# CHAPTER VI
# CLOSING

In this Chapter the summary of this research will be presented. Implication for practice and further research dealing with technology and language teaching will be suggested.

## A. Conclusion

The aim of this research is to investigate about how far English teachers in Islamic Senior High Schools in Nganjuk have integrated ICT in their teaching. This research also explores the kind of technology used by teachers and their problems in using it. In this research qualitative research methods was used. The data collection first used is questionnaire. The questionnaire is used to investigate how far English teachers in Senior high schools in Nganjuk Have integrated ICT in their teaching, how is their perception about ICT and what kind of ICT that they use. Then, the interview is also used to get the deeper answer about teachers' problem in using ICT.

The result of this research shows that English teachers of Islamic Senior High Schools in Nganjuk do not use the ICT optimally yet. This is due to the problems that the teachers face. Moreover, English teachers in Islamic Senior High Schools in Nganjuk have good perception about the use ICT. While the kind of ICT used is internet, however the result of interview clarify that they use internet mostly for their administrative matter, not for their teaching. While in integrating ICT teachers face many problems such as lack of knowledge, lack of support and lack of time to prepare. To overcome those problems teachers profesional development is needed

Teachers professional development about integrating ICT in English class still need to be improved, as 39% of the participants learn about ICT by themselves, it means that teacher professional development about integrating ICT in English teaching is very rarely held or almost never be conducted. In addition teachers have good perception about the use of ICT. Furthermore, the ICT tools that are often used by teachers is internet, however the ICT that they use mostly

for administrative matter, this is appear from the result of interview, that teachers are mostly able to operate ICT when it deals with administrative matter such as doing students digital report book (ARD; aplikasi rapot digital) and fill in Simpatika (teachers data), while when the technology deals with teaching learning process they feel reluctant. Their reluctant is due to the problems they face when integrating ICT in English class.

The problems that teachers face when integrating ICT in English teaching are dealing with lack of knowledge about ICT for teaching, the school policy and time management.

## B. Implication for Practice

The result of this research shows that English teachers of Islamic Senior High Schools in Nganjuk do not use ICT optimally yet. Some teachers argue that integrating ICT in English teaching is not that easy. They get some barriers in the effort of using the technology in their teaching such as the lack of knowledge about how to use ICT, the lack support, and the lack of time. Those barriers affect on the teachers will to use ICT in their teaching, eventhough they know the advantages of integrating ICT in English teaching[101].

As this research is discussing about the use of ICT by English teachers in their teaching, the result of this research imply more in practical field because the result of the interview shows that teachers do not use ICT because the technology or the tools that they need for teaching can not be easily found. If they want students to use computer for example, they have to be queue after computer class, as the computer can be used only in computer laboratory. Besides, the LCD; a very common tool needed by teachers in many schools are also limited, they can use it as long as another teacher do not use it at same time. By knowing the result of this research it is hoped that the school stake holder can give special attention to solve this problem by facilitating teachers who want to use ICT tools. The next

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[101] Baytak, A., Tarman, B., & Ayas, C. "Experiencing technology integration in education: children's perceptions" International Electronic Journal of Elementary Education, *3(2), 139-151,* 2011.

problem about the lack of competency and lack of time to prepare can be solved by improving the role of MGMP (Musyawarah guru mata pelajaran) as a part of teachers professional development. This forum , so far, is supported fully by the religious ministry of Nganjuk district, to support teachers in improving their profesionalism. As this activity is done six times in a semester, therefore the activities can be developed  as what the teachers want and the teachers need, such as workshop, seminar, lesson study, discussing lesson plan, and arranging the set of questions for students evaluation. Because this forum offers many activities that support teachers work, by joining this forum teachers can upgrade their competency in integrating ICT for their teaching.

## C. Suggestion

As the result of this study shows that teachers do not integrate ICT optimally in their teaching due to some problems, a further study about the way how to improve teachers will to use ICT  in their teaching is a possible to be conducted.

This study also imply that the school stake holder and the policy maker should think again about the policy that have been made about the use of ICT in the schools. The facility of technology is needed to be improved so that teachers can  use it well as well as  English Teachers Organization through MGMP (Musyawarah Guru Mata Pelajaran) need to be optimized to upgrade teachers capability in using the technology for their teaching.