**THE INFLUENCE OF USING ICT ON STUDENT’S MOTIVATION IN LEARNING ENGLISH AT SMP NEGERI 3 KALIKAJAR WONOSOBO IN THE ACADEMIC YEAR OF 2012 / 2013.**

by

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Abstract

The researcher used experimental research (Iskandar, 2010). The population of this study was the eighth grade student of SMP Negeri 3 Kalikajar, Wonosobo in the Academic Year of 2012/2013*.* It was conducted in the month of March to April. The sample of this study is two classes. It was A Class as the experimental class that consists of 27 and B class was the control class that consists of 30 students. The students were given a pre-test for both groups before the experiment was conducted. At the end of the experiment, each group was given a post-test. The result of the study showed that the result of t-test of post-test between control class and experimental class shows that that t value was highest than t table (3.40.>2.004). From this calculation, it can be concluded that t value was highest than t table ( 3.40.>2.004). Therefore, the researcher can state that ICT can improve students’ English scores. Moreover, based on the analysis of questionnaire above, after the data are completely processed, the researcher concludes that most of the students have positive responses toward the teaching activity using ICT, and it is supported by the increase of the students’ average score that can be seen in the result of the post- test.

**Key word: ICT, Motivation, Learning** **English**.

1. **BACKGROUND**

Language is a means of communication used by human in order to be able to communicate with each other. There are millions of languages used in millions countries. Each country has its native language, but many of them have also one or more languages used as their second or foreign languages. However, there is a language that can be used in any countries, and that is English. Therefore English is regarded an international language.

English is one of languages in the world that is very important. It is clear that English plays an important role in communication among various or parts of the world. As an international language, English has been used in many countries around the world. Some countries use English as their native language, some others apply it as a foreign language. Whatever the position is, English has been a compulsory lesson for students all over the world, even for students in the English-speaking countries.

English is taught in many countries in the world as a second or foreign language, such as Japan, Malaysia, China, Singapore and Indonesia. In those countries, many schools make students study English from time to time. Many educational experts always attempt to make the teaching of English as a second or foreign language better and better. Those who turn their attention to English language teaching do not only come from educators, but also from the society considering the urgent role of English in the world communication.

Now, ICT (Information and Communication Technology) has been used in almost all fields of life, including in education. In education, computer technology has become so essential that the government put ICT as one of the curriculum in Indonesia’s education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in education world and has been used from preschool through university that could facilitate students and teacher in teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform.

The researcher thinks that ICT can be used to teach English so that the pleasant, relaxed atmosphere fostered by it has proven to be highly conductive to efficient learning. ICT has been designed to motivate students to participate the English teaching and learning. This research tries to find out the influence of using ICT to improve students’ motivation in learning English.

1. **RESEARCH METHODOLOGY**

The researcher used experimental research. The population of this study was the eighth grade student of SMP 3 Kalikajar, Wonosobo in the Academic Year of 2012/2013*.* It was conducted in the month of March to April. The sample of this study is two classes. It was A Class as the experimental class that consists of 27 and B class was the control class that consists of 30 students. The students were given a pre-test for both groups before the experiment was conducted. At the end of the experiment, each group was given a post-test.

1. **RESEARCH FINDING AND DISCUSSION**

The setting of this research is at SMP Negeri 3 Kalikajar, Wonosobo. The population of this research is the eighth grade students of SMP Negeri 3 Kalikajar, Wonosobo that consists of 157 students. Sample that is taken for this research is 57 students by using purposive sampling technique. The best on this sampling technique, the researcher took A class as the control class that is not taught using ICT and B class as experimental class that is taught using ICT.

The objective of this research is to know the difference of English ability between control class and experimental class. Moreover, the objective of this research is to know the influence of teaching English using ICT. There are two variables of this research: independents variable and dependent variable. Independent variable is the use of ICT and dependent variable is the score of English test.

The result shows that the use of ICT is effective to teach English at the eighth grade students of SMP Negeri 3 Kalikajar ,Wonosobo. It can be known from the result of pre test and post test of control class and experimental class. Pre test is given for control class and experimental class before giving treatment using ICT for experimental class and giving treatment without ICT for control class.

Pre test that is given for experimental class and control class is intended to know the English ability. Pre test that is given for experimental class and control class is also same. After giving pre test, the researcher tried to score the English ability of experimental class and control class. From the scoring, the researcher could get the score of English ability of experimental class and control class.

The highest score of pre test of control class is 80, the lowest is 60, mean is 68.66, median is 70, mode is 70, and standard deviation is 6.14. Moreover, the highest score of pre test of experimental class is 85, the lowest is 60, mean is 70.83, median is 70, mode is 70, and standard deviation is 5.73.

1. **CONCLUSION AND SUGGESTION**

From the analysis using t-test, it can be known that t value was 3.40.T table used was 0.05, and in df n1+n2-2=27+30-2=55, t table was 2.004. Based on that computation, it can be known that t value was higher than t table (3.40.>2.004). Therefore, the researcher can state that ICT can improve students’ English scores.

* + - 1. For English teachers

Based on the research result, English teachers can use ICT in teaching English if they want to improve their students’ English ability and improve students’ motivation in learning English.

The teacher should pay attention the process of teaching-learning so that the students will be active

* + - 1. For the students

1. They should improve their ability in learning English by paying attention to the teacher explanation in the teaching-learning process.
2. Besides, they should improve their motivation in learning English.
   * + 1. For other researchers
3. The researcher hopes hat other researchers conduct the research using ICT as media in the teaching-learning English.
4. The researcher hopes that this study can be useful for other

researcher who conduct the research using ICT in teaching English.

1. **REFERENCES**

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