

**THE INTEGRATION OF INFORMATION TECHNOLOGY IN
TEACHING ENGLISH SPEAKING AT INDONESIAN SENIOR HIGH
SCHOOL: BENEFITS AND CHALLENGES**

THESIS

Submitted by

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**FACULTY OF EDUCATION AND TEACHER TRAINING
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THESIS

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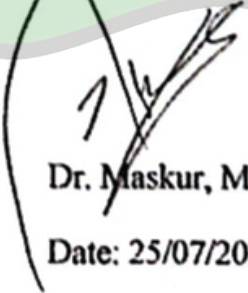
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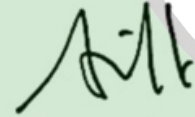
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, akan menjadi sepenuhnya tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sebenarnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful

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ABSTRACT

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The purpose of this research is to find out the benefits and challenges of integrating information technology in teaching English speaking. To collect data, this study used interview and questionnaire. The questionnaires from the Google form were distributed to 3 English teachers from Sabang. Furthermore, interviews were conducted with 2 English teachers at MAN 3 Banda Aceh. Using purposive sampling, each teacher was asked the same questions regarding the use of technology in teaching speaking as well as the benefits and challenges experienced by the teacher. Results show that the technology used by teachers in teaching speaking are CALL, Mobile Learning, YouTube, Google Classroom, Zoom and Power Point. There are benefits the teachers perceived, such as facilitating in teaching, providing interesting learning material, and extending to material access. There are also several challenges experienced such as, lack of facilities, unstable internet connection, and power outages. It can be concluded that integration of information technology can support teaching, even though many challenges exist.

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CHAPTER I

INTRODUCTION

This chapter deal with background, research question, objective of the research, the significance of the research, and the scope of the research.

A. Background Of Study

In the current era of globalization, the ability to speak English is very important. The success of communication can be proven from the way people speak. As we know English has officially become an international language. English language is dubbed to be the second most popular language with approximately 400 million native speakers (Top Ten Languages, 2016). This further clarifies the role of English in the 21st century. English is used in almost every aspect of life. Therefore, English began to be taught and became an important subject at school.

In Indonesia as a multilingual country, English is a foreign language where English is taught from elementary to high school. Meanwhile, the new curriculum, the 2013 curriculum used at the high school level expects students can use English in real life to communicate (Kemendikbud, 2021). However, what actually happened is still far from expectations. Most of students consider English subjects difficult to learn. There are four basic skills in English, namely; speaking, listening, reading and writing. Among the four skills, speaking becomes the most difficult skills for students to master. According Farianto and Harmaini (2017) there are several reasons of having difficulties to speak. First, the students often do not have

self-confidence in speaking because they often feel afraid to making mistake. Second, the students do not motivation to perform their speaking skill in front of class. Third, the teaching technique and teaching materials are not interesting for the students. Moreover, a study by Jeff (2019) found that speaking was the most difficult skill to be learned by students because of being shy, having different backgrounds, and low motivation in learning. Besides that, most of students still had difficulty speaking English because the students lack of vocabulary, they have poor pronunciation, and they are reluctant to speak English. These problems make the students difficult to express or convey ideas through speaking. This problem is certainly a big challenge for teachers to improve students' speaking skills.

The integration of ICT in the teaching and learning process is expected to be a solution to speaking problems at the high school level. Information and communication technology, or ICT, is defined as the activity of using technology, such as; computers, internet, and other telecommunication media (radio, TV, Smartphone) to communicate, create and disseminate, store and manage Information (Hafifah, 2019). As explained above, ICT as a means of telecommunication is very likely to be used by teachers in the teaching and learning process. ICT offers many benefits and is one of the solutions to overcome problems in learning English as a foreign language, especially speaking skills.

Kler (2015) identified ICT as an effective channel with the ability to increase instructive communication between teacher and student in a classroom equipped with appropriate educational technologies. The integration of ICT in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. The fact that students are familiar with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is important. This is because, the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson, et al., 2013). The integration of ICT in the teaching process benefits not only teachers but students as well.

Several previous studies have also been conducted regarding the integration of ICT in teaching English speaking to high school students. In a study conducted by (Dianithi, 2017) in that study she integrated podcasts as a technology in teaching English, especially on the subject of speaking skill. This research was conducted at the high school level of class X MIA 1 SMA Negeri 1 Amlapura. This research was conducted to determine the impact of using podcasts as a medium for teaching speaking. The expected result is an increase in students' speaking ability after using podcasts in teaching and learning English. Another study conducted by (Hafifah, 2019) shows how ICT has a big role and impact on English lessons. She also revealed that ICT has become a basic need and an important aspect of education today. On the other hand, she also added that the integration of ICT depends on the

capacity and attitude of teachers in its application. Finally, information communication technology will continue to innovate and develop, therefore the principles of language teaching and learning must also be developed and innovated to produce a better quality of education in general in supporting the success of teachers and students in the practice of integrating ICT in learning teaching, especially in teaching English.

However, from the research above, the researcher would like to find out more about the benefits and challenges of teaching speaking. Therefore, this study was made to investigate the case above. This research is focused on finding out what benefits teachers get in integrating technology in teaching English, especially speaking skills, as well as finding out what challenges teachers get in integrating technology.

B. Research Questions

There are two research questions which are used to guide this study. The research questions are:

1. What are the benefits that teachers perceive in integrating technology in teaching speaking skills?
2. What are the challenges experience by teachers in integrating technology in teaching speaking skills?

C. Aim of Study

1. To find out the benefits that teachers perceive in integrating technology in teaching speaking skills.
2. To find out the challenges experience by teachers in integrating technology in teaching speaking skills.

D. Significant of Study

The result of this research are expected to provide useful information and suggestion the first one for the teacher, the results of this study are expected to assist teachers in integrating technology in the teaching and learning process, especially in teaching speaking skills. Secound is for the students, to help provide opportunities for students to get more access to technology in learning English. As well as providing motivation and improving their speaking skills. Third is for researcher to fulfill the graduation requirements to obtain a bachelor's degree at UIN AR-Raniry, Banda Aceh. Finally, these finding can be used other researcher who are interested in English to get useful information.

E. The Scope of Research

This research will focus on the benefits and challenges that teachers get in the process of integrating information communication technology or ICT in teaching speaking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter discusses about the literature review of some important theories that help to complete this research, there are some relate theories of integration of information technology in teaching speaking skills.

A. Speaking Skill

Speaking is a basic skill and the main ability that must be mastered, because speaking takes a very important role in English. An individual is considered to master the language if that person is able to speak in that language. Speaking is a productive skill that is similar to writing. It has its own genre as it has several stages to reach the goal using a language in an interactive way Martin and Rose (2012). This means that speaking becomes an important tool to communicate and connects ideas from one person to another with a certain purpose.

Speaking is an oral process communication that involves interaction of both speaker and listener. Speaking can also be defined as the process of forming information, sharing ideas, opinions, and expressing an individual's thoughts orally. Therefore speaking is categorized as a productive skill. Regardless of being categorized as productive skill, speaking is different from writing. In linguistic features, Dakhi and Hutabarat (2018) characterized speaking as communicative, efficient, and effective occurrences.

In formal education, such as in schools, speaking is taught from an early age. Speaking is also made the main subject in English lessons. Presentations in

class, making conversations between students, question and answer sessions between teachers and students are also included in traditional speaking teaching that we often encounter in schools. By speaking, students can share and exchange ideas they get from books or other information media. They can easily express what they feel, what they learn, and what they want verbally.

B. Aspect of Speaking

In speaking process there are several aspects involved. According to Duong (2014), commonly thought of the most important aspects of speaking is grammar, fluency, accuracy, vocabulary and pronunciation. First is vocabulary, vocabulary is a word that has meaning in every function. A word reveals the contents of the news is useful to reduce the possibility of confusion in communication. It has the useful role of defining objects, actions, and ideas as well. Someone who has a lot of vocabulary has the ability to understand language better than someone who has only a little vocabulary.

Second is Grammar, this is similar to rigid rules in spoken and written form. Furthermore, Al-Mekhlafi and Nagaratnam (2011) stated that grammar is a set of rules that determines the structure of a language, and it could be the way to combine units of a language. Combining necessary units of language help a speaker or a writer in expanding any ideas in their mind, and it makes a person a lot easier to build communication in expressing messages in spoken or written.

Third is Pronunciation, it is the process of pronouncing certain words in the right way where pronunciation must be understood is also an important aspect of speaking. According to Nation and Newton (2009), pronunciation is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voice setting, intonation, and stress. Pronunciation has a big role in speaking, and provides clues as to what is being said. The interlocutor may misunderstand the meaning if the speaker utters an incorrect pronunciation. Therefore, pronunciation is a way of producing lexical words that are acceptable and unambiguous in language.

Fourth is fluency, this means knowing about how someone expresses ideas without using words such as "hmm" and "aah" when talking to other people. Yingjie (2014) mentions that fluency is the capability to speak in effective speed and to speak smoothly and to produce the right word without thinking too much. Someone who speaks fluently which will create better confidence in expressing ideas and also improve communication skills.

Fifth is accuracy, referring to Kusnierek (2015), accuracy refers to an understanding word, right in structures, syntax, and better in catching the meaning of messages of language without part of mistakes, and it does not cause hesitation in interaction. Good accuracy creates an impression of how the speaker gets the message across to others. Someone will be successful in speaking when the person has good ability to express the phonological features of a language, word emphasis

and fluency are very helpful so that the speaker is easier to understand and avoid misunderstandings.

From all the aspects that have been explained, we can conclude that speaking skill is not just a process of saying a series of words orally but also involves grammar, accuracy, fluency, and others. All of these aspects are interconnected to create a good speaking skill that is easily understood by listeners.

C. Integrating ICT in English Language Teaching (ELT)

As we know information and communication technology or ICT is a very developed thing at this time. Technology includes all types of modern digital devices such as computers, laptop, Smartphones, making these powerful tools something that almost every individual has. Technology offers convenience to support our lives in this modern era. The process of exchanging information has become very easy with technology, people from all over the world can communicate using technology devices, even when they are relaxing at home.

In the world of education, technology is used as a media to support the learning process. The integration of technology in teaching English has started and continues to grow until now. Many studies have been made regarding the integration of technology in teaching English, especially on the subject of speaking skills, where this subject is considered the most difficult for students to master. Tri and Nguyen (2013) stated that students need to be equipped with digital literacy skills that lead them to use the internet technology wisely and beneficially. Multimedia and technology are some components of the development of ICT in

teaching English. The use of multimedia or technology has shown a positive impact on language teaching in the classroom. It provides more information and resources for teaching materials, increases students' motivation in learning, and maintains students' communicative competence. It also fully improves students thinking and practical language skills (reading, writing, listening, and speaking) and helps teachers to teach efficiently (Pun, 2013).

According to (Abdelaziz, et al., 2014) states that E-learning is used in combination with technology such as information and multimedia transforms traditional learning style and environment. Teachers can give lectures anytime and anywhere. E-learning changing the teacher-student relationship of traditional education and providing a platform for teachers and students to communicate. Students can do cooperative learning through platforms. At the same time, (Darcy, 2012) points out that E-learning technology plays a role important role in English learning courses through the use of ICT. With the advent of computers technology, E-learning has played an increasingly important role especially in higher education.

Berhanu (2010) points out that promoting E-learning provides a potential and comparative ladder for developing countries to leapfrog to the knowledge economy. It shows facilitating learning to large groups through the use of information and communication technology. Al-Harbi (2011) shows that different factors influence E-learning acceptance. Students' attitude toward E-learning is the most important factor in determining their intention to use E-learning. Students' decision to use E-learning also determined by their subjective norm, i.e., the

influence of people around them. Moreover, the perception of E-learning's accessibility plays a role in shaping the students' behavioral intention regarding E-learning acceptance. Some results support the innovative works in the area of technology acceptance. Bendania (2011) shows the factors related to mainly experience, positive attitudes, confidence, enjoyment, usefulness, intention to use, motivation, and whether students had ICT skills are all correlated. Fageeh (2011) demonstrates that informants identified the facilitators and inhibitors of E-learning previously recognized in prior research. He also shows that students are ready to accept technology implementation and shift to an E-learning model of education.

On the other hand, Shyamlee and Phill (2012) analyzed the necessity of multimedia technology in language teaching and brought up the problem faced in using technology in ELT. Although teachers are aware of the importance of technology and the many benefits that can be obtained in integrating technology in the teaching and learning process, of course there are challenges that are also experienced by teachers. Most studies investigate the perspective of secondary school teachers in collaborating with ICT in their language classrooms. The study revealed that most teachers have a positive attitude towards ICT in teaching English, although it is not balanced with the actual practice of ICT, which tends to be rare due to the low capacity of teachers in ICT implementation. Most teachers believe that ICT provides many advantages in language teaching, but they do not really integrate ICT in the classroom (Mafuraga, 2017).

From the explanation above, we can conclude how the teacher's perception of the integration of technology in teaching speaking and the facts that occur in the process of integrating the technology in real life where of course not everything goes as expected.

D. Advantage and Disadvantages of ICT

In today's era, technology is developing rapidly. There have been various technological innovations introduced to teach English in the classroom. Science continues to develop so fast. The way to keep up with this trend is for teachers to use modern technology to teach English to students. Technology provides students with opportunities to engage directly in independent action, opportunities for independent interaction, privacy, and a safe environment, and get customized feedback provided. Here are some of the technologies that teachers most often use in teaching, as well as the advantages and disadvantages of these technologies.

1. YouTube

1.1 Advantages of YouTube

YouTube has become one of the most popular websites in the world (Almurashi, 2016). The Advantages YouTube are offers easy and fast access to instructions, culture-based videos, and languages from around the world. Additionally, according to Watkins and Wilkins (2011), Using YouTube both on and on outside the classroom can improve conversation and pronunciation four student skills. Also, YouTube promotes authentic vocabulary development. YouTube tutorial videos are audio-visual media produced sound, concrete image,

color, and procedure of the role of something. Deployment video tutorial language comprehension activities through seeing visual elements in an orderly manner, listening correct pronunciation, word stress or intonation, spelling, and language structures or patterns. Video tutorials also help students to improve their speaking skills by stimulating students go through visual elements on a regular basis. Almurashi (2016) states Youtube is an interesting media to use in teaching and learning English. Youtube provides many videos that can be used by the students learning resources. Students can learn English through short English videos, films, and English tutorials. Moreover (Riswandi, 2016) in his study found that YouTube can help students to improve their speaking skill, especially in increasing their knowledge about vocabulary, grammar, and pronunciation in English through the videos that are provided in it.

1.2 Disadvantages of YouTube

There are also disadvantages of YouTube, there are many video on YouTube, not only for academic purposes but also different necessity. The video creators also from different age, background and culture, the video shown in YouTube sometimes not appropriate for the students. An inappropriate contents can bother students while looking for resources in YouTube. The kind of language level used in the videos also can be confounding for some students. On YouTube, there are so many interesting videos, such as music, games, movies and other entertainment videos. Students can easily get distracted because other videos and interrupt their learning process. Instead learning, students can spend

their time watching other videos. Students can use YouTube everywhere and every time using the computer or their mobile phone. It makes parents and teacher cannot control students all the time. Therefore the instruction and guidance from teachers and parents are needed

2. Google Classroom

2.1 Advantages of Google Classroom

This Google application has become very popular in the era of the Covid-19 pandemic. Lockdowns that have occurred in almost every part of the world caused by the pandemic have forced all sectors to be closed, including schools. The government's policy that schools will be conducted online, teachers choose Google Classroom as one of the mandatory applications for teaching. Google classroom can be accessed via Smartphone or computer. This application allows teachers to arrange teaching schedules, share material online, conduct meetings with video calls, and provide direct feedback on assignments given to students. According to Mafa (2018), Google Classroom has some benefits in supporting the learning process, such as Classroom management, flexibility, promoting collaboration, safety and security. Another statement from Perez (2015) mentioned that Google classroom could provide classroom communication that made teachers easier to announce and ask to students about the assignment or others in classroom. In other words, the use of technological media that enables education to continue even in difficult situations, of course, provides new teaching and learning experiences in a virtual way or we call online learning.

2. 2 Disadvantages of Google Classroom

According to Pappas in Muslimah (2018), there are seven disadvantages of Google classroom. Account management is difficult because you are required to use a Gmail account Applications for education. Limited integration options with Google Calendar making it difficult to organize material and deadlines. Beginners will find difficulty with symbols Google in it, even Word files have to go to Google Doc first. There is no automatic update of assignments, etc. Learners find it difficult to share their assignments with other friends. Learners can change the questions that have been given, here are no quizzes or automated tests. Live chat is not yet available.

3. Zoom Meeting

3.1 Advantages of Zoom Meeting

Same as Google classroom, Zoom was also very popular during the pandemic. Zoom is a software (platform) created by Eric Yuan that functions as a communication medium in written, spoken, and video that offers several useful and low cost and user-friendly features that suit your needs (Hrincirik, 2018). Zoom includes an automatic activity recording feature that may be used to create activity documents that can be accessed or played back later if needed. Zoom offers various advantages over other applications, one of which is that it has the ability to bridge space, time, and students' flexibility time in their learning process. The presence of technology in the form of applications that help in carrying out the teaching and learning process is something that is really needed in the modern era. It is proven

that even though the pandemic has started to subside, Zoom is still exists in the world of education. Guzacheva (2020) stated that one of the technologies often used today is the online video conference application via Zoom Meeting, which functions as a communication tool that, according to educators or teachers, is easier to use than other online video conference applications.

3.2 Disadvantages of Zoom Meeting

In online learning, connectivity is one of the most important elements for learning to take place. Connectivity is used to connect to each other via the internet. In the learning process using zoom connectivity is very influential. Whether or not the signal connectivity is strong will have an effect, students with slow signal will disrupt the learning process and cause the audio to not sound clear then share screen does not appear or connect. Zoom is only used occasionally because not all students can access it and there are some students who are constrained by the signal

4. Power Point

4.1 Advantages of Power Point

Power point is the technology most often used when teaching. There are so many advantages by using power point as a learning media. Incorporating Power Point graphics, images, and multimedia elements facilitates the creation of visually appealing and engaging presentations in PowerPoint. Another advantages of power point presentations is the freedom to customize the template. It offers various customizable

templates with different designs, tools, and effects that help the users or presenters to tailor their slides or presentations to the subject matter and audience. Power point also provides various tools and features, such as interactive polls and quizzes, to engage the audience and promote participation during the presentation. PowerPoint that allows users to create presentations accessible to a broad audience, including those with hearing or visual impairments, through features such as closed captions and alternative text descriptions. One of media that is usually applied in the classroom is Power Point. According to young in Yukiko (2015), state that power point is the most commonly used visual presentation technology in college classrooms of today. It means that PowerPoint is an application that commonly used by the teachers and students to present information in front of the class which are capable of creating different types of presentations such as slides, handouts, or even screen computer projection that is simple to use and provides powerful features for creating presentations. According to Xingeng and Jianxiang (2012) said that PowerPoint advantages include: producing better visual effects and deeper impressions; speeding up the information transfer (delivering more information than chalkboard lectures); and greater precision and more systematicity. These advantages will help the teacher during the teaching and learning process.

4.2 Disadvantages of Power Point

According to Xingeng and Jianxiang (2012) Disadvantages of PowerPoint include: greater tendencies to include irrelevant information that may actually detract from core concepts; neglect of interaction with students, making a lecture a monolog; the high speed reducing participation by students; and the fact that professors' adhering strictly to the order of concepts in slides can limit potentially fruitful elaborations of the content and explanations. Besides that, power point

which contains too much text also makes the speaker read more of the text displayed in power point rather than explaining the material directly. Meanwhile, the addition of excessive animation can also interfere with concentration while studying.

These are some of the technologies most often used by teachers in teaching English, especially speaking. There are many other technologies that can facilitate teachers. We can also conclude that all available technology aims to help and facilitate the teaching and learning process for teachers and students. Technology will continue to develop and be updated over time, so teachers must be able to balance and choose their use to suit their needs and not be left behind from others.

E. Previous related research finding

Many researchers have been conducting studies related to this research there are as follows:

1. Benefits

Kuning, Dewi Sri. (2019). Technology in Teaching Speaking Skill, Journal of English Education Literature and Linguistics. 2, 50-59. Based on her research found that the modern tools are in addition to the inputs given by the teachers in the classrooms. The technology helps the students to enhance their language learning in a different way. Using technology in learning a second language has become a real necessity nowadays. Different methods for using technology in improving speaking skill. As a result, the following concluding remarks and recommendations can be recorded: Modern technology more interesting and make learning process

more fun, motivate students, and help them to improve their language learning in a useful way, this tool also helps students learn quickly and independently.

Juliana, R., and Muslem, A. (2017). The Use of (ICT) among EFL Teachers: Perceptions and Challenges, *English Education Journal*. 8, 469-487. Based on the results of interviews conducted with 26 English teachers in Banda Aceh. Then it is concluded that most of the teachers think ICTs have noteworthy values for human societies in general. They help people in many ways in society despite some possible negative aspects that could possibly interfere. Based on the questionnaire whether ICTs can be used as curriculum materials at school, the researcher found that the majority of the It was found that the teachers have good perceptions for the implementation of ICT in EFL classrooms answers tended to agree. It can be concluded that most of the teachers stated that ICTs can be used as curriculum materials at school.

2. Challenges

Kencana, Nila. (2019). The Implementation of ICT Integration in Teaching English By High Schools Teachers In Relation to Their Students' English Achievement In Kota Bengkulu. *Journal of English Education Literature and Linguistics*. 1, 2614-7343. Based on the research stated that, the implementation integration of ICT in the teaching of English by seniors high school teachers in Bengkulu have started but still at a disadvantage in all phases of instructional practice (planning, implementation, evaluation and reflection). There many problems faced by teachers in integrate ICT in their teaching practice in terms of

their internal problems and school policies. Teachers' knowledge, skills, and competencies in integrating ICT into their teaching practice is also low. This causes the low correlation between teacher's knowledge of student achievements and small effects of implementation of ICT integration in teaching English on student achievement.

Anugrah, Maha Putra. (2021). An Analysis of Teachers' Challenges in Teaching Speaking Through Online Learning During Covid-19 Pandemic in SMA N 2 Abiansema. *Journal of Education Study*. 1, 117-126. Based on research it was found that, teaching speaking in online classes has faced several challenges. Sources of challenge are teachers, students, support facilities and learning systems. However, these challenges can be overcome by teachers in several ways, one of which is innovation in teaching methods. Although the teaching method has weaknesses, in general it has advantages. Here, teachers are advised to always improve their knowledge in online learning so that problems can be solved. The school must also facilitate with a higher internet speed so that learning is more effective.

Based on some of the studies above, it can be concluded that teachers consider that the use of technology or ICT in learning is very important. ICT has many benefits in improving students' language skills. Most of the teachers also agree and have a positive view on the integration of ICT in teaching English. Modern technology that continues to develop also helps increase student motivation and interest in learning. ICT provides students with a more enjoyable learning

experience. However, in the process of integrating ICT in real life, everything not goes easily. There are still many obstacles and challenges experienced by teachers both internally and school policies.



CHAPTER III

RESEARCH METHOD

In this chapter will discuss about the research used for this. In this chapter will begin with research design, subject of research, research instrument, data collecting procedures and analysis data.

A. Research Design

Research design made by the researcher as the guidance in carrying out the research. The research design aims to give responsibility for setting the next steps to make the result more accurate and objective. The method of this research used qualitative research. According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The reason I take this method because in this research, I describe and interpret object according to the obtained data. Creswell (2012) also said that qualitative research involves collecting data and working with text, images, or sounds. This method was chosen to find out the benefits and challenges experienced by teachers when integrating technology in teaching speaking skills.

B. Participants

In this study I used primary data or original data. Original data mean the researcher collect the data by themselves. It is from the result of the participants (Zacharias, 2011). The participants of this study consisted of English teachers at the high school level, they consist of men and women. The population of this

study was three teachers from Sabang and two teachers from MAN 3 Banda Aceh. Also, this study used Purposive sampling as the technique to employ in order to find the suitable participants for this research study. Purposive sampling technique is an intentionally selected to choose participants based on their qualities in order to achieve a depth understanding which corresponds with the study (Etikan, & Bala, 2017). This technique also has some advantages such as far less complicated to set up, considerably less expensive, and perfectly qualified to be used in the research study.

Table 1.1

The initials of high school teachers from Sabang

NO	Teachers' Initial
1	YA
2	DA
3	ENB

From the table 1.1 above that there are the names of three teachers in Sabang. The names of the schools are intentionally not displayed to protect the privacy of the teachers. The teachers will then be given a number of questions via google form, regarding their perception in integration teknologi in teaching speaking.

Table 1.2

The initials of high school teachers from MAN 3 Banda Aceh

No	Teachers' Initial
1	RW
2	SF

The table 1.2 above is the initial of two teachers from MAN 3 Banda Aceh, the two teachers will be interviewed, and a number of questions will be given regarding the integration of technology in teaching speaking. The two teachers will be interviewed at the appointed time.

C. Technique of Collecting Data

1. Questionnaire

To collect data, this study used questionnaire. Questionnaires are a technique for collecting data consisting of questions for the purpose of gathering information from participants. This study used an online questionnaire using the Google form. An online questionnaire was used to facilitate the information gathering process because the participants in this study came from various regions in Aceh. The questionnaire was used to collect responses from participants that most likely represented their views Siniscalco and Auriat (2005). The questionnaire is divided into two parts as follows:

In the first part, the participants were asked to fill in their personal data including the name and gender. Second, participants were asked about their

experiences in using technology in teaching speaking. Then participants were asked to answer several questions related to the integration of technology in teaching, as well as the benefits and challenges they faced in the process of integrating the technology in teaching speaking.

2. Interview

Interviews are the right method to use when the topic is research discusses feelings, thoughts, perceptions and experiences. It is a research tool that can be defined as a person-to-person structured conversation for the purposes of finding meaningful data which has to be collected, analyzed, and validated (Griffie, 2012). Regarding the extent of the information needed by the author, interviews can be carried out designed in three types. There are structured interviews, semi-structured interviews, and unstructured interviews (Edwards and Holland, 2013). This research uses a semi-structured method interview when collecting data from participants so that it is possible to ask questions further information and follow-up questions. It is an important step so that writer to get the desired data.

The advantage of using semi-structured interviews is to get in depth information from the interviewees. Then, it is also considered effective way to collect data. Besides, it flows naturally like a normal conversation. In addition, tape recorders and notes are also important to use for minimize mistakes that may occur during the interview.

In this study, the interview started with some general questions about teaching speaking. The questions are divided into two main topics: the first topic

focuses on the teacher's opinion about the benefits of integrating technology in teaching speaking. Furthermore, the second topic of this interview session is about the teacher's perception about the challenges they face when integrating technology in teaching speaking.

D. Techniques of Data Analysis

After collecting data from questionnaires and interviews, both data need to be analyzed. Data from the questionnaire from the Google form will be summarized and classified according to the questions given when data collection. Meanwhile, the data from interview were analyzed by using descriptive analysis method. Before analysis was carried out, data were obtained from transcripts and additional notes made during the interview. The data analysis was first started by reading the transcripts several times. Furthermore, previously retrieved transcripts and notes are required for writing narrative data. For the record, taking notes during the analysis process is very important to avoid misinterpretation in analyzing data (Griffie, 2012). Finally, the final process of data analysis is summarizing the data collected from the source.

CHAPTER IV

FINDING AND DISSCUSION

This chapter deal with the finding and discussion of the research. The data which come from the interview and questionnaire were analyzed to answer the research questions.

A. Finding

This study aims to answering the research questions which are “What are the benefits that teachers perceive in integrating technology in teaching speaking skills, and what are the challenges experience by teachers in integrating technology in teaching speaking skills?”. Three teachers from Sabang have been given questionnaires via the Google form and two teachers from MAN 3 Banda Aceh have been interviewed. All participants in this study were asked about their perceptions of the benefits and challenges faced by teachers in integrating technology in teaching speaking skills. From the several questions given, the following results were obtained:

1. *Have you ever used technology in teaching speaking, what technology did you use?*

a. Finding from Google Form

The results of the questionnaire via the Google form were given to 3 teachers, the teachers agreed that they had used technology in teaching speaking. Most of them answered that they had used CALL (Computer Assisted Language Learning) and mobile learning in teaching speaking. CALL can be applied for all

English skills and components, such as listening, speaking, reading, writing, grammar, pronunciation, and vocabulary. CALL has several advantages, such as making the students be independent learners, familiarizing them with the technology, motivating them to learn, increasing their achievement, helping teachers teach students, and helping with distance learning (Tafazoli & Golshan, 2014). In addition, CALL is also considered as a guideline for the use of technology in teaching English which has proven to be able to provide many conveniences in teaching for teachers. On the other hand Mobile learning as a technology-based teaching tool that is very flexible in its application, also plays an important role for teachers, all the conveniences offered by mobile learning are very helpful for teachers and students alike (O'Bannon, et al., 2017). Found that 86% of teachers and 92% of students perceive that mobile phones help them in improving classroom instruction. Especially in the internet era, the devices such as smartphones have become thing that almost every individual has to support all daily activities, including studying. By mobile learning, teachers can access course material using only their mobile devices, and can easily explain it to students. DA One of participant said that using technology in teaching was very helpful.

Excerpt 1

“The use of technology is very helpful in the teaching and learning process, especially in teaching speaking skills, students can easily understand material, attract attention, and practice their speaking skills, and most

importantly, it makes it very easy for teachers to teach material.” (DA, questionnaire by Google Form)

The statement above explained that there are many conveniences to be gained from integrating technology in teaching speaking. One of the important points is to attract students' attention. Attracting students' attention in learning is important, because this makes it easier for students to understand the material presented by the teacher. We also know that the respondents in this study had a positive attitude towards the use of technology which of course has a positive impact on teachers as well. According to (Khan, et al., 2012) If teachers want to use technology in their classes successfully, they need to possess a positive attitude towards the use of technology.

Another respondent YA believes that this makes it very easy for teachers to explain and train students to speak English using videos from native speakers directly.

Excerpt 2

“I use YouTube videos in teaching speaking so student can learn how native speakers speak in English and how pronounce word correctly” (YA, questionnaire from Google Form)

The excerpt above explains how Youtube as part of mobile learning plays a role in providing access to students to be able to learn how English is spoken from native speakers. The pronunciation can then be imitated by students to help their

fluently. YouTube provides many videos that can be used by the students learning resources. Students can learn English through short videos, films, songs, or event Youtube tutorials. Moreover, Riswandi (2016) in his study found that YouTube can help students to improve their speaking skill, especially in increasing their knowledge about vocabulary, grammar, and pronunciation in English through the videos that are provided in it. Thus, it can be assumed that YouTube can be also an effective learning media for developing students' language skills that can be used by the teachers, especially in developing students' speaking skill.

b. Finding from interviews

Not only using a questionnaire, this research also uses direct interviews, it aims to explore more about integrating information technology in teaching speaking. From interviews conducted with two teachers from MAN 3 Banda Aceh, namely RW and SF, it was found that both of them had used technology in teaching English. In the interview RW mentioned that:

Excerpt 1

“Yes of course. The technology that I usually use, including all media related to learning, such as PowerPoint and Youtube, etc. Material will download from YouTube will be reviewed before being delivered to students” (RW, Interview at MAN 3 Banda Aceh)

Similar to previous statement, RW replied that she tried to use all available technology as learning media and one of them was Youtube. YouTube was chosen

by many teachers because this platform allows teachers to download videos and then they can be shown back in class. One of the advantages of Youtube is that videos that have been downloaded can be viewed offline and this is very helpful if the internet connection is limited. Furthermore, RW also uses power point as a media in teaching. Power point usually used as a media in class presentations. The use of power point in presentations is expected to help attract students' attention, so students can learn through audio visual. Another respondent, SF, also stated that he always uses technology in teaching.

Excerpt 2

“In teaching I used information technology in teaching such as Youtube and PPT” (SF, interview at MAN 3 Banda Aceh)

It can be concluded that the respondents from the Google form or the respondents who were directly interviewed stated that they had used technology in teaching speaking. We also know that the type of technology used is also the same. The most popular technologies used by teachers are YouTube and PowerPoint, this can be seen from the results of the interviews that have been conducted. This shows that the impact of using technology in teaching is so great.

2. Types of technology that have been used

In this research the researcher would like to find out specifically what types of technology have been used by teachers in teaching speaking skills. From the research results, there are several technologies that are most frequently used such

Youtube, Zoom, Google Classroom and power point. In this case the teacher usually uses more than one type of technology in teaching speaking which can be adjusted according to needs. The use of multimedia as learning material as one of the ICT technologies was recorded as significantly effective in honing student's ability to speak in English (Ampa, et al., 2013).

Table 2. 1

The data from Google Form

NO	Participants	Tehcnologies			
		YouTube	PPT	Zoom	Google Clasroom
1	YA	√	√	√	√
2	DA	√	√	√	√
3	ENB	√	√	√	√

Table 2.1 shows the types of technology that are most commonly used by teachers in teaching english speaking who are asked questions through the Google Form. It is also known that participants use more than one type of technology.

Excerpt 1

“I use Zoom and also Google classroom in theaching englis speaking, expecially during pandemic”(ENB, questionnaire from Google Form)

Excerpt 2

“I use Youtube , Google classroom, Zoom, PPT and ect.” (DA, questionnaire from Google Form)

Excerpt 3

“I used many kind of technologies when I teaching speaking, PPT and Youtube is the main technologies that I used, while Zoom or Google Class room I used during online classes in covid-19 era ”(YA, questionnaire from Google Form)

From the statement above it is known that most teachers use mobile applications that contain video features. Both in the form of videos for teaching materials that can be accessed using platforms such as YouTube, as well as mobile applications based on communication between groups and individuals such as zoom and Google Classroom. Bahadorfar and Omidvar (2014) also stated that technological tools like the internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve language skills. In addition, mobile applications like this also allow teachers to correct and provide feedback to students online. Arifah (2014) states technology gives learners a chance to engage in self-directed actions, opportunities for self paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is give. Especially in the era of the Covid-19 pandemic where this mobile application is very helpful for teachers in teaching online. In addition,

the use of online dictionaries is also more desirable because it is fairly practical and can be accessed using a smartphone.

Table 2.2

The data from interview at MAN 3 Banda Aceh

No	Participants	Technologies	
		YouTube	Power Point
1	RW	√	√
2	SF	√	√

Table 2.1 above shows the types of technology used by the teachers of MAN 3 Banda Aceh when teaching speaking. Based on the table above, we also know that teachers use a variety of technologies in teaching speaking and adjust it to their needs.

Excerpt 1

“ICT covers everything, Youtube and power point are the technologies that I often used in teaching speaking” (SF, interview at MAN 3 Banda Aceh)

Excerpt 2

“All Technology related to speaking, like PPT and Youtube. Previously students would be asked to have a conversation then it would be recorded using a phone. It aims to train intonation and pronunciation. But then a ban

on bringing phones to school was made and students were no longer allowed to bring their cell phones” (RW, interview at MAN 3 Banda Aceh)

Some schools provide regulations that students are prohibited from bringing phones to school, RW stated that she used to use phones to record students' English conversations in class. However, since this regulation was enacted, students no longer use cellphones at school, so the RW took the initiative to download materials which would then be delivered to students. Meanwhile, Respondent SF in the interview answered that his most often used technologies in teaching speaking are Youtube and PPT.

We know that the respondents in this study used more than one technology in teaching. They are also not only focus on one technology, they willing to try other technologies to overcome challenges like the prohibition on carrying cell phones for students. This things prove that teachers are sensitive to every technology update and try to keep up with it.

3. Is the integration of technology in teaching speaking important?

a. Finding from interviews

Most of respondents in this study agreed that the used of technology in teaching speaking is very crucial, it's because technology in teaching speaking improves students' speaking skills and the application of technology has a positive impact on students' speaking skills, fluency, and pronunciation. It also overcomes students' speaking difficulties (Hamad, et al, 2019). Meanwhile, the application of technology is also able to increase students' vocabulary so that when students

practice speaking English it sounds more natural. Related to this, one of the respondents from MAN 3 Aceh Besar RW, argued that:

Excerpt 1

“It is very important, because it is impossible to teach speaking using only the teacher’s voice, it would be better if it came directly from the native speaker” (RW, interview at MAN 3 Banda Aceh)

From this statement it can be interpreted that, the teacher believes teaching materials that use native speakers as speakers are able to support the accuracy of students in pronouncing English. In addition, videos from native speakers are very commonly used by teachers in the process of teaching speaking. The goal is for students to follow how native speakers pronounce words correctly. Technology acts as a connecting medium from the teacher to authentic teaching materials from native speakers. McNulty and Lazarevic (2012) state that the use of technology of video can support second language learning. For example, TED Talk videos are commonly used by teachers as reference material in English. In addition, technology also allows teachers to download teaching materials so they can present it offline. Another respondent, SF, argued that the importance of using technology depends on the teacher itself.

Excerpt 2

“Hmmm...For me, whether it is important or not depends on the teacher, because in the classroom the role is only the teacher, so the teacher have to

prepare himself, what goals the teacher wants to achieve, and how to get students interested” (SF, interview at MAN 3 Banda Aceh)

The statements above define that the integration of technology in teaching cannot be separated from the control of the teacher itself. This is because the role of preparing and delivering class material is the teacher. A teacher acts as a learning agent and must have several competence to create a good classroom atmosphere, both face-to-face or online learning. Government Regulation Number 19 of 2005 states that teachers must have four competencies, namely pedagogical competence, professional competence, personal competence, and social competence. One important aspect is pedagogic competence. Syahril et al. (2019) explained that teacher pedagogic competence focuses on the ability of how teachers design learning materials, create learning media and find teaching techniques which include models, methods, and strategies. In this competency, what needs to be emphasized is that teachers can develop students' potential to the fullest. It can be started from the teaching strategy. SF also added that the importance of integrating technology itself depends on the needs in the field, in other words in the classroom. If learning material can be conveyed with real objects directly, technology can still be replaced. However SF also realizes that the integration of technology is also very beneficial.

Excerpt 3

“The benefits of technology that I perceive are like, allowing teachers to select, download, and then bring material from the internet to class. So that

students can see directly even though it is not a real object” (SF, interview at MAN 3 Banda Aceh)

Integration of information technology in teaching it's become important because technology helps teachers more easily access material that is not available in real life. Teachers must be able to determine when they should use technology and when they should use real objects around them. It aims to eliminate students' perception that learning English is difficult. The teacher's role is very crucial to find the right strategy in the classroom. Implementation of the right strategy in class is expected to help students to be able to speak English fluently. The teacher's appropriate strategy will promote students' self-regulatory learning (Kistner, et al., 2015).

a. Finding from Google Form

Findings through questionnaires show that the integration of technology in teaching speaking also helps teachers in the pandemic era. As we know, in 2019 Indonesia was also affected by the Covid-19 pandemic which resulted in schools being closed and the government making regulations to organize teaching and learning activities online. This of course involves the internet as a means for teaching and learning. During the Covid-19 epidemic, the online learning system, or E-Learning, has favorably contributed to the continuation of the teaching and learning process (Taufik, et. al, 2020). ENB and DA in the questioner argued that:

Excerpt 1

“In my opinion it is very important, because the range of learning becomes wider if it is done online, especially during the pandemic” (ENB, questionnaire from Google Form)

Excerpt 2

“Yes, very important. Especially during Covid-19” (DA, questionnaire from Google Form)

Technical media, particularly technology, become the main inclusion in distance learning to bridge teachers and students in different places and times (Saykılı, 2018). Another thing that is a plus is that technology also plays a major role in the world of education in the midst of the international disaster Covid-19.

From the findings above, it explains how important it is to integrate technology in teaching speaking. This is also in line with the important role of the teacher in the classroom. Selection of the right strategy is also needed, so that learning objectives can be achieved.

4. The benefits of integrating technology in teaching speaking

a. Finding from Google Form

Based on the results of the questionnaire given through the Google Form, the benefits that teachers' perceived from integrating information technology in teaching speaking can be categorized as follows:

1. Facilitating in teaching

The benefit of integrating technology in teaching especially speaking skills are the technology can facilitate teachers by providing convenience in conveying material. Information technological used in speaking helps teachers maximize teaching materials, teachers can also choose which materials are more suitable to use for the student according to their educational level. Related to this ENB, as a respondent argued that:

Excerpt 1

“Technology facilitate learning process and make the teacher easier to deliver the material, and of course is more effective, especially improving verbal communication in English” (ENB, questionnaire from Google Form)

Excerpt 1 explains that technology aim to facilitate the teaching and learning process. Technology is considered capable of making the learning process much more effective, especially in improving verbal communication. In general, verbal communication is communication in the form of spoken or written, for example, the use of words. In addition, the facilities offered by technology allow teachers to teach speaking online, using several types of platforms such as Zoom meetings and Google Classroom. This kind of platform allows teachers and students to communicate online and event make a study group. Not only that, there are other facilities that can be obtained, such as allowing teachers to conduct exams online and send feedback to students. Another opinion comes from DA and YA, stated that:

Excerpt 2

“Easier explain material to students” (DA, questionnaire from Google Form)

Excerpt 3

“The benefits that I receive in integrating technology in teaching speaking are I found that more easier to explain and train students to speak English, for example I use native speaker conversation videos from YouTube.”(YA, questionnaire from Google Form)

We can conclude that the participants were greatly helped by the facilities provided by technology. Teaching materials such as videos are very easy to obtain. Technology also facilitates teachers to be able to explore more broadly and find material that is appropriate to the level of student knowledge.

2. Providing interesting learning material

By utilizing various information technology media devices, teachers can present information or teaching materials in a more interesting and varied form, not just in the form of text, so that students understand lessons more easily. There are many features on various online-based platforms that can be used to create online classes, quizzes, interesting presentations, etc. This makes the teacher more optimal in teaching because the material is always being upgraded and varied which raises student motivation and interest in learning. In addition, the

visual appearance of the material displayed through the video is of course very interesting for students. It aims to make learning more enjoyable for students, rather than just using traditional media. Technology that has online meeting features is also very interesting because students can have conversations online with their friends and teachers, of course this is very helpful in improving students' speaking skills making students more interactive while studying.

Excerpt 4

“Learning is more interesting and students are more interactive in class”
(ENB, questionnaire from Google Form)

Excerpt 5

“Can make the learning atmosphere more enthusiastic, not boring, and can add interesting material” (YA, questionnaire from Google Form)

Excerpt 6

“I can create interesting learning atmosphere and follow today's trends”
(DA, Questionnaire by Google Form)

Creating an interesting learning atmosphere is something that must be considered by the teacher. Technology allows this to be achieved because there are so many choices that can be used as learning media. Interesting material such as making podcasts, or students' daily lives videos can also change the class atmosphere to be more interesting, this is because the technology is becoming a

trend nowadays, which when linked to lessons will certainly create a new atmosphere for students.

a. Finding from interviews

1. Expanding to Material Access

The opportunity to access more material from the entire world allows teachers to introduce new things to students. Teachers can display things that are not around by using technology, for example by introducing the diversity of languages and cultures of other nations. Students can also dig deeper into learning material, they don't have to worry about having trouble finding material sources. This is because all kinds of knowledge and issues can be easily traced through search engines like Google.

In addition, there have been many educational websites that have sprung up and provide many choices of material that are discussed in depth. This further proves that the opportunity to explore learning materials and gain new knowledge is increasingly unlimited thanks to information and communication technology. On the otherhand , many English teachers believe that showing videos from native speakers will really help students get better pronunciation in speaking. SF and RW in interivew stated that :

Excerpt 1

“The most obvious benefits that can be seen and felt are extensive materials, we can introduce things that don't exist in our area by utilizing

internet technology. We can download and then show it to students. In other words, with information technology we can make this world smaller” (SF, interview at MAN 3 Banda Aceh)

Excerpt 2

“Automatically teachers teach more effectively and efficiently, because teaching materials from the internet are so broad, for example students can directly hear conversations from native speakers, using technological media” (RW, interview at MAN 3 Banda Aceh)

Technology allows teachers to access material in an unlimited way. Teachers can easily get new material just by googling the internet. As we know, the internet provides everything, tutorials, games, materials, the latest teaching methods, the most effective speaking teaching methods, all available on the internet.

5. The challenges when integrating technology in teaching speaking.

a. Finding from Google Form

Based on the results of the questionnaire given to teachers via Google Form it is known that there are several challenges experienced by teachers in the process of integrating technology in teaching speaking. Especially for those who teach in schools in the districts. The challenges are as follows:

1. Lack of Facility

The problem of the lack of technological facilities provided by schools is something that must be considered. Not only must it be complete, the facilities must also be adequate. The facilities in question include language laboratories, projectors, computers, laptops, speakers and other technologies that can support learning. However, as we know, several schools located in districts still lack these facilities. In fact, it is not uncommon to find technological facilities in schools that are damaged. Therefore, most teachers use and bring their own media, such as laptops, and must try to be as creative as possible so that the technological media they use can be maximized when teaching. This is a serious matter because not all teachers can provide themselves with truly adequate technological media when teaching. Therefore schools are responsible for facilitating teachers in terms of technology so that maximum results are obtained. In this regard, YA, DA and ENB argued as follows:

Excerpt 1

“The challenge I face in integrating technology in teaching speaking is inadequate facilities. Like there is no language lab, so I only use one laptop and speakers for many students, and I think it's less effective for students to capture the learning” (YA, questionnaire from Google Form)

Excerpt 2

“The tools and facilities used sometimes have errors” (DA, questionnaire from Google Form)

Excerpt 3

“Facilities are limited and teachers must be patient and never give up because they have to explain material over and over again so that students as a whole can focus” (ENB, questionnaire from Google Form)

Most of common problems faced by teachers in the districts are the lack of facilities provided by schools and unstable internet connections. Therefore, to overcome this, the teacher must be able to take appropriate action so that learning material can still be delivered properly. Another respondent ENB argued that to deal with limitation of facilities teachers should be more patient and explain material repeatedly until students understand.

2. Unstable internet connections

Apart from the lack of facilities, the main obstacle that hinders teachers and students when studying online is the lack or unavailability of data packages or internet networks. Some schools already provide facilities such as wifi to support learning, but it is not uncommon for the internet connection to remain problematic, either because the school's location is not strategic, such as remote schools or due to excess users so the internet connection becomes very slow. Even some schools in urban areas also face the same thing. This will certainly

have an impact on the continuity of teaching and learning. Because technology without the support of a good internet connection will be useless.

Excerpt 1

“Unstable internet connection, lack of facilities” (DA, questionnaire from Google Form)

Excerpt 2

“Lack of internet facilities provided by the school and sometimes unstable network” (ENB, questionnaire by Google Form)

From the results of the questionnaire above, we can conclude that, the development of the times requires that we always be able to adapt so that we are not left behind from the others. But limitations are always one of the big challenges that must be faced. Schools as the main educational facility are expected to be able to find solutions to deal with these limitations. Provision of adequate internet facilities, as well as complete advice and infrastructure will certainly greatly assist teachers in increasing success in teaching. Another thing that must also be considered is the provision of training to teachers in the proper use of technology in teaching so that the results obtained can be maximized. According to (Ertmer, et al., 2012), the most commonly cited reason for lack of technology implementation in the classroom is inadequate professional development and training. Survey results from public school teachers suggest that educational technology professional development is reasonably widespread.

In a 2009 survey, only 18% of teachers reported having completed no educational technology training over the previous year; the majority 53% reported completing 1 to 8 hours training (Gray et al., 2010). This causes many teachers face the challenges when they have to choose appropriate teaching materials, so it's not break students' focus while studying.

b. Finding from interviews

3. Power outage

This is inversely proportional to the results of interviews conducted with teachers in urban areas. Where according to them there are not many difficulties and challenges that must be faced because the facilities available from the school are quite complete and of course they have also received training. The only obstacle faced is the power outage, this also doesn't happen every day. Therefore this is not a big problem for teachers. The teachers also said that to prevent the possibility of power outages while teaching they would download the material first before presenting it in class.

Excerpt 1

“Electrical problem, but for me as teachers I don't think there is a big problem. Because it our responsibility in teaching. We have to prepare our own teaching materials don't expect too much from school, we look for it, prepare it, and we keep it for ourselves” (SF, interview at MAN 3 Banda Aceh)

This statement means that a teacher must always be ready and independent in the process of delivering material to students. As a teacher, you are required to be creative and not completely dependent on the school, you must be able to prepare, review and ensure that teaching materials are always available. In addition, SF also added that there were no major challenges when integrating technology in teaching.

Excerpt 2

“If only, for example, after making all the preparations using a laptop and suddenly the battery runs out and the electricity goes out. That's just the challenge, if the electricity stays on it means there's no problem” (SF, interview at MAN 3 Banda Aceh)

Other respondents who came from the same school also had the opinion that it was not much different from the previous ones, that the only challenge they faced was electricity. RW argued that;

Excerpt 3

“Talking about automatic technology related to electricity. If, for example, the electricity goes out when you have made plans to teach using a projector or speaker and then the electricity goes out, So that the challenge” (RW, interview at MAN 3 Banda Aceh)

RW also added that teachers must be able to immediately find other alternatives to face this challenge.

Excerpt 4

“The teacher must immediately be able to make the student speak. So it's like making role play” (RW, interview at MAN 3 Banda Aceh)

We can conclude that there are no major challenges experienced by teachers who teach in urban areas as shown in the quotation above. The only problem they had was related to electricity. This is because most schools located in urban areas have complete facilities. In addition, the teachers who were respondents in this study were also very independent and creative in dealing with all challenges, such as SF who prepared teaching materials in advance by downloading materials and RW solved problems by looking for other alternatives such as making role play. The attitude shown by the two respondents is that they are really ready to carry out efficient learning.

B. Discussion

After analyzing the finding it can be discussed the result of findings based on conducted research. It is divided into two points based on the findings for two research questions.

1. Benefits that teachers perceive in integrating technology in teaching speaking skills.

Based on these findings, it can be discussed that there are many benefits from integrating technology in teaching speaking. It is also known that all the teachers involved in this research have integrated technology in teaching English.

This is because teachers are aware that the use of technology in the modern era is needed. The development of mobile devices and communication technology is beneficial for the education sector. There are many types of technology that teachers can use in teaching and all can be selected based on needs. With the existence of technology access to teaching materials becomes easier. Only with hardware such as computers, laptops and smartphones and also software with various applications available on the internet.

Various learning technologies provide many advantages for teachers, because teachers can continue to update learning methods and strategies that are more effective and interactive. This is because technology always develops from time to time. Whatsapp, Google Classroom, Skype, Zoom Meeting, and other applications that help the learning process are examples of medium that can be used as a bridge between lecturers and students in online learning (Fitriyani et al., 2020). Creating an active and fun learning environment is another positive impact that technology has, technology makes teaching easier. From the questions asked to the teachers, they answered that the most prominent thing about technology integration is to simplify, assist, and facilitate teachers. Not only for teachers, the benefits of integrating technology also have an impact on students. Technology can make students learn more independently, generate motivation to learn, and generate interest in learning because the media used follows trends and is up to date.

Another benefit of technology that teachers got is when classes have to take place online, such as during a pandemic. Learning has changed as an impact of the

COVID-19 epidemic, one of which is that learning is now done online from the comfort of one's own home (Support et al., 2020). If technology is not used, education may not be implemented. The education-based applications that are very popular in the pandemic era are Google Classroom, Zoom and other communication applications. Applications like this are in demand because the learning process between teachers and students can still meet face to face even though virtually using video calls, the existence of the above applications also survives and continues to be used today.

2. The challenges when integrating technology in teaching speaking.

Even though in integrating technology there are many benefits for teachers, there are also challenges that must be experienced by teachers. The lack of facilities in schools is the most frequently complained about by teachers. The gap between existing facilities in schools located in urban areas and schools in the regions, of course, also has an impact on the results of integrating this technology. The lack of training for teachers in the use of technology is also something that must be considered, because many teachers feel challenged or have difficulties when determining which technology is more appropriate to use and does not disturb students' focus. In Indonesia internet access is not spread evenly in all regions. Many remote areas still have difficulty accessing the internet and some areas also have very poor internet connections. The importance of increasing internet connection is certainly very influential on the success of teachers in teaching. According to (Ahmed et al., 2017) importance of enhanced internet connectivity for

e-learning especially in rural areas. The unstable internet condition is also a challenge that must be faced by teachers when integrating technology, especially teachers in rural areas.



CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the research in the previous chapter, the researcher writes some conclusions and recommendations as follows:

A. Conclusion

1. Benefits

Integration of information technology in teaching speaking is very crucial. The benefits that teachers perceived are that technology is able to facilitate, make it easier for teachers to deliver material, and create an interesting and interactive learning atmosphere. In addition, it is also known that teachers use more than one type of technology in teaching speaking. This is because there are so many technologies that can support the teaching and learning process. The most used technologies are Smartphones, laptops and computers along with a number of applications on them, such as YouTube, Zoom and Google Classroom, etc. It is also known that the application above is very popular for use by teachers in the pandemic era.

2. Challenges

The teachers also experienced the challenge in integrating technology in teaching speaking. The lack of facilities and poor internet connection are the main challenges experienced by teachers, especially for teachers who teach in rural areas. While the teachers who teach in schools located in cities argue that they do not experience such a big challenge. This is because the facilities are complete and supported by the mental readiness of the teachers when teaching. The problem faced

by teachers in urban areas is power outages, but this doesn't have a big impact because they have prepared a plan to anticipate this problem.

B. Sugession

1. For Teacher

Researchers suggest that the integration of information technology in teaching English continues to be developed and explored. The researcher also suggests that schools located in remote areas increase their awareness of the application of technology in teaching English. In addition, teachers must also receive training regarding the integration of technology, so that they can maximize their ability to teach English speaking. Finally, the researcher suggests that teachers be more creative in facing all challenges.

2. Further Research

Thus this research was made, the writer realized that there were many limitations in the preparation of this research. Therefore further research is needed to overcome all these limitations. The writer suggests that this research can be built and developed in the future, so that all aspects that have not been answered in this research can be resolved. In addition, the writer also suggest adding more respondents or choosing respondents from different places, for example at the university level so that more insight will be obtained which will certainly be useful for this research in the future. Finally, the writer also suggests that this research be reviewed to make it more accurate because science continues to develop from time

to time and new theories will emerge in the future, therefore the accuracy of this research is also a matter that must be considered.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 7625/Un.08/FTK/KP.07.6/07/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2241/Un.08/FTK/KP.07.6/2/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
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6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
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8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-2241/Un.08/FTK/KP.07.6/2/2022** tanggal **14 Februari 2022**
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- Judul Skripsi : **The Integration of Information Technology in Teaching English Speaking at Indonesian Senior High School: Benefits and Challenges**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Juli 2023

Dekan,

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
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5. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Kepala Madrasah Aliyah Negeri 3 Banda Aceh dengan ini menerangkan bahwa :

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Bahwa nama yang tersebut diatas, benar telah melakukan Interview kepada Guru Bahasa Inggris pada MAN 3 Banda Aceh atas nama: Ratnawati, S.Pd dan Sofyan, S.Pd, M.Ed, hari Kamis, tanggal 28 Juli 2022, sesuai dengan judul yang diajukan.

Surat keterangan ini diberikan kepada yang bersangkutan sebagai salah satu syarat pengajuan penulisan Skripsi.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.

Banda Aceh, 5 Agustus 2022
Kepala Madrasah,


Muzakkar Usman

جامعة الرانيري

AR - RANIRY

Photo of conducted research at MAN 3 Banda Aceh



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Banda Aceh, July 25th 2023