THE IMPLEMENTATION OF EDUCATIONAL TECHNOLOGY TOOLS

IN TEACHING LISTENING TO THE STUDENTS OF SMKN 1 NGANJUK

IN ACADEMIC YEAR 2015/2016

SKRIPSI

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ENGLISH DEPARTMENT

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ABSTRAK

AriefTristian, The Implementation of Educational Technology Tools in Teaching Listening to The Students of SMKN 1 NGANJUK in Academic Year 2015/2016 , Skripsi, University of Nusantara PGRI Kediri, The Faculty of Teacher Training and Education, August 2015.

As we know that in teaching English there are four language skill, one of them is listening. listening is the harder skill to teach. But, the growth of technology now can help them in teaching listening. Technology is kinds of technique, tools or instrument that can be used to increase the human's learning. In teaching process it gives some advantages to the teachers. Teaching listening is not easy because the students have to rally listen to what they say and how they say it, not only that they compare their pronunciation with the correct version on the tape. It can be solved if the teachers uses the new things such as educational technology tools. In this research, the writer can take two phenomena. The first, what kind of educational technology tools mostly used by the English teacher of SMKN 1 NGANJUK in teaching listening. The second, how the implementation of educational technology tools in teaching listening to students of SMKN 1 NGANJUK.

The design of this research is Descriptive Qualitative. The subject of the research is the English teacher of SMKN 1 Nganjuk. This research was conducted on September 2015. The instruments of the research are observation, interview, and questionnaire. Observation is used to find out the implementation of educational technology tools in teaching listening. Interview is used to find out the media (technology tools), and teaching sources in teaching listening. The questionnaire is used to find out the student's point of views dealing with the use of educational technology tools in teaching listening. To analyze the data, the writer describes the data collected. The data are obtain from interview with the teacher, from classroom observation during teaching and learning process and also from some documentation.

Based on result of the research, there are 3 kind of educational technology tools which used by English teacher in teaching listening. First, the teacher used CD-ROM in teaching listening which includes interactive videodisc and digital audio. The use of CD-ROM mostly used to play an audio but sometimes the teacher played a video/film in teaching listening when the students feel bored. Second, the teacher used Hypermedia to explain the material which includes plain text, graphic, and hyperlink. Last, the teacher used headset as telecommunication. it used to start new connection students and educator/teacher.

Finally, the writer concludes that the growth of technology can help the teacher in teaching listening. The teacher should increase her capability to use software to increase her teaching

Key word : Teaching, Listening, Educational Technology Tools

I.   LATAR BELAKANG

Teaching is an interactive and communicative process between teacher and students in a classroom activity in order to achieve the goal of teaching learning activity by using method and technique.In teaching English, There are four language skill which students have to master such as listening. According to Wallance and Walberg (2014) "Listening skill are essential skill for the students in order to acquire the insight and information, and to achieve success in communication with others".

Teaching and learning process is affected by the growth of technology. Technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education specially in listening. According to Carla (1996:181) The aids in teaching listening mostly used in language laboratory. a prominent artifact of older beliefs concerning the role of listening in language learning is the language laboratory. It is supported by Abdullah (2014:14), he stated that "Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials". Teaching listening can be very difficult for teachers of

English language, if they were not using technology tools. According to Harmer (2001:142-43) states that "The language laboratory helps to train some students to rally listen to what they say and how they say it. When they compare their pronunciation with the correct version on the tape, they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better". it means that the use of technology tools in teaching listening is very useful to achieve the students goal in listening.

Based on the problems above, the writer interested in studying about the implementation of educational technology tools in teaching listening.because the writer wants to know what kind of educational technology tools are used in teaching listening and how is the implementation educational technology tools in teaching listening. Dealing with this problem, this research will be conducted SMKN 1 Nganjuk as location. because there was alanguage laboratory include technology tools such as headphones, microphones, tape deck, LCD, etc which support the researcher to take a research. Inthelanguage laboratory,thereare40 student's deskandoneforteachers. on each table (student's desk) alreadyavailableheadsets(microphone andheadphone) andabutton tointeractwiththe teacherby using headset, andat theteacher's

deskis availableamplifiersound systemtocontroltheaudio and also headsets (microphone andheadphone) to interact with the students. Everycorner ofthe roomthere is an audiosoundforlisteningprocess.Thisroomloc atedinroomC3, Right sideofthe roomthere was MM class (Multimedia) andin front of the laboratory there was TKJclass(techniques of computer network). Based on the explanation above the researcher interested in having research in SMKN 1 Nganjuk with the title "The Implementation of Educational Technology Tools in Teaching Listening to The Students of SMK N 1 NGANJUK in academic Years 2015/2016.

II. METODE

The research approach of this research is qualitative, because in this research there is no statistical accounting. The data will be explained descriptively. In qualitative research the researcher concludes the natural phenomenon. According to Sugiyono (2012:8) states that: "Metodepenelitiankualitatifseringdisebutmet odepenelitiannaturalistikkarenapenelitiannya dilakukanpadakondisi yang alamiah (natural setting)".It means that qualitative research also called by naturalistic research because the research is done on the natural setting.

In relation to definition above the writer focuses on examining the natural

phenomenon of an English class especially when the teacher teaches Listening. In this research the researcher describes kind of educational technology tools mostly used in teaching listening and how the implementation of educational technology tools in teaching listening to the students of SMKN 1 NGANJUK.

III. HASIL DAN KESIMPULAN

This research is aimed at finding the answer of the following question. First, what kind of educational technology tools mostly used by English teacher of SMKN 1 Nganjuk in teaching listening. Second, how is the implementation of educational technology tools in teaching listening to the students of SMKN 1 Nganjuk. To answer the following question above the writer used observation, interview and questionnaire as the instrument.

1. Kind of educational technology tools mostly used by English teacher

Educational technology tools are tools or technological equipment that can be used in teaching and learning process according to Soska (1994: 3) "Educational technology tools are referring largely to a vast array of computer-based technologies such as compact disc-read only memory (CD-ROM), interactive audio, interactive videodisc, local area networks, hypermedia, and telecommunications". Based on Soska's statement there are many educational

technology tools that can be used in teaching listening. First, CD-ROM (Comapact Disk-Read Only Memory) is closely related to the audio disk (audio CD) developed in 1982. But CD-ROM is different with audio CD. CD-ROM discs can keep variety of media such as video and audio (Soska, 1994: 4). It means that CD-ROM include interactive videodisc and digital audio. Second, Local Area Network (LAN). Area Network (LAN) is computers linked together in same building (such as classroom, lab) by via cables LAN). In a typical LAN, one computer is designated as the file server. This computer contains a large hard disk drive that stores all the programs used on the LAN, and it runs the software that makes the whole thing work. (Soska, 1994: 5). Third, Hypermedia is non linear medium of information which includes graphics, plain text, and hyperlink. And the last, Telecommunications is a technology of communication by electronic transmission is used to start new connection students and educators.

In this research the writer want to know kind of technology tools mostly used in teaching listening by English teacher of SMKN 1 Nganjuk. At the first time the teacher used headset to check the student's attendance. It means that headset is a technology of communication used to start new connection students and educators. It can be called headset as

Telecommunication. In the whilst activity the teacher used LCD to show some graphic and power-point. Based on soska's statement graphics, plain text, and hyperlink are kind of hypermedia. The last teachnology tool is used by English teacher is audio tape. The teacher heared an audio about "*like or dislike*" by using audio tape. Based on soska's statement video and audio are kind of CD-ROM. Based on the result of observation above there are 3 kind of educational technology tools are used in listening such as Telecommunication, hypermedia and CD-ROM.

Based on the result of interview. When the writer asked what kind of technology tools mostly used in teaching listening. the teacher answered "*yang seringsayagunakanyaalat-alat yang sudahtersedia di laboraturiumseperti LCD, Audio tape, Headset.*" it means that only a few of technology tools mostly used in teaching listening such as LCD, Audio tape and microphone.

In other side to find out what kind of educational technology tools mostly used by English teacher based on the students' point of view, the writer used questionnaire. Questions number 1 and 2 were used to find out whether the teacher used educational technology tools to teach or not. Most of the students answered that the teacher mostly used educational technology to teach English especially Listening. Question

number 3 and 4 were used to find out the use of CD-ROM such as digital audio and interactive audio. Question number 3 "*Selainmengguanakan audio tape, apakah guru Andapernahmenggunakan media lain dalam listening*?" Most of the students answered "no". Question number 4 "*Apakah guru andaseringmengajar listening denganmemutarkan video/film*?" Most of the students answered "no". Based on the student's answer above. The writer concluded that the teacher mostly used CD-ROM to play an audio (digital audio). Questions number 5 and 6 were used to find out the the use of hypermedia.. Question number 5 "*Apakahsaatmengajar listening guru andaseringmenggunakangambar (graphics)*?" Most of the students answered "yes". Question number 6 "*Apakahsaatmengajar listening guru andaseringmenggunakangambar power-point (PPT)?*" Most of the students answered "yes". It can be concluded that the teacher mostly used hypermedia in teaching listening. Questions number 7 and 8 were used to find out the use of telecommunication in teaching listening. Most of the students answered sometimes the teacher used headset as telecomunication but sometimes the teacher interact directly.

Based on the result above it can be concluded that in teaching listening the teacher mostly used 3 kind of technology tools such as CD-ROM, Hypermedia, and telecommunication.

2. The implementation of educational technology tools in teaching listening

There are some activities in teaching learning of listening by using educational technology tools, there are: pre, whilst, and post. The activities of teaching listening by using educational technology tools as follows:

a. Pre activities

Asking condition and also checking attendance. Than the teacher give warming up activities by giving leading question

b. Whilst activities

The teacher asks the students what they are going to listen to. A discussion atmosphere is tried to be created. At this stage pictures are used effectively, it showed by using LCD. After that the teacher play an audio by using the audio tape and the students listen the audio and start to work their task. While students are listening to the tape the teacher asks them to take some notes. Next, The teacher ask some questions to the students, to interact with the students, the teacher use microphone andheadphone.

c. Post activities

The teacher gives feedback to the students and also give motivation to the students. In teaching and learnig process the use of technology tools are effective for

the students and English teacher. It can be seen that the teacher used media technology from pre-activity until post-activity. The use of educational technology tools started in pre-teaching when the teacher check the student's attendance, she called the student's name one by one by using headset . Headset is a kind of telecommunication that used to interact with the students. Telecommunication not only used in pre-teaching but it used as long as teaching process.

In whilst-activity, the teacher showed a display picture and power-point by using LCD. According to Soska's statement graphic, plain text, and hyperlink are kind of hypermedia. So that it can be called as hypermedia. After discussed the material, the teacher played an audio by using audio tape (digital audio). In this case the students should hear the audio that played by the teacher and they start to do their task. In the end of the activity (Post activities) the teacher gives feedback to the students and also give motivation to the students.

Based on the result of the research above, the aim of this research has been answered. In this research, there are 3 kind of educational technology tools which used by English teacher in teaching listening. First, the teacher used *CD-ROM* in teaching listening which includes interactive videodisc and digital audio. The use of CD-

ROM mostly used to play an audio but sometimes the teacher played a video/film in teaching listening when the students feel bored. Second, the teacher used *Hypermedia* to explain the material which includes plain text, graphic, and hyperlink. Last, the teacher used headset as telecommunication. It used to start new connection students and educator/teacher. The use of variant educational technology tools make the students more interested to learn especially in Listening.

Based on the explanations above, the writer can conclude that Educational Technology Tools are helpful for students and teacher. For the students, the use of Educational Technology Tools can help them in understanding the material and they will not get bored easily in the class. Whereas for the teacher, the use of Educational Technology Tools can help her to teach. They don't have to explain too much and they don't have to write all of the teaching material on the whiteboard.

In this case, the teacher uses some facilities which are available at language laboratory such as CD-ROM, interactive audio, interactive videodisc, hypermedia, and telecommunications. from it. In short, Educational Technology Tool is suitable to teach all of English skills.

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