

Systems (LMS), is an online tool that helps teachers manage their classes, and has recent times grown in popularity. Edmodo users could organize their classes and incorporate all of their work in one place by providing students with assignments, quizzes, and polls. Teachers could share digital content in an infinite number of ways. The strength of Edmodo is providing many features that could ease teachers and students. The Edmodo website may not be a tool for teachers to teach, However, it is also a tool for students to learn.

4) YouTube

YouTube is defined as website video sharing that allows people both in sharing their videos and watching other people's videos. The wide variety of videos available on YouTube could be utilized in TEFL for many kinds of features of English to improve students' English skills. According to Chhabra (2012) as cited in Yuyun and Simamora (2021:3), YouTube could improve students' vocabulary, pronunciation, accent, listening, reading, writing, and speaking in learning English. YouTube as online videos may inspire teachers to be more creative in their use of them in listening and speaking or English conversation classes (Watkins & Wilkins, 2011:115). So that, teachers could use it as an English learning medium in TEFL. Besides, there is another benefit of YouTube in TEFL, it offers authentic videos. According to Alqhatani (2014), YouTube is a source of authentic material for improving students' listening skills. Students could learn English from the various videos available, exactly from content creators and native speakers, with teacher assistance.

f. Software Download

Software is defined as an intangible component of a computer. One of the examples of application software in the educational field is Wonder share quiz creator. According to (Hernawati, 2009), Wonder share Quiz Creator is software for making questions, quizzes, or flash-based tests. In this software, the results of questions, quizzes, and tests created or compiled with this software could be saved in Flash format which can stand alone (stand-alone). By using Wonder share Quiz Creator, teachers

could create and arrange various forms and different levels of questions, namely true/false question forms, multiple-choice, word filling, matching, Quiz with drawing area and etc. Furthermore, in Wonder share Quiz Creator, could also be inserted various images and Flash files (Flash movies) support students' understanding of problem-solving.

There are two types of software, namely operating systems, and application software (Celebic & Rendulic, 2015:11). According to him, the types of Operating systems and application Software (Utility Program) such as

1) Operating System

The operating system is a software application that manages computer hardware. The operating system consists of: Linux, open-source software, Microsoft, proprietary software, Mac OS and X, and proprietary software.

2) Application Software

Application Software (Utility programs) are all programs that users use to complete various tasks or solve problems. Common utility software installed on a computer: office programs, OpenOffice.org, Microsoft Office, antivirus, Internet browser, programs for image editing: Adobe Photoshop, Canvas, CorelDraw, Draw etc.

g. DVD Player

A DVD player is defined as a device that plays DVDs generated to both the DVD-Video and DVD-Audio technical standards, which are distinct and contrarily. In TEFL, a DVD player could be used by a teacher in teaching listening lessons. DVD Player could assist a teacher in improving students' listening skills through English music, story, or the other audio that could be played on DVD by its DVD-Audio and DVD-Video.

h. Data Projector

The definition of a projector according to experts is a device that can integrate light sources, optical systems, electronics, and displays to project images or videos onto a screen/wall and make it look bigger. the function of the projector is to display objects or data (text, images, videos) on

computer devices on a screen or wall. The projector can display objects in a larger form by using an LCD screen.

i. Speaker

Speaker is a hardware device that is used to produce sound produced from the processing of electrical signals to audio frequencies (sound). Hartoyo (2008) states that a speaker is usually found in one part of a computer device. In its use as an English learning media, speakers are used as a media for teaching listening lessons with other computer devices so that they can work as learning media in EFL classrooms. The speaker could be utilized as the tool to apply the audio-based learning media and also audio-visual-based learning media. The use of speaker as the tools of implementing learning media could improve students' listening skills.

According to Cahyono and Cahyani (2012) as cited in Arifin (2020), advanced technology incorporates multimedia applications such as text, sound, images, and video, as well as network-based multimedia facilities such as text, sound, email, discussion, peer review, hypertext, and feedback. The various media and technology which could be used to acquire information and knowledge could be classified as non-projected media such as photographs, diagrams, exhibition materials, and models (Priyadi, 2017) cited in (Arifin, 2020). Audio media such as cassettes and compact disc (CD) audio that contains recordings, sources, and recordings of music are examples of projectable media. VCD, DVD, computer-based learning, multimedia, and computer networks are examples of media motion pictures or video media. All of these types have their unique characteristics in presenting information and knowledge to users, particularly in the teaching and learning processes. For example, audio media is commonly used for training and developing the capabilities to comprehend information through the aspect of sound, particularly in learning English. The audio media could also be used to practice pronunciation and a person's capability to comprehend a verbally expressed story, which is known as listening comprehension.

Meanwhile, according to Livingstone (2012:13) as cited in Büyükahıska (2016:74), ICT includes school-specific technologies as well as applications used whether formal or informal limitations and networked technologies such as Learning Management systems and Language learning applications. Learning management

systems (LMS) are one of many types of ICT that are widely used in schools for curriculum administration, documentation, tracking, reporting, and delivery. According to Palahicky (2015:12) cited in Lestari (2021), an LMS is an educational software that performs a variety of functions, including course management administration, tracking, and reporting. Meanwhile, Language Learning Applications are applications for learning English to assist learners in language learning that could be accessed using Mobile Device or Computer. (Al-Jarf (2020:3) states that language learning Applications could assess all aspects of language learning such as: listening, pronunciation, stress, intonation, spelling, speaking, reading, phonics, writing, grammar, vocabulary, prefixes, suffixes, and roots; daily English lessons. There is a wide range of language learning applications available, including listening applications, reading applications, dictionary applications, translation applications, English news applications, and speaking practice applications (Cheng and Kim, 2019:209) cited in Al-Jarf (2020:3).

1. Listening Applications

A listening application is an application that could be used in listening lessons. The use of this application could improve students listening skills. In listening applications, there are several features that could assist teachers to teach the listening lesson.

2. Reading Applications

Reading application is an application that could be used in reading lessons. This application could be utilized to teach the reading lesson. According to Sandolo (2010) as cited in Dewi (2021:2), ICT tools increase students' interest in learning to read because students prefer to use tools due to the numerous benefits for students. So, utilizing applications in teaching reading could increase students' enthusiasm.

3. Electronic Dictionary

According to Zheng & Wang (2016:147), An electronic dictionary is defined as a portable electronic device that provides the digital equivalent of any type of dictionary. The term electronic dictionary (ED) refers to any reference material saved in an electronic format that presents information on spelling, meaning, or word usage (Murnani & Salehi, 2015:368). In its use, an electronic dictionary is very practical as one of the English learning media. It is because students could access the dictionary easily by their devices. Besides, electronic dictionaries could

assist students in learning English when they find difficult words, phrases, or sentences. According to Zheng and Wang (2016:146), electronic dictionaries are used to assist language learners to check the meanings of words or phrases that they do not understand. Thus, students would find the meaning of the words, phrases, or sentences that they do not understand.

4. English News Applications

English news application is a big interactive database that tells an English news story. By using this application, users could browse news articles and videos through various categories. The application will enable users to view news details, images, and videos. In TEFL, this application could be used as English learning media. A teacher could use this application to teach according to the materials related such as news item material. By utilizing this application, teachers could teach the materials using authentic materials. The use of authentic materials in the classroom could indeed assist learners to enhance functional proficiency in the language which will be able to use language communicatively in the real world (Handley, 19930) as cited in (Dewi, 2018). So that, students could learn effectively.

5. Speaking Practice Applications

Speaking application is an application that could be used to increase learners' speaking skills. The use of this application is not only to learn independently but also could be used as an English learning medium.

C. ICT Utilization in TEFL

1. The Implementation of ICT in TEFL

According to Umar (2018), the Ministry of Education and Culture, Indonesia's ICT implementation program has improved its quality. The implementation of ICT in schools is expected to have ICT training ranging from word processing and data like word, and Excel, and access to establishing a presentation using PowerPoint and the development of a website (E-learning). Therefore, learners learn how to learn efficiently in a well-planned classroom setting. So, the teachers should find a method for teaching English that is more effective and interesting than a well-planned in-class teaching and learning process Ahmadi (2018).

According to Cahyani and Cahyono (2012) as cited in Arifin (2020), the diverse methods of utilizing types of technology have impacted the way teachers

teach English. Because the use of ICT could make language teaching in EFL classrooms be more exciting and interesting so that inextricably linked to the success of teaching and learning activities. Furthermore, types of technology whether non-web-based or web-based could aid language learning in EFL classrooms. It is because the use of technologies in language teaching produces a student-centered learning environment as well. It allows teachers could differentiate lesson presentation methods to motivate students with diverse interests, offers learning occasions outside of the classroom, and is interpreted to serve more to individual differences. Since students are digital natives, incorporating technology into language instruction minimizes teacher-centered understanding and students' language learning anxiety while encouraging them to be risk-takers and practice the target language (Al-Mahrooqi and Troudi, 2014) cited in Büyükahıska (2016:75).

Thus, students have positive attitudes toward language learning by utilizing ICTs and learning in stress-free surroundings. ICT promotes learner autonomy by allowing students to be responsible for their learning through ICT tools. Students independently select the materials that best suit their learning styles. In addition, ICT provides authentic materials and an obvious world learning environment. Since ICTs provide a variety of facilities and teaching aids, these tools are only suggested and designed by EFL teachers as supplemental teaching materials. In contrast to traditional learning environments, ICT promotes learner-centered learning and teacher-student interaction. In terms of evaluation, ICTs allow for the easy and effective evaluation of both receptive and productive skills.

2. The Strengths of ICT Utilization in TEFL

According to (Büyükahıska, 2016:76), the benefits of using ICT in foreign language teaching are the Capacity to control presentation, Novelty and Creativity, Feedback, and Adaptability. They could be explained as follows:

a. Capacity to Control Presentation

This capability distinguishes computers from books. Books have a constant presentation, meanwhile, computers could combine visual and listening materials or text with graphics and pictures.

b. Novelty and Creativity

In the teaching-learning process, a teacher may be using various materials by utilizing ICT for each lesson, as opposed to textbook teaching, in which all classes display the same topic.

c. Feedback

Through error correction, computers provide quick feedback to students' answers. It not only detects the fallacy but also corrects it, sometimes even offering advice.

d. Adaptability

Teachers can modify computer programs to meet the needs and level of language knowledge of their students.

On the other hand, Jayanthi, and Kumar (2016) as cited in Büyükahıska (2016:75) identify the positive effects of ICT on TEFL under broad categories such as material availability, students' attitudes, learner autonomy, authenticity, assisting teachers, student-centered, and self-assessment. The existence of a large collection of authentic materials, such as images, animation, audio, and video clips, makes it easier to present and practice the language. In terms of student attitudes, ICTs boost motivation. Students are highly motivated to learn a language because they have positive attitudes toward language learning since they use a computer and learn in a stress-free environment. Furthermore, ICT promotes learner autonomy by allowing learners to take responsibility for their learning through the use of ICT tools. Students are free to select the material that best suits their learning styles.

Thus, the use of ICT in the classroom will result in more in a greater variety of English content, circumstances, and pedagogical methods. The use of information and communication technology (ICT) makes the TEFL atmosphere more interactive, flexible, and innovative. It allows course teachers and administrators to different styles of classroom instruction to encourage students with diverse interests, offers learning occasions outside of the classroom, and is regarded to adapt more to individual distinctions.

3. The Obstacles of ICT Utilization in TEFL

Before using ICTs in EFL classrooms, there are a few things to consider. Because there is the incorporation of ICT in the classroom could have several

obstacles. According to Preston and Cox (1999) cited in Büyükahıska (2016:76), the obstacles to utilizing ICTs in classrooms would be as follows:

- a. The difficulties in using software/hardware
- b. Require more technical support
- c. Insufficient time to use ICT
- d. Quite expensive to use regularly
- e. Insufficient access to resources
- f. Restrictions on learning material, and counter-productive due to insufficient technical resources.

Furthermore, there are several other sources about the obstacles of utilizing ICT in TEFL. Firstly, Livingstone (2012:12) cited in Büyükahıska (2016:76) claims that ICT is not appropriate for all learners throughout all circumstances and all objectives and may necessitate some significant learner instruction for effective use. Secondly, According to Büyükahıska (2016:76) the Obstacles of Utilizing ICT in TEFL such as:

- a. Teachers could encounter difficulties in integrating and implementing technological tools into course syllabuses and curriculum content.
- b. Classroom management issues are also one of the obstacles, such as a lack of qualified teachers, selecting the best technological tool to suit course content, locating dependable and acceptable activities for students' learning styles, the costs of new technological tools and devices, insufficient physical capacity of classrooms, and so on.

D. New Normal Era

The “New Normal” has a long and meaningful history. The new normal has a comprehensive meaning, not only limited to a productive life or free from the coronavirus (Samarena, 2020:137). The Indonesian government believes that the new normal era is a new order to adapt to covid 19. Buheji (2020) states that the new normal era is the post-COVID-19 pandemic era. The new normal era comes from three words which are then formed into a single unit. New comes from English which means something never used or worn before now and just found, discovered, or learned recently, then normal which means conforming commonly, meanwhile era means a period. So, if put together, the new normal era is a new era

with new orders, habits, and behaviors that have never been carried out before based on adaptation to something common.

According to Samarena (2020: 139), The study of social change in the pandemic era responds to whether the condition will proceed slowly or quickly when people adapt to new circumstances and conditions that arise in line with community growth. Many different types of challenges are predicted in every sector during the new normal era. This should increase the possibility of inspiration as a result of opportunities that come with the challenges, as well as adaptability, which is a necessary spirit for survival throughout times of transition (Buheji, 2020). Rapid change begins with tension or conflict. One of the social sectors that have experienced changes in education, these changes include changes in behavior during education. Major lifestyle changes have an impact on changes in the way of life, industry, education, health, and the economy.

The change that the government wants is the readiness of the community to provide a positive response in the new normal era. Understanding health protocols are still not implemented because it is important to carry out education and socialization to ensure health protocols proceed well to realize the new normal era by the target. Therefore, the new normal necessitates effective solutions that can be leveraged and developed on various fronts. During this transformative period following the pandemic, devastating pandemic actions must be invested in, recognized, and amplified. As a result, it is a time for inspiration and resilience, which increase faith in people and allow them to effect transformation (Sisk and Buheji, 2020).

E. Review of Relevant Studies

According to the previous studies and some papers relevant to the topic of this research, the results of a correlation of this research with previous researchers are as follows.

1. Firstly, the research from Ozah, et.al 2019 under the title “The Use of ICT in EFL Classroom.” This study used the qualitative descriptive method. The purpose of this study was to find out the kinds of ICT that teachers have applied in EFL classrooms at Senior High schools in the Majalengka regency. In this study, it could be concluded that the kinds of ICT that teachers used in EFL classrooms during ELT activities such as a set of

computers (language laboratory), some applications as well as any LCD projector that most the teachers used in their teaching by using PPT as media. The teacher also used several applications such as WhatsApp, YouTube, and Edmodo. In this study, the use of ICT in several kinds that respondents used revealed a large number agreed that ICT makes teaching and learning activities more enjoyable, exciting, and interesting. Besides, ICT could make the teachers more creative in teaching and students could increase their confidence to be more independent in learning English. The difference between this research is in the objective of the research and the era of the research. This research only explains the types used in EFL classrooms, meanwhile the current research also explains the obstacles in utilizing ICT in TEFL. Furthermore, the era of this research was not specific while the current research is specific to the new normal era.

2. Secondly, the research that has done by Dang in 2014 under the title "An Exploratory Study of ICT Use in English Language Learning Among EFL University Students." This research used the qualitative descriptive method, which has the purpose to find out the frequency, accustomed, and preceptorial aims of ICT utilization among EFL students. Then, this study was made also to investigate students' ICT assumptions and expectancy in English language learning. According to the findings of this research study, the majority of students spent more time using ICT for general purposes than for language learning purposes. They also expressed positive attitudes toward the benefits of technology in English language learning and expected ICTs to be used more frequently in English teaching and learning. The difference with this study is in the objective of the research, the sector of the research, and the era of the research. This research explains the frequency, accustomed, and preceptorial aims of ICT utilization among EFL students, this study was made also to investigate students' ICT assumptions and expectancy in English language learning. Meanwhile, the current study explains the types of ICT used in TEFL and the obstacles to utilize ICT in TEFL. Then, this research sector is university meanwhile the current research is Junior High School. Furthermore, the era of this research was not specific while the current research is specific to the new normal era.

3. Thirdly, the study from Rena in 2017 by its titled "The Use of Information and Communication Technology (ICT) among TEFL Teachers: Perceptions and Challenges." This research used a mixed method in doing the study. The focus of this study was to find out English teachers' assumptions and obstacles by implementing Information and Communication Technology (ICT) in EFL classrooms. According to the discussion, it can be concluded that EFL teachers are optimistic about the potential of ICT in EFL classrooms. And then, this research has discovered that teachers encountered three main obstacles when utilizing ICT. The difference with this research is in the objective of the research, the research method, and the era of the research. The focus of this study was to find out English teachers' assumptions and obstacles by implementing Information and Communication Technology (ICT) in EFL classrooms. Meanwhile, the current research explains the types of ICT used in TEFL and the obstacles to utilize ICT in TEFL. Then, this research used a mixed-method meanwhile the current research only used a qualitative descriptive method. Furthermore, the era of this research was not specific while the current research is specific to the new normal era.
4. Fourthly, the study from Siti Alfiani in 2020 by the title The Implementation of Technology in Teaching English by The Teacher at SMP Unismuh Makassar. This study used a qualitative approach with an interactive analysis model as the data analysis. The focus of this study was to find out the kinds and implementation of ICTs used in EFL classrooms, and the way teachers used those technologies. According to the discussion, it could be concluded that teachers used LCD, laptops, speakers, the internet, Google Classroom, E-mail, WhatsApp, Facebook, YouTube, PowerPoint, Focus Key, Microsoft Word, and podcasts in teaching English in EFL classrooms. How teachers used various types of ICT in that Teachers 1 and 2 utilized Google Classroom to create and share assignments, while teachers 3 and 4 used Focus Key to make PowerPoint presentations more interesting. T1 used Facebook groups, Instagram, and Google Classroom, while T2 used WhatsApp to send assignments. The differences between this study with the current study are in the objectives, the data analysis model, location, and also the era. One of the objectives of

this study was different from the current study, this study researched how the teachers used the ICTs meanwhile the current study researched the obstacles to utilizing ICTs in TEFL. This study used an interactive analysis model, meanwhile, the current study used a flow analysis model in analyzing the data. The location is also different, the location of this study was in SMP Unismuh Makassar meanwhile the current study was in SMA Negeri 1 Wangon. Besides, the era of this study was a normal era meanwhile the current study was in a new normal era.



CHAPTER III

RESEARCH METHOD

This chapter presented the method in establishing the research. This section discussed the type of research, the location of the research, the sources of data, data collection techniques, and data analysis techniques.

A. Type of the Research

This research was field research that used a qualitative descriptive approach. It discussed the background of the current situation and the interactions of communities, individuals, groups, institutions, and communities. The topic of this research has analyzed the types of ICTs in TEFL, and also the obstacles to utilizing ICTs in TEFL during this new normal era. In this method, the data about ICT utilization were described and interpreted the object according to the data obtained. The objective of this research design was to discover the types of ICTs that were used by English teachers and also the obstacles faced in utilizing ICTs in TEFL during the new normal era.

B. Location of the Research

This research was conducted at SMA Negeri 1 Wangon which is located on Jl. Pejarakan Klapagading, Wangon District, Banyumas Regency, Central Java. This school was chosen because this is the most favorite Senior High School in the Wangon area. The facilities and achievements were available here. Besides, in this location, there was suitability with the topic of this research. The phenomenon that occurred as well as the problems at this location was by the topic being studied. Therefore, the location met the requirements of the research. The location was also strategic and easily accessible to make observations in the data collection process. So, in collecting data at the time of observation, the research could be easier to carry out.

C. Subject and Object of the Research

In this research, the sources of data were respected according to the data of the research subject. The research subject of this research was expected to support providing information and data accurately and rapidly. There were two sources of

this research, namely the subject of the research and the object of the research. The explanation of each source is explained as follows.

1. Subject of the Research

In this research, the subjects were three English teachers who teach 10th grade, 11th grade, and also 11th grade of English cross interested. The information was obtained from the English teachers at SMA Negeri 1 Wangon who were still utilizing ICTs in TEFL during this new normal era. The subject of this research was expected to be the accurate data sources because the subject is the people who own and carry out the duties of managing or obeying an institution where the writer is conducting research.

2. Object of the Research

The object of this research was ICT utilization in TEFL. The ICT utilization at SMA Negeri 1 Wangon related to teaching and learning media, the learning process with the use of ICTs, and the obstacles in utilizing ICTs in TEFL during the new normal era.

D. Technique of Data Collection

The technique of data collection is the most fundamental step in research because the main purpose of research is to acquire the data to be described as a narrative as the results of research. The following are the data collection procedures used in this study.

1. Observation

The process of viewing, observing, and documenting events or behaviors that are systematically operated to achieve a specific goal is referred to as observation (Choiri, 2019:68). The observation was used to analyze the types of ICTs that were used, and also the obstacles in utilizing ICT in TEFL during this new normal era. The EFL Classrooms were observed when the teachers explained the materials while utilizing types of ICT. During the observation process, the types of ICTs were identified by using an observation ICT list paper. Then, the obstacles in TEFL were analyzed by writing down the important point in a notebook during the observation.

The observation was carried out three times, exactly from 13 to 18 April 2022. It was conducted before the interview sessions with the teachers. This research observation was carried out during the teaching-learning process

of EFL in the 10th grade of science 1, 11th grade of science 4, and 11th grade of English cross-interest of SMA Negeri 1 Wangon. The participant observation model (passive participant) was used in which the observer becomes a member of the group being studied in gathering data and comprehending a social phenomenon or problem but did not interact with or participate in the research subject.

2. Interview

According to Sidiq and Choiri (2019: 61-62) interview is an interpersonal communication process involving two or more people that results in containing information and data. In this research, the interviews were conducted once with the three English teachers after conducting the observation. The English teachers were interviewed about ICT utilization in TEFL while recording the answers via voice recorder and using the predetermined questions. In conducting the research, the questions of the interviews were developed by adding the other undetermined questions relating to the topic. Then, the important point of the teacher's was written down in the notebook.

3. Documentation

According to Murni (2008:35), documentation is one of the data collection techniques used in research or activity that is not directly related to the research subject. In this research, the documentation was used as the lesson plan. The lesson plan was used to find out about the technology-based media used in TEFL at SMA Negeri 1 Wangon. So, the documentation could be able as the additional data in analyzing the types of media used in the ICT field.

E. Technique of Data Analysis

In analyzing the data, this research used an Interactive analysis model. Miles and Huberman (1984), suggested that activities in this data analysis model were carried out interactively and continued continuously until the data were completed, so that the data was saturated. There are four analysis components in this model, they are data collection, data reduction, data display, and verification.

1. Data Collection

In this study, data collection was carried out using data triangulation, where the data were obtained from different data sources, namely

observations, interviews, and documentation. Observations were conducted to observe and analyze what types of ICTs are used in TEFL during the new normal era, along with their application. Interviews were carried out to study deeper into the types of ICT used and the obstacles that faced by the teachers at SMA Negeri 1 Wangon during the new normal era. Then, the documentation were used to add the data sources and also as supporting the data obtained.

2. Data Reduction

In this research, the data reduction was to make easier in finding the proper data according to the previous data obtained. After gaining the data about ICT Utilization in TEFL, the unnecessary data was reduced both on the types of ICT and the Obstacles of ICT utilization in TEFL during the new normal era. After the data has reduced and summarized, the main points of the data that were required have obtained.

3. Data Display

In data display, after the data was obtained, then the data was presented in the form of a narrative. In displaying the data, the structured description of the information was developed. The purpose of narrative text is to describe previously classified information about ICT utilization in TEFL and to present the significant data in narrative form.

4. Verification

The process of inspecting, affirming, ascertaining, and being certain is known as verification. In this research, verification pointed to the mechanisms used throughout the research process to participate incrementally to ensure reliability and validity, and thus the accuracy of a study. After collecting accurate data about ICT utilization in TEFL, the conclusions were drawn based on the phenomena that occurred in the field and also based on the data obtained. Then, the data were matched with the documentation and observation paper results to verify the final data about the types of ICT used in TEFL and the obstacles in utilizing ICT in TEFL during the new normal era.

F. Truth worthiness of the Data

This study necessitates the use of a data validity examination technique. In this research, the validity of the data was checked using triangulation. Triangulation is defined as a qualitative research strategy to test validity through the convergence of information from different sources. According to Patton (1999), Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. There are four types of triangulation which include using sources, methods, researchers, and theories, (Moleong, 1990). Nevertheless, the triangulation used in this research was source triangulation and theoretical triangulation. The following is an explanation of the two triangulations used in this study:

1. Triangulation of Sources

Source triangulation is a triangulation that points the validity of data by collecting data from various sources. In this research, the triangulation of sources carried out was to compare the data about ICT utilization in TEFL from observations in the EFL classroom at SMA Negeri 1 Wangon, with the results of interviews with the three English teachers, as well as documents related to the research. The documents were used in this research were lesson plans (RPP).

2. Triangulation of theoretical

Theoretical triangulation is a method used to compare information from different theoretical points of view. A theory is required as a guide in this research and data processing in the process of analyzing the data obtained regarding the ICT utilization in TEFL during the new normal era at SMA Negeri 1 Wangon. The data obtained in this study is analyzed using the theories about ICT utilization in TEFL, both in the types of ICTs and also the obstacles that support the research. This means that in this research, the data obtained is connected and analyzed with theories about ICT utilization and TEFL. As a result, the data concluded in this study is based on data validity results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the general description of SMA Negeri 1 Wangon which includes the Profile of SMA Negeri 1 Wangon and the language laboratory facility at SMA Negeri 1 Wangon. Furthermore, this chapter also explains the results of the research. There were two sections in presenting the results, namely finding and discussion. The finding presents the data results, accompanied by research findings on ICT used by the teachers in TEFL during the new normal era and the obstacles to ICT Utilization in TEFL during the new normal era. Meanwhile, the discussion explains the data descriptions about ICT used in TEFL during the new normal era and the obstacles of utilizing ICT in TEFL during the new normal era.

A. General Description of SMA Negeri 1 Wangon

1. The profile of SMA Negeri 1 Wangon

SMA Negeri 1 Wangon is located at Jl. Pejarakan Kelapa Gading, Klapagading Kulon, Wangon District, Banyumas Regency, Central Java Province. SMA Negeri 1 Wangon was established on October 11, 1990, with a land area of 12,600 m². At that time, the construction of the Wangon 1 SMA Negeri 1 building was started. Until early 1992 the new building of SMA Negeri 1 Wangon was occupied.

2. Language Laboratory at SMA Negeri 1 Wangon

There are various kinds of facilities and infrastructure as ICT learning media at SMA Negeri 1 Wangon. In language learning, there is a language laboratory that provides CALL as a learning tool. The language laboratory is used by teachers in TEFL in order to improve students' English skills. In learning English in the language laboratory, the teacher uses CALL as an English learning tool. The language laboratory provides 37 complete computers and one data projector. The use of CALL in the computer laboratory is used by teachers to improve the four students' English skills, especially listening. Even though the teachers use CALL more often to practice students' listening skill, the teacher also uses CALL to improve other students' English skills, such as writing, speaking, and reading. In addition, the use of the language laboratory is not only used to carry out the teaching-learning process but also for evaluation and assessment.

B. Findings

The findings of this research presented the types of ICT used and also the obstacles to ICT utilization in TEFL during the new normal era at X, XI, and XII grades of SMA Negeri 1 Wangon. The subject of this research was three English teachers who utilized ICT in their classes. There are several types of ICT used in TEFL during the new normal era at SMA Negeri 1 Wangon used by the teachers such as Computers (Laptops and Smartphones), CALL, Data Projector, Speakers, Office Applications (PowerPoint, Word), E-mail, Internet Websites (Google Form, Google Classroom, YouTube), Software Download (Wonder Share Quiz Creator) Language Learning applications (Cambridge Learners' Dictionary, Reading media and listening media)

1. Types of ICT used by the teachers in TEFL during the new normal era at X, XI, and XII grades of SMA Negeri 1 Wangon.

Table 4.1 Information and Communication Technology in TEFL based on observation and interview

NU	Information and communication (ICT) Non-web-based and web-based tools and applications of ICT	Teacher 1 (10 th Grade of Science 1)	Teacher 2 (11 th Grade of Science 4)	Teacher 3 (11 th Grade of English cross-interest)
1.	Computers a. Laptop b. Smartphone	✓	✓	✓
2.	CALL	✓	✓	✓
3.	Data Projector	✓	✓	✓
4.	Speaker	✓	✓	✓
5.	Office Application a. Microsoft Word b. Microsoft PowerPoint	✓ ✓	✓ ✓	✓ ✓
6.	E-mail	✓		✓

7.	Internet Website a. Google Classroom b. Google Form c. YouTube	✓ ✓ ✓		✓ ✓ ✓
8.	Software Download a. Wonder Share Quiz Creator	✓		
9.	Language Learning Application a. Cambridge Learners' Dictionary application b. Reading Media and Listening Media c. Electronic Dictionary	✓ ✓	 ✓ ✓	 ✓

a. Computers

According to the results of observations conducted, the teachers used two kinds of computers, they are laptops and smartphones.

1) Laptop

Based on the results of observations in the classes, laptops were used in TEFL as a tool to apply PowerPoint and also the other software and applications such as language learning applications, YouTube, or playing audio as learning media in EFL Classrooms.

2) Smartphone

From the results of interviews and observations, smartphones were used in TEFL as a remote control for teachers in running the projector screen. In addition, smartphones were also used as a tool for students to use electronic dictionaries in EFL Classrooms.

b. CALL (Computer-Assisted Language Learning)

From the results of interviews and observation that had been conducted, the use of CALL during this new normal era is different with the

normal era. The teachers utilizing the other devices and application in using CALL in EFL classroom.

c. Data Projector

Based on the observations in the EFL classrooms, during the new normal era, teachers still utilized data projector devices in TEFL as a tool to display materials, pictures, videos, or present exercises as English learning media. The teachers displayed the materials and exercises that have been prepared using PowerPoint media, presented videos directly from YouTube, language learning applications, or through the teacher's storage, and also displayed images as visual-based learning media.

d. Speaker

Speaker is a hardware device that is used to produce sound produced from the processing of electrical signals to audio frequencies (sound). From the results of interviews that have been conducted with English teachers, speakers are usually used as learning media to improve students' listening skills. In other words, in the new normal learning system, the teachers used speakers to teach listening in EFL Classrooms.

e. Office Application

Office Application is a client software package as well as server software developed by Microsoft. The Office program that could be used such as Microsoft Office, Microsoft PowerPoint, Microsoft Excel, Microsoft Outlook, Microsoft Access, Microsoft InfoPath, Microsoft OneNote, Microsoft Publisher, Microsoft SharePoint Workspace, and Microsoft Lync. Based on the results of observations and interviews, the teachers used Microsoft Word and Microsoft PowerPoint as learning media.

1) Microsoft Word

Based on the results of interviews conducted, the teachers used Microsoft word to prepare the materials to be taught before being summarized in PowerPoint form. In addition, teachers also use Microsoft word to give assignments to students. The teachers asked students to do an assignment in Microsoft Word and submit it in software form to google classroom.

2) Microsoft PowerPoint

From the results of observations, the teachers used Microsoft PowerPoint to explain the materials and attach assignments to students in TEFL. The teachers prepared the materials in the form of power points, then PowerPoint was used as one of the learning media in TEFL.

f. E-mail

Based on the results of the interviews, the teachers used e-mail to use google classroom and google form. In the normal era learning system currently, e-mail was used by teachers in case they can access google classroom and google forms to give assignments, daily tests, or materials to students. The kind of e-mail that the teachers used is called *akun belajar.id*.

g. Internet Website

An internet website is an information page provided via the internet so that it can be accessed all over the world as long as it is connected to the internet network. A website is a component or a collection of components consisting of text, images, sound, animation, etc. From the interview results, the teacher used the internet website to access several platforms used such as, google classroom, google forms, YouTube, and an electronic dictionary.

1) Google Classroom

According to the results of interviews, in the new normal era, teachers used Google Classroom to attach materials either that have been delivered in class or additional materials that have not been delivered during the learning process. In addition, teachers also use Google Classroom to give assignments to students. Students collect assignments given by the teacher through Google Classroom.

2) Google Form

From the results of the interviews, the teachers used google forms as an assessment platform in TEFL during the new normal era. Teachers used google forms to give quizzes or daily tests to students.

3) YouTube

From the interviews, teachers used YouTube as an audio-visual-based learning media, an assessment platform, and also as an

additional reference for students related to learning materials or as additional media related to the material being taught.

h. Software Download

1) Wonder Share Quiz Creator

Wonder share quiz creator is a software tool that is used to create questions. From the results of interviews that have been conducted, two teachers have implemented the software in EFL Classrooms during this new normal era. T1 and T3 used the software as an assessment medium for daily tests, assignments, and practice.

i. Language Learning Application

1) Cambridge Learners' Dictionary Application

From the results of interviews that have been conducted, T1 used Cambridge Learners Dictionary application to teach listening, reading, and speaking. This application is not an ordinary dictionary, but an English language learning application that could be used to teach English skills in TEFL.

2) Listening media and Reading media Applications

The applications used by T2 were called listening to media and reading media. The applications were used by T2 also to teach English lessons in order to improve students' listening, speaking, and reading skills

3) Electronic dictionary

In the use of electronic dictionaries, the teachers used different kinds of electronic dictionaries in TEFL and also different rules in using electronic dictionaries during the teaching-learning process. However, all of the teachers allowed students to use electronic dictionaries conditionally during EFL Classrooms to find the meaning of English words or sentences.

2. The Obstacles of ICT Utilization in TEFL During the New Normal Era

Several obstacles have been found in utilizing ICT during the new normal era according to the interviews conducted with the English teachers.

a. The difficulties in using software or hardware

Teachers sometimes find several difficulties to use technology in TEFL during the new normal era. This is because the ability of each teacher in

mastering ICT is different. Especially, senior teachers who have to adapt to the times. In the midst of the rapid development of technology and the necessity to go through the new normal, making technology is the main thing that must be mastered by teachers so that learning activities could proceed effectively.

"The first obstacle is the limited knowledge and ability to use technology. I just could use some of them such as data projector, speaker, and the web-based platform just Google Classroom, and make quizzes using Google Forms."

From the results of the interview above, T3 stated that one of the obstacles to ICT utilization in TEFL during the new normal era is the lack of teachers' ability to use various software and hardware devices. In TEFL, not all teachers could master various types of technology. Because the mastery of using technology by teachers in TEFL was still limited. The difficulties in using software or hardware in TEFL make them could not master all types of ICTs. Moreover, ever since online learning requires teachers to use technology in teaching English. Which, since the implementation of online learning, there have been many renewals of the use of technological devices in the use of ICT until the new normal era nowadays. Therefore, the addition of the type of technology used since the pandemic era has made it difficult for some teachers to master the use of technology in TEFL because of their limited ICT mastery.

b. Insufficient time to use ICT

The learning system in the new normal era has different rules and regulations. Some of these provisions cause the learning system in the new normal era to have an impact on learning activities. One of the basic provisions is the problem of reduced learning hours. Moreover, in the use of ICT tools as learning media there are several problems in the preparation and use stages. which, some of these obstacles affect the learning process, especially in the delivery of material that is not optimal. As stated from T1,

"In terms of time, yes, it's a bit of being the obstacle. Because sometimes there's not enough time. When we explained what was on the slide, then the time run out. When the materials have not finished yet, suddenly the time was over. There is a bit of a problem there."

Meanwhile, T2 stated the same opinion about the problems of time reduction and its effect of it,

“Certainly, in terms of time, yes be one of the obstacles. Since the lesson hours have been reduced, so the discussion is only 30 minutes per hour. So, in planning maximally the material to completion, there are slight obstacles. In that preparation takes time.”

In the other hand, the same opinion from T3 also strengthens the obstacles in terms of time, T3 stated that

“In terms of time, yes, it's quite an obstacle too. Sometimes the materials have not been conveyed completely, so time reduction is sometimes a problem too.”

According to the results of the interviews above, the three teachers stated the same statement regarding the barriers to the use of ICT in TEFL during the new normal era. They stated that learning hour is the problem faced by teachers in delivering materials during this new normal era. So that the limitation of time in the new normal era of learning systems is the main obstacle in utilizing ICT in TEFL during the new normal era. Furthermore, T2 stated that the preparation of technology-based learning media surely takes time before could be used in EFL Classrooms. This makes learning time quite reduced due to the process of preparing technology media. On the other hand, when problems arise in the application of ICT in EFL classrooms that makes time decrease, such as slow devices, not working devices, or device system errors. As a result, English materials could not be delivered in their entirety as they should be.

c. Insufficient access to resources

Insufficient access to resources is one of the obstacles for teachers in the use of ICT in the new normal era nowadays. The lack of access to resources could be in the form of inadequate facilities on the technical equipment used, as well as insufficient facilities needed. The devices that were used as learning media in TEFL sometimes have several obstacles in their application. These obstacles are in the form of computer equipment and data projectors which sometimes experience interference because they are not adequate to be used in EFL Classrooms. The next obstacle is the lack of internet access in its use in EFL classrooms. This is because internet access

could not always be used smoothly due to signal limitations and limited school Wi-Fi facilities.

“Firstly, the laptop is not compatible, the computer equipment is not adequate. So, sometimes there are several problems in its operation due to sometimes slow devices, errors, and so on. Then, slow internet access. After that, the data projector technology sometimes not all classes are work, some of them are damaged.”

According to T1, there are obstacles in the availability of ICT tools and also inadequate internet. T1 stated that sometimes they encounter problems in using ICT tools such as English learning media, for example, computer equipment that is slow or even does not work at all, data projectors that not all classes work, and device that sometimes crashes. These are some of the obstacles related to limited access to the use of ICT in TEFL during the new normal era.

“Sometimes, in operation, there are several problems with device applications, whether they are errors, slow, or sometimes they could not be used at all.”

Based on T2, during the English learning process, there were several problems with the use of ICT. Limited access to ICT equipment is one of the problems faced, such as computer equipment and applications that sometimes have errors and devices that are slow or even could not work at all.

d. Inappropriate throughout all learners and circumstances

The use of technology in TEFL does not always have a positive impact. Inappropriate throughout all learners and circumstances was one of the obstacles in utilizing ICT in TEFL during the new normal era. The ICT utilization in TEFL is not always suitable for use in every learner and circumstance in EFL Classrooms.

“Then students' understanding of the use of technology is not the same. So yes, that becomes one of the obstacles. After I analyzed them, the majority of students when they first received material using certain applications or certain technologies, they were still confused.”

As in the results of interviews conducted, T1 stated that not all of the students are fast learners and could easily understand the use of ICT. Some of them sometimes find several difficulties to use the ICT for the first time.

“Then, in using technology, it has to use electricity, like the data projector. However, sometimes there could be a power outage or there is an electric short circuit, and so on. So, it is not always possible to always use technology.”

Then, T3 stated that when the teacher asked students to use mobile phones in learning, many of the students used them not for learning purposes. Sometimes, they open other applications and don't focus on using their mobile phones for learning English in class.

“The other obstacle is that sometimes when I commanded the students to open an application, internet websites, or electronic dictionary, not all of them do what I command. So, sometimes, they open the other applications that are not appropriate to the lesson”

Furthermore, in the circumstances field, T2 stated that the use of ICT is not always appropriate for all circumstances. The cause is sometimes constrained due to electrical energy that is not always available. T2 said that in its use, the technology requires electricity, and sometimes the availability of electrical energy encounters several obstacles such as power outages or electric short.

- e. The difficulties in integrating and implementing technological tools into course content.

In the application of technology in TEFL, not all teachers are able to adapt the technology used to the materials and contents. This is because of several causes. One of them is the lacking capability of ICT mastery by teachers.

“As for the compatibility of the use of technology with learning materials and content, yes, it becomes a barrier because, as I said earlier, the elders, like me, have limited technological capabilities, and not many are mastered. So sometimes it is difficult to determine the use of applications or technologies that are in accordance with the syllabus or curriculum because of the limited mastery of the technology.”

To the interview results, the T3 as one of the senior teachers stated that sometimes he finds several difficulties to apply the kinds of technologies that are in accordance with the materials and contents in EFL Classrooms. The reason is that he does not master many types of ICT that could be used as English learning media in TEFL. The types of ICT he mastered are too limited

made T3 find several difficulties in using ICT in TEFL during the new normal era.

C. Discussion

This part discussed the finding obtained. The types of ICT used in TEFL during the new normal era were obtained from observations using observation paper and interviews. Meanwhile, the obstacles to ICT utilization in TEFL were obtained from the interviews with the English teachers.

1. Types of ICT used in TEFL during the new normal era

There are several types of ICTs used by teachers in EFL classrooms during the new normal era at 10th grade of science 1, 11th grade of science 4, and 11th grade of English cross interest of SMA Negeri 1 Wangon likewise:

a. Computer

Based on the Observations and related to the lesson plan from the teachers, they used two kinds of Computers, namely laptops and smartphones as learning media in TEFL. It is related to the statement of (Brown, et.al 2015:9), that there are six types of computers: PC/Desktop Computers, Laptop Computers, Tablets, Smartphones, Smartwatches, and Mainframe Computers. The explanation of the use of laptop and smartphones is as follows:

1) Laptop

A laptop is one type of computer that can be used as a tool for learning media in TEF during the new normal era at SMA Negeri 1 Wangon is a laptop. The three teachers used laptops as a tool to prepare materials and also apply learning media in the form of PowerPoint. In addition, teachers also used laptops as a tool for the application of other learning media, such as visual media, audio media, and audio-visual media. The teachers used the three types of learning media by utilizing technology in order to make the learning activities to be more effective.

Based on the results of observations conducted in 10th grade of science 1, laptops are used in the class T1 to apply the learning media, such as PowerPoints, In the observations that have been conducted, T1 used a laptop to deliver learning materials about report text through PowerPoint. After that, T1 displayed an example of a report text and

asked students to read it randomly. Then, T1 explained the next material regarding the language feature used in the report text in the form of tenses such as simple present and simple past.

According to the lesson plan regarding reposting text, the T1 used a laptop for three full meetings as a tool for applying learning media, assessments, and assignments. In addition, based on the interview results, T1 also used a laptop for applying language learning applications, and giving assignments or daily tests through google classroom and google forms. Furthermore, T1 used a laptop to prepare learning materials through Microsoft PowerPoint. According to the lesson plan attached, T1 also used other media applications, namely audio-based learning media and audio-visual-based learning media which use laptops as its tool for the application. In implementing audio-visual-based learning media, T1 used a laptop to display videos or film clips via YouTube, in the form of videos or film clips about the learning material being taught. Meanwhile, in audio-based learning media, T1 used a laptop as a tool for applying audio for listening lessons. In addition, the use of laptops in the T1 class is also the application of learning media in the form of language learning applications in the form of the Cambridge learner's dictionary. While in the assessment media, T1 used a laptop to give assignments through google classroom, attach related materials, make questions through google forms, and wonder share quiz creator software.

From the results of observations that had been conducted in the 11th grade of science 4, T2 used a laptop as a tool for applying technology-based learning media, namely PowerPoint. In the observation activities that had been carried out, T2 used a laptop as a tool to apply PowerPoint which contained learning materials, assignments, and visual-based learning media related to analytical exposition material. T2 provided learning materials about analytical exposition by displaying PowerPoint through a laptop, then running the LCD screen with remote control. T2 also displayed an image of a natural phenomenon on the LCD screen via a laptop. Then, ask students to explain the picture. Then, T2 used the laptop as the tool for

applying listening media application. T2 played audio about phenomenon by using that application, then asked the students to make a group and present their thoughts about the audio. After that, in the final learning hours, T2 presented the task at the end of the PowerPoint slide through the laptop and asked to take a picture of the text and exercises to do as homework. The use of a laptop as a tool for the application of learning media is also listed in the lesson plan made by T2, which stated that T2 used several English learning media using laptop as its tools. Meanwhile, according to the interview results, T2 also used a laptop for preparing learning materials. Before the learning activities started, T2 prepared learning materials both using Microsoft Word and also making a PowerPoint summary as a learning medium by using a laptop. Furthermore, T2 used the laptop as a tool for applying language learning applications, namely listening media, and reading media. This application is used to teach listening and also teach reading in order to improve students' listening and reading skills.

From the results of observations that had been carried out in 11th grade of English cross-interest, the use of laptops in the EFL classroom of T3 was a tool for applying technology-based learning media, such as PowerPoint, In the observation activities that have been carried out in class 11th grade of English cross interest, T3 used a laptop to display a PowerPoint on the LCD, as a medium to explain learning material about news items. After that, in the next PowerPoint slide, T3 presented a news item text and asked students to read and understand the text. After that, students were asked randomly to read the text in a few sentences to one paragraph and asked other students to explain the contents of the sentence or paragraph that had been read by the previous student. In the explanation of the text, students are allowed to use an electronic dictionary for a clearer understanding of the text. Then, T3 displayed a video of English news and asked the students to explain about the news. After that, T3 presented several questions and did a question-and-answer session with the students. In addition, from the results of the interviews and the lesson plan, T3 also used a laptop for applying audio-based learning media by playing

audio. Meanwhile, T3 also used a laptop to prepare learning materials through Microsoft word and also Microsoft PowerPoint, as a tool to apply the use of applications and websites as an assessment medium, specifically, T3 used a laptop to give assignments through Google Classroom.

2) Smartphone

From the results of observations and interviews, T1 and T3 used smartphones as a remote control for the monitor screen during the teaching-learning process in EFL Classrooms. It aims to make it easier for teachers to explain learning materials expressively and effectively. In addition, smartphones are also used for students to use electronic dictionaries and do exercises through google forms during the learning process.

From the observations that have been made, T1 used a smartphone as a remote control to operate the LCD screen in delivering the material. In the observations that have been conducted, T1 used a smartphone to operate the LCD screen while explaining the material about the report text. After that, T1 displayed an example of a report text and asked students to read it randomly. T1 asked the students to understand the text and allowed the students to open their smartphones to use electronic dictionary Then, asked several students to explain a little information about the text. Furthermore, T1 explained the next material regarding the language feature used in the report text in the form of tenses such as simple present and simple past. In addition, based on interviews and lesson plan, T1 also used a smartphone as evaluation media In this new normal era, the use of smartphones is used in the T1 class as a tool for student evaluation through Google Forms, or Google Classroom. In order to shorten the time in English learning activities, during the new normal era, smartphones are used by students in class T1 to take quizzes or daily tests via a google form. As for the use of google classroom, T1 was more often used for giving homework to students. In the lesson plan of report text materials stated that at the third meeting, T1 gave students an evaluation through google forms.

Based on observations in 11th grade of science 4, T2 did not use a smartphone as a remote control, because T2 used a proper remote control. So, in delivering material related to analytical exposition, T2 ran the LCD screen using a remote control that is specifically used to operate the data projector and LCD. According to the observation activities, the use of smartphones in class T2 was for using electronic dictionary conditionally during the learning activities. After the T2 presented an explanation text about natural and social phenomenon, T2 asked the students to understand the text and allowed them to use electronic dictionary.

From the observations that have been made, the use of smartphones in T3 class was as a remote control in delivering English material, and also the use of electronic dictionaries for students. In the observation activity in 11th grade of English cross interest, T3 delivered material on news item material by running the LCD screen as a remote control. Therefore, T3 could be more interactive in delivering material because the use of remote control allowed T3 to interact easily with students. After that T3 operated the LCD by the smartphone and presented a news item text and asked students to read and understand the text. In the explanation of the text, students are allowed to use an electronic dictionary for a clearer understanding of the text. Then, according to the interviews and lesson plan, T3 also used a smartphone as evaluation media. In this new normal era, the use of smartphones is used in the T3 class as a tool for student evaluation through Google Classroom. Since the learning hours in the new normal era have reduced, T3 asked students to submit their assignments through google classroom.

b. CALL (Computer-Assisted Language Learning)

Computer Assisted Language Learning) is the use of computers as language learning aids. Computer-assisted language learning (CALL), used mainly for the English language teaching (ELT) process, is considered a useful tool for improving students' language proficiency begins with an overview of how teachers can utilize computers. From the results of interviews that have been conducted, the use of CALL in this new normal era is slightly different.

The use of CALL in the language laboratory in order to improve students' English skills has never been applied again during the new normal era. The Language Laboratory, which is usually used to practice listening, speaking, then as a tool for listening exams, now during the new normal era the teachers have not implemented it anymore. The use of the language laboratory and a set of computers during the new normal era was only used once by T1 as a tool to implement the use of software as an assessment medium. This is due to time constraints in the new normal era learning system. Moreover, in its use, sometimes there are some problems that will hinder the use of the computer. Therefore, teachers overcome this by using applications and websites both face-to-face and virtual. It is related to Seljan et.al (2009), who stated that CALL covers a general scope of applications and uses of information and communication technology tools for teaching and learning foreign languages, up to the use in virtual learning environments and Web-based distance learning. As could be seen the difference of the use of CALL among the teachers are as follow:

1) The Use of CALL in T1's EFL Classroom

From the results of interviews that have been conducted, T1 used CALL with an application called Cambridge Learners' Dictionary. Cambridge learners' dictionary is a dictionary made by the University of Cambridge that has many features to support the improvement of English learners. This is not an ordinary dictionary but could also be used to improve students' English skills as an English learning medium in EFL classrooms. In its application in English classes, this application has many features that teachers could utilize to teach English. Meanwhile, regarding the implementation of the new normal era learning system, the use of the application was applied virtually. It is related to Seljan et.al (2009), who stated that CALL covers a general scope of applications and uses of information and communication technology tools for teaching and learning foreign languages, up to the use in virtual learning environments and Web-based distance learning.

T1 uploaded the application on google drive and shared the link with one of the students to share with other students so that students

could use it as a medium to improve their English skills. In this application, there are several features that can be used to improve some students' English skills such as listening, speaking, and also reading. In this application, there is a feature about basic objects that will make a sound when pressed. In addition, there are features related to pronunciation and proper emphasis regarding the pronunciation of a word and also a sentence. This application also contains several practice questions that can improve student understanding. The use of this application can be used to improve 3 students' English skills, namely listening, speaking, and also reading.

2) The Use of CALL in T2's EFL Classroom

Meanwhile, based on observations in the 11th grade of science 4 class, T2 used CALL by utilizing a language learning application in the form of listening media application. In its application in EFL classroom, T2 inserts text related to natural and social phenomena and then the application will make a sound according to the text entered. Then, students were asked to listen, understand, and explain the contents of the audio. The implementation of this application was by utilizing the other devices such as laptop and speaker. It is related to Seljan et.al, (2009), who stated that CALL has approached the integrative phase, in which computers are used not only as a medium for conveying directions, as in the behavioristic phase, or as a tool, as in the communicative phase, but also to support skill-based activities, interactive learning, and self-access as an approach in teaching and learning a foreign language. Not only that, the use of CALL in class T2 also used another language learning application called the reading media application. This is based on the results of the interview and also the attached lesson plan which states that reading media is one of the language learning media in learning English. Where, the use of CALL by utilizing the application can not only improve students' listening and reading skills, but also students' speaking.

3) The Use of CALL in T3's EFL Classroom

Based on observations in 11th grade of English cross interest, T3 used YouTube as a CALL utilization. T3 shows an English news

video and asks students to listen and carefully understand the content of the video, then explain it. It is related to Godwin-Jones (2005), who highlights the potential advantages of CALL materials for language teaching, serving as a facilitator for developing the students' digital literacy, fostering communication, collaboration, and a sense of community among students, and assisting students in developing their identities. Where, the use of CALL with this method could improve students' listening skills.

c. Data Projector

From the results of observations and related to the lesson plan in EFL classrooms, the teachers used a Data projector to display PowerPoint as one of the learning media in TEFL. The teachers displayed a PowerPoint on the LCD screen using a data projector. The PowerPoint contained learning material related to the material being taught, pictures that were appropriate to the learning topic, and also presented the exercises or assignments for the students. In addition, teachers also used Data Projectors to display videos via the YouTube platform. Furthermore, teachers used data projector to present the language learning applications. It is related to Pribadi (2017), one of the media commonly used in learning English is projected media, which is presented on an LCD screen like PowerPoint, which is a computer application program that is commonly used for presentation purposes to be used in information and knowledge presentation activities. Therefore, the use of a Data Projector as a tool for the application of learning media could shorten the time in the new normal era of a learning system that had not provided maximum time in the learning process. So, students could get learning materials as they should.

The use of a data projector in the T1's EFL classroom was used as an appearance of learning materials, learning media, and giving assignments to students. This is based on the results of the observation and also the lesson plan. On the results of observations that have been made in 10th grade of science 1, T1 used a data projector to display material about report text using PowerPoint media. In addition, the data projector is also used to display the example of report text on the PowerPoint, and T1 randomly appoints students to read the text displayed through the data projector. Moreover, from the

results of interviews and also lesson plan attached, T1 also used a data projector to display videos or film footage related to learning English and displayed the Cambridge learner's dictionary application. Then, T1 also used the data projector to display the link of the google forms that were used as an evaluation for the students.

The use of a data projector in the T2's EFL classroom was used as an appearance of learning materials, learning media, and giving assignments to students. This is based on the results of the observation and also the lesson plan of the T2. Based on the results of observations made in 11th grade of science 4, T2 used a data projector to display material about analytical exposition using PowerPoint media. Furthermore, data projectors were also used to display pictures of natural phenomena and asked some random students to briefly explain the pictures. In the assessment field, T2 used a data projector to present several questions and asked students to do that as their homework. On the other hand, from the results of interviews and also the lesson plan attached, T2 also used a data projector to display reading media application.

The use of a data projector in the T3's EFL Classroom was used as an appearance for learning materials, learning media, and giving assignments to students. This is based on the results of the observation and also on T3's lesson plan. Based on the results of observations that had been carried out in the 11th grade of English cross interest, T3 used a data projector to display material about news items using PowerPoint media. Moreover, the data projector was also used to display news item text and ask students to read and understand the text. After that, T3 also used that data projector to display an English news video as the audio-visual-based media. In the end of the learning activities, T3 used the data projector to present a new item text and several question about that.

d. Speaker

A speaker is a part of the hardware that executes a computer or laptop to output sound. It is related to Hartoyo (2008) states that a sound system is typically found in one component of a computer device. Based on the results of the interviews, the three teachers used speakers to teach listening in EFL Classrooms. The teacher played the prepared listening audio using a laptop

and speakers as its tools. The students listened to the audio that was played through a laptop and was heard using speakers, then work on the questions according to the instructions on the audio. However, because of the limited learning hours in the new normal era learning system, the teachers gave shorter audio to be listened to by the students. Since the learning hours have been reduced, if the time was not enough to practice listening during the learning activities, the teachers attached the audio in the google classroom, and make it to assignments for students.

From the results of interviews and lesson plan attached, T1 used speaker as a tools to apply an audio-visual-based media in displaying a report video. In the second meeting of the report text materials, the lesson plan explained that the T1 would play an example of video about report text in technological field as a reference for students. Then, T1 discussed with the students about the text, and asked the students to make a report text about technological tools.

Based on the results of the observation and lesson plan attached, T2 used speakers as a tool for the application of language learning applications called listening media. In the learning activities of 11th grade of science 4, T2 used speaker as the tools for applying listening media. T2 played an audio about phenomenon and asked the students to listening to the audio carefully. Then, T2 asked the students to explain about the audio during the presentation in a group. Meanwhile, according to the interview and lesson plan attached, in the next meeting of analytical exposition materials, T2 used the speaker to apply reading media application. T2 would present a text about the phenomenon used the reading media application.

Based on the results of the observation and lesson plan attached, T3 used the speaker as learning tools to apply audio-visual-based media. In the use of audio-visual-based media at 11th grade of English cross interest, T3 played an English news in YouTube and asked the students to explain about the video.

e. Office Application

1) Microsoft Word

From the results of interviews and lesson plan attached, the three teachers use Microsoft word in TEFL. The teachers at SMA

Negeri 1 Wangon used Microsoft word to prepare the material to be taught and then summarized it again in the form of PowerPoint. As stated by Arifin (2020) Microsoft PowerPoint or Microsoft Word could be used to present the topic and complementary when the ICT is used to aid and support the students' learning. The materials on Microsoft word that have been prepared are also distributed to students through Google Classroom. This is because the learning hours in the new normal era were reduced from the usual hours, so sometimes the material is not delivered perfectly. Therefore, the students could gain the materials properly even though sometimes it could not be delivered perfectly. In addition, Microsoft word was also used to give written assignments to students. The teachers instruct students to do an assignment in Microsoft Word. The assignments form usually as make a text, summary, or as the answer sheet of several questions.

Based on the results of the interview, T1 used Microsoft word in TEFL as an evaluation medium for learning English. In its application, T1 instructed students to do written assignments, such as making long texts or being answer sheets for the assignments. During this new normal era, students' assignments are collected in soft files via the google classroom platform.

From the results of interviews and lesson plan attached, T2 used Microsoft word as a medium for preparing learning materials. Before the learning materials are delivered in the form of power points, T2 summarized the material first and then conveyed it to students through PowerPoint.

Based on the results of the interview and lesson plan attached, T3 used Microsoft word as a medium for material preparation and also as an evaluation medium. In its use as a material preparation media, T3 summarized the material first, and then it is delivered to students via PowerPoint. While in use as an evaluation medium, T3 used Microsoft word as a medium for students to do assignments. During the new normal era, T3 asked students to submit assignments in soft file form via google classroom.

2) Microsoft PowerPoint

Microsoft PowerPoint is a Microsoft Office application program that is useful as a presentation media using several slides. In the field of education, this tool could be used for teaching as a learning media in the classrooms. From the results of observations and related to the lesson plan of EFL classrooms, the three teachers used PowerPoint as a learning medium in explaining the materials. The teachers summarized the learning materials in the form of PowerPoints to increase students' comprehension of the material being taught. It is related to Arifin (2020) Microsoft PowerPoint or Microsoft Word could be used to present the topic and complementary when the ICT is used to aid and support the students' learning. The teachers utilized PowerPoint as learning media in TEFL by using other tools such as laptops, data projectors, and LCD screens. In addition, on the slides shown, the teachers also attached audio, video, and pictures, as well as assignments or exercises for students related to the materials being taught.

From the results of observations that have been made in 10th grade of science 1, T1 used PowerPoint as a learning medium, namely for delivering material. In the observation activities, the PowerPoint was used to convey material related to the report text. Then, on the next slide, T1 displayed a sample text of report text with related images and asked students to read the text on the LCD screen and asked the students to read and explain about the text. This is related to the learning implementation plan made by T1, at the first meeting, it was stated that PowerPoint was one of the learning media in delivering report text material. In addition, in the next slide of the PowerPoint, T1 also explained language features related to the report text, namely in the form of simple present tense and simple past tense. However, due to reduced learning hours in the new normal era, the material related to the report text at the first meeting that was delivered was not maximally conveyed. Meanwhile, from the results of the interviews and lesson plan attached, T1 also used PowerPoint as an assessment medium, namely by displaying questions or assignments on one of the

PowerPoint slides. PowerPoint is also used by T1 to attach a google form link when asking students to take quizzes or assignments through the google form.

Based on the results of observations that had been made, T2 used power point as an English learning medium and also assessment media. In the observation activity in 11th grade of science 4, T2 used PowerPoint as a medium for delivering material related to analytical exposition material. In addition, T2 also used PowerPoint as a visual-based learning media by displaying pictures about natural phenomenon and asking some students to explain pictures related to analytical exposition material. Furthermore, in the end of the learning activities, T2 also used PowerPoint to display the example of explanation text along with practice questions as the students' homework. This is related to the learning implementation plan made by T2, stating that PowerPoint is one of the learning media in the delivery of explanation text material.

From the results of observation that had been carried out, T3 used PowerPoint as a learning medium in delivering material. In the observation activity in the 11th grade of English cross-interest class, T3 used PowerPoint as a medium for delivering material related to News items. After that, in the next PowerPoint slide, T3 presented a news item text and asked students to read and understand the text. After that, students were asked randomly to read the text in a few sentences to one paragraph and asked other students to explain the contents of the sentence or paragraph that had been read by the previous student. Then, T3 presented a news item text with several questions and did a question-and-answer session with the students. This is related to the learning implementation plan made by T3, which states that PowerPoint is one of the learning media in the delivery of news item text material.

f. E-mail

Email is a medium to send and receive letters or messages in digital format through computer networks and the internet. From the results of the interview, E-mail was used in TEFL to create a Gmail account so that teachers

and students could access google classroom and google forms. So, teachers could utilize Google Classroom, Gmail, and Google Forms for learning media and assessment in TEFL during this new normal era. Since the learning hours in the new normal era were reduced, to minimize the problems of ICT utilization, the teachers must use E-mail in order to be able to access those platforms. Where those platforms were utilized by the teachers to minimize the problems of ICT tools utilization during this new normal era.

From the results of interviews that have been conducted, T1 used e-mail to access google classroom as a medium for learning English. In this new normal era, the use of Google Classroom is very necessary. Where the use of Google classroom is attached in the lesson plan. Therefore, T1 used e-mail as access to use google classroom. The e-mail used is in the form of a learning account ID provided by the Ministry of Education and Culture for teachers and students. This e-mail is facilitation from the Ministry of Education and Culture with unlimited storage for material files or assignments. So, students could get learning materials that were attached to the Google Classroom teacher without worrying about full storage. The e-mail account owned by the teacher will be `namaguru@guru.sma.learning.id` for example, in T's account name is `wahidrahmadi@guru.sma.learning.id`. while for students, the name of the email account is `namasiswa@sma.learning.id`, for example, `Wisnuandriyanto01@sma.learning.id`. In the new normal era nowadays, T1 used a study account to access google classroom so students could get material without worrying about full storage. This is due to reduced learning hours, so T1 used the learning account id to send learning materials through google classroom for students. Because, during the new normal era, the reduced learning hours made the teacher unable to deliver the material perfectly. Therefore, T1 overcome this by using an e-mail account in the use of the Google Classroom platform.

From the results of the interviews that have been conducted, T3 used email as access to use google classroom to give assignments, and also to attached learning materials. The email used by T3 is also a learning id account facilitated by the Ministry of Education and Culture. The name of T3's e-mail account is `sularman@guru.sma.learning.id`. During the new normal era, T3 used this learning id account to access google classroom with unlimited

storage. Where the use of Google classroom is attached in the lesson plan. T3 attached learning materials that have not been fully conveyed through google classroom so that students could get the material as it should even though it has not been delivered perfectly in EFL classrooms.

g. Internet Websites

An internet website is an information page provided via the internet so that it could be accessed all over the world as long as it is connected to the internet network. Related to Darmawan (2012), the availability of internet media facilitates access to a variety of information, including web pages. In its use, the internet website could be used as a learning media used by teachers in EFL classrooms. As the interview and lesson plan attached, T1 used an internet websites as the references of the learning materials. The website used by T1 such as: www.dailyenglish.com and www.twominuteenglish.com. From the results of interviews, teachers used the internet website as a platform to be able to access google classroom, google forms, and YouTube. During the new normal era, the other types of ICT was absolutely needed in TEFL. The cause was limited learning hours that required the teachers to use it in order to minimize the problems of ICT tools utilization.

1) Google Classroom

Google Classroom is defined as a platform to establish a group of online classrooms to send announcements, share materials, assign assignments, and share due dates for tasks. It is an application designed to assist teachers to overcome the difficulties of creating and sharing each assignment. The classroom offers several advanced features that make it a suitable tool to use. The advantage of using Google Classroom is that teachers could indeed control and generate or collect students' assignments, as well as spend more time with students and less time on paperwork.

The use of google classroom during the new normal era is highly meaningful, especially at the beginning of the new normal era. This is because the learning system in the new normal era has not been maximized, both from the capacity of students and also the learning hours. Since the learning hours have been reduced, the materials discussed often could not be delivered perfectly. Besides, the use of

ICT has many obstacles, especially during the new normal era. Thus, to the results from the interview that have been conducted, google classroom in the new normal era was used to attach the materials that have not been perfectly delivered. It means that google classroom is one of the alternative ICTs used by the teachers to minimize the problems of utilizing ICT tools in TEFL during the new normal era. It is related to Iftakhar (2016), Google Classroom is regarded as one of the best platforms available for improving teachers' workflow. Therefore, the students could learn it independently and then ask the teacher in the google classroom class or ask directly in the next meeting. So that, the students could gain the materials properly.

In addition, teachers also used Google Classroom as a medium for assessment and attaching assignments. When the new normal learning system was implemented, the capacity of students attending school was half of the total number of students. Therefore, Google Classroom is a very useful medium as an evaluation platform. Students who are not present in class could collect assignments through Google Classroom. Currently, after several months the new normal era learning system has been implemented, and the student capacity is 100%, google classroom is still used by teachers at SMA Negeri 1 Wangon. This is because the problem of limited time often makes students unable to complete assignments at school. Therefore, the teacher asked students to submit their assignments through Google Classroom. In addition, Google Classroom is also used by teachers to give assignments and attach materials when the teacher cannot attend.

From the results of the interviews and lesson plan attached, T1 used google classroom to attach materials and assignments. In this new normal era, the reduced of learning hours have caused the learning materials not to be delivered perfectly. Therefore, T1 used Google Classroom to attach learning materials that have not been delivered properly. A week before the class was begun, T1 attached the materials first about report text and will be taught in the faced-by-faced meeting. In addition, T1 also used Google Classroom to give assignments, and receive assignments that students submit. Due to the reduced learning

hours, the teacher asked students to do homework and collect them through Google Classroom. So, the use of google classroom in class T1 was also used to deliver assignments when T1 is unable to attend.

Based on the results of the observations and the lesson plan attached, T3 used google classroom as a medium to attach materials and give assignments. In the use of google classroom in the new normal era, T3 used it to attach learning materials that have been discussed in class. This is because the reduced lesson hours made learning materials often not to be delivered perfectly. Therefore, T3 overcame this by utilizing the google classroom platform. In the end of the learning activities at 11th grade of English cross interest, T3 attached the learning materials about news item in google classroom. In addition, based on the interview and lesson plan, T3 also used Google Classroom as an assessment medium, by attaching assignments and asking students to collect them through Google Classroom. T3 also used another assessment method, that is by attaching a YouTube link and asking students to summarize the content contained in the video. In addition, the use of google classroom in class T3 is also used to deliver assignments when T1 is unable to attend.

2) Google Form

At the beginning of the implementation of the new normal era learning system, the capacity of students who were required to attend and participate in direct learning activities was only 50% of the total students. Therefore, teachers also utilized the google form platform as an evaluation and assessment medium to make it easier to take students' grades. Because, by using google forms, teachers could get the grades of all students even though not all are present in class.

Based on the results of interviews conducted with the three teachers, only one teacher still used google forms. Despite the capacity of the students who attended having 100%, T1 still used google forms as one of the assessment platforms. He used google forms to give quizzes, daily tests, or giving exercises to students, as well as daily tests. It is related to Yunita (2019) stated that an example of an assessment platform that could be accessed on a website is a google

form. Furthermore, the T1 also used google forms as an attendance list at the beginning of the new normal era.

Based on the result of interview and lesson plan attached, T1 used google form as an evaluation platform for students. In the second meeting of advertisement materials, the lesson plan presented that T1 used google form as the assessment. Then, according to the interview, in the Implementation of google forms in EFL classrooms, T1 created questions first on the google form platform, then he shared a google form link. At the beginning of the new normal era, he shared the link in the google classroom because of the students who attended only 50%. However, since the new normal era of the learning system has been implemented students' attendance in 100%, T1 shared the link by attaching to the PowerPoint or writing it down on the whiteboard. After the students finished their tests and they clicked the submitted bottom, the student's grade will appear immediately in the google spreadsheet.

3) YouTube

Teachers used YouTube as an additional reference, an assessment platform regarding the materials being taught, and also to display videos related to the material being taught. Based on the results of the interviews, observation, and documentation, there were two teachers who used YouTube as learning media in TEFL during this new normal era. The teachers were T1 and T3.

In its application during the new normal era, T1 used YouTube as a learning medium. Based on the attached lesson plan, T1 used YouTube at the second meeting as a medium for learning English related to report text material. T1 shows a YouTube video about a sample report in technology. Then, students are asked to make a report text about technology. Furthermore, according to the interview and also the attached lesson plan, the implementing YouTube as a learning medium is combined with teacher explanations and additional material from PowerPoint that the teacher has prepared. In the lesson plan attached that T1 used YouTube as additional references in teaching materials about advertisement in the first meeting of that material. It is

related to classes (Watkins and Wilkins, 2011:115), who stated that YouTube as online videos may inspire teachers to be more creative in their use of them in listening and speaking or English conversation classes. T1 showed an explanation video from YouTube with the help of a laptop, speaker, and data projector, then T1 gave an additional explanation of the video that had been shown with PowerPoint as the additional materials.

In its application during the new normal era, T3 used YouTube as a learning medium. Based on observation that had been conducted at 11th Grade of English Cross-interest, T3 used YouTube at the first meeting as an English learning medium related to news item material. Td showed a YouTube video about news, and asked students to explain about the news directly. It means that T3 used YouTube to show videos related to learning materials. Since the materials discussed about news item, so the T3 displayed an English news video. Where this method could improve both in students' comprehension and also students' listening skills. It is related to Alqhatani (2014), who stated that YouTube is a source of authentic material for improving students' listening skills. Not much different from the T1, T3 also implemented YouTube with the help of a data projector, laptop, and speakers.

h. Software Download

1) Wonder Share Quiz Creator

Wonder share quiz creator Is a software that is used to create questions in certain subjects. This software has many features that teachers could use to make it easier to create exercises, assignments, or quizzes for daily tests. The teacher could choose the type of questions to be given to students, such as multiple-choice, essay, or true or false form. This software is a new software used in the new normal era by teachers at SMA Negeri 1 Wangon. From the results of interviews and also the documentation from the lesson plan attached, there is only one teacher who has used this software to make English questions. In its application during the new normal era, T1 used the wonder share quiz creator as an assessment medium. It is related to Hernawati (2009), Wonder

share Quiz Creator is software for making questions, quizzes, or flash-based tests.

Since this software is new software used at SMA Negeri 1 Wangon, T1 has only used it once. According to the interview results, the implementation in EFL classrooms was by utilizing a language laboratory. T1 copied the file to all computer devices provided in the language laboratory. It is because, he stated that if he shared it in link form, the file would be difficult to be opened or could not be opened at all. Before T1 copied the files, firstly, T1 made questions with the type of question selected. After T1 made questions related to English learning materials, the questions were distributed in the form of a new file. The form is like a combination of files and applications. The students were asked to do the assignments using computers in the language laboratory. The right and wrong answers would appear immediately when the answer is clicked by students. Furthermore, after students have done all the questions, T1 asked each student the total correct answer to input the score. Because the student scores are not recorded automatically in the google spreadsheet or the other software. The use of this software as an assessment platform was attached to the lesson plan about advertisement materials. In the second meeting of the materials attached that T1 did an evaluation about advertisement materials used wonder share quiz creator.

i. Language Learning Application

Language learning applications are applications that could be used to improve comprehension of foreign languages that could be accessed through various computer devices. Language Learning applications include English applications and also kinds of electronic dictionaries. Language learning applications could not only be used to learn language independently but could also be used as learning media and an assessment platform in TEFL. From the results of interviews with the English teachers, all the teachers used language learning applications in TEFL during this new normal era. They used different kinds of language applications in their EFL classrooms to increase students'

interest and enthusiasm. The explanation of each application could be seen as follow:

1) Cambridge Learners Dictionary Application

Cambridge learners' dictionary is a dictionary made by the University of Cambridge that has many features to support the improvement of English learners. This is not an ordinary dictionary but could also be used to improve students' English skills as an English learning medium in EFL classrooms. In its application in English classes, this application has many features that teachers could utilize to teach English. Meanwhile, regarding the implementation of the new normal era learning system, the use of the application was applied virtually by the students.

2) Reading Media and Listening Media Applications

Reading media is an English learning application that is used as an English learning medium in TEFL in order to improve students' reading skills. While listening media is an English learning application that is used as an English learning medium in TEFL in order to improve students' listening skills. It is related to Sandolo (2010), since ICT tools increase students' interest in learning to read because students prefer to use tools due to the numerous benefits. In its implementation during the new normal era, the use of the application is applied with the same method as in the previous period as a learning medium in TEFL. T2 used the reading media application not only to teach reading but also to teach a speaking lesson. T2 broadcasted the application using another device such as a laptop, data projector, and speaker. Before the application is used, T2 firstly created or searched a text, then attached it to the reading media application. Based on the observation that had been conducted at 11th grade of science 4, T2 used a reading media application as the learning media in analytical exposition materials. T2 played the audio about the social phenomena exactly about cyberbullying and asked the students to listen to the audio. Then, students were asked to explain it in a group by doing a presentation.

Whereas based on the interview and attached lesson plan, the implementation of reading media application is not much different from the listening application. Before being used as a learning medium in TEFL, T2 prepared the text first, then attached it to the application. Each student would be given one sheet of paper containing questions related to the audio being played. At the time of learning, T2 asked students to listen to the audio well and answer the questions on the worksheet. Students are asked to understand the text, then T2 will randomly appoint students to answer the questions on the screen. Students could answer more carefully because each student gets one sheet of text. The T2 played audio using another device such as a laptop and speaker. It is related to the lesson plan of analytical exposition materials, that attached that reading media was one of the learning media.

3) Electronic Dictionary

In learning activities of EFL classrooms, the students certainly would find several difficult words that they do not know the meaning of. Therefore, the teacher allowed students to use electronic dictionaries during teaching-learning processes conditionally. From the results of interviews that have been conducted, the three teachers allowed students to use the electronic dictionary conditionally. It is related to Zheng and Wang (2016:146), electronic dictionaries are used to assist language learners to check the meanings of words or phrases that they do not understand. Some of the electronic dictionaries used at SMA Negeri 1 Wagon are google translate, u-dictionary, online dictionary, and sederet.com. In the use of electronic dictionaries in TEFL, there are differences both in the type of electronic dictionaries used and the implementation of the use of electronic dictionaries in the EFL classrooms.

From the results of interviews that have been conducted, T1 used google translate, U-dictionary, and also sederet.com in EFL classrooms. T1 allowed the use of electronic dictionaries as a learning medium for students conditionally. It is also based on the lesson plan that attached electronic dictionary as one of the English learning

media. As for its application in the new normal era, it is not much different from the previous period. However, due to limited learning time in the new normal era, the use of electronic dictionaries in EFL classrooms is also limited. The use of electronic dictionaries is only allowed to make long texts, or when find difficult words when doing exercises with the teacher's permission. T1 did not allow students to use electronic dictionaries when working on grammatical questions, such as tenses. That's because, T1 asked students to use manual dictionaries more, and only use electronic dictionaries to make long texts.

From the results of interviews that have been conducted, T2 used google translate and an online dictionary in the use of electronic dictionaries in EFL classrooms. The use of electronic dictionaries in the T2 class during the new normal era did not show any fundamental differences regarding its implementation with the previous period. Although lesson hours in the new normal era are limited, the use of electronic dictionaries in T2 classes is not limited. Because T2 allowed students to use electronic dictionaries during the learning process when students find difficult words or sentences in the learning material. It is also based on the lesson plan that attached an electronic dictionary as one of the English learning media. However, T2 did not allow the use of electronic dictionaries when students were doing exercises. According to him, the habit of using an electronic dictionary when doing exercises is a bad habit. In addition, T2 also did not allow the use of electronic dictionaries when carrying out daily tests and semester exams. So, although the use of dictionaries is not limited, the use of electronic dictionaries in T2's class remained conditional.

From the results of interviews that have been conducted, T3 used U-dictionary and google translate in the use of electronic dictionaries in EFL classrooms. The application of electronic dictionaries in the T3 class during the new normal era is not much different from the previous period. T3 allowed the use of the electronic dictionary during the learning activities conditionally. In TEFL, when students find difficult words or sentences in the material, T3 is allowed

to use an electronic dictionary. Based on the observation results in 11th grade of English cross interest, T3 allowed students to use electronic dictionary when T3 asked students to understand the news item text. In addition, T3 also allowed students to use electronic dictionaries when working on exercises, both grammatical questions and reading questions. T3 did not allow the use of electronic dictionaries only during daily tests and semester exams.

2. The Obstacles of ICT Utilization in TEFL during the New Normal Era

According to the interviews conducted with the teachers, T1, T2, and T3 found their obstacles in utilizing ICT in TEFL during this new normal era. They faced different obstacles when utilizing ICT in EFL Classrooms. The Obstacles faced by the teachers in TEFL during the new normal era could be explained as follows:

a. The Difficulties in Using Software and Hardware

In the use of technology-based media in TEFL, not all teachers master all types of ICT in TEFL. Especially senior teachers who experience different times from students who are in generation Z of the digital era nowadays. As experienced by T3, he is a senior English teacher at SMA Negeri 1 Wangon. According to the interview results, he stated that sometimes he had difficulties and faced many obstacles in using technology as a learning medium in TEFL. This is because he lacks the ability to use technology. T3 does not master many technologies that could be used as learning media and only masters several basic technologies. Therefore, sometimes he finds the difficulties to use various types of hardware and software devices during the learning process. Related to Preston and Cox (1999) the obstacles to utilizing ICTs in classrooms would be as follows: the difficulties in using software/hardware, require for more technical support, insufficient time to use ICT, quite expensive to use regularly, insufficient access to resources, restrictions on learning material, and counter-productive due to insufficient technical resources. So, the difficulties in using hardware and software are one of the obstacles in utilizing ICT in TEFL.

However, this does not prevent T3 from using technology as a learning medium. Because teachers must adapt to the digital era to be able to convey

material appropriately to generation z students. So that, teachers must overcome this obstacle by utilizing an applicable types of ICTs. It is related to As Sabiq & Fahmi (2020:187) who stated that teachers must be more innovative and creative in order to assist their students in improving their academic performance. In addition, T3 could also overcome the obstacles faced in the use of technology in TEFL by studying it with junior teachers and trying to master it. Especially after the pandemic period until the new normal era nowadays, the use of technology in learning is an important thing that is an obligation for teachers to use technology in TEFL. From the pandemic era, there are lots of additional technologies that must be mastered by teachers to be able to teach remotely. Then, after the pandemic era, teachers also could not release the use of technology as a learning medium. This is because, in addition to the increasingly rapid development of the digital era, the period after the pandemic era is the new normal era that still requires adjustments in carrying out face-to-face learning activities. The learning activities in the new normal era have not been maximal, especially in terms of time. Because the learning time in the new normal era is reduced. So, the use of technology is the proper solution for teachers to be able to convey materials to students as they should.

b. Insufficient Time to Use ICT

In the new normal era learning system nowadays, the learning activities that take place are slightly different. This is because the new normal era is an era of adjustment to the normal stage. Therefore, it is certain that the learning activities carried out are also still undergoing an adjustment stage. The learning activities carried out are still not optimal, especially in terms of time. This is because learning activities in the new normal era still require adjustments in their implementation. So, the time given for learning is reduced and very limited.

From the results of interviews that have been conducted, T1 and T2 stated that learning hours in the new normal era are one of the obstacles faced in TEFL during the new normal era. It is related to Preston and Cox (1999), who stated that the obstacles to utilizing ICTs in classrooms would be as follows: the difficulties in using software/hardware, require for more technical support, insufficient time to use ICT, quite expensive to use regularly,

insufficient access to resources, restrictions on learning materials, and counter-productive due to insufficient technical resources. So, Insufficient time in using ICT is one of the obstacles faced by the teachers in utilizing ICT during the new normal era. T1 and T2 stated that the cause of time is one of the obstacles faced in the use of technology in the new normal era due to the preparation of technology media which also took time before it could be used. The preparation for using data projectors, laptops, PowerPoints, and other media such as speakers or CALL requires time which reduces learning hours. Moreover, when in the preparation stage there are other problems such as an error device, slow devices, or unusable devices. This is supported by the results of observations made in the 10th grade of science 1, when T1 was explaining the material about the report text related to its language feature, the learning time had run out. So, the learning materials were not delivered properly.

c. Insufficient Access to Resources

During the use of technology as a learning medium, teachers found many problems in its use, especially in the devices used. T1 and T2 stated that they often face device problems in their use. It is starting from a problematic computer device, a projector device that doesn't work, or various kinds of hardware and software devices that have errors. This is due to inadequate access to computer devices. These inadequate devices are due to several devices that have been defective, devices that are too old and need to be replaced, and the length of distance learning activities in the pandemic era which causes the device to be unused, causing errors when used in the new normal era like today.

In addition, the lack of internet access is also one of the causes of the lack of adequate learning facilities in the field of technology. According to the interview results, T1 stated that inadequate internet access sometimes becomes an obstacle to the effectiveness of learning activities. During the learning process, internet access could not always be used smoothly due to signal limitations and limited school Wi-Fi facilities. In the other hand, T2 also stated the same thing that sometimes there are problems in the use of ICT tools such as errors device, slow responses device, and even the devices could not be used at all. The problem of using this technology is related to Preston and Cox

(1999), who stated that the obstacles to utilizing ICTs in classrooms would be as follows: the difficulties in using software/hardware, require for more technical support, insufficient time to use ICT, quite expensive to use regularly, insufficient access to resources, restrictions on learning material, and counter-productive due to insufficient technical resources. Thus, insufficient access to resources is one of the obstacles faced by the teachers in utilizing ICT in TEFL during the new normal era at SMA Negeri 1 Wangon.

d. Inappropriate throughout all learners and circumstances

The use of technology as a learning medium does not always have a positive impact. In addition, the use of technology is also not always effective. From the results of interviews that have been conducted, T3 stated that the use of technology in learning English does not always support the streamlined running of learning activities. In EFL Classroom, when T3 commanded students to use smartphones as learning media, such as using electronic dictionaries, YouTube, google classroom, or google forms to conduct assessments or exercises, sometimes students do not focus on the teacher's instruction. Some of them utilized the opportunity to use smartphones outside of learning purposes, such as opening other applications, social media, games, and so on. This is reinforced by the results of observations made in 11th grade of English cross-interest, when T3 commanded students to open their smartphones to use electronic dictionaries, there were several students who opened other applications.

Furthermore, T1 also stated that the use of ICT is not always appropriate for all learners. When he used a new application for the first time, not all of the students could understand and use it easily. It is because not all of the students are fast learners. Some of them sometimes find several difficulties to use the ICT for the first time. It related to Livingstone (2012:12) who claimed that ICT is not appropriate for all learners throughout all circumstances and all objectives and may necessitate some significant learner instruction for effective use.

Then, in the circumstances field, T3 stated that the use of ICT is not always appropriate for all circumstances. The cause is sometimes constrained due to electrical energy that is not always available. T3 said that in its use, the

technology requires electricity, and sometimes the availability of electrical energy encounters several obstacles such as power outages or electric short.

Thus, the use of technology as a learning medium is not always effective since sometimes it is not appropriate for all students and environmental situations and conditions. Teachers play an important role in guiding and supervising students in the use of technology during the learning process. The students need significant instruction to increase the effectiveness of utilizing ICT in TEFL as an English learning medium.

- e. The difficulties in integrating and implementing technological tools into course content.

The implementation of technology in TEFL is certainly done with the appropriateness of the material and also the learning content. Teachers must be able to use ICT that is in accordance with the material being taught. It aims for the effectiveness of learning activities so that students would have well comprehension of the materials. However, not all teachers could apply appropriate technology easily. From the results of interviews that have been carried out, there are several difficulties in determining the technology to be used as a learning medium. T3 stated that this was due to the limitations of senior teachers in mastering types of technology. He argued that determining the type of technology with learning materials and content is one of the obstacles in TEFL during the new normal era. Moreover, the learning system in the new normal era which is slightly different from the previous era also sometimes makes it difficult for some teachers. It is related to Büyükhıska (2016:76) who stated that one kind of management issue, namely selecting the proper technological tool with course content is one of the obstacles in utilizing ICT. Thus, the application of technology that appropriate with the material being taught is one of the obstacles in the use of technology in EFL classrooms. In this case, a collaboration between teachers is an important thing to do to create effective technology-based learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research. It provides a summary of the main research findings as well as educational recommendations to improve the teaching-learning process in EFL classrooms. Furthermore, it addresses the limitations of the study as well as recommendations for further studies.

A. Conclusion

1. Types of ICT used in TEFL During the New Normal Era

The types of ICT used by the teachers at SMA Negeri 1 Wagon during the new normal era consisting of the kinds of Computers such as Laptops and Smartphones. Then, the teachers also used CALL (Computer-Assisted Language Learning), Data Projectors, and Speakers. The other ICT used by the teachers was the kind of Office Applications such as Microsoft Word and Microsoft PowerPoint. Furthermore, the ICTs were used in TEFL like E-mail, and Internet Websites such as Google Classroom, Google Form, YouTube. For the Software Download, the one teacher used Wonder Share Quiz Creator. Then, for the Language Learning Applications the teachers used Cambridge Learners Dictionary, Reading and Listening Media Applications.

2. The Obstacles faced by Teachers in Utilizing ICT in TEFL During the New Normal Era

There are several obstacles faced by the teachers during this new normal era are (1) the difficulties in using software/hardware, (2) insufficient time to use ICT, (3) insufficient access to resources, (4) inappropriate throughout all learners and circumstances, (5) the difficulties in integrating and implementing technological tools into course content. The main obstacles in utilizing ICT during this new normal era are Insufficient time to use ICT and also Inappropriate throughout all learners and circumstances. These obstacles were the main obstacles faced by the three teachers at three grade levels, namely 10th grade, 11th grade science and 11th grade of English Cross-Interest in the use of ICT in TEFL during the new normal era.

B. The Limitation of the Study

This research has several shortcomings. The first is the lack of observation time. Observations were made only three times in three classes. Secondly, this research was less of references. In the discussion of research, several types of technology still require more theories that are related to TEFL.

C. Suggestion

1. For the Teacher

Based on this research, teachers are suggested to be more creative and innovative in managing the EFL classroom, especially in utilizing ICT and solving the obstacles in TEFL. This is because technology has a very important role in the effectiveness of English learning, especially in certain situations such as what has already happened, in the pandemic era and the new normal era. So, the English teachers are suggested would be able to anticipate and overcome obstacles and problems, which will appear in the use of ICT as an English learning medium in all situations and circumstances. For the example, according to this research, the main obstacle was in the insufficient time in using ICT tools because of the reduction of the learning hours during the new normal era learning system. So that, the teachers are suggested to be more creative and innovative in utilizing the other types of ICT such as internet website, software downloaded, or language learning applications.

The teachers are not only suggested to ensure ICT tools before the teaching-learning process of EFL Classrooms begin, however the teachers are also suggested to be more innovative in dealing with these problems, namely by utilizing several types of ICT that have been mentioned. The teachers are suggested to be able to focus on the learning media used not only as ICT tools such as a data projector set, but also other types of technology such as internet websites and various types of learning applications, as well as language learning applications. The teachers could use these types of ICT both to anticipate and also overcome the insufficient time problems in utilizing ICT during the new normal era.

2. For the School

Based on this research, schools are suggested to be able to improve and complete learning facilities and infrastructure, especially in terms of technology. It

aims to improve the quality of learning, especially in learning English. The increasingly rapid technological developments require the teaching-learning process to be carried out in accordance with the times, namely by utilizing ICT as a medium of learning and assessment.

3. For the Further Researcher

This research was expected to be useful and beneficial to others, especially for further researcher. This research also expected will aid future researchers in their research related to the ICT utilization in TEFL.



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BIOGRAPHY

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1. Formal Education
 - a. Kindergarten School :TK Diponegoro 5 Wangon (2005-2006)
 - b. Elementary School : SD Negeri 1 Bojong (2006-2012)
 - c. Junior High School : SMP Negeri 1 Wangon (2012-2015)
 - d. Senior High School : SMA Negeri 1 Wangon (2015-2018)
 - e. Undergraduate : UIN Prof. K.H Saifuddin Zuhri Purwokerto (2018)
2. Non-Formal Education
 - a. POKER English Course

C. Academic Achievement

1. –

D. Scientific Work

1. The Effectiveness of Duolingo Application in Students' Vocabulary Mastery
2. An Analysis of Student' Perception in ICT Utilization of EFL During Online Learning System in the Pandemic Era

E. Organization Experience

1. English Students Association
2. PMII

Purwokerto, June 30, 2022



Atika Zami Fauzia



Appendix 1: Interview Guideline

Interview Guidelines for Teachers

Research Focus : ICT Utilization in TEFL During the New Normal Era at SMA Negeri 1 Wangon

Respondent Code :

Class :

Date :

Questions :

1. Apakah anda selalu menggunakan teknologi dalam pembelajaran era new normal?
2. Apa sajakah jenis-jenis teknologi yang di gunakan serta pengapliasiannya dalam pembelajaran Bahasa inggris di era new normal?
3. Adakah perbedaan teknologi yang digunakan dalam pembelajaran Bahasa Inggris di era new normal dan sebelum pandemi?
4. Bagaimana pemanfaatan teknologi dalam mengajar 4 skill Bahasa inggris di era new normal?
5. Adakah alat teknologi khusus yang digunakan dalam pembelajaran Bahasa inggris dalam rangka meningkatkan skill Bahasa inggris siswa di era new normal? Jika ada, apa saja?
6. Aplikasi apa saja yang digunaka pada masa pandemic? Bagaimana penerapannya di pembelajaran Bahasa inggris?
7. Aplikasi apa saja yang pernah digunakan di masa pandemic dan masih digunakan pada masa new normal? Bagaimana penerapannya di pembelajaran Bahasa inggris?
8. Aplikasi apa saja yang tidak digunakan dimasa pandemic tapi digunakan di masa new normal?
9. Aplikasi apa saja yang digunakan dalam pembelajaran Bahasa inggris dalam megajar 4 skill Bahasa inggris di era new normal ini? Bagaimana penerapannya pada pembelajaran Bahasa inggris?
10. Bagaimana penerapan penggunaan kamus elektronik pada pembelajaran Bahasa inggris di era new normal?
11. Apa saja manfaat atau keuntungan menggunakan teknologi dalam pembelajaran era new normal bagi siswa dan juga pembelajaran?

12. Apa alasan anda tetap menggunakan teknologi dalam pembelajaran era new normal?
13. Apa saja rintangan yang dihadapi dalam mengaplikasikan teknologi pada pembelajaran Bahasa Inggris di era new normal ini?
14. Bagaimana cara menghadapi rintangan atau hambatan tersebut dalam pembelajaran di era new normal seperti sekarang ini?
15. Apakah rintangan dan hambatan tersebut menjadi halangan terbesar dalam pemanfaatan teknologi dalam pembelajaran Bahasa Inggris di era new normal ini?
Mengapa



Appendix 2: Observation Paper

Observation Paper of Utilizing ICT in TEFL During the New Normal Era

Teacher's Code :

Class :

Nu.	Statements	Yes	No
1.	Teachers use Interactive Whiteboards as learning media in TEFL during the new normal era.		
2.	Teachers use Computers as ICT tools in TEFL during the new Normal Era a. Laptop b. Smartphone		
3.	Teachers use CALL (Computer-assisted Language Learning) in TEFL during the new normal era.		
4.	Teachers use data projectors as ICT learning tools in TEFL during the new normal era.		
5.	Teachers used speakers as ICT learning tools in TEFL during the new normal era.		
6.	Teachers used DVD Player as ICT learning tools in TEFL during the new normal era		
7.	Teachers used Office Application as English learning media in TEFL during the new normal era. a. Microsoft Word b. Microsoft Office Mention:		
8.	Teachers use E-mail as learning media in TEFL during the new normal era.		
9.	Teachers use Internet Websites as English learning media in TEFL during the new normal era. a. Google Form b. Google Classroom c. Edmodo d. YouTube Mention:		
10.	Teachers use software downloads as learning media in TEFL during the new normal era a. Operating System b. Application Software Mention:		
11.	Teachers use language learning application as English learning media in TEFL during the new normal era.		

	<ul style="list-style-type: none">a. Listening Applicationsb. Reading Applicationsc. Electronic Dictionaryd. English News Applicationse. Speaking Practice Application Mention:		
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Appendix 3: Interview Results with Teachers

Interview Results with the Teachers

Research Focus : ICT Utilization in TEFL During the New Normal Era at SMA Negeri 1 Wangon

Respondent Code : T1

Class : 10th Grade of Science 1

Date : April 14, 2022

1. Apakah anda selalu menggunakan teknologi dalam pembelajaran era new normal?

T1 : Selama di era new normal saya selalu menggunakan teknologi

2. Apa sajakah jenis-jenis teknologi yang di gunakan serta pengapliasiannya dalam pembelajaran Bahasa inggris di era new normal?

T1 : Yang pertama laptop, yang kedua handphone, yang ketiga proyektor yang jelas, kemudian internet jelas. Untuk pengaplikasiannya ya untuk laptop sendiri sebagai pengaplikasian media pembelajaran, power point dalam pembelajaran bahasa inggris. Kemudian handphone, biasanya saya gunakan untuk pointer dalam menjalankan media power point, seperti remot controlnya, kemudian kalau proyektor ya jelas untuk menayangkan power point dari laptop ke layar. Internet ya, selama ini internet akses ya saya masih tetap mengirimkan ke google classroom walau modelnya masih new normal, masih tetap saya kirimkan kadang materi yang saya ajarkan di kelas dengan yang saya kirim di google classroomkan saya bedakan, yang disini karena terbatas dengan waktu, waktunya sedikit jadi saya potong jadi fullnya saya kirim ke goolge classroom. Google classroom yang buat tugas-tugas, iya kalau waktunya ga nyukup ya mereka ngirim lewat google classroom. Google form masih, untuk ulangan harian masih menggunakan. Kalau website engga sih, aplikasi saya engga sih.

3. Adakah perbedaan teknologi yang digunakan dalam pembelajaran Bahasa Inggris di era new normal dan sebelum pandemi?

T1 : Sebelum pandemi sama sesudah pandemi aplikasi yang dipakai hampir sama. Hampir semuanya jelas kita menggunakan laptop sama internet bedanya, kalau online tidak menggunakan proyektor karena tidak ditampilkan di kelas. Setelah pandemi, ada

google classroom, ada googleform, jadi tau. Juga ada pelatihan waktu itu, yang microsoft team awal-awal dipake sebelum ada google workshop dari pemerintah yang akun belajar. Dulu kan belum ada akun belajar, kemudian pemerintah mengeluarkan itu kaya sama dengan google. Jadi sekarang, guru sama siswa dubuatkan akun belajar id, disitu tidak terbatas, jadi unlimited. Kalau yang kita pakai email biasa itu kan gurunya itu kan terbatas tapi kalau belajar id kan engga.

4. Bagaimana pemanfaatan teknologi dalam mengajar 4 skill Bahasa Inggris di era new normal?

T1 : Pemanfaatannya sejauh ini, berarti ya itu tadi untuk yang pertama, memposting media pembelajaran, kemudian untuk menampilkan media pembelajaran, kemudian terkadang ya itu untuk memutar video, ada beberapa materi yang membutuhkan video dari sumber lain begitu, misalkan saya putarkan saya ambil di youtube misal gitu nanti saya putarkan dengan teknologi yang saya gunakan sejauh ini sangat-sangat efektif membantu sekali.

5. Adakah alat teknologi khusus yang digunakan dalam pembelajaran Bahasa Inggris dalam rangka meningkatkan skill Bahasa Inggris siswa di era new normal? Jika ada, apa saja?

T1: Kalau untuk speaking dan listening biasanya saya menggunakan speaker itu, dikelas saya menampilkan video YouTube untuk speaking dan listening. Kalau Speaking itu nanti saya minta role play. Kemudian kalau untuk listening saya hanya memutar audio untuk siswa dengarkan kemudian mengerjakan soal, ataupun menjelaskan isi audio. Terus terkadang juga ke lab Bahasa, dengan memanfaatkan CALL ya itu, untuk listening class, baik untuk belajar listening atau ujian listening. Tapi kalau dilab ya, itu bukan make dari YouTube secara langsung tapi biasanya menonton film yang saya cari sendiri kemudian saya copy kan ke setiap komputer yang ada di lab, karena kan keterbatasan lab jadi belum ada centralnya. Dan kemudian mereka mendengarkan videonya menggunakan headphone. Untuk video-video dan film yang diputar itu yang berhubungan dengan pembelajaran atau materi yang sedang diajarkan. misalnya, materi narrative text itu nanti diputar video tentang dongeng lalu siswa diminta untuk berdiskusi terkait cerita di video tersebut menceritakan tentang apa, dan siswa diminta untuk menceritakan kembali, dan menyebutkan pesan moral dari cerita tersebut, kemudian kalau descriptive text nanti

bisa juga siswa diputar film hanciko itu ya atau kadang film action figure nanti siswa disuruh untuk mendeskripsikan salah satu tokoh dari film-film tersebut. Kalo writing, nggaada sih, tidak ada menggunakan aplikasi tertentu paling make microsoft word itu untuk siswa membuat tugas writing text. Teks yang tidak terlalu panjang lah saya batasi kadang maksimal 200 kata atau 250 an kata. Tapi benar benar itu buatan dari anak sendiri yang tidak ambil dari google.

6. Aplikasi apa saja yang digunakan dalam pembelajaran Bahasa Inggris dalam mengajar 4 skill Bahasa Inggris di era new normal ini? Bagaimana penerapannya pada pembelajaran Bahasa Inggris?

T1: Kalo yang reading sama listening kan itu software yang Cambridge Learners Dictionary. Kalo ini Pak Wahid terapkan di kelas, di dalam aplikasinya ada latihan soal dan listening dasar tentang benda-benda. Jadi Pak Wahid tampilkan memakai proyektor di kelas, terkait reading siswa ditunjuk secara acak nanti disuruh jawab pertanyaannya, jika benar jawaban lgsg muncul. Kalo yg listening ditampilkan gambarnya dan klik play nanti ada suaranya. Itu juga bisa buat speaking Itu kan ada apa cara bacanya saya suruh anak-anak untuk menirukan ini dan ada stressingnya sekalian ya, pronounciation nya ada di situ. Sebenarnya itu bisa semuanya sih, hampir semua skill bisa iya. Jadi kalau ya tergantung kita ya sebagai gurunya untuk itu sih. Kalau saya bisa itu untuk mengajar beberapa skill bahasa Inggris. Dan kalau tidak salah juga ada ada teks panjang. Kalau tidak salah itu ada teks panjang juga di situ untuk reading bisa. Tapi kalau reading saya sih memang cenderungnya ya tetap ke buku, buku yang sebagai buku pegangan. Saya pakai jadi anak-anak untuk baca buku berarti secara teknologi ya jarang ya karena memakai buku manual buku sih. Akan tetapi, di era new normal ini, penggunaan aplikasi itu digunakan oleh siswa untuk belajar sendiri dirumah, karena pembelajaran di era new normal belum maksimal. Jadi, aplikasi ini saya gunakan sebagai salah satu upaya dalam meningkatkan skill Bahasa Inggris siswa di era new normal. Hal tersebut dikarenakan ya, karena kan selama new normal belum menggunakan lab lagi untuk praktik listening, speaking dan sebagainya. Jadi paling Pak Wahid menggunakan aplikasi ini untuk siswa gunakan dirumah. Saya upload aplikasinya di google drive, kemudian, saya share linknya kepada siswa. Tapi kalau yang kaya tadi untuk speaking biasanya ya itu saya menggunakan kayak kamus, YouTube juga itu seperti yang sudah saya jelaskan sedikit tadi. Kalau untuk penggunaan YouTube, nanti saya menampilkan video di

layar LCD, make speaker juga, nanti mereka memahami video tersebut, kemudian menirukan apa yang di video dan sebagainya itu video dari youtube atau video yang kadang saya buat sendiri nanti. Atau saya menampilkan dialog di powerpoint nanti mereka untuk latihan di depan role playing dengan membentuk kelompok. Tapi kalau di era new normal, saya belum menerapkan metode ini untuk mengajar speaking, jadi paling untuk listening. Hal tersebut dikarenakan keterbatasan waktu ya. Kemudian YouTube juga terkadang saya gunakan untuk mengajar listening saya cari video atau film nanti mereka suruh mendengarkan coba ini dari apa detik pertama sampai detik keberapa misalnya itu kurang lebih mereka itu tentang berbicara apa, Itu kalau di kelas berarti pakai speaker.

7. Aplikasi apa saja yang digunakan pada masa pandemic? Bagaimana penerapannya di pembelajaran Bahasa Inggris?

T1: Yang pertama kami menggunakan Google classroom. Kemudian zoom, terus itu menggunakan juga Google formulir. Kemudian Google spreadsheet. Ada juga itu kami pakai. Nah kemudian untuk teknologi yang lain itu aplikasi yang lain ya Microsoft office itu kami pakai hampir semuanya dari Microsoft word, kemudian Microsoft power point. Kemudian kalau saya sendiri kadang saya memakai. Kamus elektronik. Itu ada Cambridge learner learners dictionary. YouTube Saya pakai, kemudian beberapa website untuk menambah materi Google meet zoom. Terus Microsoft team juga pernah pake pas awal-awal itu.

8. Aplikasi apa saja yang pernah digunakan di masa pandemic dan masih digunakan pada masa new normal? Bagaimana penerapannya di pembelajaran Bahasa Inggris?

T1: Saya yang jelas sampai saat ini masih menggunakan Microsoft office. Kemudian tadi itu software kamus yang elektronik ya sama yang Cambridge learners dictionary. Kemudian saya masih menggunakan google form Itu masih saya pakai walaupun kemarin juga mulai 100%. Masih semi saya pakai tik. Jadi terkadang kalau pak wahid itu tidak masuk ke kelas itu pokoknya memberikan tugasnya lewat Google classroom gitu ya. Tapi kalau pak wahid langsung pake power point yang itu. Tapi kalo pak wahid misalkan ada tugas luar atau apa, pak wahid melalui google classroom, kemudian untuk melampirkan materi juga kalau waktunya tidak cukup kan karena waktunya dikurangi.

9. Aplikasi apa saja yang tidak digunakan dimasa pandemic tapi digunakan di masa new normal?

T1: Oh kemarin itu baru ini baru.saya selama pandemi tidak pernah memakai, tapi kemarin kebetulan ada pelatihan dan mulai mencoba coba itu ada namanya. Kalau tidak salah itu wonder share quiz iya wonder share quiz creator.Wonder quiz creator ini aplikasi untuk membuat soal berbasis flash. Flash disini itu jadi kalau dalam komputer itu kan ada sistem yang namanya flash yang dibuat oleh Microsoft. Jadi nanti formatnya itu bentuknya ya kayak aplikasi dari misalkan kita klik aplikasi itu sudah sesuai dengan kuis yang kita buat nanti sudah misalkan dikerjakan kita memasukkan nama dan sebagainya. Kemudian soalnya ada 10 atau sampai 50 nanti. Betulnya berapa salahnya berapa disitu langsung sudah ada tapi buatnya pakai ya tadi itu yang wonder share quiz creator kaya gutu itu ada. Softwaranya saya ada mbok mau nanti saya kirim.Itu gratis sudah pernah dipakai satu kali kemarin terakhir-terakhir sebelum ulangan akhir itu saya pakai untuk pemenuhan tugas saya pakai terakhir terakhir kemarin. Itu yang selama pandemi saya tidak pernah pakai tapi tiba tiba saya punya ilmu baru. Walaupun ini sebenarnya aplikasi lama. Kalau secara itu aplikasi lama tapi saya baru tahu.

10. Bagaimana penerapan penggunaan kamus elektronik pada pembelajaran Bahasa inggris di era new normal?

T1: Saya sih biasanya apa minta ke anak anak biasanya kalau misalkan membuat kalimat atau teksitu, saya suruh ya biasanya boleh menggunakan kamus online. Contohnya yaitu tadi dia Google translate, kemudian ada sederet com itu pakainya seperti itu. Cenderungnya ketika ranahnya ya ranahnya untuk membuat teks lah teks pendek. Tapi kalau yang kalimat seperti tenses dan sebagainya sih, saya tidak tidak apa tidak me memerintahkan mereka untuk membuka kamus itu karena cenderungnya ke kamus manual karena saya tuntutan mereka untuk membawa kamus manual yang satu miliar. Berapa miliar gitu jadi ya penggunaannya kondisional gitu.

11. Apa saja manfaat atau keuntungan menggunakan teknologi dalam pembelajaran era new normal bagi siswa dan juga pembelajaran?

T1 : Bagi pengajar yang jelas lebih memudahkan dalam menyelesaikan materi kepada siswa, yang kedua, materi menjadi lebih berinovasi, kemudian lebih berwarna, tentunya dapat membuat siswa menjadi lebih terlatih dalam proses pembelajaran.

Bagi siswa, siswa kalau saya sendiri ya dipembelajaran saya si siswa lebih aktif dibandingkan saya harus menulis di papan tulis itu kelebihannya, kemudian siswa kadang lebih komunikatif, kemudian kayak lebih nyaman begitu. Ketika kami menggunakan teknologi dalam proses pembelajaran. Kemudian penggunaan aplikasi-aplikasi atau website itu juga sangat membantu pembelajaran di era new normal seperti seperti sekarang ini. Jadi, beberapa hambatan pada penggunaan teknologi bisa diatasi juga salah satunya dengan penggunaan aplikasi-aplikasi, website sama software.

12. Apa alasan anda tetap menggunakan teknologi dalam pembelajaran era new normal?

T1 : Alasan yang pertama karena sudah menjadi kebiasaan, yang kedua, adalah memudahkan pekerjaan, jadi tidak kita tidak menulis kedua kalinya, kita hanya menulis pointnya saja yang kadang dituliskan dengan di papan tulis karena semuanya sudah terangkum di teknologi yang kita pakai. Kemudian, penggunaan aplikasi, website dsb itu juga cukup membantu, terutama untuk mengatasi beberapa permasalahan penggunaan ala ICT pada pembelajaran Bahasa Inggris.

13. Apa saja rintangan yang dihadapi dalam mengaplikasikan teknologi pada pembelajaran Bahasa Inggris di era new normal ini?

T1 : Ya... terkadang, yang pertama, laptop tidak komputabel, perangkat computer kurang memadai. Kemudian, akses internet yang lambat, kemudian, proyektor itu, teknologi proyektor yang kadang tidak semua kelas itu hidup, ada beberapa yang kadang rusak. Dalam segi waktu, iya sedikit menjadi hambatan. Karena terkadang tidak cukup waktunya Ketika kita memaparkan apa yang ada di slide itu kemudian waktunya habis. Yang seperti itu tadi kan belum selesai, tiba-tiba sudah bel. ada sedikit hambatan disitu. Tapi semua itu bisa diselesaikan lah. Ya biasanya penyebabnya yang pertama persiapan, yang harus ngatur perangkatnya, yang kedua kemungkinan masuknya sudah terlambat. Yang akhirnya kan waktunya tersita. Yang jelas sih pengoperasian, dalam pengoperasian awal kadang ada tipikal laptop yang cepat kadang ada perangkat yang lambat begitu. Kemudian pemahaman siswa akan penggunaan teknologi itu kan tidak sama, jadi ya salah satunya menjadi hambatan juga. Ternyata kalau saya dalam mayoritas siswa ketika pertama kali mendapatkan materi menggunakan aplikasi tertentu atau teknologi tertentu mereka masih bingung. Seperti saat menggunakan aplikasi baru itu tadi, kemudian saat awal kita

mengumumkan menggunakan Google classroom aja. Mereka menggunakan apa memasukkan kode nya saja untuk kode share kelas aja masih bingung sampai ada yang kadang memasukkan emailnya sendiri aja masih bingung. Jadi beberapa memang tidak sesuai dengan apa yang ada dengan karakter anak anak itu. Tapi ada anak anak yang cepat nyandangkan yang mereka langsung bisa beradaptasi dengan apa yang kami sampaikan.

14. Bagaimana cara menghadapi rintangan atau hambatan tersebut dalam pembelajaran di era new normal seperti sekarang ini?

T1 : Ya terkadang ketika dari kelas 1 ke kelas lainnya saya tidak pernah mematikan laptop yang saya bawa, sehingga untuk perpindahan kelas 1 ke kelas lainnya saya tidak pernah menghidupkan laptop kembali, hal itu mempengaruhi waktu. Kemudian ketika proyektor tidak nyala menjadi proyektor yang portebel di ruangan TU nanti ada =, nanti saya setting sendiri. Kemudian kalau dari permasalahan waktu, itu penggunaan aplikasi-aplikasi, website dan juga software bisa untuk mengatasi hambatan dalam penggunaan teknologi di era new normal. Misalkan, ketika materi pembelajaran belum selesai, guru bisa mengirim materi melalui google classroom. Kalau waktunya sudah habis juga tapi tugas siswa belum selesai, nanti bisa dikirim melalui google classroom. Kemudian, untuk mempersingkat waktu, dalam evaluasi siswa itu bisa menggunakan google form.

15. Apakah rintangan dan hambatan tersebut menjadi halangan terbesar dalam pemanfaatan teknologi dalam pembelajaran Bahasa Inggris di era new normal ini? Mengapa

T1 : Bagi saya pribadi sih tidak, ya karena kalau saya pribadi dengan pondasi saya yang masih muda gitu nggih alhamdulillah sih tidak terlalu bingung, kemudian siap nggih sudah saya persiapkan ketika ada kendala dalam penggunaan teknologinya saya sudah saya persiapkan ketika nanti kendala tersebut ada. Itu sudah saya dipikirkan matang-matang. Kemudian ada beberapa platform yang bisa menjadi solusi juga ketika menemukan permasalahan dalam penggunaan alat dan perangkatnya.

Interview Results with the Teachers

Research Focus : ICT Utilization in TEFL During the New Normal Era at SMA Negeri 1 Wangon

Respondent Code : T2

Class : 11th Grade of Science 4

Date : April 14, 2022

1. Apakah anda selalu menggunakan teknologi dalam pembelajaran era new normal?

T2 : Ya, hampir selalu.

2. Apa sajakah jenis-jenis teknologi yang di gunakan serta pengapliasiannya dalam pembelajaran Bahasa inggris di era new normal?

T2 : Google classroom, Data proyektor sama LCD iya pake terus jelas laptop, power point dipake untuk presentasi.

3. Adakah perbedaan teknologi yang digunakan dalam pembelajaran Bahasa Inggris di era new normal dan sebelum pandemi?

T2 : Sebelum pandemi iya adaperbedaan, yang tadinya tidak pake google form itukan, tidak pake zoom itu, tidak pakai gmeet, gcb. Berarti iya ada penambahan teknologi itu.

4. Bagaimana pemanfaatan teknologi dalam mengajar 4 skill Bahasa inggris di era new normal?

T2 : Menurut saya, ya cukup efektif, memudahkan juga dalam proses pembelajaran. Untuk pemanfaatannya, saya menggunakan aplikasi untuk reading dan listening, speaker, LCD sama PP dan yang lainnya.

5. Adakah alat teknologi khusus yang digunakan dalam pembelajaran Bahasa inggris dalam rangka meningkatkan skill Bahasa inggris siswa di era new normal? Jika ada, apa saja?

T2 : Untuk listening ya make audio itu ya sama speaker, kemudian saya putarkan audio untuk mereka pahami kemudian jelaskan, atau untuk Latihan dan kuis, nanti mereka mengerjakan soal di kelas listening.

6. Aplikasi apa saja yang digunakan dalam pembelajaran Bahasa Inggris dalam mengajar 4 skill Bahasa Inggris di era new normal ini? Bagaimana penerapannya pada pembelajaran Bahasa Inggris?

T2: Itu aplikasi reading media sama listening media. Kalo reading media kan itu untuk memberikan cara membaca dengan intonasi yang benar, spellingnya itu kan jelas itu siswa jadi tahu. Lah kalo listening media ya itu ada fitur-fitur untuk melatih listening skill siswa berdasarkan informasi yang didengar. Penggunaannya ya kalau yang dari reading media dulu ya hampir sama dengan itu kita membuat apa ya mengcopy teks gitu ya, nah nanti disetel suara keluar suaranya gitu. Jadi yang reading media ya bisa buat speaking juga, nanti di highlight kata atau kalimat yang dikehendaki, kemudian suaranya akan keluar, bagaimana cara baca dan intonasi yang tepat. Buat penerapan yang reading, nanti aplikasinya ditampilkan di layar LCD dengan bantuan laptop dan data projector, speaker juga untuk mengeluarkan suara kemudian siswa diberi selembar kertas yang berisi teks yang sama dengan yang ditampilkan, nanti kita latihan cara membaca dengan pronunciation dan intonasi yang tepat dengan menghighlight kalimat-kalimatnya kemudian siswa menirukannya. Jadi ini bisa buat speaking juga nantikan siswa itu menjelaskan isi juga. Terus setelah itu, nanti siswa ditunjuk secara acak untuk membaca teks menggunakan teks yang telah dibagikan. Kalo listening sama juga kita membuat dialog, teks gitu ya nanti akan membaca dengan sendirinya. Ada fitur buat memilih suara laki-laki atau perempuan. Nanti siswa supaya mendengarkan itu kemudian siswa diberikan soal mengenai audio yang diputar, nanti siswa supaya memahami audio untuk mengerjakan soal seperti melengkapi teks, atau menangkap makna dari teks dialog itu, menjelaskan isi dari sejumlah informasi dari teks yang didengarnya.

7. Aplikasi apa saja yang digunakan pada masa pandemic? Bagaimana penerapannya di pembelajaran Bahasa Inggris?

T2: Aplikasinya pakai zoom, google classroom, google meet, wa grup, microsoft Office. Terus tesnya lewat itu google form nanti linknya di share di google classroom, terus pakai gmail juga kan ada yang mengirim tugasnya ke gmail juga.

8. Aplikasi apa saja yang pernah digunakan di masa pandemic dan masih digunakan pada masa new normal? Bagaimana penerapannya di pembelajaran Bahasa Inggris?

T2: Nah sekarang digunakan paling powerpoint iya. Terus itu word nya paling untuk penilaian untuk siswa membuat tugas, seperti membuat text itu.

9. Aplikasi apa saja yang tidak digunakan dimasa pandemic tapi digunakan di masa new normal?

T2: Aplikasi.. Sebenarnya kemarin baru belajar tapi belum sempat terpakai itu aplikasi yang untuk membuat soal itu namanya wonder share quiz creator

10. Bagaimana penerapan penggunaan kamus elektronik pada pembelajaran Bahasa Inggris di era new normal?

T2: Ya, siswa diperbolehkan untuk menggunakannya, melalui HP ya boleh, selama tidak untuk kegiatan lain. Selama kegiatan pembelajaran, ketika siswa menemukan kata sulit ya boleh menggunakan kamus elektronik. Kalo ulangan harian sama latihan soal gaboleh. Kalau latihan soal itu kebiasaan yang tidak baik kalo sedikit-sedikit memakai kamus elektronik.

11. Apa saja manfaat atau keuntungan menggunakan teknologi dalam pembelajaran era new normal bagi siswa dan juga pembelajaran?

T2 : Keuntungannya ya mempermudah pekerjaan terus menyesuaikan perkembangan zaman, menambah wawasan / pengetahuan tentang aplikasi, pemahaman aplikasi. Kalau bagi siswa, ya siswa jadi lebih tau tentang pengaplikasian aplikasi, siswa menguasai aplikasi-aplikasi baru. Efektivitasnya memang ya siswa menjadi lebih aktif terus siswa mandiri seperti itu, bisa belajar sendiri dengan memanfaatkan teknologi-teknologi yang ada. Iya bisa meningkatkan ...keaktifan juga.

12. Apa alasan anda tetap menggunakan teknologi dalam pembelajaran era new normal?

T2 : Karena dengan teknologi itu akan membuat pembelajaran lebih menarik. Siswa akan lebih fokus. Selain itu, juga memudahkan kegiatan pembelajaran, apalagi di era new normal kan jam pelajaran terbatas jadi ya teknologi lumayan membantu juga. Jadi ya, walaupun dalam penggunaan teknologi sebagai media pembelajaran itu terdapat hambatan, tapi kemudahan dan manfaatnya itu lebih besar daripada hambatannya.

13. Apa saja rintangan yang dihadapi dalam mengaplikasikan teknologi pada pembelajaran Bahasa Inggris di era new normal ini?

T2 : :”Terkadang dalam pengoperasiannya ada gangguan tentang aplikasi perangkat, entah itu error, lelet, atau bahkan terkadang tidak bisa digunakan sama sekali. Ya memang dari segi waktu juga kan ya memang dikurangi ya, jadi untuk pembahasan hanya perjam 30 menit. Jadi perencanaan untuk maksimal menyiapkan materi sampai tuntas ya ada kendala sedikit. Dalam preparationnya itukan memakan waktu. Kadang loading di laptopnya lama juga. Kemudian, kalo pake teknologi itukan ya harus make listrik, seperti data projectornya ituya, tetapi terkadang kan bisa saja ada pemadaman listrik atau ada konsleting listrik dan sebagainya, jadi ga selalu kondisinya itu memungkinkan untuk selalu menggunakan teknologi. Karena kan perangkat data projector itukan ya yang utama dalam penyampaian materi menggunakan teknologi. Kalau mati listrik ya, gapake teknologi, tapi menjelaskan manual

14. Bagaimana cara menghadapi rintangan atau hambatan tersebut dalam pembelajaran di era new normal seperti sekarang ini?

T2 : Kalau lelet tadi ya saya tingkatkan kapasitasnya, tambah RAM, kapasitas laptopnya. Iya itu kadang loadingnya lama sih. Terus kalau ada LCD yang kurang bagus ya harus koordinasi dengan teknisi itu untuk memperbaiki. Terus kalau dari segi permasalahan waktu ya saya berusaha, mengurangi materi-materi yang tidak signifikan, point-pointnya saja. Jadi pada saat dikelas materi yang diajarkan tidak terlalu banyak, dan bisa tersampaikan semua. Selama era new normal ya, Alhamdulillah materi selalu tersampaikan.

15. Apakah rintangan dan hambatan tersebut menjadi halangan terbesar dalam pemanfaatan teknologi dalam pembelajaran Bahasa Inggris di era new normal ini?
Mengapa

T2 : Hambatan itu sih, tidak begitu sih, bukan halangan terbesar karena bisa ditangani. Selain itu, hambatan dengan kemudahannya juga lebih banyak kemudahannya.

Interview Results with the Teachers

Research Focus : ICT Utilization in TEFL During the New Normal Era at SMA Negeri 1 Wangon

Respondent Code : T3

Class : 11th Grade of English Cross-Interest

Date : April 14, 2022

1. Apakah anda selalu menggunakan teknologi dalam pembelajaran era new normal?

T3 : Selalu, paling tidak itu LCD sama laptop, yang lain seperti itu ada google classroom, WAG. Tapi sekarang masih digunakan ya hanya itu, LCD, laptop google classroom, kalau yang lain belum menguasai.

2. Apa sajakah jenis-jenis teknologi yang di gunakan serta pengapliasiannya dalam pembelajaran Bahasa inggris di era new normal?

T3 : Ya itu tadi Google classroom, LCD, Whatsapp group, terus pakai video. Video itu ya paling melalui Whatsapp group untuk bertanya saat sedang tidak pembelajaran tatap muka karena pembelajaran belum maksimal. Terus google classroom itu kalau ada tugas ya itu bedanya kan belum pakai google classroom semuanya manual, LCD, recorder selain ya paling tambahan untuk fasilitas teknologi itu.

3. Adakah perbedaan teknologi yang digunakan dalam pembelajaran Bahasa Inggris di era new normal dan sebelum pandemi?

T3 : Ya, itu bedanya kan dulu sebelum pandemic gamake macem-macem aplikasi. Sedangkan sekarang di era new normal kan ada aplikasi bawaan dari masa pandemi

4. Bagaimana pemanfaatan teknologi dalam mengajar 4 skill Bahasa inggris di era new normal?

T3 : Ya sebenarnya sangat efektif, tapi ya itu kalau pembelajaran ya tergantung anaknya. Kalau langsung ya bisa efektif, karena pebelajaran itu kan ya anak ada yang cuma absen saja terus baru dikumpulin.

5. Adakah alat teknologi khusus yang digunakan dalam pembelajaran Bahasa Inggris dalam rangka meningkatkan skill Bahasa Inggris siswa di era new normal? Jika ada, apa saja?

T3 : Ya pakai speaker itu biasanya untuk listening sama reading itu jadi satu. Pertama itu diperdengarkan dulu listeningnya nanti siswa mengerjakan soal, atau diminta untuk merangkum serta menjelaskan isi audio. Kalau untuk speaking itu alat teknologinya make speaker juga, LCD juga soalnya saya make YouTube itu sebagai media pembelajaran berbasis audio visual. Kalau pengaplikasiannya di era new normal ya, tidak jauh berbeda sebenarnya. Hanya saja, itu durasi audio sama video yang digunakan itu lebih pendek dari biasanya.

6. Aplikasi apa saja yang digunakan dalam pembelajaran Bahasa Inggris dalam mengajar 4 skill Bahasa Inggris di era new normal ini? Bagaimana penerapannya pada pembelajaran Bahasa Inggris?

T3: Kalau di era new normal ini, tidak ada. Paling saya make YouTube. Untuk penerapannya itu tadi sudah saya jelaskan.

7. Aplikasi apa saja yang pernah digunakan di masa pandemic dan masih digunakan pada masa new normal? Bagaimana penerapannya di pembelajaran Bahasa Inggris?

T3: Setelah pandemi yang saya masih gunakan itu ya google classroom, untuk memberikan tugas atau materi. Terus microsoft office itu ya masih power point ya word buat jelaskan materi. Word juga buat siswa itu mengerjakan tugas nanti dikirim di google classroom. Kemudian penggunaan YouTube pada pembelajaran Bahasa Inggris di era new normal juga terkadang sebagai media pembelajaran di kelas, terkadang sebagai media penilaian untuk siswa. Untuk penerapannya sebagai media pembelajaran, di new normal ya saya tampilkan di kelas, baik itu video-video penjelasan materi untuk referensi tambahan, ataupun juga video-video yang berkaitan dengan materi yang diajarkan seperti dongeng bahasa Inggris, explanation, itu. Ya itu saya nanti video dari YouTube tentang materi yang diajarkan ditampilkan di kelas make LCD, kemudian saya menjelaskan dari video tersebut terkait materi yang sedang dibahas. Atau bisa juga YouTube saya gunakan untuk media penilaian, kalo untuk di kelas nanti saya menayangkan sebuah video yang berkaitan dengan materi yang diajarkan kemudian nanti siswa diminta untuk meringkas isi video tersebut. Kemudian kalau untuk tugas di rumah nanti saya memberikan link video

melalui WA group kepada anak terus nanti anak membuat summary ringkasannya apa.

8. Aplikasi apa saja yang tidak digunakan dimasa pandemic tapi digunakan di masa new normal?

T3: Itu ada aplikasi dari pelatihan namanya wonder share quiz creator ya baru sekali baru percobaan sudah di praktekan. Tapi belum dipakai.

9. Bagaimana penerapan penggunaan kamus elektronik pada pembelajaran Bahasa Inggris di era new normal?

T3: Penerapannya kalo siswa ya anu pake HP, ya diijinkan kalo pembelajaran buka kamus elektronik, kondisional gitu. Diperbolehkannya ya kalau mengerjakan soal, latihan soal, tugas juga boleh. Tapi kalau test atau ulangan harian itu gaboleh. Kalo untuk mengerjakan tenses ya boleh, tenses kan bukan tentang kosakata.

10. Apa saja manfaat atau keuntungan menggunakan teknologi dalam pembelajaran era new normal bagi siswa dan juga pembelajaran?

T3 : Ya itu paling tidak itu memfasilitasi siswa untuk belajar Bahasa Inggris supaya lebih efektif. Selain itu, siswa juga bisa belajar dirumah sendiri kan banyak aplikasi yang bisa diakses untuk belajar Bahasa asing. Kemudian, penggunaan website atau aplikasi di era new normal seperti ini juga sangat membantu. Ketika materi belum tersampaikan itu kan bisa memanfaatkan google classroom untuk melampirkan materi, tugas, link YouTube juga.

11. Apa alasan anda tetap menggunakan teknologi dalam pembelajaran era new normal?

T3 : Ya itu untuk mempermudah, dua untuk memfasilitasi siswa. Kemudian yang ketiga, penggunaan teknologi itu lebih banyak manfaatnya daripada kekurangannya. Karena memang, sangat membantu di situasi dan kondisi tertentu. Seperti masa pandemic kemarin itu, dan sekarang di new normal juga sangat membantu.

12. Apa saja rintangan yang dihadapi dalam mengaplikasikan teknologi pada pembelajaran Bahasa Inggris di era new normal ini?

T3 : :Ya... itu keterbatasan pengetahuan dan kemampuan akan penggunaan teknologi. Bisanya ituya paling cuman google classroom, terus membuat kuis make google form. Kendalanya yang lain ya itu, kadang kalua membuka HP di kelas itu anak itu

membuka yang lain sampe kemana-mana itulah kadang. Kalau dalam waktu ya, iya lumayan jadi hambatan juga. Materi terkadang belum tersampaikan semuanya, jadi ya pengurangan waktu kadang jadi masalah juga. Jadi ya anu buat mengatasinya ya, materi pembelajarannya nanti dibagikan di google classroom, kemudian siswa diberi tugas juga melalui google classroom mengenai materi yang diajarkan disekolah, terus nanti saat pembelajaran di pertemuan berikutnya tinggal dibahas dan tanya jawab. Kalau untuk kesesuaian penggunaan teknologi dengan materi dan konten pembelajaran, Iya, jadi hambatan juga karena seperti yang sudah saya katakan tadi di awal, yang sudah tua-tua itu seperti saya kan kemampuan teknologinya terbatas, ga banyak yang dikuasai. Jadi terkadang sulit untuk menentukan penggunaan aplikasi atau teknologi-teknologi yang sesuai dengan silabus atau kurikulum karena keterbatasan penguasaan teknologi itu.

13. Bagaimana cara menghadapi rintangan atau hambatan tersebut dalam pembelajaran di era new normal seperti sekarang ini?

T3 : Solusinya tadi ya itu biasanya kan saya meminta bantuan yang lain, yang muda-muda itu kan lebih bisa semua dalam hal IT. Terus saya sendiri ya berusaha belajar, kala sudah diajar ya harus bisa. Jadi terkadang saya meminta bantuan kepada guru-guru junior ketika saya menemukan kesulitan dalam penggunaan teknologi. Kemudian dalam hal waktu, ketika materi tidak bisa tersampaikan sebagaimana mestinya, saya mengatasinya dengan menggunakan google classroom.

14. Apakah rintangan dan hambatan tersebut menjadi halangan terbesar dalam pemanfaatan teknologi dalam pembelajaran Bahasa Inggris di era new normal ini? Mengapa

T3 : Ya sebenarnya iya, tapi kan bisa ditangani. Seperti yang sudah jelaskan tadi bagaimana cara mengatasinya. Jadi, karena hambatan tersebut dapat ditangani, tidak terlalu menjadi halangan dalam penggunaan teknologi sebagai media pembelajaraj Bahasa ingris dikelas.

15. Aplikasi apa saja yang digunaka pada masa pandemic? Bagaimana penerapannya di pembelajaran Bahasa inggris?

T3: Yang sering itu Google classroom, google form WA Grup, yang paling jarang itu Google meet. terus sama itu lewat email. Yang paling sering goole classroom. Terus microsoft office itu ya harus untuk menjelaskan materi.



Appendix 4: Observation Results

Observation Results of Utilizing ICT in TEFL During the New Normal Era

Teacher's Code : T1

Class : 10th Grade of Science 1

Nu.	Statements	Yes	No
1.	Teachers use Interactive Whiteboards as learning media in TEFL during the new normal era.		✓
2.	Teachers use Computers as ICT tools in TEFL during the new Normal Era a. Laptop b. Smartphone	✓ ✓	
3.	Teachers use CALL (Computer-assisted Language Learning) in TEFL during the new normal era.	✓	
4.	Teachers use data projectors as ICT tools in TEFL during the new normal era.	✓	
5.	Teachers used speakers as ICT tools in TEFL during the new normal era.	✓	
6.	Teachers used DVD Player as ICT learning tool in TEFL during the new normal era.		✓
7.	Teachers used Office Application as English learning media in TEFL during the new normal era. a. Microsoft Word b. Microsoft Office Mention:	✓ ✓	
8.	Teachers use E-mail as learning media in TEFL during the new normal era.	✓	
9.	Teachers use Internet Websites as English learning media in TEFL during the new normal era. a. Google Form b. Google Classroom c. Edmodo d. YouTube Mention: www.dailyenglish.com www.twominuteenglish.com	✓ ✓ ✓ ✓	✓
10.	Teachers use software downloads as learning media in TEFL during the new normal era a. Operating System b. Application Software Mention: Wonder Share Quiz Creator	✓	✓ ✓

11.	<p>Teachers use language learning application as English learning media in TEFL during the new normal era.</p> <ul style="list-style-type: none"> a. Listening Applications b. Reading Applications c. Electronic Dictionary d. English News Applications e. Speaking Practice Application <p>Mention: Cambridge Learners' Dictionary</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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Observation Results of Utilizing ICT in TEFL During the New Normal Era

Teacher's Code : T2

Class : 11th Grade of Science 4

Nu.	Statements	Yes	No
1.	Teachers use Interactive Whiteboards as learning media in TEFL during the new normal era.		✓
2.	Teachers use Computers as ICT tools in TEFL during the new Normal Era a. Laptop b. Smartphone	✓ ✓	
3.	Teachers use CALL (Computer-assisted Language Learning) in TEFL during the new normal era.		✓
4.	Teachers use data projectors as ICT tools in TEFL during the new normal era.	✓	
5.	Teachers used speakers as ICT tools in TEFL during the new normal era.	✓	
6.	Teachers used DVD Player as ICT learning tool in TEFL during the new normal era		✓
7.	Teachers used Office Application as English learning media in TEFL during the new normal era. a. Microsoft Word b. Microsoft Office Mention:	✓ ✓	
8.	Teachers use E-mail as learning media in TEFL during the new normal era.		✓
9.	Teachers use Internet Websites as English learning media in TEFL during the new normal era. a. Google Form b. Google Classroom c. Edmodo d. YouTube Mention:		✓ ✓ ✓ ✓
10.	Teachers use software downloads as learning media in TEFL during the new normal era a. Operating System b. Application Software Mention:		✓ ✓
11.	Teachers use language learning application as English learning media in TEFL during the new normal era.		

	a. Listening Applications	✓	
	b. Reading Applications	✓	
	c. Electronic Dictionary	✓	
	d. English News Applications		✓
	e. Speaking Practice Application		✓
	Mention:		



Observation Results of Utilizing ICT in TEFL During the New Normal Era

Teacher's Code : T3

Class : 11th Grade of English Cross-Interest

Nu.	Statements	Yes	No
1.	Teachers use Interactive Whiteboards as learning media in TEFL during the new normal era.		✓
2.	Teachers use Computers as ICT tools in TEFL during the new Normal Era c. Laptop d. Smartphone	✓ ✓	
3.	Teachers use CALL (Computer-assisted Language Learning) in TEFL during the new normal era.	✓	
4.	Teachers use data projectors as ICT tools in TEFL during the new normal era.	✓	
5.	Teachers used speakers as ICT tools in TEFL during the new normal era.	✓	
6.	Teachers used DVD Player as ICT learning tool in TEFL during the new normal era		✓
7.	Teachers used Office Application as English learning media in TEFL during the new normal era. a. Microsoft Word b. Microsoft Office Mention:	✓ ✓	
8.	Teachers use E-mail as learning media in TEFL during the new normal era.	✓	
9.	Teachers use Internet Websites as English learning media in TEFL during the new normal era. a. Google Form b. Google Classroom c. Edmodo d. YouTube Mention:	✓ ✓ ✓	✓ ✓
10.	Teachers use software downloads as learning media in TEFL during the new normal era c. Operating System d. Application Software Mention:		✓ ✓
11.	Teachers use language learning application as English learning media in TEFL during the new normal era. a. Listening Applications b. Reading Applications		✓ ✓

	c. Electronic Dictionary d. English News Applications e. Speaking Practice Application Mention:	✓	✓ ✓
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Appendix 5: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMA Negeri 1 Wangon
Mata Pelajaran	: LM Bahasa Inggris
Kelas/ Semester	: X/2
Materi	: Teks Report
Alokasi	: 9 Jam (3 x 45 menit)

A. Tujuan Pembelajaran

Peserta didik terampil melaksanakan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk report dengan memberi dan meminta informasi terkait kegiatan (*event*), sesuai dengan konteks penggunaannya

B. Kompetensi Inti (KI)

KI 1 dan KI 2 :

- Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (*indirect teaching*) melalui keteladanan, ekosistem pendidikan, dan proses pembelajaran Pengetahuan dan Keterampilan
- Guru mengembangkan Sikap Spiritual dan Sikap Sosial dengan memperhatikan karakteristik, kebutuhan, dan kondisi peserta didik
- Evaluasi terhadap Sikap Spiritual dan Sikap Sosial dilakukan sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut

KI 3 :

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>report</i> lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya.	3.8.1 Menganalisa deskripsi objek termasuk nama, bagian –bagian, sifat dan perilaku umum ditemukan/ dilihat. 3.8.2 Menentukan kata kerja (Simple Present Tense atau Simple Past Tense) bagi kalimat pada teks <i>report</i>
4.8. <i>Teks report</i>	4.8.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X 4.8.2. Menyusun teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Metode: Diskusi, tanya-jawab, bermain peran

E. Materi Pembelajaran

Teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X

- *Fungsi sosial*

Memperoleh gambaran umum tentang hal yang terkait teknologi secara objektif dan ilmiah.

- *Struktur teks*

Struktur teks mencakup :

1. Menyebutkan jenis atau definisi obyek yang dipaparkan.
2. Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat.

- *Unsur kebahasaan*

1. Kosakata tentang teknologi yang diamati : banyak peristilahan ilmiah
2. Kata kerja keadaan *be, have, look, need, breed, dll.*, dalam Simple Present Tense, atau Simple Past Tense jika sudah punah atau tidak ada lagi
3. Ucapan, tekanan kata, intonasi, ejaan dan tanda baca

- *Topik*

Teknologi terkait dengan mata pelajaran lain di Kelas X

F. Kegiatan Pembelajaran

1. Pertemuan Pertama : (3 JP)

Indikator :

- 3.8.1 Menganalisa deskripsi objek termasuk nama, bagian –bagian, sifat dan perilaku umum ditemukan/ dilihat.
- 3.8.2 Menentukan kata kerja (Simple Present Tense atau Simple Past Tense) bagi kalimat pada teks report

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan suatu kisah tentang keinginan.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Mengamati dengan cara antara lain: membaca, membacakan, menyimak, menyalin, dan bertanya-jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X secara kontekstual.

- Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X secara kontekstual.

c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone who want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Melampirkan tugas terkait materi yang telah diajarkan di google classroom
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

2. Pertemuan Kedua : (3 JP)

Indikator :

4.8.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan dengan bertanya-jawab tentang pengalaman berinteraksi dalam bahasa Inggris dengan orang baru .
- Mereview pembahasan pada kegiatan sebelumnya
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Mencoba secara mandiri mencari dan mempelajari beberapa teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
- Mengidentifikasi dan menalar tentang persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X

dalam konteks yang berbeda (dalam hal topik, moda, dan hubungan fungsional antar penutur).

c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?”
- Menyimpulkan pembelajaran “Who can conclude what you have studied during these two meetings?”

3. Pertemuan Ketiga: (3 JP)

Indikator:

4.8.2. Menyusun teks *report* lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan dengan bertanya-jawab tentang pengalaman berinteraksi dalam bahasa Inggris dengan orang baru.
- Mereview pembahasan pada kegiatan sebelumnya
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Menayangkan video terkait teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X yang ada di sekitar kehidupan peserta didik
- Membuat, mempresentasikan, menerbitkan, bertanya jawab tentang teks *report* tentang teknologi yang tercakup dalam mata pelajaran lain di Kelas X yang ada di sekitar kehidupan peserta didik dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Let’s share how far can you follow the lesson and how feel during the lesson? Who can conclude what you have studied during this two meetings?”

G. Teknik penilaian

1. Tes lisan
2. Tertulis
3. Unjuk Kerja
4. Produk

H. Media/alat, Bahan, dan Sumber Belajar

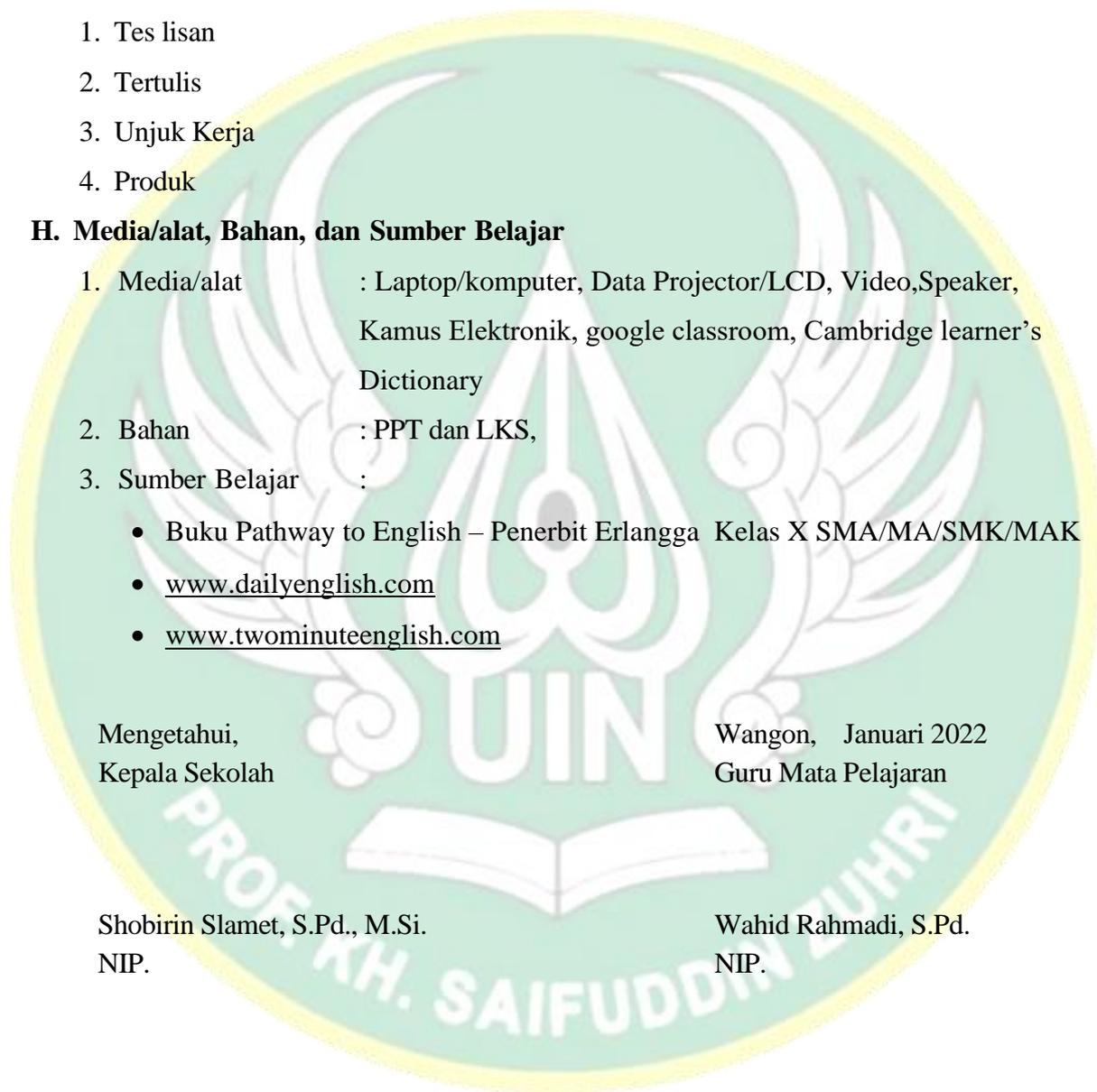
1. Media/alat : Laptop/komputer, Data Projector/LCD, Video,Speaker, Kamus Elektronik, google classroom, Cambridge learner’s Dictionary
2. Bahan : PPT dan LKS,
3. Sumber Belajar :
 - Buku Pathway to English – Penerbit Erlangga Kelas X SMA/MA/SMK/MAK
 - www.dailyenglish.com
 - www.twominuteenglish.com

Mengetahui,
Kepala Sekolah

Shobirin Slamet, S.Pd., M.Si.
NIP.

Wangon, Januari 2022
Guru Mata Pelajaran

Wahid Rahmadi, S.Pd.
NIP.



RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMA Negeri 1 Wangon
Mata Pelajaran	: LM Bahasa Inggris
Kelas/ Semester	: X/1
Materi	: Advertisement
Alokasi	: 12 Jam (3 x 45 menit)

A. Tujuan Pembelajaran

Peserta didik terampil melaksanakan interaksi transaksional teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait kegiatan (*event*), sesuai dengan konteks penggunaannya

B. Kompetensi Inti (KI)

KI 1 dan KI 2

- Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (*indirect teaching*) melalui keteladanan, ekosistem pendidikan, dan proses pembelajaran Pengetahuan dan Keterampilan
- Guru mengembangkan Sikap Spiritual dan Sikap Sosial dengan memperhatikan karakteristik, kebutuhan, dan kondisi peserta didik
- Evaluasi terhadap Sikap Spiritual dan Sikap Sosial dilakukan sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut

KI3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait kegiatan (<i>event</i>), sesuai dengan konteks penggunaannya	3.7.1 Bertanya jawab fungsi sosial, struktur teks, dan unsur kebahasaan pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tentang iklan sesuai dengan konteks penggunaannya. 3.7.2. Mendiskusikan materi bersama

	siswa mengenai Tesk fungsional pendek "Iklan".
4.7.1 Iklan kegiatan (<i>event</i>)	4.7.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (<i>event</i>) 4.7.3 Menyusun teks khusus dalam bentuk iklan kegiatan (<i>event</i>), lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

D. Metode: Diskusi, tanya-jawab, bermain peran

E. Materi Pembelajaran

Teks iklan terkait kegiatan (*event*) di media massa

Fungsi sosial

- Membujuk orang lain untuk mengikuti kegiatan (*event*).

Struktur teks

- Struktur dapat mencakup
- Judul/tujuan iklan barang, jasa, dan kegiatan (*event*) di media massa.
- Informasi tertentu dari iklan barang, jasa, dan kegiatan (*event*) di media massa.

Unsur kebahasaan

- Ungkapan dan kosa kata yang lazim digunakan iklan barang, jasa, dan kegiatan (*event*) di media massa
- Penggunaan nominal singular dan plural grup.
- Ejaan dan tanda baca
- Tulisan tangan

Topik

- Barang, jasa, dan kegiatan (*event*) yang relevan dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab

Multimedia:

- Layout dan dekorasi yang membuat tampilan masing-masing teks dalam iklan kegiatan (*event*).

F. Kegiatan Pembelajaran

1. Pertemuan Pertama: (3 JP)

Indikator:

- 3.7.1 Bertanya jawab fungsi sosial, struktur teks, dan unsur kebahasaan pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tentang iklan sesuai dengan konteks penggunaannya.

a. **Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;

- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran memaparkan suatu kisah tentang keinginan.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Mengamati penjelasan materi tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks iklan terkait kegiatan (*event*) di media massa, secara kontekstual melalui video yang ditampilkan dan juga penjelasan guru.
- Mengamati dengan cara antara lain : membaca, membacakan, menyimak, menyalin, dan bertanya-jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks iklan terkait kegiatan (*event*) di media massa, secara kontekstual.
- Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari teks iklan terkait kegiatan (*event*) di media massa, secara kontekstual.

c. Kegiatan Penutup

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

2. Pertemuan Kedua: (3 JP)

Indikator.

3.6.2 Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan dengan melibatkan tindakan memberi dan meminta informasi terkait kecukupan

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan dengan bertanya-jawab tentang pengalaman berinteraksi dalam bahasa Inggris dengan orang baru
- Mereview pembahasan pada kegiatan sebelumnya
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Mencoba secara mandiri mencari dan mempelajari beberapa teks iklan terkait kegiatan (*event*) di media massa dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
- Mengidentifikasi dan menalar tentang persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa teks iklan terkait kegiatan (*event*) di media massa dalam konteks yang berbeda (dalam hal topik, moda, dan hubungan fungsional antar penutur)
- Melakukan evaluasi materi melalui platform Wonder Share Quiz Creator terkait fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa teks iklan terkait kegiatan (*event*) di media massa dalam konteks yang berbeda (dalam hal topik, moda, dan hubungan fungsional antar penutur)

c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?”
- Menyimpulkan pembelajaran “Who can conclude what you have studied during this two meetings?”

3. Pertemuan Ketiga: (3 JP)

Indikator:

- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (*event*).
- 4.7.3 Menyusun teks khusus dalam bentuk iklan kegiatan (*event*), lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan bertanya-jawab tentang pengalaman berinteraksi dalam bahasa Inggris dengan orang baru .
- Mereview pembahasan pada kegiatan sebelumnya
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Membuat, mempresentasikan, menerbitkan, bertanya jawab tentang teks iklan terkait kegiatan (*event*) di media massa yang ada di sekitar kehidupan peserta didik dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

c. Kegiatan Penutup

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Let’s share how far can you

follow the lesson and how feel during the lesson? Who can conclude what you have studied during this two meetings?"

G. Teknik penilaian

1. Tes lisan (lihat lampiran 2)
2. Tertulis (lihat lampiran 2)
3. Unjuk Kerja (lihat lampiran 4)
4. Produk (lihat lampiran 4)

H. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat : Laptop/komputer, LCD, Speaker, YouTube, Wonder Share
Quiz Creator
2. Bahan : Ppt dan LKS
3. Sumber Belajar: Buku Pathway to English – Penerbit Eralngga Kelas X SMA/MA/SMK/MAK
 - www.dailyenglish.com
 - www.twominuteenglish.com

Mengetahui,
Kepala Sekolah



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Pembina Tk. 1
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Wangon, Juli 2022
Guru Mata Pelajaran

Wahid Rahmadi, S.Pd.
NIP.

UIN
PROF. KH. SAIFUDDIN ZUHRI

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Negeri 1 Wangon
Mata Pelajaran	: Bahasa Inggris Wajib
Kelas/ Semester	: XI / Ganjil
Materi Pokok	: KD 3.4 dan 4.4 Teks <i>exposisi analitis</i> (<i>analytical exposition</i>)
Alokasi Waktu	: 6 x 45' (3 x pertemuan)

A. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar	Indikator Pencapaian
3.4. Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa ungkapan interaksi terkait teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dengan penjelasan, serta meresponsnya ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan-ungkapan interaksi terkait teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya, serta meresponsnya dan perbedaan antara beberapa cara yang ada.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks explanation lisan	- Meyusun teks interaksi terkait teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam

<p>dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dengan penjelasan, serta meresponsnya dengan benar.</p> <p>- Menggunakan sejumlah ungkapan interaksi terkait teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dengan penjelasan, serta meresponsnya dengan benar.</p>
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B. TUJUAN PEMBELAJARAN

1. Menganalisis fungsi sosial, struktur dan unsur kebahasaan teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
2. Mempresentasikan hasil diskusi kelompok terkait dengan fungsi sosial dan unsur kebahasaan teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
3. Menangkap makna kontekstual terkait fungsi sosial, struktur dan ciri kebahasaan serta makna isi tersurat, tersirat dan rinci teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
4. Menyusun teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dengan memperhatikan struktur, fungsi sosial dan ciri kebahasaan.

C. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

- a) Orientasi: Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik, menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- b) Apersepsi: Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya, mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
- c) Motivasi: Memberikan gambaran tentang manfaat mempelajari materi teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya, dalam kehidupan sehari-hari, menyampaikan tujuan pembelajaran dan metode/model pembelajarannya.

2. Kegiatan Inti

- a) Literasi: Membaca teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya, sehingga terjadi pendekatan saintifik (mengamati, menanya, mengumpulkan informasi/eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan)
- b) *Critical Thinking* (berpikir kritis): Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi, bertanya, memberikan pendapat, dan menyimpulkan tentang materi teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
- c) *Collaboration* (kerja sama): Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan, dan saling bertukar informasi tentang teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
- d) *Communication* (komunikasi): Peserta didik berdiskusi untuk menyimpulkan dan menyampaikan hasil diskusi atau mempresentasikan hasil diskusi kelompok.

- e) *Creativity* (kreativitas): Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan kepada siswa berkaitan dengan teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

3. Kegiatan Penutup

- a) Peserta didik: Membuat ringkasan materi teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dengan bimbingan guru
- b) Guru: memeriksa pekerjaan peserta didik yang sudah selesai/kelompok yang kinerjanya baik dan diberi paraf serta diberi apresiasi/nilai.

D. ALAT/BAHAN DAN SUMBER BELAJAR

1. Media/alat : Laptop/komputer, Data Projector/LCD, Speaker, Aplikasi Reading Media, Aplikasi Listening Media, Kamus Elektronik
2. Bahan : Ppt dan LKS
3. Sumber Belajar : Modul dan LKS

E. PENILAIAN PEMBELAJARAN

1. Tes Tertulis: Menjawab pertanyaan tentang fungsi sosial, struktur dan ciri kebahasaan teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya serta menjawab pertanyaan berkaitan dengan informasi tersurat, tersirat, rinci topik teks, gagasan utama paragraf.
2. Tes Mendengarkan : Mendengarkan audio mengenai gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya melalui aplikasi listening media kemudian mempresentasikan isi audio tersebut secara lisan secara berkelompok.
3. Tes Praktik: Menyusun teks explanation lisan dan tulis dengan memberi dan meminta informasi **terkait gejala alam atau sosial** yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya dengan memperhatikan struktur, fungsi sosial dan ciri kebahasaannya.

Wangon, Januari 2022

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

Shobirin Slamet, S.Pd., M.Si.

Yoeni Budhi Santosa,

S.Pd

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMA	:	SMA Negeri 1 Wangon
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	XI Lintas Minat/Genap
Jenis Teks	:	News Item
Skill	:	Listening and Speaking

A. *Kompetensi Dasar*

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

3.4 Menuliskan kembali secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

B. *Tujuan Pembelajaran*

Melalui pendekatan saintifik dengan menggunakan model pembelajaran *Discovery Learning*, peserta didik diharapkan terampil:

1. Menganalisis tentang berita sederhana dari Koran/ radio/TV sesuai dengan konteks penggunaannya dengan menyusun paragraph terkait teks news item.
2. Mengevaluasi tentang berita sederhana dari Koran/radio/tv sesuai dengan konteks penggunaannya dengan menjawab menjawab pertanyaan yang teradapat dalam teks news item. Sehingga setelah pembelajaran, peserta didik dapat mencapai KKM secara bertanggung jawab,jujur, dan disiplin.

C. *Langkah- langkah Kegiatan Pembelajaran*

a. *Kegiatan Pendahuluan (10 menit)*

Sintak	Langkah-langkah Kegiatan	Moda
	Salam, absensi, apersepsi, pemberian motivasi, penyampaian tujuan dan cakupan materi.	LCD

b. Kegiatan Inti (60 menit)

Sintak	Langkah-langkah Kegiatan	Moda
Verification (Pembuktian)	1.)Peserta didik Mengamati teks newsitem yang diberikan guru	LCD
	2). Guru meminta peserta didik untuk membaca teks dan menjelaskan isi teks.	LCD
	3). Untuk mengukur pemahaman peserta didik guru menampilkan sebuah berita terkait materi new item.	LCD YT
	4). Peserta didik menjelaskan video yang sudah diberikan guru.	LCD
	5.) Guru memberi soal Evaluasi terkait teks new item untuk mengukur kemampuan peserta didik.	YT
	6.)Peserta didik dan guru melakukan tanya jawab terkait teks news item yang sudah diberikan.	LCD

c. Penutup (10 Menit)

Sintak	Langkah- langkah Kegiatan	Moda
	Kesimpulan, refleksi pemberian tugas, penyampaian rencana materi berikutnya	LCD)

d. Penilaian.

- **Pengetahuan** : Menjawab pertanyaan essay.
- **Keterampilan** : Menulis essay pendek
- **Sikap** : Bertanggung jawab, kerja sama, jujur dan disiplin.

e. Media/alat, Bahan, dan Sumber Belajar

1. **Media/alat** : Laptop/komputer, Data Projector/LCD, Speaker, YouTube. Kamus Elektronik, Google Classroom.
2. **Bahan** : Ppt dan LKS
3. **Sumber Belajar** : Modul dan LKS

f. Program Tindak Lanjut

a. Remedial

Peserta didik yang belum mencapai KKM (75) diberi tugas untuk membuat rancangan teks news item. setelah satu minggu guru mengevaluasi kemajuan kompetensi peserta didik dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks news item, sesuai dengan konteks penggunaannya. Kemudian guru melaksanakan penilaian remedial berupa membuat teks news item berdasarkan rancangan yang telah dibuat kemudian membuat di aplikasi canva.

b. Pengayaan

Bagi peserta didik yang mempunyai nilai di atas 75 diberi pengayaan berupa tugas mandiri untuk membuat teks news item terkait dengan kegiatan online disekolah Kemudian mempublikasikannya di sosialmedia disekolah.

Wangon, Januari 2022

Mengetahui,

Guru Mata Pelajaran

Kepala Sekolah

Bahasa Inggris

Shobirin Slamet, S.Pd, M.Si

Drs. S u l a r m a n

NIP. 19710719 199501 1 001

NIP. 19640308 199512 1 003

Materi Pembelajaran

NEWS ITEM

1. Fungsi Sosial
 - Untuk memberitahukan tentang suatu kejadian yang penting dan pantas diajdiikan berita kepada khalayak umum.
 - Memberi informasi terkini
2. Struktur Teks

Dapat mencakup

 - Judul (Headlines)
 - Paragraf Pembuka (Newsworthy)
 - Latar belakang kejadiin (Background Events) Berupa rangkaian paragraph yang merinci isi paragraph pembuka
 - Kutipan
3. Unsur Kebahasaan
 - Past Tense, Present Perfect Tense, Future Tense
 - Kalimat Pasif
 - Kalimat Langsung dan tak langsung
 - Kata sandang (Article)
 - Kutipan Langsung dan Tidak Langsung
 - Kata depa (Preposition)
 - Kalimat Nominal Singular dan plural
 - Ucapan, tekanan, kata intonasi, ejaan , tanda baca dan tulisan tangan

Covid- 19



Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease,

diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (forexample, by coughing into a flexed elbow).

At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become available.

MEDIA PEMBELAJARAN

Langkah-langkah kegiatan	Media Pembelajaran	Moda
1)Peserta didik mengamati beberapa teks news item yangdiberikan guru.	1)Teks News Item	LCD)
2.) Peserta didik membaca dan menjelaskan teks news item	2)Teks News Item	LCD
3.) Peserta didik mengevaluasi video berita yang sudah diberikan guru melalui YouTube	3)Video Berita	LCD YouTube
5.)Guru memberikan teks news item sebagai evaluasi peserta didik untk mengetahui kemampuan peserta didik.	4) Teks News Item	LCD
4.) Peserta didik dan guru membahas jawaban terkait text news item yang sudah dijawab oleh peserta didik.	5) Teks News Item	LCD

COVID-19



Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The best way to prevent and slow down transmission is be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become available.

Questions

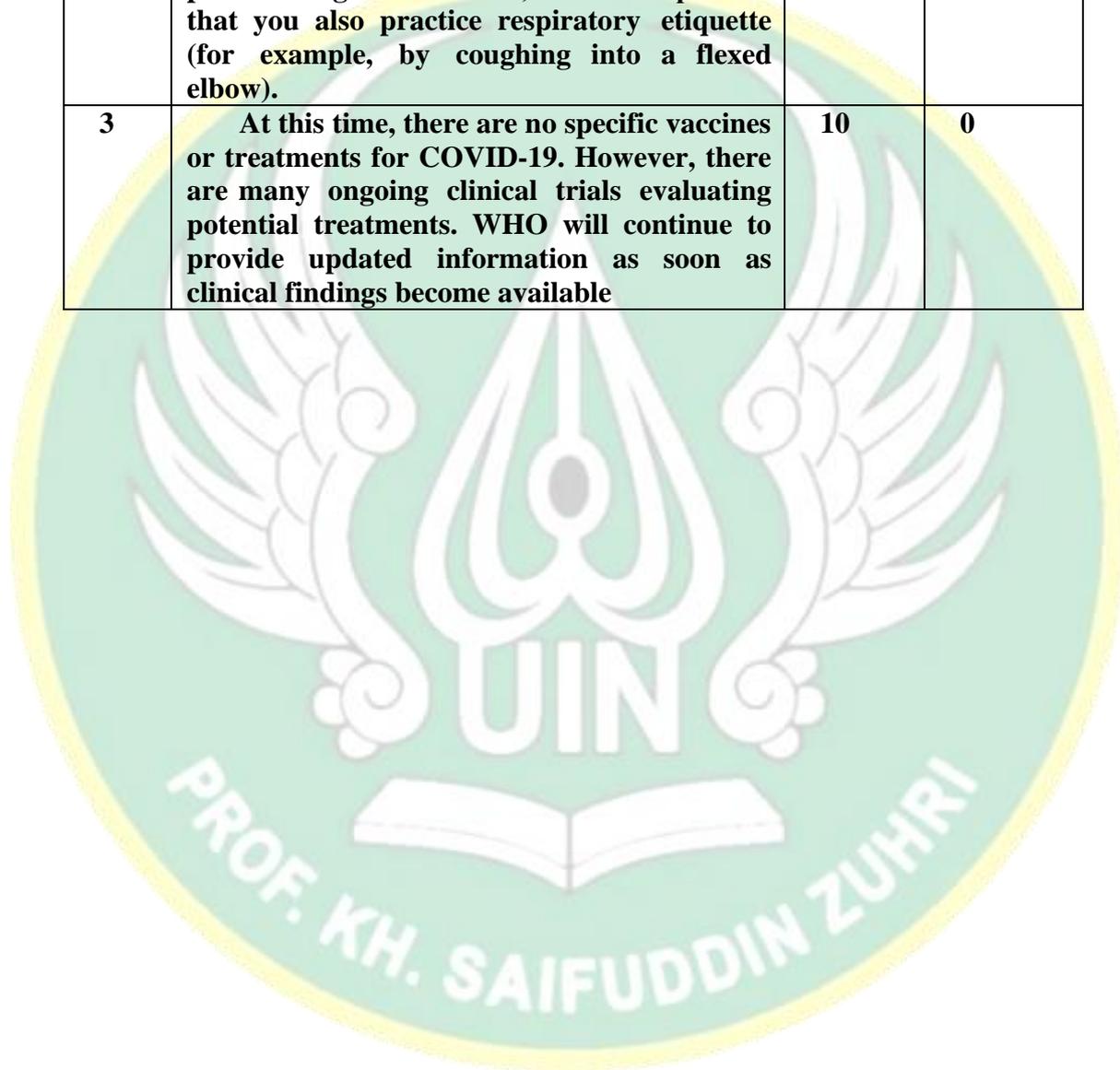
1. What does the writer talk about ?
2. What do you know about the text above ?
3. What do you think about the Corona virus?
4. What do you think the text above important? Why, give your reason!
5. Based on the text above how the corona virus 19 spread ?

LAMPIRAN LKPD

Arrange these jumbled paragraph into a good news item text !

1. At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become

2.	<p>The best way to prevent and slow down transmission is be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol based rub frequently and not touching your face. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).</p>	10	0
3	<p>At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become available</p>	10	0



Appendix 6: Documentation

Observations and Interviews



Observation at T1's class
(10th grade of science 1)



Interview with T1



Observation at T2's class
(11th grade of science 4)



Interview with T2



Observation at T3's class
(11th grade of English Cross-Interest)



Interview with T3

Language Laboratory



Microsoft Word

(Learning Materials Preparation and Students' Worksheet)

The Example of Materials Preparation

EXPLANATION TEXT

The Definition of Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

The Purpose / Social Function of Explanation Text

The purpose of explanation text is to explain the process involved in the formation of a natural or social phenomena.

The Generic Structures of Explanation Text

The generic structures of this text are divided into three parts as follows:

1. General Statement (this part consists of a general statement / general introduction of the phenomenon that we are going to explain)
2. Sequenced Explanation (this part explains about some process involved in the formation of the phenomenon)
3. Closing (the concluding paragraph is presented in this part of explanation text even though it is not a mandatory)

Language Features of Explanation Text

1. Using simple present tense
2. Using passive voice
3. Focus on natural and socio-cultural phenomena

Page 1 of 1 176 words English (United States) Text Predictions: On Accessibility: Good to go

The Example of Students' Worksheet

Nama : AMSYI PURIL JANNAH
 Kelas : X MIPA 6
 Absen : 3
 Meeting 13

Dr. (HC) Susi Radjastuti (born in Pangandaran, 15 January 1965; age 52 years) is a Minister of marine and Fisheries from Cabinet Work 2014-2019 who is also a businessman and owner of the PT. ASI Radjastuti Ernadin Marine Product exporters, the outcomes of fisherman PT ASI Radjastuti Aviation or aviation Susi Air from West Java. Until the beginning of 2012, Susi Air operates 50 aircraft of various types such as 32 Casasa Grand Caravan, 9 Pilatus PC-6 Porter and 3 Piaggio P180 Avanti. Susi Air employs 185 pilot, with 175 of them are foreign pilots. The year 2012 Susi Air receive income Rp300 billion and serving 200 flight pioneer.

Susi, born on 15 January 1965 in Pangandaran. His father was Haji Ahmad Karlan and his mother was Hajjah Suwah Lasmimah, both of whom come from Central Java, but it's been five generations living in Pangandaran. The family cattle business have Susi, trade in hundreds of cattle from Central Java to be traded in West Java. His great-grandfather was Haji Caenan, which is known as the landlord in his area. After being educated up to junior level, Susi continued his education to SMA Negeri 1 Yogyakarta, but stopped in class 2 because she dismissed from school due to activeness Golput in movement.

Business

break up school, Susi sell the regalia and raising capital is Rp. 750.000 to be general fish in Pangandaran in 1983. [3] his business grew until in 1996 Susi fish processing plant set up PT ASI Radjastuti Marine Product with excellent products in the form of lobster seasoned brand "Susi Brand." Fish processing business was expanded with the market to Asia and America.

Page 1 of 1 367 words English (United States) Text Predictions: On Accessibility: Unavailable

E-mail

(Akun Belajar id)

Dear Wahid,
Astria Fitri added a private comment on **MEETING 7 - FACTUAL REPORT** in **X IPA 6**.

NEW COMMENT
Astria Fitri

Assalamu'alaikum wr. wb. Selamat siang pak. Maaf mengganggu waktunya. Saya Astria Dina Fitri, kelas 10 Mipa 6, absen 5. Izin mengumpulkan tugas **lm inggris** hari ini. Sekian terimakasih. Wassalamu'alaikum wr. wb.

[Reply](#)

Posted 6 Apr by Astria Fitri

Search results - wahidrahmad5

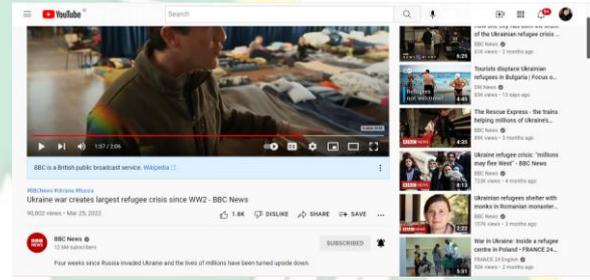
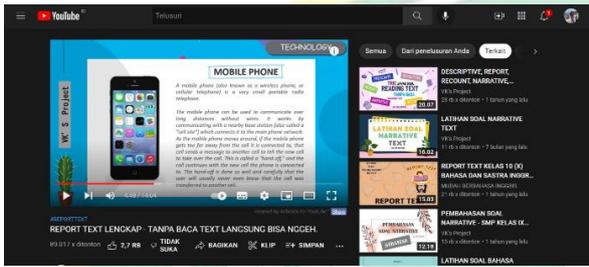
LM Inggris

From Any time Has attachment To Is unread

From	Subject	Date
witri maesaroh (Cla...	witri maesaroh added a private comment on "MEETING 7 - FACTUAL REPORT" - n	14 Apr
Astria Fitri (Class...	Astria Fitri added a private comment on "MEETING 7 - FACTUAL REPORT" - me...	7 Apr
Pingka Tryn (Classr...	Pingka Tryn added a private comment on "MEETING 2 - ADVERTISEMENT 1" - t...	10 Feb
Isnaeni Wulandari (...)	Isnaeni Wulandari added a private comment on "MEETING 13 - BIOGRAPHY" - n	30/11/2021
Alfiah Mut (Classro...	Alfiah Mut added a private comment on "MEETING 4 - ASKING AND GIVING..." -	27/11/2021
Isnaeni Wulandari (...)	Isnaeni Wulandari added a private comment on "MEETING 12 - CORRELATIVE..."	24/11/2021
Eva Muliana (Classr...	Eva Muliana added a private comment on "MEETING 13 - BIOGRAPHY" - men...	19/11/2021
siti fatonahh (Clas...	siti fatonahh added a private comment on "MEETING 13 - BIOGRAPHY" - men...	19/11/2021
Nanda Dwi Elysia (C...	Nanda Dwi Elysia added a private comment on "MEETING 13 - BIOGRAPHY" - m	17/11/2021
siti fatonahh (Clas...	siti fatonahh added a private comment on "MEETING 12 - CORRELATIVE CON..."	15/11/2021
Eva Muliana (Classr...	Eva Muliana added a private comment on "MEETING 12 - CORRELATIVE CON..."	15/11/2021
Astria Fitri (Class...	Astria Fitri added a private comment on "MEETING 13 - BIOGRAPHY" - mengu...	13/11/2021
Nabila Cahyaaa (Cla...	Nabila Cahyaaa added a private comment on "MEETING 13 - BIOGRAPHY" - m...	12/11/2021
Dwi Suryaningsih (C...	Dwi Suryaningsih added a private comment on "MEETING 12 - CORRELATIVE ..."	11/11/2021

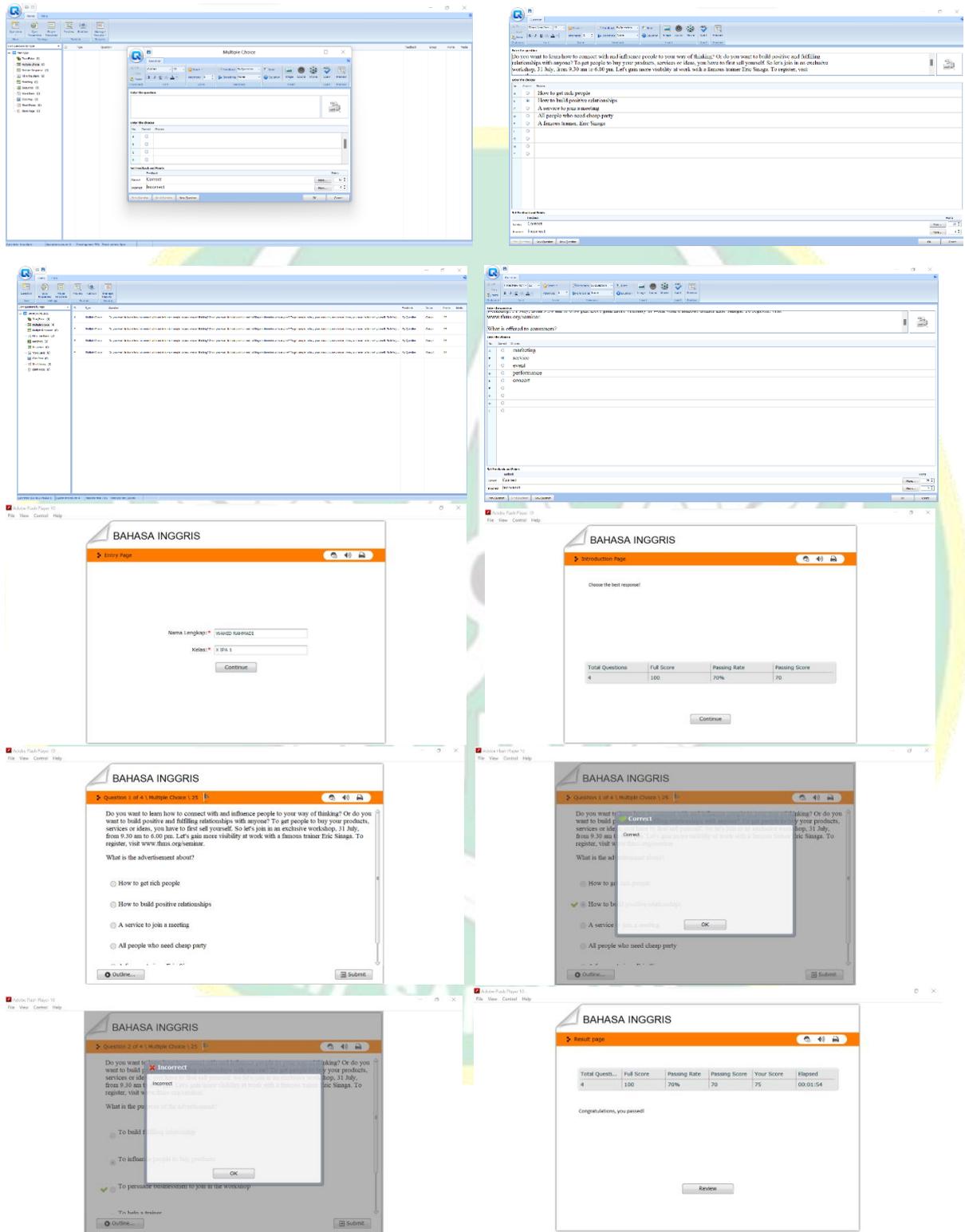


YouTube



Software Downloaded

Wonder Share Quiz Creator



Language Learning Applications

Cambridge Learners' Dictionary



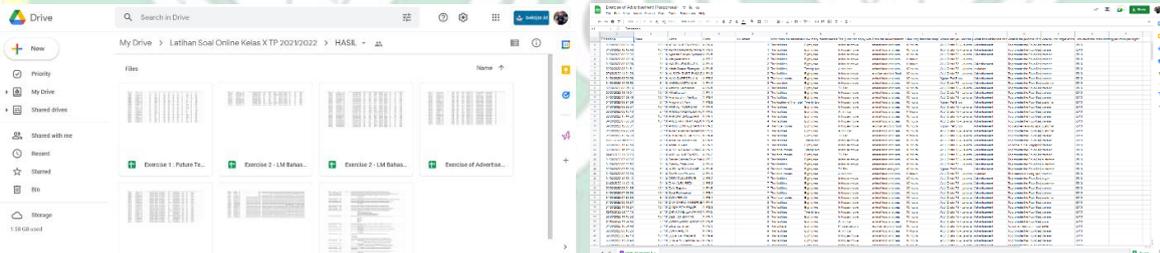
Listening Media and Reading Media



Listening Media

Reading Media

Student's Score



Appendix 7: Academic Support Letters



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553,
www.ainpurwokerto.ac.id

Nomor : B-e. 2569 /In.17/FTIK.J.PGMI/PP.00.9/07/2021 Purwokerto, 10 Nov 2021
Lamp. : -
Hal : Permohonan Ijin Observasi Pendahuluan

Kepada Yth.
Kepala Sekolah SMP Negeri 1 Wangon
Di Tempat

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Atika Zami Fauzia
2. NIM : 1817404052
3. Semester : VII (Tujuh)
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun akademik : 2021

Memohon kepada Bapak/Ibu berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Media pembelajaran berbasis teknologi dan siswa
2. Tempat/Lokasi : SMP Negeri 1 Wangon
3. Tanggal obsevasi : Kamis, 18 November 2021

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wasalamu'alaikum wr. wb.

A.n. Wakil Dekan I
Ketua Jurusan TBI



Muflihah, S.S., M.Pd.
NIP. 197209232000032001

Tembusan:
Arsip.



IAIN.PWT/FTIK/05.02
Tanggal Terbit : 10 November 2021
No. Revisi : 0



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 1 WANGON
Jl. Raya Utara No 106 Telp.(0281) 513325 Fak . (0281) 513325 Wangon-Banyumas
 Email : smpn1_wangon@yahoo.co.id

SURAT KETERANGAN

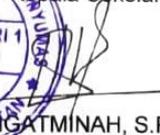
NO. 800/361/2021

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Wangon, Kabupaten Banyumas Provinsi Jawa Tengah menerangkan bahwa :

Nama	: ATIKA ZAMI FAUZIA
NIM	: 1817404052
Semester	: 7 (tujuh)
Program Studi	: Tadris Bahasa Inggris
Program Tinggi	: UIN Prof.K.H.Saifuddin Zuhri

Menerangkan dengan sesungguhnya bahwa Mahasiswa diatas benar-benar telah mengadakan observasi/penelitian di SMP Negeri 1 Wangon Kabupaten Banyumas pada tanggal 18 November 2021, untuk kepentingan pembuatan Skripsi.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Wangon, 21 Desember 2021
 Kepala Sekolah

 NGATMINAH, S.Pd.
 NIP. 196303101985012003





**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
PROF.K.H SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**
Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.uinsaizu.ac.id

Nomor : B-e1334/In.17/FTIK.JTBI/PP.00.9/4/2022 Purwokerto, 7 April 2022
Lampiran : -
Hal : **Permohonan Ijin Observasi**

Kepada Yth.
Kepala Sekolah SMA Negeri 1 Wangon
ditempat

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Atika Zami Fauzia
2. NIM : 1817404052
3. Semester : 8
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun akademik : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan ijin observasi dalam rangka pengambilan data skripsi kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Media pembelajaran Bahasa Inggris berbasis teknologi
2. Tempat/Lokasi : SMA Negeri 1 Wangon
3. Tanggal obsevasi : 13-15 April 2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wasalamu'alaikum wr. wb.

A.n. Wakil Dekan I

Konduktor Jurusan Tadris Bahasa Inggris



Wahid Maruliah, M.Pd.
99212152018012003



UINSAIZU.PWT/FTIK/05.02
Tanggal Terbit : 7 April 2022
No. Revisi : 0



**PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI I
WANGON**

Jalan Pejarakan, Klapagading, Wangon, Banyumas kode pos 53176, telepon/faksimile (0281) 6849203
Website <http://www.smanwangon.sch.id> Surat Elektronik smanwangon@yahoo.co.id

SURAT KETERANGAN

NOMOR : 070 / 303

Yang bertanda tangan di bawah ini Plt.Kepala SMA Negeri I Wangon Kabupaten Banyumas Dinas Pendidikan Dan Kebudayaan Provinsi Jawa Tengah menerangkan bahwa :

Nama	:	Atika Zami Fauzia
NIM	:	1817404052
Program / Jurusan	:	Tadris Bahasa Inggris
Perguruan Tinggi	:	Universitas Islam Negeri Prof K.H Saefuddin Zukri Purwokerto

telah melaksanakan penelitian dalam rangka Penyusunan Skripsi dengan judul “ **ICT Utilization in TEFL During New Normal Era at SMA Negeri I Wangon** “

Adapun guru pendamping :

I. Guru Pembimbing	:	
Nama	:	Wahid Rahmadi, S.Pd
NIP	:	-
Pangkat / Gol	:	-
Unit Kerja	:	SMA Negeri I Wangon

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dapat digunakan sebagaimana mestinya.

Wangon, 13 April 2022
Plt.Kepala Sekolah,



Joko Budi Santosa, S.Pd.,M.Pd
NIP. 19701219 199301 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA

**UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

Lampiran 1 SK Dekan FTIK Nomor : 3024 Tahun : 2021

DAFTAR NAMA PEMBIMBING DAN MAHASISWA BIMBINGAN

No.	Nama pembimbing	Nama Mahasiswa	Nomor Induk Mahasiswa
1	Irra Wahidiyati, M.Pd.	Atika Zami Fauzia	1817404052
2	Khairunnisa Dwinalida, M.Pd.	Aurellia Naela Khilqi	1717404052
3	Muflihah, M.Pd.	Aenun Mutoharoh	1817404001
4	Maulana Muallim, S.Pd., M.A	Ulya Al Fiana	1817404043
5	Desi Wijayanti Ma'rufah, M.Pd.	Laila Ulfatun Nikmah	1817404023
6	Khairunnisa Dwinalida, M.Pd.	Anis Hidayah	1817404047
7	Windharyati D.K., M.A., M.Pd.	Rolihah	1817404084
8	Endang Sarika, M.A.	Khaulah Mar'atush S	1817404022
9	Irra Wahidiyati, M.Pd.	Shinta Nurul Inayah	1817404086

Purwokerto, 5 Desember 2021

Dekan FTIK,



[Signature]
Suwito, M.Ag.

NIP. 197104241999031002



IAIN.PWT/FTIK/05.02.

Tanggal Terbit : 5 Desember 2021

No. Revisi :



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

**SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI**

No. B.973/Un.17/FTIK.JTBI/PP.00.9/3/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul:

“An Analysis of ICT Utilization in TEFL at SMP Negeri 1 Wangon During New Normal Era”

Sebagaimana disusun oleh:

Nama : Atika Zami Fauzia
NIM : 1817404052
Semester : 8
Jurusan/Prodi : FTIK/Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 21 Januari 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Mengetahui,
Koordinator Prodi
Tadris Bahasa Inggris

Desi Wijayanti Marufah, M.Pd.
NIP: 199212152018012003

Purwokerto 15 Maret 2022
Penguji

Desi Wijayanti Marufah, M.Pd.
NIP: 199212152018012003



UIN.PWT/FTIK/05.02
Tanggal Terbit : 15 Maret 2022
No. Revisi : 0



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
No. B-1937/Un.19/WD1.FTIK/PP.05.3/5/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Atika Zami Fauzia
NIM : 1817404052
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 19 Mei 2022
Nilai : B+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 22 Mei 2022
Wakil Dekan Bidang Akademik,
Dr. Suparno, M.A.
30717 199903 1 001



Appendix 8: Academic Support Certificate



IAIN PURWOKERTO

MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

CERTIFICATE

Number: In.17/UPT.Bhs/PP.009/11609/2019

This is to certify that :

Name : **ATIKA ZAMI FAUZIA**
Date of Birth : **BANYUMAS, November 15th, 2000**

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on April 22nd, 2019, with obtained result as follows:

1. Listening Comprehension	: 56
2. Structure and Written Expression	: 49
3. Reading Comprehension	: 54

Obtained Score	: 529
-----------------------	--------------

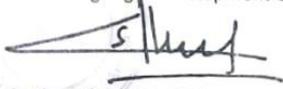
The English Proficiency Test was held in IAIN Purwokerto.





ValidationCode

Purwokerto, September 5th, 2019
Head of Language Development Unit,



H. A. Sangid, B.Ed., M.A.
NIP: 19700617 200112 1 001

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1/1



وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة

عنوان: شارع جنرال احمد ياني رقم: ٤٠، بوروكرتو ٥٣١٢٦ هاتف ٠٢٨١ - ٢٣٥٦٢٤ www.iaipurwokerto.ac.id

التمـنـة

الرقم: ان.١٧ / UPT.Bhs / PP.٠٠٩ / ٢٠١٩/١١٦٠٩

منحت الى

الاسم

: أتك زمي فوزيا

المولودة

: بيانوماس، ١٥ نوفمبر ٢٠٠٠

الذي حصل على



: ٤٩ فهم المسموع

: ٤٣ فهم العبارات والتراكيب

: ٤٣ فهم المقروء

: ٤٥١ النتيجة

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤

مايو ٢٠١٩

بوروكرتو، ٥ سبتمبر ٢٠١٩
رئيس الوحدة لتنمية اللغة.


الحاج أحمد سعيد، الماجستير
رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٢١٠٠١



ValidationCode



IAIN PURWOKERTO
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iaipurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/12656/04/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : ATIKA ZAMI FAUZIA
NIM : 21842700561

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	87
# Tartil	:	70
# Imla'	:	70
# Praktek	:	75
# Nilai Tahfidz	:	80



ValidationCode



Purwokerto, 04 Jul 2019
Mudir Ma'had Al-Jami'ah,

Nasrudin, M.Ag
NIP: 197002051 99803 1 001

SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
 Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.ianpurwokerto.ac.id Purwokerto 53126



No. IN.17/UPT-TIPD/7436/VII/2022

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:

ATIKA ZAMI FAUZIA
 NIM: 1817404052

Tempat / Tgl. Lahir: Banyumas, 15 November 2000

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	75 / B
Microsoft Excel	85 / A-
Microsoft Power Point	85 / A-

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program **Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.



Purwokerto, 03 Juli 2022
 Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
 NIP. 19801215 200501 1 003





SERTIFIKAT

Nomor: 1115/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama : **ATIKA ZAMI FAUZIA**
NIM : **1817404052**
Fakultas/Prodi : **FTIK / TBI**

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021
dan dinyatakan **LULUS** dengan Nilai **94 (A)**.



Purwokerto, 29 Oktober 2021
Ketua LPPM,
[Signature]
H. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2022

Diberikan Kepada :

ATIKA ZAMI FAUZIA
1817404052

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Purwokerto, 21 Maret 2022
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711021 200604 1 002