A Descriptive Study on the Implementation of SAMR Model in English Language Teaching of Eleventh Grade Students in Banyuwangi Senior High Schools

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Abstract

This is descriptive qualitative research design. The respondent of the research were taken by using purposive sampling. The respondent were three English teachers in SMAN 1 Banyuwangi, SMAN 1 Giri and SMAN 1 Glagah. The data were taken by using documentation, interview and questionnaire. The researcher analyzed the data of questionnaire by using Likert scale. The result of the data analysis was determined based on the SAMR model. Based on the data analyzed by using Likert scale, the English teachers in Banyuwangi high schools often implemented SAMR in English language teaching and the index percentage was 60%. The percentage of substitution level was 67%, as a result the respondents often used technology in substitution level. The percentage of augmentation was 62%, so the English teacher in Banyuwangi high schools often implemented technology in augmentation level. In Modification level, the percentage was 62%, it means the English teachers in Banyuwangi senior high schools often used technology in modification level. The percentage of the redefinition was 50%, as a result, the English teachers of Banyuwangi high schools seldom implemented technology in redefinition level. The English teachers used technology to design the material, so students can understand the material easily. The technology mostly used was LCD and laptop as the tools, also power point and video as the media. the problem that was faced by the respondents was the weakness of WIFI signal. The teachers often used technology in substitution level, augmentation level, and modification level. Yet, the teachers seldom used technology in redefinition level. So, the English teachers are suggested to redesign the material creatively and attractively by using varied application in order to make students more creative and used internet for education by using varied application.

Keyword: English Language Teaching; SAMR Model

A. Introduction

According to Pragoto (2014), English becomes an instrument for everyone to broaden the knowledge or to move beyond particular national boundaries. Students learn English since they are in elementary schools. It is important to learn English at the early because it will create a confidence in learning English at the higher levels. In line with the roles of Depdikbud on Elementary School Compulsory Subjects (in Pragoto, 2014: 2), it is stated that "English can be taught at the level of elementary

schools on condition that is considered important by concerning local society and the availability of teacher with the ability to teach it."

The use of technology in classrooms not only makes students more interested in learning material, but also helps students enhance language learning. According to Kamijo (2017), digital learning can enhance language learning by enabling instant access to update information; communication with peers and experts through social networks; collaborative work; and the creation of digital artifacts that combine images, video, and sound.

The literature has extensively discussed the advantages of technology in language teaching and learning. Technology can be used as media to increase and develop human resources in education. Learning that is personalized, situated, and connected through the use of a technological device has the potential to transform learning in ways not previously envisioned (Romrell et al, 2013). There are some applications in internet to improve English, such as Penny Dell Crosswords, Talk English, Mind Meister, etc.

Nowadays, the use of technology without supervision will have negative impact for students (Marino, 2015). The use of technology can be measured with SAMR. SAMR is a framework for evaluating English Language Teaching. SAMR stands for Substitution, Augmentation, Modification, and Redefinition. According to Romrell et al. (2013), the level of technology implementation in SAMR represents the lowest to the highest level on the SAMR model, which includes four levels of technology integration.

In substitution, the technology provides a substitute for other learning activities without functional change, such as students using word processors instead of pens and paper to write reports. In the level of Augmentation, the technology provides a substitute for other learning activities but with functional improvements, such as when students write and annotate on a word processor or share the document with instructors on Google Docs. In Modification, the technology allows the learning activity to be redesigned, such as undertaking collaborative writing using Google Docs and using highlighting and chat functionality to give instant feedback to peers.

In the highest level, Redefinition, the technology allows for the creation of tasks that could not have been done without the use of the technology, such as record videos then modify the video to submit as homework and then post it on social media to ask for feedback from the audience. The first two levels are referred to as Enhancement, where technology assists in the accomplishment of traditional tasks. However, sometimes these levels may not be needed when looking at all the possibilities technology offers. The other two levels are referred to as Transformation, this is where the real metamorphosis of the classroom takes place and technology allows creative tasks, which are very different to those found in traditional classrooms. The SAMR Model is like a lens, which allows instructors to look at how they use technology in the classroom (Nakapan, 2016).

In this case the researcher wants to analyze the implementation of SAMR Model in English Language Teaching used by the teacher in English class. That is why the researcher chooses the title "A Descriptive Study on the Implementation of SAMR Model in English Language Teaching of Eleventh Grade Students" in Banyuwangi Senior High Schools 2017/2018 Academic Year."

B. Research Method

1. Research Design

Research design is the conceptual structure within which research is conducted (Khotari, 2009). The research design include an outline of what the researcher did from collecting data to the final analysis of data. The research design used in this research was descriptive qualitative research. The researcher used descriptive qualitative method, in order to deliver the implementation of SAMR in English Language Teaching of eleventh grade students in Banyuwangi Senior High Schools 2017/2018 Academic Years more detailed.

2. The Research Area

Research area is the place where the data are collected. Before doing the research, it is important to determine research area. The researcher used purposive sampling. Purposive sampling takes the subject based on a certain purpose (Arikunto, 2006). The research area of this research were SMAN 1 Banyuwangi, SMAN 1 GIRI and SMAN 1 Glagah. These area were determined purposively by considering some reasons. First, these schools were favorite schools in Banyuwangi regency. The next reason, these schools have been appliying technology in learning process.

3. The Research Respondent

All items in any field of inquiry constitute a „Universe" or „Population" (Khotari, 2009). Arikunto (2006) stated, Population is the whole subjects in the research. The population of this research were English teachers at Banyuwangi senior high schools. The sample of this research were English teachers of eleventh grade at SMAN 1 Banyuwangi, English teacher of eleventh grade at SMAN 1 GIRI and English teacher of eleventh grade at SMA Glagah. The sample is taken by using purposive sampling. According to Sugiyono (2009) purposive sampling is technique to define sample with certain consideration. The researcher used purposive sampling because the researcher focused on the implementation of SAMR model in English language teaching of eleventh grade.

4. Data Collection Method

The data was taken by documentation, interview and questionnaire. The documentation in this research was used to get more information about the learning process. The researcher investigated document about the planning in learning process that use technology in English class of eleventh grade. The documents needed in this research was lesson plan. The researcher copied the teacher"s lesson plan which used technology in learning process to get more detailed about technology in English Language Teaching.

The researcher interviewed the teacher to obtain more detailed and accurate information about the technology in English Language Teaching. The type of interview that will be used by the researcher is semi structured interview. The researcher prepared the questions,then the respondent answered the questions. In this study, the teacher were asked about the learning process in English class of eleventh grade. The following is thedistribution of interview item

The researcher used questionnaire to take the data of teacher's skill on technology in wide area efficiently. The type of question in this questionnaire was closed questions. Every five question involve the level of SAMR, such as five questions about subtitution, five questions about augmentation, five questions about modification, and five questions about redefinition. So, the total number of questions are twenty questions.

To find the level of questionnaire, the researcher used Likert Scale. Likert Scale was created by Rensis Likert from United States. Sugiyono (2009) pinpointed that Likert Scale is designed to measure attitude, opinion, and perception of people about social phenomenon. To measure the level of SAMR in teacher's questionnaire, the researcher use formula as follows:

$$\text{Index \%} = N/Y \times 100$$

Index % = percentage of level

N   = Total Score

Y   = Maximum Score

5. **Data Analysis Method**

In this research, the researcher use Miles and Huberman Qualitative Analysis (Sugiyono, 2009). The procedure of Miles and Huberman Qualitative Analysis are :1) Data Reduction, in this field, the researcher would come to each schools in Banyuwangi regency then select the lesson plan of the English teachers that applied technology in learning process, gave a questionnaire to the teachers and interviewed the teachers about the leaning process. 2) Data display is the process of organizing the data that were collected. There are some ways in arranging the data, Such as, diagram, chart or narrative text. Display data make the researcher comprehend the situation and planning for the next stage easily. In this stage, the researcher displayed the data into narrative text. 3) The last step of this method is conclusion drawing and verification. In this stage, the researcher analyzed the data that were displayed. After analyzed the data, the researcher concluded the research.

C. Conclusion

The English teachers often implemented SAMR in English Language Teaching of eleventh grade students' in Banyuwangi Senior High Schools 2017/2018 Academic Years. The English teachers in Banyuwangi senior high schools often used technology in substitution level. Most of teachers often used PDF to learn the material, used E-mail to submit the assignments and used power point to present the material. The English teachers in Banyuwangi senior high schools often used technology in augmentation level. In augmentation level, teachers used often online dictionary in teaching and learning process, used google drive to submite the assignments and used online quiz to improve students' vocabulary. The English teachers in Banyuwangi

senior high schools often used technology in modification level. the teachers often used video in teaching and learning process, asked students to make personal blog to explore students‟ writing and used google drive to submit the assignments and used the features such as highlight, comment. The English teachers in Banyuwangi senior high schools seldom used technology in redefinition level. The teachers seldom used technology to transform learning material. Teachers rarely used mind maps, video editor or the other application that related in redefinition level.

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