THE IMPLEMENTATION OF ICT (PADLETE) IN LEARNING ENGLISH IN WRITING SKILLS

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Abstract

It is an undeniable fact that most of our students nowadays can enjoy having new technology either at homes or at schools. For this, it is quite possible for them to have ICT for learning. The purpose of having this kind of method is that students will have two advantages at the same time, i.e. the linguistic aspects and the content. For the linguistic aspects, firstly, they will learn the English sound system through spelling, secondly the grammar, by combining words into longer utterances, and finally the choice of words or vocabulary. While for the content, ICT let the students learn (assisted by the teacher) the variety of language used within a certain subject. Teaching technique using chalk and talk or explanation is not popular anymore. It is then suggested that the teacher uses internet within his teaching learning process and it is also compulsory for the students to learn to use it. The Internet is a must, because it can be used (1) as the source of knowledge (2) as an aid for learning (instructional aid) (3) as teaching or learning facility (4) as a standard of competency (5) as an administrative equipment (6) as a supporting equipment for the school management (7) as an educational infrastructure. Beside the aforementioned aspects, there are additional factors to consider. Among others are (a) the environmental factor which consists of school or institution holding the activity (b) students who learn, their ages, social and economical background, the language and literacy of IT, the variety of learning (c) the teacher, consists of the background of the teacher, the age, the teaching style, the experience and the personality (d) factors of technology which consists of computer, software, internet network and other application of EducateNet at schools. This research was conducted at one of the MTS in Cimahi who had applied ICT / Padlet in the learning process. The research method was CAR / Classroom Action Research, the results obtained by using one of the ICT Media, so that learning was interesting, interactive, not transportation and students became languages English is easier.

Keywords: ICT, competency standards, infrastructure, literature, internet networks

Abstrak

Fakta yang tidak dapat dipungkiri bahwa sebagian besar siswa saat ini dapat menikmati, memiliki dan menggunakan teknologi baru baik di rumah maupun di sekolah. Untuk ini, sangat mungkin bagi mereka untuk memiliki TIK untuk pembelajaran. Tujuan dari metode penelitian ini adalah agar siswa memiliki dua kelebihan pada saat yang sama, yaitu aspek linguistik dan konten. Untuk aspek linguistik, pertama, mereka akan mempelajari sistem suara bahasa Inggris melalui pengejaan, kedua tata bahasa, dengan menggabungkan kata-kata menjadi ucapan yang lebih panjang, dan akhirnya pilihan kata atau kosakata. Sedangkan untuk konten, TIK memungkinkan siswa belajar (dibantu oleh guru) berbagai bahasa yang digunakan dalam mata pelajaran tertentu. Teknik mengajar menggunakan kapur dan bicara atau penjelasan sudah tidak populer lagi. Kemudian disarankan agar guru menggunakan internet (ICT) dalam proses belajar mengajarnya dan juga wajib bagi siswa untuk belajar menggunakannya. Internet adalah suatu keharusan, karena dapat digunakan (1) sebagai sumber pengetahuan (2) sebagai bantuan untuk pembelajaran (bantuan pengajaran) (3) sebagai fasilitas pengajaran atau pembelajaran (4) sebagai standar kompetensi (5) sebagai perlengkapan administrasi (6) sebagai perlengkapan pendukung untuk manajemen sekolah (7) sebagai infrastruktur pendidikan. Selain aspek-aspek tersebut di atas, ada faktor tambahan yang perlu dipertimbangkan. Diantaranya adalah (a) faktor lingkungan yang terdiri dari sekolah atau lembaga yang menyelenggarakan kegiatan (b) siswa yang belajar, usia mereka, latar belakang sosial dan ekonomi, bahasa dan literasi IT, variasi pembelajaran (c) guru, terdiri dari latar belakang guru, usia, gaya mengajar, pengalaman, dan faktor kepribadian (d) teknologi yang terdiri dari komputer, perangkat lunak, jaringan internet, dan aplikasi EducateNet lainnya di sekolah. Penelitian ini dilakukan di salah satu MTS di cimahi yang sudah mengaplikasikan ICT/Padlet dalam proses

pembelajarannya, Metode penelitian adalah PTK/Classroom Action Research, hasil yang diperoleh bahwa dengan menggunakan salah satu Media ICT maka pembelajaran menjadi menarik, interaktif, tdak membosankan dan siswa menjadi lebih mudah mempelajari Bahasa Inggris.

Kata Kunci: ICT, standar kompetensi, infrastruktur, literatur, jaringan internet.

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INTRODUCTION

Nowadays, the development of communication and information technology (ICT) is very rapid and influences various aspects of human life. Until now, according to Toffler, this development has reached the third wave. The first wave arose in the form of agricultural technology, this agricultural era has been going on for hundreds of thousands of years ago even now. The second wave arises in the form of industrial technology, this industrial era has been going on since hundreds of years ago until now. Now, the third wave is marked by the rapid development of electronics and information technology. This change from the industrial era to the (global) information age only lasted no more than half a century (Dryden, Gordon & Voss, 1999) Education should be able to build human resources.

Utilization of ICT for education, especially learning English, has become a necessity that cannot be delayed any longer. Various ICT applications are available in the community and are ready to be used optimally for educational purposes. Utilization of information and communication technology for education can be carried out in various forms in accordance with its function in education. According to (Indrajut, 2004), the function of information and communication technology in education can be divided into seven functions, namely:

1. as a storehouse of knowledge,
2. as a learning aid,
3. as an educational facility,
4. as a competency standard,
5. as administrative support,
6. as a tool for school management, and
7. as an educational infrastructure Referring to the seven functions it can be understood that ICT can make a significant contribution to improving the quality of life of the Indonesian people, especially in the world of education.

So far, the results of education are only visible from the ability of children to memorize facts. Although many children are able to present a good level of memorization of the material received, in reality they often do not understand deeply the substance of the material. The question is, how is the child's understanding of the qualitative basis in which the facts are interrelated and his ability to use this knowledge in new situations? Also included in learning English. As an international communication language, English is studied by the community as a medium to get to know the world. As advances in technology, science and art developed today can actually be held in the hands of students without seconds. Through cyberspace (: internet) learning English becomes increasingly interesting. For this reason, it is necessary to take steps to innovate ICT-based English language learning in order to improve the quality of Indonesian education.

Positive results from the study clearly encourage the use of ICT in learning English to innovate learning. This effort is in line with the program of the Ministry of Education through PMPTK which is determined to develop ICT in the world of education. However, so that the steps for the use of ICT in learning English can run optimally, it requires synergistic steps from various parties,

including professional teachers. That is, a teacher is able to have insight in the use of ICT in addition to being competent in knowledge about English and its learning.

The Concept of ICT-Based English Learning Innovation

The term innovation provides the view that there is something new, unique and interesting. Novelty, uniqueness and attractiveness must lead to expediency. Humans as dynamic social creatures and not satisfied with what already exists will always try, explore and create something 'new' or 'other' than usual, as well as the problem of innovation that is closely related to the learning process. Existing innovation in learning can be interpreted as a new effort in the learning process, by using various methods, approaches, tools and atmosphere that support the achievement of learning objectives.

Furthermore, the term 'new' in innovation can be interpreted as anything that has not been understood, accepted or implemented by the recipient of innovation (students). So, ICT-based English learning innovation can be realized with ICT-based learning tools. These tools include: (1) KTSP concept framework, (2) syllabus-RPP, (3) teaching materials, (4) media / teaching aids, and (5) learning evaluation. Simply put, the concept of innovation in ICT-based English learning can be seen from the results of the learning tools. The whole toolkit is packaged in an ICT-based learning format without prejudice to the communicative competence of students in learning foreign languages. The emphasis of learning still highlights the nature of language learning as a communicative means for students to get to know the world around them. The impact of innovative English learning is the birth of innovative teachers. The following is presented a flowchart of ICT-based learning English learning innovation concept. As a media in the education process, ICT offers several applications that can be done innovations in learning English. These applications include the following.

1. E-learning E-learning or learning through online is learning whose implementation is supported by technology services such as telephone, audio, videotape, satellite transmission or computer. Such as courses or education with distance learning media and cyber classroom. There are three Internet-based learning systems in E-learning:

    a. Web Course Is the use of the internet for learning purposes where teaching materials, discussions, consultations, assignments, exercises and exams through the internet or no face-to-face in the learning process Such as the distance education process; virtual university.
    b. Web Centric Course Unlike the Web Course, Web Centric Course places more emphasis on learning where teaching, discussion, consulting, assignment, and training via the internet. Exams, and some consultations, discussions & exercises face to face the percentage of face to face conducted in the learning process is smaller. Like a university off campus.
    c. Web Enhanced Course Is the use of the internet for learning purposes where the internet is only to support learning activities face to face or the percentage of face-to-face that is done in the learning process is greater.

2. E-Library Is an online library that contains 800 billion information about science, etc.
3. Virtual University Is an application of the distance education process, where virtual university is one of the conveniences provided by internet services for learners who have difficulty in face-to-face time, and certainly in the process does not reduce the quality of education.
4. EdukasiNet Is an internet-based learning site; articles, teaching designs, teaching materials, educational projects, curriculum, tutors, distribution and publishing centers, discussion forums, Interactive school magazines, video teleconferences (discussion groups centered on the Global School Network, cu-seemeschools@gsn.org), Education TV and search engine. Other forms of development of the internet in the educational media of Lab Online (Virtual Laboratory), Data

base of updated material, Realtime Web sharing and discussion. Basically the EdukasiNet site can be used by anyone and in a very varied and flexible way, depending on the situation and conditions of the school and the teacher concerned. However, to assist teachers in using this site, the following forms of utilization can be used.

a. Utilization patterns in the Computer Lab For schools that already have computer laboratory facilities that are connected to the internet, can take advantage of this site in the lab. This site can be accessed together in classical or individual form in the lab with the guidance of the teacher.
b. The pattern of utilization in the Class If the school does not have a computer lab, but has an LCD projector and a computer connected to the internet, then the use of this site can be done by way of presentation in front of the class. The learning materials available on edukasi.net will be enriched for face-to-face learning in class, according to the topics discussed at the time.
c. Assignment patterns For schools that don't have an internet connection, you can use this site with assignment patterns. Students can access the internet at places that provide internet services, such as internet cafes, at home, or other places. d. Individual use patterns Beyond that all students are given the freedom to use and explore all the material available on EdukasiNet, both in the form of learning materials, popular knowledge and individual communication facilities. Utilization can be done at home, for students who have computers that are connected to the internet or done in Warnet. To take advantage of EdukasiNet as a medium of learning in schools, there are several things that need to be considered so that the utilization of EdukasiNet can be successful, including:

    1) Environmental factors which include educational institutions (in this case schools).
    2) Students / students / students, including age, socio-economic and cultural background, language mastery and IT literacy, and various learning styles.
    3) Teacher / educator / learner, covering his background, age, teaching style, experience, and personality.
    4) Technological factors include computers, software, internet connection networks and various capabilities needed related to the application of EdukasiNet in the school environment.
    5) Jardiknas Jardiknas is a Wide Area Network (WAN) National scale Education Jardiknas consists of 4 network zones, including: (1) Jardiknas Office / Institution Office (DiknasNet), (2) Jardiknas Higher Education (Inherent), (3) Jardiknas School (SchoolNet), and (5) Jardiknas Teachers and Students (TeacherNet and StudentNet). The general benefits of Jardiknas include:

        a) Increasing the speed of information services that is integral, interactive, complete, accurate and easy to obtain.
        b) Providing integrated education data and information services.
        c) Creating a transparent and accountable culture.
        d) Is a reliable educational promotion media.
        e) Improve communication and interaction both locally and internationally.
        f) Access various teaching materials from all over the world, and
        g) Increase the efficiency of various educational activities. Even to make a wider network, existing applications in ICT are also distributed in the form of internet networks.

Until now this network has become a medium of learning and teaching that needs to be taken into account. According to (Kamarga, 2002) the internet is a network consisting of thousands or even millions of computers, including a local network that is connected through channels (satellite, telephone, cable) and its coverage covers the whole world. The internet has many facilities that

have been used in various fields including in education. These facilities include: e-mail, Telnet, Internet Relay Chat, News groups, Mailing Lists (Mailing Lists), File Transfer Protocol (FTP), or World Wide Web (WWW). There are five internet user applications that can be used for educational purposes, especially in learning innovations, namely e-mail, Mailing Lists (mailing lists), News groups, File Transfer Protocol (FTC), and World Wide Web (WWW) (Onno W. Purbo , 2002). World Wide Web or often called the Web is the largest collection of documentation stored on various servers that are connected to a network (internet). This document was developed in hypertext format using Hypertext Markup Language (HTML). Through this format it is possible to link from one document to another document or section (http://www.livinginternet.com).

Actually, the internet was originally born for a military purpose in the United States. In early 1969 the Advanced Research Project Agency (ARPA) of the United States Department of Defense, made a network experiment named ARPAnet to support military research needs. But in subsequent developments this network was used for higher education research needs, starting with the University of California, the Stanford Research Institute and the University of Utah (Cronin, 1996). Internet application facilities are quite numerous so that they can provide support for military needs, the mass media, business, and education. In regard to its use for education, Ashby (1972) as quoted by (Miarso, 2007), states that the world of education has entered its fifth revolution. The first revolution occurred when people handed over their children's education to a teacher. The second revolution occurred when the use of writing for the purposes of learning. The third revolution occurred along with the invention of the printing press so that learning material can be presented through print media. The fourth revolution occurred when the use of electronic devices such as radio and television for equal distribution and expansion of education. The fifth revolution, as it is today, with the use of the latest communication and information technology, especially computers and the internet for education. This revolution impacts several future educational trends. Some of these characteristics, according to Ashby as quoted by (Miarso, 2007) are as follows: the development of off-campus learning as a form of continuing education, people gain greater access from a variety of learning resources, the library as a learning resource center becomes the dominant feature within the campus, campus buildings scattered (scattered) from the core campus at the center with the existing satellite campus in the community, the growth of new professions in the fields of media and technology, and people are demanded to learn more independently. Other trends, as expressed by Ryan et al (2000) are as follows:

a. Existing technology can transform the way knowledge is packaged, disseminated, accessed, obtained and measured. So that changes the way of production and delivery of material from print and analog to digital form on DVD, CD-ROM, and other web-based online learning materials.
b. People will prefer learning methods that are more flexible (flexible), easy, and in accordance with their needs and conditions. Thus triggering a shift in educational patterns from face to face (conventional) towards more open education.
c. With the existence of this internet technology delivery and communication system (delivery system and communication) between students and teachers, teachers and teachers or students and students can be done in various forms and ways, both simultaneously (synchronous) and (asynchronous). Some forms of communication that can be carried out include the following (Purbo, 1997):

    1. electronic dialogue (chat); Electronic dialogue is a text-based conversation that can be done online at the same time (synchronous) between two or more internet users. Example application in the context of higher education, electronic dialogue can be used for the communication process between lecturers and some of their students in discussing a subject in a particular lecture.

2. electronic mail (e-mail); electronic mail is a form of communication that is not asynchronous that allows communication between students and lecturers or students and other students through letters that are delivered electronically via the internet. In contrast to chatting, in this way the feedback obtained may be delayed.
3. group conferences by electronic mail (mailing list); Mailing list is an extension of e-mail where someone can send a message to a specific group of people who have registered to join a discussion group. For example, a lecturer has a list of students who are members of a specific subject group. The assignment and discussion can be done through facilities like this.
4. teleconference; Remote conferencing can be in the form of audio conferencing or video conferencing. Both conferences can be held in a "point to point" or "multi point" way. The first way is done in two places. While the second way is done in more than two places. For example, a teacher from a particular school can discuss a certain topic with students in several other schools at the same time. Progress in the world of ICT needs to get a positive response in an effort to improve the quality of education. However, it should be noted also the problems that are often faced in the development of ICT-based English learning innovations as follows:
    a. Access problems to be able to use ICT, such as the availability of internet networks, electricity, telephones, and other supporting infrastructure.
    b. The problem of software availability (software), namely how to get inexpensive software.
    c. Nuture problems of effect on the existing curriculum
    d. Skills and knowledge problems
    e. Attitude towards ICT Therefore, it is necessary to create how everyone has a positive attitude towards ICT, how can everyone understand the potential potential of ICT and its impact on students and society, so that the use of new technology can accelerate equitable distribution of education and development.

METHOD

The method used in this research is a quantitative method with Classroom Action Research (CAR) approach. This research was conducted at MTs Asih Putera, West Java. The subject of the study was the 7th grade students. This research used a research design in the form of Collaborative Classroom Action Research. The concept in this study is adapted from Anne Burn (2009) which applies 4 components, namely planning, implementation, implementation, and reflection.

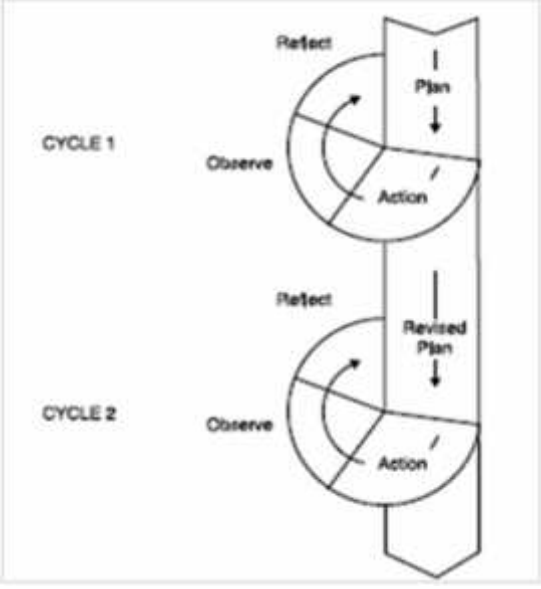

Figure 1. CAR procedure

The formula for retrieving data values is as follows:

$$M = \frac{\sum X}{N}$$

M = Average scorre
$\sum X$ = Total score
N = Total of Students

Data collection techniques

Data collection techniques in this study used observation, interview, questionnaire, and test techniques.

In collecting this data, it will be grouped based on research stages consisting of several cycles, so that it will be easier for researchers in the process of compiling the results and making final conclusions.

Table 1. Data collection technique

Technique	Target	Objectives	Data
Observasion	Students and Lecturer	To find out each set of learning activities	Short notes of Lecturer
Interview	Students and Collaborator	To find out the interactions between participants in research	Interview (sum note)
Questionnaire	Students	To determine the response of students indirectly to the course of learning activities	Percentage of questionnaire scores
Test	Students	To get information about the values before and after the application of the ICT technique	Scorring

Data Analysis

This study has two cycles, and the data obtained in each cycle (action) will be analyzed quantitatively and qualitatively to determine the final results of an action. Qualitative data on student learning outcomes will be analyzed descriptively by finding the average scores of students' success both in pre-test and post-test. Evaluation data will be analyzed using descriptive analysis by finding the average value of student success both in pre-test and post-test. Namely by using the following steps:

1. The value of each student answering the test in each meeting.
2. Data is calculated using the following formula:

$$M = \frac{\sum X}{N}$$

M = Average scorre
$\sum X$ = Total score
N = Total of Students

Meanwhile, qualitative data obtained through observation sheets were analyzed so as to provide an overview of the level of understanding of the lesson, attitudes or views of students towards the learning methods applied, student activities in following the lessons, attention, enthusiasm in learning, self-confidence, learning motivation, and the like is analyzed qualitatively. This analysis will be carried out from every first and subsequent cycle.

RESULTS AND DISCUSSION

In this section the researcher conveyed the data obtained from this action research in detail based on research conducted at MTs Asih Putera CIhanjuang. Before presenting the results of the research it is worth looking at the opinions of the following educational experts: in presenting the results of research and discussion, it is necessary presents a description of each cycle with complete data ranging from planning, implementation, observation and reflection which contains an explanation of aspects of success and weaknesses that occur. Fundamental things need to be added, namely the results of discussion (progress) on students, the environment, lecturers, motivation and learning activities, class situations and learning outcomes, noting graphs and tables of results of data analysis that show the changes that occur accompanied by systematic and clear discussions (Suharsimi Arikunto, Suhardjono, Supardi, 2006: 83).

In this study the researcher presents the complete data from what was made according to plan, what the results are, how they are implemented, what has been achieved, to the reflection. For more details can be seen as follows:

1. Action Plan I

The results obtained from planning activities include:

a. Compile the next action plan complete with RPS that will be implemented using the ICT technique
b. Determine the time of implementation, which concerns the day, date, according to the research schedule, namely the month of March 18, 2019
c. Ask other lecturers as a collaborator team in this study in implementing learning using ICT that has been planned.
d. Carry out supervision of class visits in observing the existing deficiencies.
e. Develop a check format related to ICT learning.
f. The team of collaborators who were asked to observe the learning were given a briefing about the ICT learning model by:
    1. The team of collaborators as supervisors are notified in advance and know the learning methods using ICT and their presence in class is not looking for mistakes, but for the common interest of improving learning.
    2. The team of collaborators as supervisors have been told to better understand the principles of supervision so that they no longer tend to be instructive and more friendly to the principle of peer care.
    3. In the implementation of supervision, the team of collaborators as supervisors are expected to show a close sense of collegiality and are willing to assess the truth.
g. The researcher gives an explanation to the students that the presence of supervisors to the class is not to look for mistakes or weaknesses of researchers / lecturers in learning, but to improve the ability of students to master knowledge.
h. Plan lesson material and formulate goals. Determine the lesson material, by adjusting to the applicable syllabus and the translation is quite good.
i. Select and organize material, media, and learning resources.
    In this first cycle, researchers organized learning materials well. The order of delivery from easy to difficult, the scope of the material is quite meaningful for students, determining teaching aids. Whereas in determining the source of learning has been adjusted to the objectives, learning materials and the level of student development.
j. Designing learning scenarios.
    Learning scenarios are adjusted to the objectives, material and level of development of students, sought variations in the delivery. The composition and steps of learning have been adjusted to the objectives, material, level of development of students, the time available, systematically is to place students in a central position, to follow changes in educational strategies from teaching to

learning according to Ministry of Education Decree No. 41 of 2007 and adjusts to the ICT learning model.


Figure 02. Cycle Planning Process I

2. Implementation of Actions I
   a. Class management
      Manage classes with careful preparation, teach materials correctly according to the ICT learning model.
   b. Assessment Tool
      Discussion and type of assessment, attached to the RPP along with the assessment format.
   c. Appearance
      Appearance in general, researchers dress neatly, use polite language, guide students as much as possible with the use of the ICT learning method. Researchers strive for strategies to easily observe students who are learning. After learning is done, it is continued by holding a meeting with the lecturer / collaborator team who oversees the learning process to discuss the results of observations made.
   d. From discussions with the lecturer / collaborator team, it was revealed that:
      1. Learning is not optimal, because new researchers first try this method.
      2. Students are indeed not actively accepting lessons and responding, this is in accordance with the objectives of the ICT method.
      3. The researcher proposes that the observing team / lecturer team wants to return and is willing to look again at the opportunity in cycle II.
      4. For a while, researchers were not convinced that the implementation of class visit supervision would help improve students 'abilities, but according to the observers' thinking, the method used by researchers was quite able to encourage increased creativity and learning achievement.
      5. Submission of observers to researchers can be delivered such as Need to manage space, time, and better learning facilities. In managing classrooms, time and learning facilities, it can be explained as follows:
         a) Researchers provide learning aids/ media.
         b) Researchers pay less attention to the cleanliness of the blackboard, the cleanliness of student uniforms, in other cases that are useful to foster student motivation and discipline.
         c) Researchers haven't been so good in time. Starting lessons are not timely due to certain things.


Figure 3. Cycle I Implementation Process

5. Observation / Observation Cycle I
Observations vary. Researchers use lecturers / collaborators to enter the classroom to observe the truth of the implementation of learning using the ICT model. Data obtained from observations conducted by lecturers will greatly affect the progress of researchers in applying the ICT learning model given that all the weaknesses of researchers will be observed properly. When researchers relate to the so-called interrupting variable or intervening variable where there are certain things that can affect the relationship between the independent variables, namely the ICT learning model with the dependent variable, namely the learning pretensions. The particular thing that was discussed was the correct implementation of the ICT learning model. If the implementation is not correct it will certainly affect the learning outcomes.

Observations by peers as described above are very necessary for the success of improving the quality and correctness of learning of the ICT model. The researchers did this for the sake of innovation efforts so that this article is more efficient and effective. In addition to observations made by peers, another effort the researcher made was to instruct one of the students who was clever to check whether the implementation of ICT learning in the class had gone as expected or not. Both the lecturers who watched, and students who were told to observe the activities of their friends. ICT that demands creativity; self-discovery by students; emphasis on intellectual activity; processing learning experiences into something meaningful in real life; accustom students to be more productive, analytical, critical; the use of methods, techniques, and strategies that enable students to find and find answers themselves optimally is more communicative and able to express their opinions.

In addition, this model requires problem solving skills to increase intellectual satisfaction, sharpen the memory process for longer mastery, more student-centered learning, development of self-concept and academic talent, avoid memorization of learning, foster the ability to assimilate and accommodate information. Learning steps are: a) formulating questions to be able to conduct research, b) checking whether student observations can answer questions, c) collecting data / information, d) analyzing information, e) making conclusions based on the results of information analysis. Of all the above meanings, researchers have prepared instruments for the correct implementation carried out by lecturers and students who observe the learning process.

6. Reflection on Cycle I
Before starting reflection, it's good to see the opinions of educational experts about what is meant by reflection. This opinion is a guide to the ways or things that need to write reflection. Reflection is a comprehensive study of the actions that have been carried out based on the data that has been collected, then an evaluation is carried out to improve the action. Reflection involves the analysis, synthesis, and evaluation of observations of actions taken (Hopkin, 1993 in Suharsimi Arikunto, Suhardjono, Supardi, 2006: 80).

To recapitulate the results of this study will be delivered at the same time at the end of the reflection cycle II analysis. For the results of the analysis of the observations of the team of collaborators and student observations of the correctness of the implementation of learning ICT For the second result of stamping can be conveyed as follows:

a. observations by the team of collaborators in the form of researchers' error notes when carrying out the ICT learning process, this is an invaluable input for improvement in the next cycle, for this more details can be seen in the discussion.
b. for observations made by a team of collaborators it has been seen that the team is capable, the team that has not been able to, clearly shows the activeness, tenacity, creativity, looking for important things assigned, showing the ability of activities, critical, true students who are keen

to learn and not lecturer who is active in teaching, ability to show self-concept, speed of responding to demands, ability to produce conclusions.

c. The sum of all student scores in the pre-test was 122, and the total score in session 1 was 154, while the score in session 2 was 187, after being averaged the scores obtained were 4.5 for the pre-test score, 5 .7 for the value of session 1, and 6.9 for the value of session 2 from the analysis made, it can be concluded that the results obtained have not demonstrated the success of ICT learning conducted by lecturers / researchers.

Figure 4. Cycle I Reflection Process and Plan for Cycle II

1. Planning

Seeing all the results obtained in the first cycle, then for planning the implementation of research in the second cycle there are several things that need to be done, namely:

a. Researchers re-plan the schedule for learning in class (cycle II).
b. Develop a good learning implementation plan according to the ICT learning model and create a data collection instrument that is a learning achievement test.
c. Plan class visits with other observers as an effort to innovate. For this the researcher consulted asking for his willingness to participate in the learning process undertaken. This innovation is carried out so that researchers can make more maximum efforts to carry out better and higher quality learning. The result of consultation with colleagues is the readiness of the lecturer to supervise class visits.
d. Together with the lecturer, designing a learning application scenario by looking at the deficiencies that exist in the first cycle by identifying things that can be done to improve learning. For this reason, all notes about deficiencies in cycle I which are the result of reflection are conveyed to the lecturer to be studied. Tell the lecturer what needs to be done, what students have to do, how to apply the correct ICT method according to the correctness of the theory presented.

2. Actions or the Implementation of Cycle II

The implementation of the actions in the second cycle is conveyed as follows:

On a predetermined day according to schedule, the researcher starts the implementation phase of the action by bringing all the preparations that have been made. In accordance with the plan that has been arranged in the form of a learning plan with the application of the ICT technique, the learning steps for understanding the discourse are arranged in steps according with the method applied in this study. The steps are as follows:

The first step, the researcher / lecturer shows the material through a powerpoint slide using infocus, among these materials are some pictures of interesting places, for example mountain places, lakes / valleys, monitor and so on.

The second step is, students are asked to observe and choose a place if if they are given the opportunity to be visited, then they must state the reason. students are given a few moments to convey their reasons for choosing the location.

The third step, students are given time to give their reasons without using notes and are required to use full English. And the fourth step, students are given several questions given in the middle of their discussion.


Figure 5. Cycle II Implementation Process

3. Observation

An assessment of the correctness of the implementation of ICT learning is preceded by noting important things such as learning activities carried out when the researcher takes action. From these quick notes the researcher knows which parts must be corrected, where the emphasis is needed, in which part it is necessary to give suggestions as well as reinforcement. In addition, the presence of a lecturer who observes the learning process will be very helpful to know more clearly the mistakes made during the learning process. Observing lecturers also noted student creativity, student willingness to participate in learning, contributions among students. All of these well done. The learning achievement test was finally resumed next week because after the lecturer conducted the learning process, the time to give the test was not sufficient so it was carried out at the next meeting. The results of the second cycle student learning achievement test will be discussed in reflection II. At the time of observation, researchers and collaborators also observed the learning process.

4. Reflection Cycle II

The results obtained from the learning achievement test in cycle II show that the ability of students to take lessons is quite good and shows that the ICT method has succeeded in improving students' ability to speak using English. ICT is a suitable model for students if the lecturer wants them to have the ability to create, argue, express opinions straightforwardly, exchange ideas, argue, considering the use of this method is to foster students' intellectual abilities, encourage students to be able to find themselves, put students in a central position and strive for students not to learn by memorization.

The results of this study turned out to have given the main effect that the model applied in the learning process significantly affected student achievement. This finding proves that the lecturer has chosen the right method in implementing the learning process because the selection of methods is something that should not be ruled out. This is in line with the findings of other researchers such as those conducted by Inten (2004) and Puger (2004) which basically states that the learning methods applied affect student achievement.

English subjects emphasize their studies on cognitive, affective and psychomotor aspects as guidelines for students' abilities in terms of mind, behavior and visual ability occupy an important place because they can activate students optimally. Of the scores obtained by students, more than half of students scored 8.5, 13 students received intermediate grades of 8. From this comparison value it can be believed that student achievement can be improved by using the ICT method.

Looking at the comparison of initial values, the value of the first cycle and the value of the second cycle, there was a significant increase, namely from the average initial value of 4.5 rising in cycle I to 6.3 and in cycle II rising to 7.9 This increase could not underestimated because this increase in value is from the maximum efforts carried out by researchers for the sake of improving the quality

of education and the advancement of education, especially in English Language Study Program IKIP Siliwangi.

Figure 6. Reflection Process Cycle II

CONCLUSION

ICT is a form of technological and art science progress that must be optimized for its function, especially in implementing English learning. ICT provides opportunities for treading global communication, so that in facing the era of global competition students need to get adequate stock. Through ICT-based English learning innovations can provide the broadest opportunities for students to hone and spur their competence on an international scale. Thus Pulan ICT (padlete) really helps students in mastering and understanding writing skills, students are no longer awkward and ashamed of their work. On the other hand, mental attitude and independence in accessing all the information needed for learning independently influences the instillation of students' personality values so that they do not always replace their lives with others. At present the mastery of ICT is a must for every human being so that it is not consumed by the times. Likewise in the world of education, learning innovations especially learning English can be done by utilizing the internet network in producing ICT-based learning tools. Hopefully the use of ICT is able to deliver current education towards quality education.

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